Montana 21st Century Community Learning Centers State Evaluation Report: 2021-22

Contents

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Organization of the Report

The report begins with a description of the grantees, including their partners and staff characteristics, and individuals who participate in 21st CCLC programming across the state. The report continues with a description of the services / activities that were offered, program attendance, and impacts observed. The report wraps up with lessons learned and recommendations. *It should be noted that counts/% will vary throughout this report because of missing data. Percentages are always based on the number of actual respondents who reported data.*

Introduction

Introduction

"In afterschool, kids get time with friends and mentors, hands-on learning, creative enrichment and expression, a chance to lead, explore and create without stress. That space has dramatically altered, and in some communities, taken away [due to COVID]...We are confident we will get through this crisis together, and when we do, the afterschool field will be ready. Youth will need expanded support to emerge from this crisis strong, resilient, and hopeful - and we'll be there to help them do so." – Afterschool Alliance

The 21st Century Community Learning Center (CCLC) Grant is a federally funded program supporting out-of-school-time community learning centers that operate primarily on school campuses statewide. Targeting students who attend high-poverty schools, these programs help students meet core standards in academic subjects such as language arts and math while also offering a broad array of youth development and enrichment opportunities. Research indicates that well-designed afterschool programs can positively impact academic performance, reduce misbehaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Given the no-cost nature of 21st CCLC, this grant helps ensure that *all* children have access to quality after school activities and the experiences and benefits that come with them. Now more than ever, students need a safe place where they can learn and thrive given their recent experiences under the COVID-19 pandemic.

The 21st CCLC grant is a federal *pass-through* grant. This means that the federal government allows the grant recipient (Montana Office of Public Instruction, OPI) to act as a pass-through entity whereby funds transfer to other subrecipients (the local programs, referred herein as the *grantees*), while OPI manages the 21st CCLC grant funds. Through a competitive application process, the OPI sub-grant funds Montana communities to run effective out of school programs that adhere to the requirements of 21st CCLC. While centers are open to all Montana students, 21st CCLC programs focus on serving student populations who are academically or economically disadvantaged.

Across the state of Montana, much of which is rural, there were 34 grantees running 101 centers during the 2021-22 grant year.

It should be noted that the number of grantees grew to 34 grantees from 29 grantees in 2021-22. Similarly, the number of 21st CCLC centers increased from 89 to 101. Of note, the number of grantees and centers has fluctuated over the years due to several factors including: 1) sites were closed and some did not reopen during the 21-22 grant year following COVID; these grantees reorganized their centers, 2) a consortium model was implemented starting in the 2018-19 grant year to serve more students in rural communities by allowing multiple rural districts to submit a single grant application, and 3) Montana uses annual continuing grant applications for existing grantees and new grant competitions as funds become available which means that the number of grantees and sites can change from year to year.

MONTANA 21ST CCLC GRANT GOALS*

GOAL 1 | Montana 21st CCLC students will show improvement in core academics.

GOAL 2 | Montana 21st CCLC programs will work collaboratively with students and families to foster positive relationships and promote youth development.

GOAL 3 | Montana 21st CCLC programs will provide high-quality operations to promote active participation of students.

*Grant goals were revised at the start of the 2021-22 grant year.

Montana 21st CCLC Evaluation Overview

In order to further understand Montana 21st CCLC programs occurring outside of regular school hours, the OPI hired JEM & R, an independent, external evaluator to help conduct a needs-based participatory evaluation to monitor and report on important grant activities and outcomes. The purposes of the evaluation include: a) providing timely, useful feedback to stakeholders regarding the quality of program components, the extent to which they are implemented, and program outcomes; b) creating data and reporting infrastructures that will provide key stakeholders with important information to inform program status, planning and activities, and as needed, upgrading or further developing this infrastructure; c) evaluating the statewide impacts of Montana's 21st CCLC grant; and d) regularly providing assistance to OPI and grantees regarding federal requirements and guidelines, evaluation and recent research about out-of-school programming. Over the past six years, JEM & R has worked closely with the state grant team and local grantees to ensure that their unique needs, priorities and goals are addressed, and to plan and conduct an evaluation that will help inform decisions and improve program activities and outcomes. This process is illustrated in the following logic model. For more information on the evaluation design and methods employed, the reader is referred to Appendix A.

Figure 1. OPI 21st CCLC Logic Model Overview
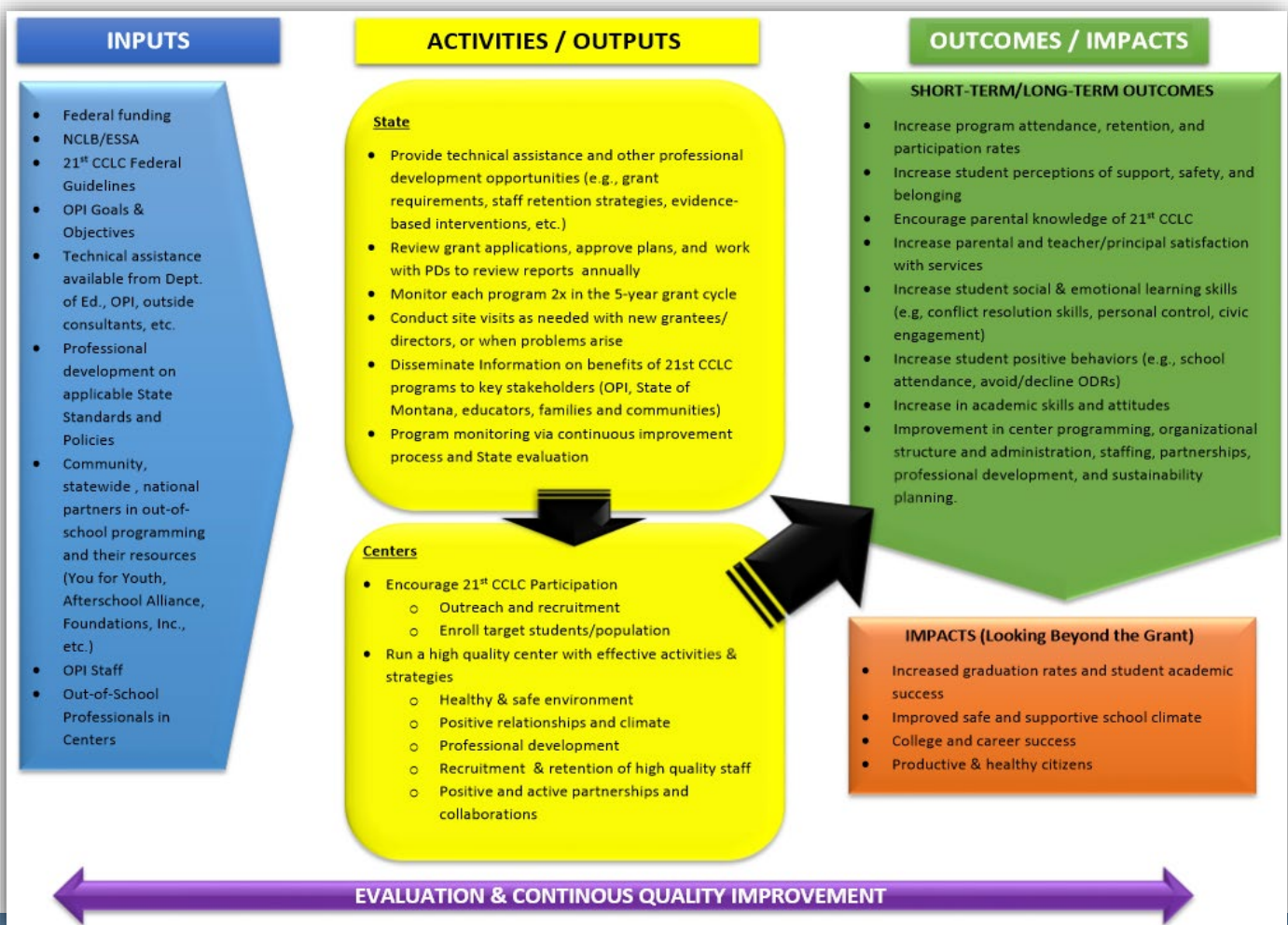
What are the Characteristics of Montana 21st CCLC Participants and Programs?

What are the Characteristics of Montana 21st CCLC Participants and Programs?

What are the characteristics of students and families served, and are programs reaching the target population(s)?

Student Participation

Approximately 7,605 students were served over the school year and 3,497 were served during summer programming. Across both summer and school year programming, a total of 8,768 unduplicated students participated in the grant. As shown in Figure 2, slightly more students participated at least one day in programming activities during Spring 2022 as compared to Fall 2021.

Figure 2. Student Participation

Total Students Attending
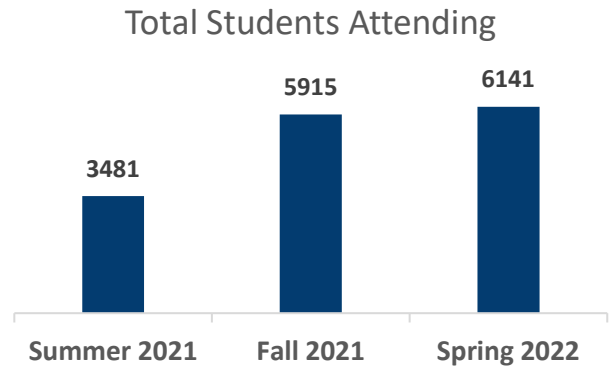
Figure 3 shows that **39% of students attended their program for 30 or more days during the 2021-22 school year[1], a notable increase from the prior year in which regular attendance rates fell.** The figure also shows steady improvement in school year 30+ day attendance since 2018-19, and the objective for annual increases was met. The total number of students who attended in 21-22 also increased by almost 1200 students, indicating a significant rebound from the prior year which was negatively impacted by program closures.

Figure 3. School Year Participation Rates by Days Attended

Student Participation by Days Attended (School Year)

	Less than 30 days	30+ days ("Regular")
2021-22 (n=7605)	60.7%	39.3%
2020-21 (n=5500)	65.9%	34.1%
2019-20 (n=8070)	60.2%	39.8%
2018-19 (n=10082)	64.0%	36.0%

Objective of annual increase in regular participation met.
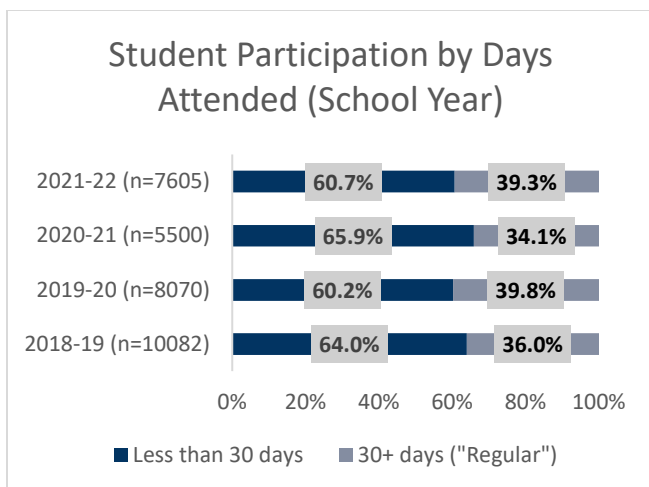
As shown in the table below, students attended slightly more hours and days in Spring than in Fall. Not surprisingly, participation was least in Summer.

Table 1. Average Attendance

	Average Hours Attended	Average Days Attended
Summer 2021	24	5
Fall 2021	30	14
Spring 2022	38	20
School Year 2022	68	33

[1] Prior to 21-22, "regular" students were defined based on attending at least 30 days during the reporting period. This definition has changed to 90 hours of total attendance during the reporting period.

Per new federal guidelines, attendance is now broken down by hours of attendance. Regular attendance is defined as students attending 90+ hours. In contrast to the results by days attended, results for the 2021-22 school year indicate that only 27.3% of students regularly attended a 21st CCLC program.

Figure 4. Average Students Served Per Grantee

Student Attendance Categories (for School Year, n=7605)

2021-22	32.2	24.2	16.4	12.4	6.9	8.0

■ <15 hours ■ 15-44 hours ■ 45-89 hours ■ 90-179 hours ■ 180-269 hours ■ 270+ hours
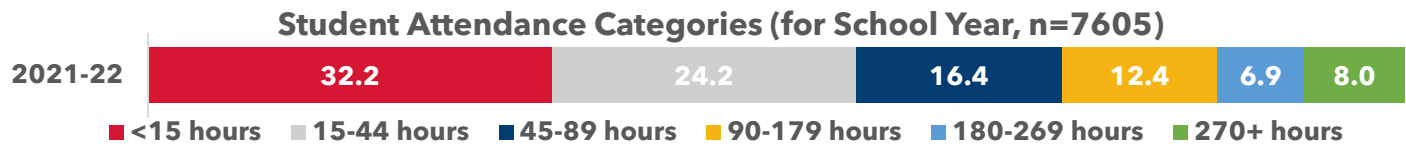
Adult and Family Participation[2]

Approximately 504 family members were served during the 2021-22 school year. Unlike the increase observed among student participants, this represents the lowest level of family participation. However, it should be noted that the change in the data collection system likely contributed to underreporting as a number of grantees reported difficulty in documenting these counts via the new Cayen AS21. Notably, only 19 out of 101 centers (19%) reported family participation counts.

Table 2. Family Participation

Total Centers Reporting Family Participation	Average Served	Range Served
19	10	1-169
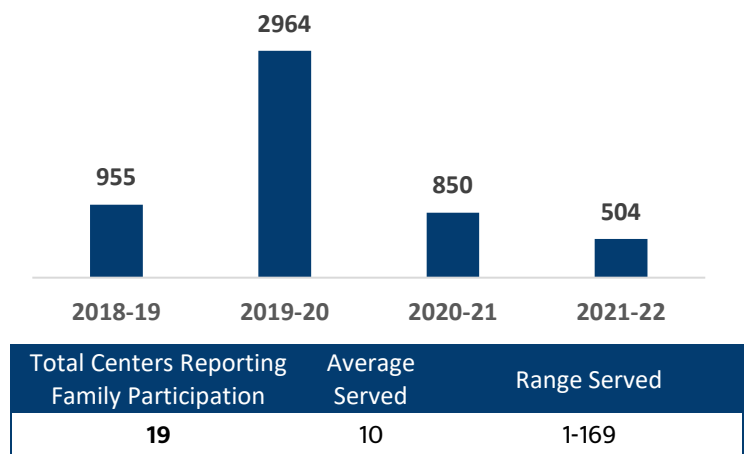
Meeting Capacity

As part of the grant application process, potential grantees are asked to provide the targeted number of *total* and *regular* students that they plan on serving each year. For the 21-22 grant year, the average number of total students that grantees proposed to serve consisted of 112 (range 10-365) and the average number of "regular" students proposed was 62 (3-250).

Results by grantee show that on average, **50% of grantees exceeded 80% of their targets for *total* students served (n=17) which represents an increase from 2020-21 (41% met)**.

Figure 5. Number and % of Grantees Meeting Targets

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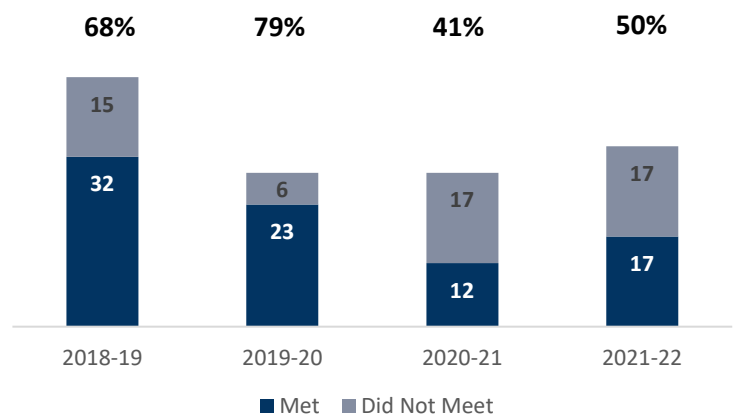
[2] Of note, these counts likely include duplicates as parents may have participated in multiple activities in Fall and Spring terms.

Student Demographic Characteristics

21st CCLC participating students are mostly White which is consistent with statewide demographics. That said, the overall percentage of White students is lower (64% vs 78%) and significantly higher for Native Americans (28% vs 11%). Furthermore, the majority are receiving free/reduced lunch which is to be expected given that this grant targets low-income students. Compared to statewide statistics, there is also a lower percentage of special need students in after school programming which indicates that more efforts should be targeted for this subpopulation.

Table 3. Student Demographics

Category		Summer 2021		2021-22 School Year		Statewide %
Gender	Female	1732	49.5%	3819	50.7%	N/A
	Male	1764	50.5%	3713	49.3%	N/A
Ethnicity	White	2164	61.9%	4833	63.6%	**77.8%**
	African American	23	0.7%	67	0.9%	0.77%
	Hispanic	146	4.2%	416	5.5%	**5.4%**
	Asian	14	0.4%	40	0.5%	0.7%
	Native American	882	25.2%	1642	21.6%	10.9%
	Two or more races	137	3.9%	295	3.9%	4.3%
Special Populations	English Language Learners	134	3.9%	265	3.6%	**N/A**
	Free/Reduced Lunch	1785	51.5%	3781	50.9%	**37.3%**
	Special Needs	455	13.1%	878	11.8%	**13.4%**

Figure 6 shows the demographics of students participating in 21st CCLC programs over the last 3 years. Similar to state demographics (refer back to Table 3 above), half of students in attendance are female, and a majority are White. Native American students, English language learners, economically disadvantaged students, and students with disabilities continue to attend 21st CCLC programs, although generally in lower numbers than previous years.

Figure 6. 21st CCLC Student Demographic Distributions by Grant Years*
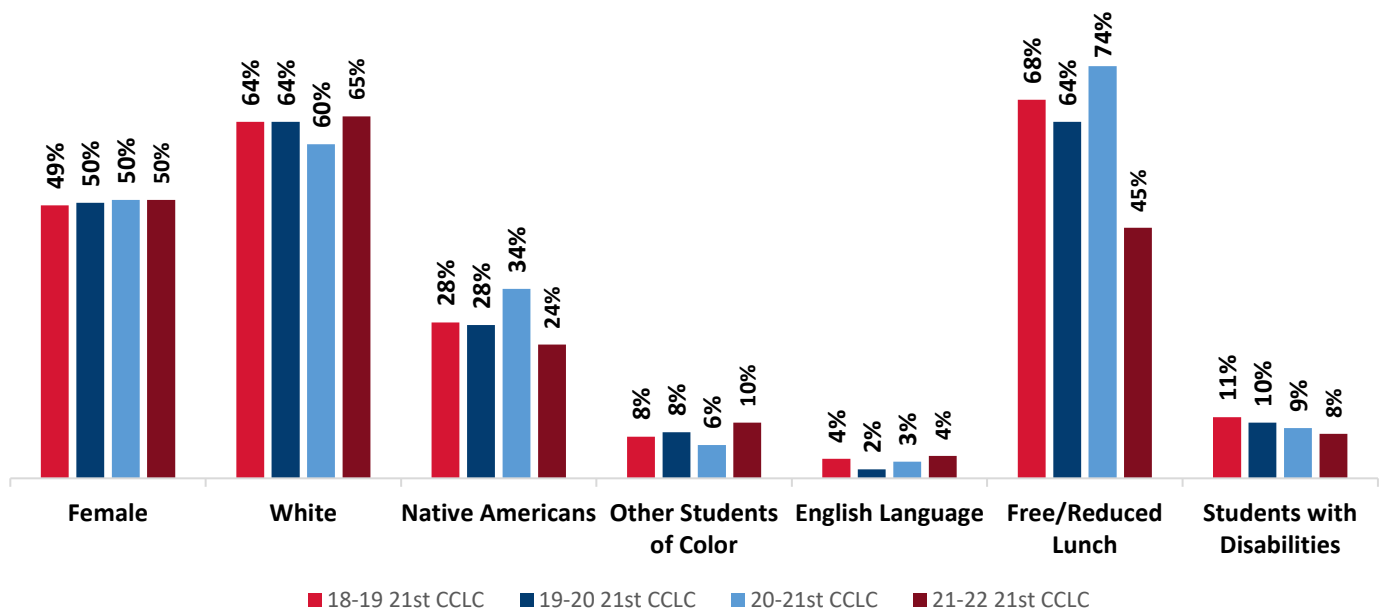
*This includes summer and school year.

Elementary (grades K-5) make up the majority of *regular* student (>30) and total attendance while high school (grades 9-12) make up the least.

Figure 7. Regular and Total Students by Grade

% of 90+ Hour ("Regular") Students By Grade Range

Grade	Percent
PreK-5	42.3%
6-8th	17.6%
9-12th	10.4%

% of Total Students By Grade Range

Percent, Count
67.0%, 5562
18.9%, 1571
14.1%, 1174
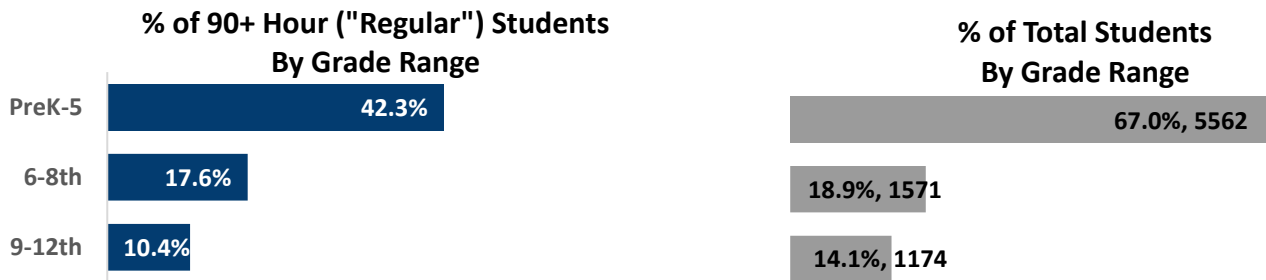
Results by individual grades show that students in grades K through 5 were over-represented, with attendance rates peaking in 2nd grade. From that point, participation generally decreases as grade levels increase.

Figure 8. Total Students by Grade

Grade	Count
PreK	
Kinder	814
1st	913
2nd	1007
3rd	986
4th	876
5th	941
6th	726
7th	433
8th	410
9th	333
10th	346
11th	248
12th	244
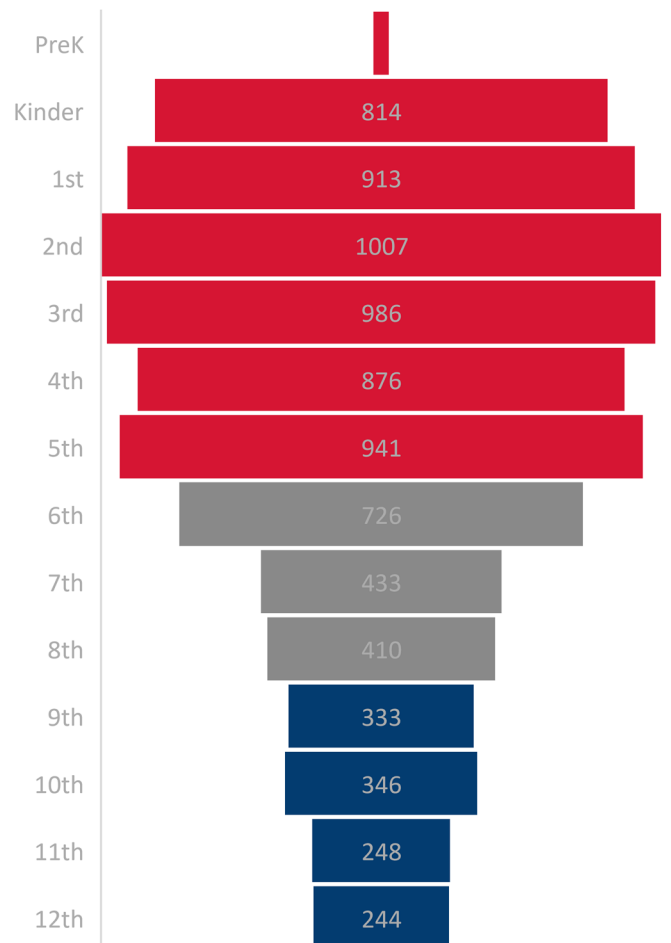
What are the characteristics of 21st CCLC operations and programming?

Student and Family Activities

Montana 21st CCLC centers are required to report on the activities and services offered through their programs. The following table shows the distribution of activity categories for each grant year since 2018-19. Of note, the federal activity categories changed for the 2021-22 grant year; therefore, prior year results are not directly comparable. However, similar categories do appear on both lists and general patterns can be observed. Specifically, the most commonly offered activities across all years (measured by the % of activities were offered) were: STEM-related activities, physical activity/healthy and active lifestyle, academic enrichment (including homework help), well-rounded education activities which includes arts and music, and literacy. The least commonly offered activities are typically focused on specific subpopulations (students who are truant, students with disabilities, ELLs) or not offered by Montana 21st CCLC grantees (i.e., not noted in their grant applications), such as expanded library hours.

Table 4. Program Activities by Grant Year

NEW Student Activity Type	2021-22 % of Activities Offered (1253)	OLD Student Activity Type	2020-21 % of Activities Offered (2953)	2019-20 % of Activities Offered (1208)	2018-19 % of Activities Offered (2883)
Well-rounded Education Activities	23.7%	STEM	22.4%	24.1%	26.1%
Healthy and Active Lifestyle	20.7%	Physical Activity	18.6%	23.8%	12.3%
Science, Technology, Engineering, and Mathematics	17.2%	Arts & Music	14.9%	9.4%	16.0%
Academic Enrichment	13.3%	Literacy	9.6%	7.9%	10.4%
Literacy Education	10.2%	Homework Help	6.2%	4.8%	5.4%
Career Competencies and Career Readiness	3.7%	Community/Service Learning	6.0%	5.0%	5.7%
Drug and Violence Prevention and Counseling	2.9%	Mentoring	5.5%	5.3%	2.7%
Cultural Programs	2.5%	Youth Leadership	4.6%	5.5%	5.7%
Social Emotional Learning	1.7%	College and Career Readiness	4.2%	4.5%	4.3%
Family Engagement	1.6%	Tutoring	3.3%	1.7%	5.3%
Math Education	1.1%	Counseling Programs	2.5%	3.8%	1.0%
Activities for English Learners	0.6%	Entrepreneurship	0.7%	1.7%	2.3%
Parenting Skills and Family Literacy	0.2%	Drug Prevention	0.5%	0.6%	1.5%
Telecommunications and Technology Education	0.2%	Violence Prevention	0.5%	1.7%	0.8%
Services for Individuals with Disabilities	0.2%	English Language Learners Support	0.4%	0.2%	0.2%
Assistance to Students who have been Truant, Suspended, or Expelled	0.1%	Truancy Prevention	0.1%	0.1%	0.3%
Expanded Library Service Hours	0.1%				

Table 5 shows the total days in which each unique activity categorized within the federal categories were offered, the total number of unique students who participated, and average daily attendance and hours per day. As shown, there is quite a bit of variability in offerings and participation based on the activity category. When reviewing these results, it is also important to take into consideration the proportion of activities offered. For example, although "telecommunications" shows high participation and days offered, this is due to one grantee's focus on media and technology education and it is incorporated daily (MAPS Media Institute).

Table 5. Frequency and Attendance at Youth Program Offerings

	% of Activities Offered	Total Days Offered	Total Participants (unique)	Average Daily Attendance	Average Hours Per Day
Academic Enrichment	13.3%	62	47	19	2
Activities for English Learners	0.6%	22	21	13	5
Assistance to Students who have been Truant, Suspended, or Expelled	0.1%	55	98	15	3
Career Competencies and Career Readiness	3.7%	28	30	14	2
Cultural Programs	2.5%	23	39	19	2
Drug and Violence Prevention and Counseling	2.9%	53	44	16	1
Expanded Library Service Hours	0.1%	71	51	3	3
Healthy and Active Lifestyle	20.7%	48	46	27	2
Literacy Education	10.2%	34	43	24	1
Science, Technology, Engineering, and Mathematics	17.2%	32	43	21	2
Services for Individuals with Disabilities	0.2%	8	7	5	2
Social Emotional Learning	1.7%	59	41	18	1
Telecommunications and Technology Education	0.2%	90	110	22	2
Well-rounded Education Activities	23.7%	29	39	22	2

Overall, these findings clearly show that there is a dual focus on academic enrichment and youth development via arts and music, and physical activity among Montana 21st CCL centers. Thus, overall programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.

Table 6 below shows the family activity data reported by grantees. It should be reiterated that this data was underreported via the new Cayen system. Based on feedback obtained, grantees had difficulty tracking the data as compared to the prior system and as a result, the totals reported herein do not reflect actual total participation.

Table 6. Family Participation

Family Activity	2021-22	2020-21	2019-20	2018-19
Centers Offering Any Family Activities	19% (n=19)	47% (n=41)	68.5% (n=61)	51% (n=55)
Total Unique Family Activities Offered (range per site)	67 (1-12)			
Average Total Hours Offered (range)	8 (1-84)			
Avg. Family Activities in SY among sites offering (objective is 2 per site)	3 (10 of 19 met)			

On average, centers served 87 students during the 2021-22 school year; however, this number varies substantially across different centers. Table 7 categorizes centers by size, based on the number of attendees served during the school year. Only 5% percent of centers served over 200 total attendees, whereas over half (65%) served 100 students or fewer. Most centers served between 101-200 students (29.7%).

Given that much of Montana is rural, variability in center size is expected, and the present findings are consistent with the school populations. Results by region, represented in Figure 9, show that the Western, Southwestern, and North Central regions of the state serve the most 21st CCLC students. Appendix B (Table B1) shows a complete list of grantees, centers, and attendance counts.

Table 7. Centers by # of Students Served

Attendees Served (Total)	Frequency	Percent
1-50	38	37.6%
51-100	28	27.7%
101-200	30	29.7%
201-300	3	3%
301+	2	2%
Total	**101**	**100.0%**

Figure 9. Centers by Region

- REGION II North Central — 23.5%
- REGION III Central — 17.6%
- REGION IV Southwestern — 26.5%
- REGION V Western — 32.4%

Center Operations

During the school year, on average, centers typically were open for 5 hours per week for approximately 5 days per week (primarily after school).

Furthermore, programs were open for approximately 33 weeks or 8 months – the majority of the school year. As expected, summer hours were considerably longer and weeks substantially less.

Staffing

Total unduplicated staff for the 2021-2022 school year was 1,331 which is similar to the prior year (n=1,466). Paid staff constituted 77% of the total staff whereas volunteers made up the remaining 23% of school-year staff. Across both school year and summer programs, the majority were teachers, community members, other non-teaching school day staff, or college students (69% collectively). In the two more recent years, programs increased the ratio of paid staff to volunteer staff compared to the 2018-19 and 2019-20 school years, as shown in Figure 10.

Table 8. Grantees by Locale: School Year

		Total # of Weeks Open	Total Days Per Week Open	Total Weekly Hours
School Year (2021-22)	Average	33	5	5
	Minimum	8	3	3
	Maximum	40	5	5
		Total # of Weeks Open	Total Days Per Week Open	Total Weekly Hours
Summer 2021	Average	8	4	28
	Minimum	2	3	6
	Maximum	28	5	53

Figure 10. Program Staff by Pay Status

Table 9. Program Staff by Type

Program Staff by Type	21-22 %	20-21 %	19-20	18-19
School Day Teachers	32.2%	26.9%	21.2%	22.2%
Other Non-Teacher School Staff	16.8%	21.0%	15.7%	15.0%
Community Members	11.2%	10.3%	17.1%	19.0%
Parents	9.1%	5.9%	9.2%	5.6%
Administrators	8.6%	12.6%	10.6%	9.3%
College Students	8.5%	10.3%	15.0%	16.6%
High School Students	6.2%	8.2%	5.9%	8.2%
Other	4.8%	3.1%	5.2%	4.2%
Subcontracted Staff	2.6%	1.8%	0.0%	0.0%
Total	1331	1186	2099	1532

What is the extent and nature of partnerships across programs?

Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC grant. This is because partnerships provide grantees with connections to the community and additional resources that may not be available to the program otherwise.

Partner Types

During the 2021-22 grant year, 451 partners were reported with an average of 11 partners per grantee. This represents an increase as compared to the prior year (n=302). Community-based organizations, for-profit entities, public schools, and local government entities made up the majority of program partnerships during the 2020-21 and 2021-22 program years.

Average Number of Partners Per Grantee:
11
Range: 1- 41

Table 10. Partner Types by Year
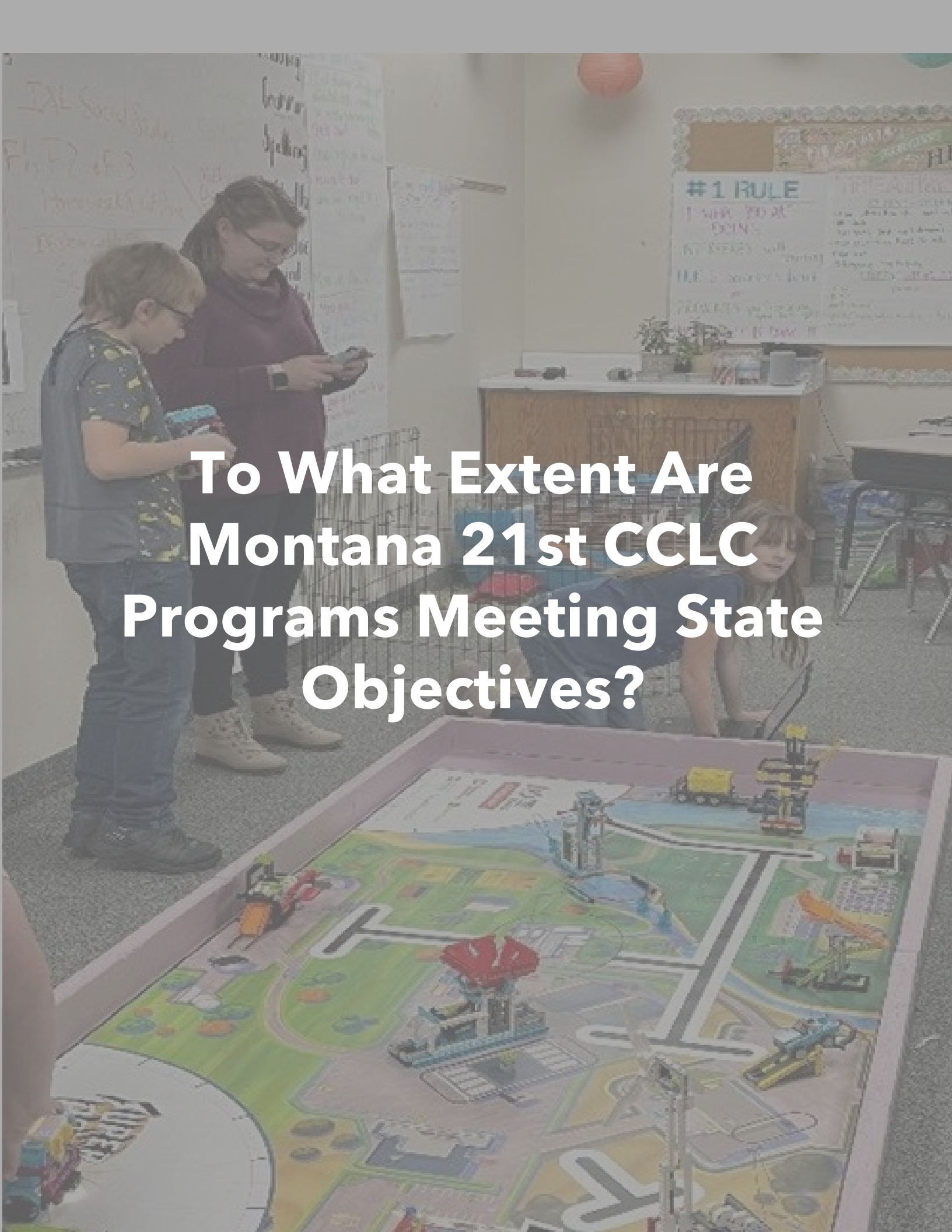
Partner Type	2021-22	2020-21	2019-20	2018-19
Community-Based Organization	21.5%	29.5%	7.0%	7.0%
For-Profit Entity	18.0%	23.5%	11.6%	12.2%
School District/ Education Agency	16.2%	14.2%	12.8%	11.7%
Parks/Rec, Library, or other local government	16.2%	--	2.9%	3.2%
Other	8.6%	13.2%	3.5%	10.5%
College or University	7.8%	4.0%	5.8%	4.7%
National Affiliated Non-Profit Agency	6.0%	12.6%	25.8%	22.3%
Health-based Organization	3.8%	--	7.5%	5.6%
Faith-based Organization	1.8%	2.6%	1.4%	1.4%
Charter School	0.2%	0.3%	--	--
Total Partners	**451**	**302**	**345**	**444**

Partner Supports

By far, the most common contribution made by partners was in programming activity supports (over half). This was followed by good & materials and volunteer staffing (the "other" option was not specified by grantees under Cayen).

Figure 11. Partner by Contribution Type

Provide programming / activity-related services	58.2%
Other	11.4%
Provide goods	11.4%
Provide volunteer staffing	7.9%
Provide paid staffing	5.7%
Raise funds	3.9%
Provide evaluation services	

To What Extent Are Montana 21st CCLC Programs Meeting State Objectives?

Program Spotlight: Hamilton

Hamilton School District received funding through the 21st Century Community Learning Grant in 2021-2022 to run their Keystone afterschool program. The goal of Keystone is to provide Hamilton students with a secure, educational, and play-based learning environment while also assisting working families. On Tuesdays and Thursdays, STEM activities are offered. The Strategy Lab is run every Wednesday, where students are encouraged to explore various methods for solving problems, such as working backwards and using the process of elimination.

In October, Keystone had its first family night at Daly Schools. The evening included pumpkin painting and a reading of the children's book "There Are No Monsters at Grandma's House" by former Stevensville teacher Kathy Dufresne. On November 4, Keystone organized a full day of service to assist families. Some activities included Mini-Olympics competitions, pinecone decorating, edible campfires, making Veterans Day cards to be distributed at the Veterans Day Assembly, and a corn maze.
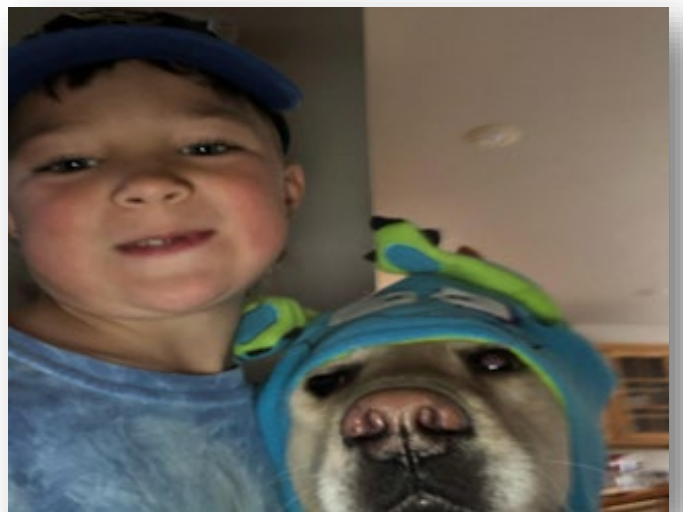

Keystone Students and Staff Connect Through Virtual Pet Show and Tell!

A new year, a new body of students, and a completely new staff have made building a sense of community and belonging at Keystone, Hamilton's after school program challenging. In order to bring students together, Keystone developed a virtual pet show and tell. Parents and guardians would email photographs of their pets to Bryan Dufresne, Keystone's program director. The pets were added to a slide show. Each day, two students would stand in front of their peers with microphone in hand, and share the story of their pets. The results were instantaneous. Many students huddled in front of the TV, "oohed" and "awwwed" at the photos, and listened intently. Questions were asked about the pets, and bonds were formed.

One student showed picture of him holding a chicken and said, "This my Chicken, Nugget" and smiled from ear to ear as the kids giggled. The virtual pet show broke down barriers. The unknown new coordinator became Scruffy, Cello, and Sitka's owner. Students had an icebreaker to introduce themselves to peers. "It is fun to see all the animals," another student said. "I can't wait for my mom to email pictures of my dog and cat!" Students gained a sense of confidence as well, speaking in front of such a big audience. One particular student said, "I really like using the microphone. I hope we do it more." The virtual pet show and tell was a tremendous success by connecting students through the power of animals and using the power of public speaking to build confidence.

DATA NOTE: Prior to sharing the outcome results, it is important to consider that the goals, objectives and performance measures changed for the 2021-22 grant year. Thus, comparisons to prior grant years is not possible and this year serves as the first (baseline) year for measurement of the new performance goals and objectives. For reference, prior year results are presented in Appendix C.

Performance on State Objectives and Performance Measures

GOAL 1: 21st CCLC programs will show improvements in core academics.

Goal 1 is associated with improving academic performance. As shown in Table 11, the goal of improving learning engagement in 70% or more of K-5 students in 21st CCLC programs was met. According to the certified school day teacher survey (see Table 11), an average of 84.5% of K-5 students either improved their engagement or maintained their level of engagement if they did not need to improve[3]. Table 12 shows teacher ratings of student engagement in various modes and areas; almost half of students improved in their willingness to try new things, interest in various topics, and participation in class over the school year.

Table 11. Results for Goal 1: Academic Achievement

State Objective	Measure (Indicator)	2021-2022 Result	Met?
Objective 1.1: Students will demonstrate proficiency in core academics.	1.1.1: 70% or more of 21st CCLC elementary (K-5) students who need improvement will improve their engagement in learning as measured annually by the certified school day teacher survey.	**84.5%**	YES
	1.1.2: 90% or more of program administrators will collaborate with school day staff on a regular basis as measured by the program administrator survey.	**69.0%**	NO

Table 12. Teacher Survey: Results for Objective 1.1.1

Teacher Survey (1.1.1)	% Needed to Improve & got worse	% Needed to improve & stayed same	% Needed to improve & improved	% Did not need to improve	Total
Interest in various topics	1.5%	13.7%	47.3%	37.5%	1906
Participation in class	2.1%	16.0%	47.4%	34.5%	1915
Asking questions during class or engages in relevant topic conversations	1.7%	18.6%	45.4%	34.3%	1910
Completion of in-class assignments	3.6%	15.0%	42.9%	38.5%	1894
Connections/applications of class material to real world concepts	1.4%	17.8%	42.3%	38.5%	1869
Willingness to try new things in the classroom	2.0%	12.7%	48.5%	36.8%	1904
Demonstration of actions related to self-directed learning	2.9%	20.8%	46.3%	30.0%	1906

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[3] Counts from the Teacher Survey are available in Appendix B..

Approximately 69% of program administrators reported collaborating with school day staff on a regular basis, according to the administrator survey (see Table 13). While this indicates that most program administrators do communicate with school day staff, the goal of 90% outlined by Objective 1.1.2 is still not met. To meet this objective in the future, more 21st CCLC program administrators should consider increasing their communication with school day staff.

Table 13. Admin Survey: Results for Objective 1.1.2

	Admin Survey	% Never-Rarely	% Occasionally	% Most of the time	Total
1.1.2	I and school day staff communicate about after school programming and how to align to school day activities on a regular basis.	8.6%	22.4%	**69.0%**	58

GOAL 2: 21st CCLC programs will work collaboratively with students and families to foster positive relationships and promote youth development.

As shown in Table 14, all objectives related to Goal 2 (positive relationships and youth development) were met by grantees. Over 80% of K-12 students will participate in volunteer opportunities, and 62.5% of students report knowing how to handle conflicts in a positive way. Results from parent surveys also show that both targets for Objective 2.3 were met, indicating that 21st CCLC program centers are offering family activities that promote engagement.

Table 15 shows a breakdown of student survey results for Objectives 2.1.1 and 2.2.2. based on grade level (K-4=1355, 5-12=894). While K-4 students are more likely to spend time volunteering, students of all ages far exceeded the target goal of 60% or more students reporting that they know how to resolve conflicts thanks to skills developed by 21st CCLC programming. Additionally, students are learning to identify their emotions and share them with others.

Table 14. Results for Goal 2: Positive Relationships and Youth Development

State Objective	Measure (Indicator)	2021-2022 Result	Met?
Objective 2.1: Students will demonstrate community & civic engagement.	2.1.1: 80% or more of students in grades K-12 will participate in community or volunteer opportunities as measured annually by student surveys.	**80.7%**	**YES**

State Objective	Measure (Indicator)	2021-2022 Result	Met?
Objective 2.2: Students will demonstrate positive behaviors.	2.2.1: 60% or more of students in grades K-12 will demonstrate conflict resolution skills as measured annually by student surveys.	**62.5%**	**YES**
Objective 2.3: Programs will offer engaging family activities that promote active engagement.	2.3.1: 80% or more of caregivers of 21st CCLC caregivers will be satisfied with the support and communication received from 21st CCLC staff as measured annually by caregiver surveys.	**95.6%**	**YES**
	2.3.2: 80% or more of caregivers of 21st CCLC students will be knowledgeable of local community resources as a result of 21st CCLC staff as measured annually by caregiver surveys.	**89.3%**	**YES**

Table 15. Student Survey: Results for Objectives 2.1.1 and 2.2.1

	Student Survey	K-4 (% Sometimes or Yes)	5-12 (% Somewhat to very true)
2.2.1	I can tell others how I am feeling.	99.8%	66.1%
2.1.1	I spend time volunteering or helping others.	97.7%	60.1%
2.2.1	I know how I am feeling.	97.1%	77.3%
2.2.1	If there is a problem, I know what to do.	96.2%	79.4%
2.2.1	I work well with others.	95.6%	82.8%

As shown in Table 16, 95.6% of caregivers report being satisfied with communication and support received from 21st CCLC staff, and 89.3% of caregivers feel that they are more knowledgeable of local community resources because of 21st CCLC staff; both of these results surpassed the 80% target.

Table 16. Parent Survey: Results for Objective 2.3

	Parent Survey	% Not at all to a little true	% Somewhat to very true	Total
2.3.1	I feel the 21st CCLC program supports my family.	2.8%	97.2%	843
2.3.1	I am satisfied with the communication I receive from the 21st CCLC staff.	4.5%	95.5%	842
2.3.2	As a result of information shared by the 21st CCLC program, I am aware of resources available in the community.	10.7%	89.3%	838

GOAL 3: 21st CCLC programs will provide high-quality operations to promote active participation of students.

Goal 3 is related to provision of quality programming and engaging students in 21st CCLC programs. As seen in Table 17, 7 out of 8 objectives were met. In general, programs are doing well in providing valuable, safe and supportive programs that are aligned to student needs and interests, and that help students prepare for their futures.

Table 17. Results for Objective 3

State Objective	Measure (Indicator)	2021-2022 Result	Met?
Objective 3.1: Programs will be perceived as valuable by school day partners.	3.1.1: 90% or more of school day administrators and caregivers will report that they perceive value of the 21st CCLC program as measured annually by school administrator and caregiver surveys.	**97.0%** - caregivers **100%** - school admin	**YES**
Objective 3.2: Programs will offer high-quality activities & operations aligned to the needs of youth in the community	3.2.1: 70% or more of program staff will report that their programs incorporate youth voice and choice on a regular basis as measured annually by staff surveys.	**79.4%**	**YES**
	3.2.2: 80% or more of K-12 students will report that they actively engage in their 21st CCLC program as measured annually by student surveys	**88.5%**	**YES**
Objective 3.3: Programs will offer safe and supportive learning environments.	3.3.1: 90% or more of 21st CCLC students will report feeling physically and emotionally safe in their program as measured annually by student surveys	**92.9%**	**YES**
	3.3.2: 90% or more of 21st CCLC K-12 students will report they are supported by staff in their program as measured annually by student surveys.	**93.4%**	**YES**
	3.3.3: 80% or more of 21st CCLC K-12 students will report feeling connected to peers (including having a sense of belonging) as measured annually by student surveys.	**88.4%**	**YES**
Objective 3.4: Programs will help prepare students in career development and life skills.	3.4.1: 100% of middle to high school (6-12) students will report having opportunities to further develop their career plan in the 21st CCLC program as measured annually by the student survey.	**69.6%**	**NO**
	3.4.3: 80% or more of 21st CCLC K-12 students will report showing improvement in life skills as measured annually by student surveys.	**94.4%**	**YES**

According to 100% of program administrators and 97% of caregivers, 21st CCLC programs are valuable to students (See Table 18). In addition, over 90% of parents were satisfied with the form/manner of the activities, and academic and social/emotional supports provided to their students.

Table 18. Administrator and Parent Survey: Results for Objective 3.1.1

	School Admin Surveys	% Not at all to a little true	% Somewhat to very true
3.1.1	The 21st CCLC program supports student academic success.	1.0%	99.0%
3.1.1	The 21st CCLC program is valuable for students.	0.0%	100.0%
3.1.1	My school's students benefit from participation in the 21st CCLC program.	0.0%	100.0%
	Parent Satisfaction	Satisfied	Dissatisfied/Unknown
3.3.1	The form or manner in which activities are offered.	95.8%	4.2%
3.3.1	The academic support/activities provided.	94.3%	5.7%
3.3.1	The social emotional support/activities provided.	93.5%	6.5%

> *"The program was so wonderful. It taught students new skills, confidence, and brought together communities."*
> – Caregiver of student attending 21st CCLC program

Both program staff and students report that program activities are informed by student voice and are engaging to students (Objective 3.2). 79% of program staff found that student's voices and choices were incorporated into program activities (See Table 19). Similarly, 88.5% of K-12 students report that they actively engage in their program (See Table 20), surpassing the target of 80%.

Table 19. Staff Survey: Results for Objective 3.2.1

	Staff Surveys	% Never-Rarely	% Occasionally	% Most of the time	Total
3.2.1	Youth are provided with opportunities to plan 21st CCLC activities.	20.0%	48.7%	31.3%	230
3.2.1	Youth are given choices in what activities to participate in while attending the 21st CCLC program.	13.3%	39.1%	47.6%	233

Table 20. Student Survey: Results for Objective 3.2.2 (% Yes)

	Student Survey	K-4	5-12
3.2.2	I regularly participate in activities while I'm at the 21st CCLC program.	98.0%	78.1%
3.2.2	I look forward to participating in my 21st CCLC program.	97.5%	80.6%
3.2.2	I am interested in the things we are doing at my 21st CCLC program.	96.3%	81.0%

Overall, student surveys revealed that Objective 3.3, providing safe and supportive learning environments, is being met by 21st CCLC grantees. The target of 90% or more students feeling physically and emotionally safe at school (Objective 3.3.1) and supported by program staff (Objective 3.3.2) was surpassed. Additionally, 88% of students reported having a sense of belonging or being connected with peers, exceeding the target of 80% of students (Objective 3.3.3). Responses by grade level are shown in Table 21.

"All of the teachers there genuinely care about the well-being of students in their care and work hard to make sure all individual needs are met, even after school.

They are an extension of the classroom and partner with me, as a parent, to offer the best care and education possible for my child."

– Caregiver of student attending 21st CCLC Program

Table 21. Student Survey: Results for Objective 3.3 (% Yes)

	Student Survey	K-4	5-12
3.3.1	I feel safe in this program.	90.7%	91.0%
3.3.2	The adults at this program care about me.	90.4%	89.2%
3.3.2	The adults at this program treat me well.	88.7%	90.0%
3.3.1	I feel safe on my way to and from this program.	86.9%	90.3%
3.3.3	I have made friends at this program.	83.0%	80.7%
3.3.3	I feel like I belong in this program.	74.7%	81.5%
3.3.3	Most students in this program are nice to me.	73.1%	83.1%
3.3.2	The adults at this program listen to me.	69.1%	88.1%

Table 22 reflects 21st CCLC program performance for Objective 3.4. Students at all grade levels exceeded the target of 80% or more students showing improvement in life skills (Objective 3.4.2). Over 90% all of students reported the program has helped them with making good decisions, resolving conflicts, participating in activities, working with others, improving self-esteem, and learning responsibility. However, Objective 3.4.1, that 100% of middle and high school students should be provided with opportunities to develop their career plans, was not met. Only 70% of students in grades 5-12 reported receiving such opportunities, indicating that this may be an important area to focus on for next year's programming.

Table 22. Student Survey: Results for Objective 3.4:
Do you think the 21st CCLC program has helped you with... (% Yes)

	Student Survey	K-4 (% Yes)	5-12 (% Somewhat to very true)
3.4.3	participating in activities	97.6%	94.2%
3.4.3	making good decisions	97.5%	94.3%
3.4.3	being responsible	96.9%	94.6%
3.4.3	feeling good about yourself	96.5%	91.3%
3.4.3	working with others	95.8%	93.3%
3.4.3	handling problems	94.2%	91.8%
3.4.1	a career plan	N/A	69.6%

What feedback is provided about 21st CCLC Programs?
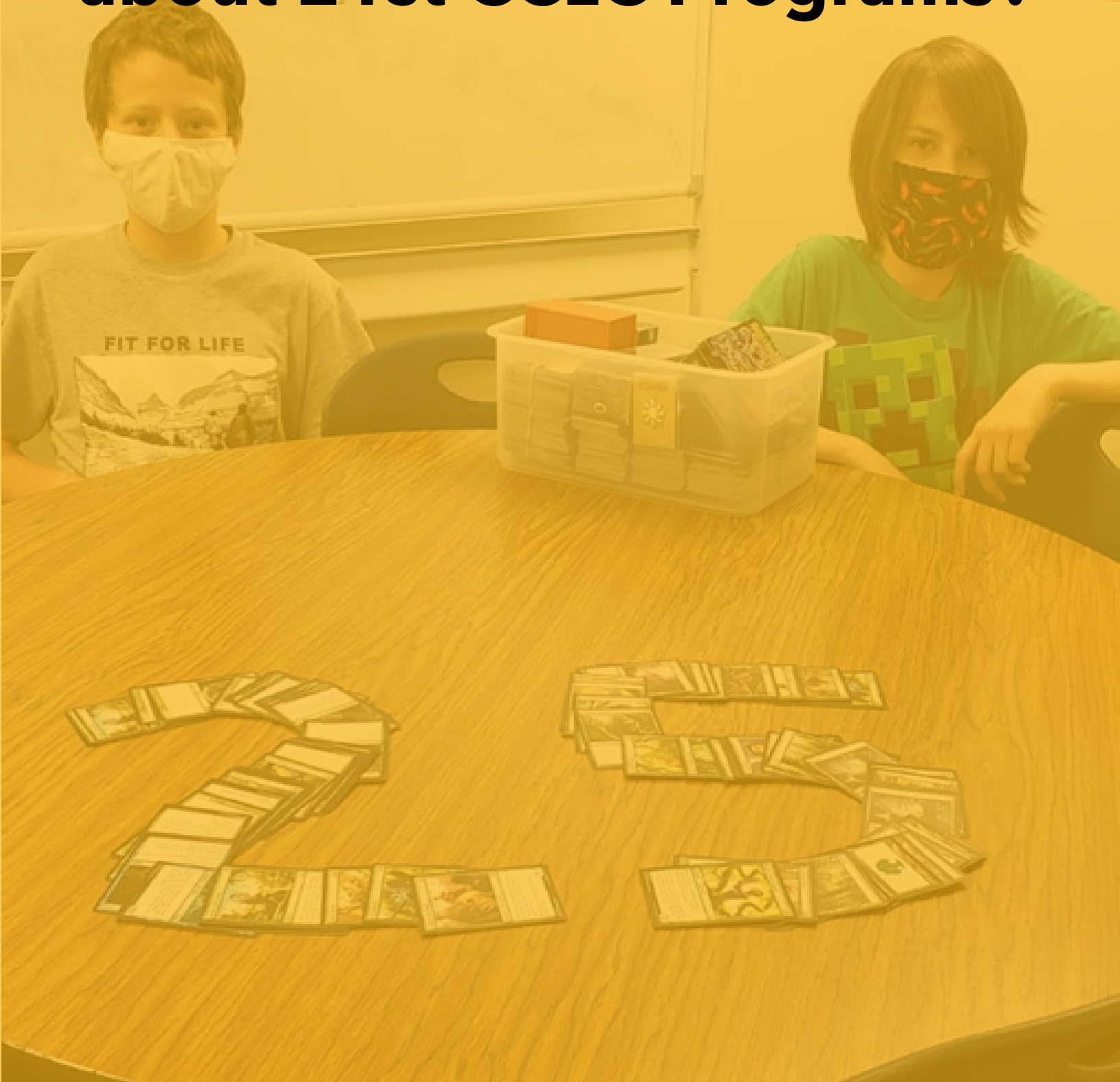
What feedback is provided about the 21ˢᵗ CCLC programs?

In order to gauge how well programs are perceived by the community and identify areas of success as well as opportunities for growth, the evaluation included several items designed to measure the extent to which participants and providers of 21ˢᵗ CCLC are satisfied with various important components of the program.

Student Satisfaction with Program

As previously noted, over 80% of all students look forward to participating in their 21ˢᵗ CCLC program and are interested in the activities provided (see objective 3.2.2).

Students were also asked for program feedback and suggestions for program improvement. As illustrated by Figure 12, most students (47.7%) either had no suggestions or did not think the program needed to improve. Among those that did offer suggestions, these centered around activities/programming, the quality of food available, opportunities to spend more time outdoors, and a desire for more extracurricular clubs.

"The afterschool program has gotten me to interact with little kids the last few years as a big kid helper. When I graduate, I will miss all the teachers and kids."

"The program can be improved by asking kids what they liked and did not like. Then use their suggestions."

"I think the afterschool program could do more outside activities like going to play basketball outside or doing track and field."

– Feedback from students attending 21ˢᵗ CCLC Program

Figure 12. Student Survey: Areas of improvement (%)

Area	%
Don't know/Doesn't need to improve	47.7
More variety of fun activities	24.6
Better food/snacks	10.8
More outdoor time/recess	10.4
Offer more clubs	6.6

Flagship at Hawthorne students attending Summer Cooking Camp
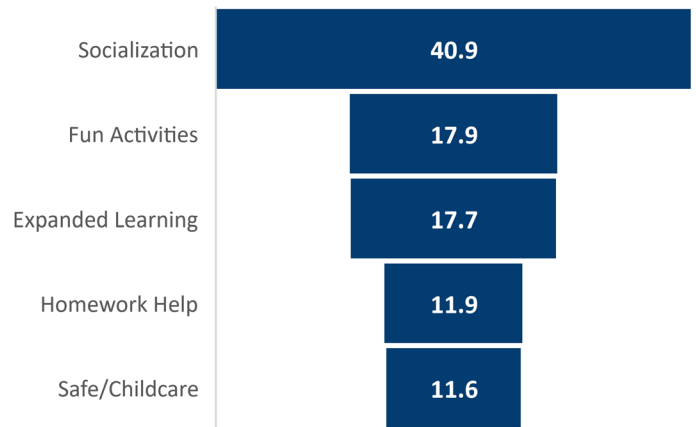
Caregiver Satisfaction with Program

As discussed earlier, 97% of caregivers feel that the 21st CCLC program supports their family. Caregivers also provided feedback on positive student outcomes associated with the program (See Figure 13). Socialization was the primary positive outcome of student participation, as reported by 41% of respondents to the parent survey. Other aspects of programming that were seen as positives by caregivers were fun activities, expanded learning opportunities, help with homework, and the availability of a safe environment and/or childcare.

Parent Survey: In your opinion, what has been the most positive result of your child's participation in the 21st CCLC program this year?

"My child had the opportunity to engage in activities that aren't offered in a typical school day. She was also able to create a close bond with staff."

"My kids are very young and didn't get to do that much when the pandemic started. The boys and girls club gives them the chance to socialize and developed their social skills more efficiently. It also gives them the chance to be kids and run around and do stimulating activities that I would not be able to give them since I work a lot."

Figure 13. Parent Survey: Positive Outcomes for Students

Socialization	40.9
Fun Activities	17.9
Expanded Learning	17.7
Homework Help	11.9
Safe/Childcare	11.6

Caregivers were also asked for suggestions for improving the program, and their responses are illustrated in Figure 14. The top suggestion was related to extending the hours of operation, followed by offering a wider range of activities, improving communication, increasing family participation/activities, and prioritizing staff training and professional development.

Figure 14. Parent Survey: Areas of Improvement

Parent Survey: *How can programs be improved?*

"Making hours more accessible for working families. It would be awesome to have pickup be at 6pm. We would love to do more programs if there were longer hours."

"More hours/day in the summer. Earlier communication or a schedule at the beginning of the school year for afterschool program days offered and days not offered. Late notice is hard to plan around."
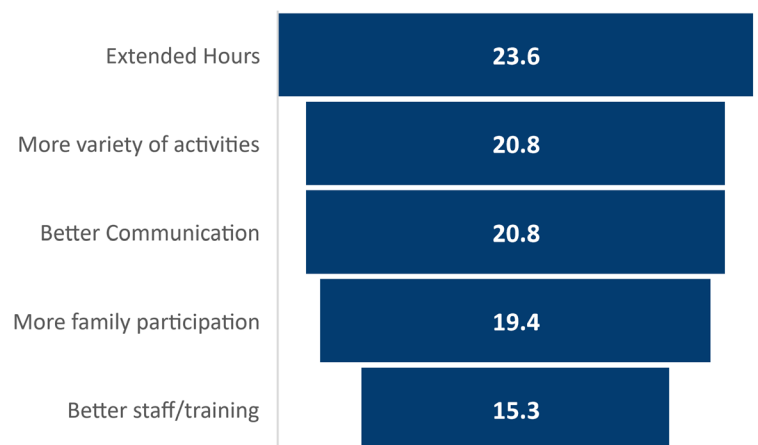
Extended Hours	23.6
More variety of activities	20.8
Better Communication	20.8
More family participation	19.4
Better staff/training	15.3

How well are centers meeting quality standards?

How well are centers meeting quality standards?

Self-Reflection Ratings of Program Implementation and Practices

A Self Reflection Tool was administered in January 2022. The purpose of this tool is to improve the quality of Montana's 21st CCLC programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts. This provides an opportunity for program leaders, key staff, and other stakeholders to examine their programs using a common set of quality objectives and collaborate to plan, design, and implement strategies for ongoing improvement.

The tool is organized under eight general categories. The first section (Section A) targets compliance with the 21st CCLC grant program. The remaining categories (Section B-H) are organized by areas of practice in afterschool programs.

A. 21st CCLC Grant Management and Sustainability (Compliance)
B. Organizational Structure and Management
C. Staffing and Professional Development
D. Partnerships
E. Center Operations
F. Programming/Activities
G. Health and Safety
H. Evaluation/Measuring Outcomes

In sum, the Self Reflection Tool is used as a workbook to assess areas of strength and opportunity and incorporates a program rating worksheet for each element of quality and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff integrate, prioritize, and refine the improvement goals identified into a formal Action Plan that is submitted annually as part of our Continuous Quality Improvement Process.

Directions:

Each section of the Self Reflection Tool includes a list of standards of practice or *Quality Indicators* that drive quality outcomes for programs and the students they serve. For each indicator, grantees rate their program in terms of performance levels and priority for improvement.

1) The *Performance Levels* rating system (1-4) allows the user to assess the current level of competency or mastery of each quality indicator:

4 – Excelling: Exceeds standards through the use of exemplary practices.

3 – Advancing: Meets standard; opportunities exist to refine practices to reach the Excelling level.

2 – Operational: Approaching standard; could use additional focused assistance in this area.

1 – Developing: Standard not met; needs improvement in this area.

2) The *Priority for Improvement* rating encourages the user to consider how pressing is the need for change in practice with regard to a particular indicator. Is immediate action required, or can the issue be addressed satisfactorily over the longer term?

Figure 15. Program Reflection Ratings: Overall

2021-22 Average Ratings (1-4) and Percent of Indicators Met on Quality Reflection Tool

Legend: Average Rating — % of Indicators Met
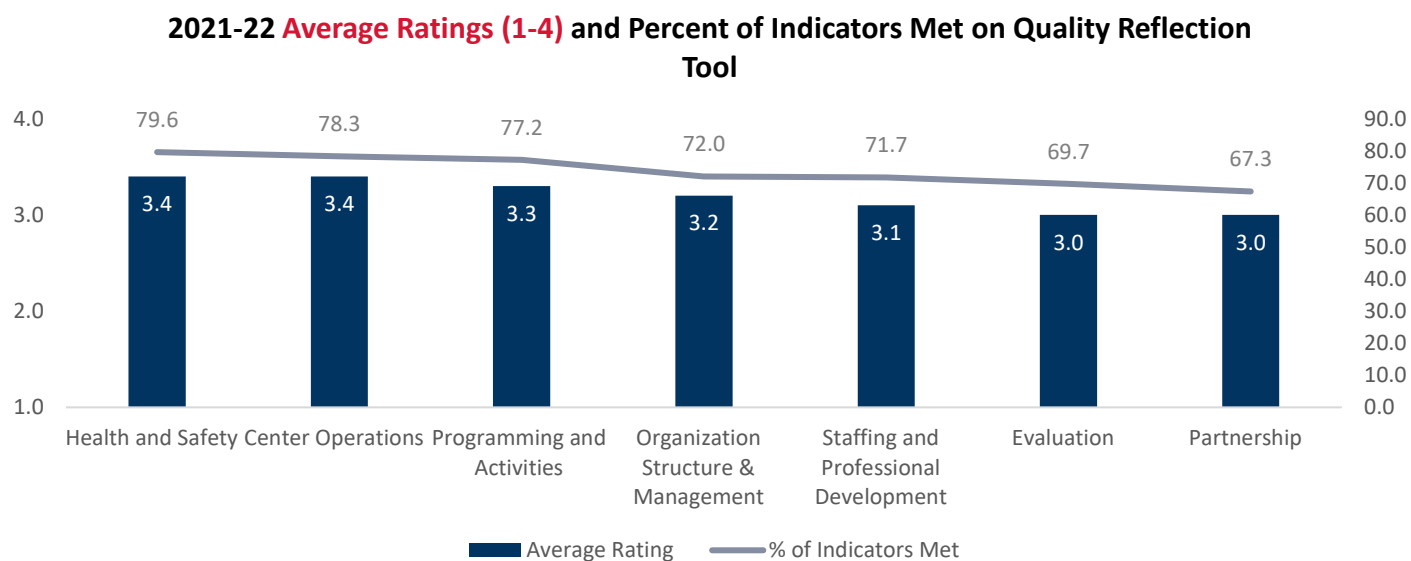
Results show that the highest rated quality indicators were the Health and Safety items and Center Operations. This is not surprising as most of the items under these two categories are requirements that all grantees must adhere to (advance/excel). **The lowest rated indicator consisted of Partnerships.** Nevertheless, the fact that the average rating for all elements reached the "Advancing" level (3 and above) indicates that overall, grantees feel they are implementing high quality programs across multiple indicators.

Drummond School District students presenting their Innovation Project.

What are program staff training needs? What feedback do they have about the programs?
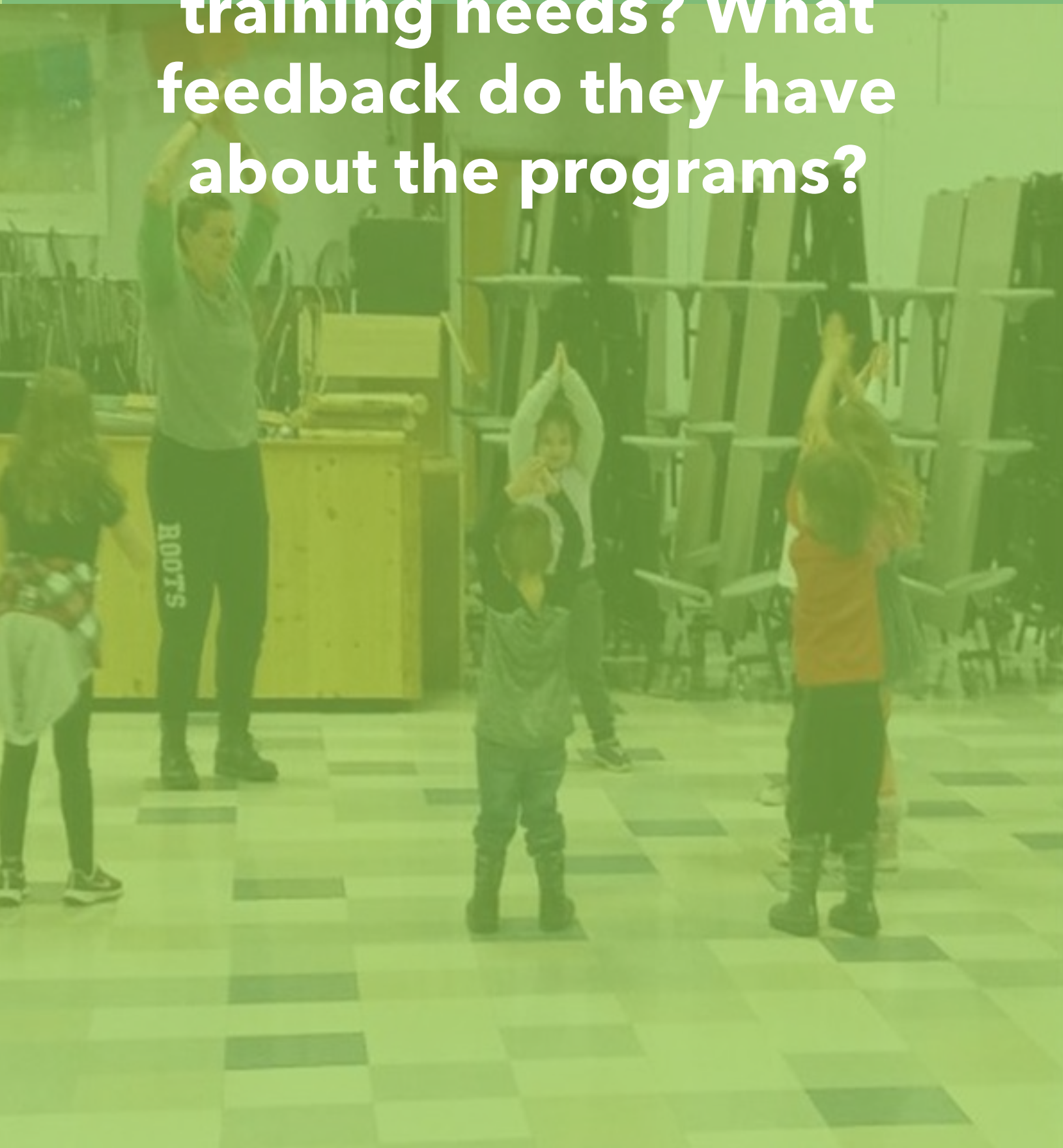
What are staff training needs and to what degree are they satisfied with OPI supports received?

Training and Support Needs

Program staff and administrators were also asked about their support needs; that is, in which areas they would like additional training. As shown in Figure 16 below, program staff agreed that they would like additional training on: 1) family engagement activities, 2) communicating and collaborating with teachers, and 3) programming ideas. The most-requested areas for additional training in prior years also included programming ideas, along with behavior management and communicating with parents. For the remaining items, training priorities differed somewhat depending on the respondent. **Based on these findings, it is recommended that OPI continue to offer a wide-range of evidence-based engaging program activities aligned to academic enrichment goals in addition to family engagement ideas and best practices for communicating and collaborating with school day partners, especially for non-school based programs.** Further recommendations are discussed near the end of this report.

Figure 16. Training Needs* Among 21st CCLC Staff

Training Area	Score
Family engagement activities	1.5
Communicating with teachers	1.5
Programming ideas	1.6
Health/physical fitness programming	1.8
Helping students with academics	1.9
Emergency preparedness	1.9
Strategic planning with advisory board	1.9
Volunteer recruitment	1.9
Helping students with math	2.1
Communicating with parents	2.1
Supporting student well-being	2.1

*Respondents ranked the top 3 (1=top choice, etc.) so that the lower the score, the higher the need.

Staff were also asked their level of preparedness to support their students in three general areas. Most program staff members reported they felt prepared to support students academically whereas student behavior was rated the least, though preparation was still high at 87% (see Table 23).

Table 23: Staff Survey: Preparedness to Support Students

	% Not or a little prepared	% Prepared
Supporting students' academic needs.	5.1%	94.9%
Supporting students' social and emotional needs.	10.2%	89.8%
Supporting students' behavioral needs.	12.8%	87.2%

The supports requested by staff are shown in Table 24, with the top priority item being to have the tools/resources to support students socio-emotionally. Program administrators also ranked the importance of goals for next year's program as shown in Figure 17, with the highest priority going towards providing students with emotional support, identifying and supporting students who have fallen behind, and checking in on all students. Thus, both staff and administrators agree that more support is needed to meet student social and emotional health needs.

Table 24: Staff Survey: What supports are needed? (% Some to a great deal)

Social-emotional tools/resources to support students	63.4%
Additional planning time	49.7%
Additional planning resources	49.5%
Building positive relationships with school day staff to support student's academic and SEL needs.	49.0%
Selecting and prioritizing grade appropriate materials aligned to academic standards.	46.7%

Figure 17. Admin Survey: Importance for next year's program (% Important)

Providing students with emotional support	87.5
Identifying and supporting students who have fallen behind	87.5
Checking in with all our students	87.5
Identifying and supporting students at risk of failing at least one of their classes	83.9
Connecting students and/or families to community resources	65.5
Providing additional professional development to staff to help students get back on track	62.5

Program staff were also asked to rate the training and supports offered by OPI, with the majority of respondents indicating that the supports they received were either "Good" or "Excellent" (See Tables 25 and 26).

Table 25: Staff Survey: Rating of Training and Supports Offered by OPI

Staff Survey	% Good or Excellent	% Fair or Poor	Total
Summer Meeting in Billings	88.9%	11.1%	36
September 2021 Regional Training	80.5%	19.5%	41
March 2021 Virtual Regional Meeting	80.0%	20.0%	50
Cayen Trainings	73.5%	26.5%	49

Boys and Girls Club of Cascade County-Consortium students collaborating to complete an activity.

As illustrated in Table 26 below, staff overwhelmingly agreed that program staff have adequate resources (91.3%, N=230) and support from site coordinators (94.7%, N=228) to effectively run 21st CCLC program activities. Staff also feel valued by program leaders, regularly receive positive feedback, and feel supported by program leaders that provide clear expectations regarding staff roles. 96.2% of staff reported that they receive help in a timely manner when they ask for it, while 97% report that they enjoy their job. These results indicate that despite difficulties maintaining an adequate number of trained staff to deliver 21st CCLC programming, the current program staff are highly motivated and feel that their work is valued.

Table 26: Staff Survey: Support from AS Program

Staff Survey	% Agree	Total
I enjoy my job here.	97%	236
When I ask for help, I receive timely support.	96.2%	234
The AS program staff have adequate support from the site coordinator.	94.7%	228
I feel valued by my program leaders.	94.5%	236
I receive clear expectations regarding my role from my program leader.	94.5%	235
I feel supported by my program leaders.	93.6%	236
The AS program staff have sufficient resources to conduct our activities.	91.3%	230
Someone in my after school program regularly provides me with positive feedback.	90.3%	236

What successes and challenges are encountered in the delivery of 21st CCLC programs?

What successes and challenges are encountered in the delivery of 21ˢᵗ CCLC programs? What have been lessons learned?

"I think the most successful thing was building relationships with the students and each student was able to socialize with each other and no one was left out. Working on homework and math work really helped the students be more focused on what they were working on and got better at the material they were learning. All of the students were engaged in the activities and projects we worked on." – Program Staff

Now more than ever 21ˢᵗ CCLC is serving an important role in our communities' response to our recovery. Programs across the state continue to innovate to keep kids safe and engaged in their learning, help our essential workers to do their jobs successfully, and offer support to families in need.

Challenges

Staff were asked via an open-ended question on the challenges they faced in 2021-22. As shown in Table 28, 88.5% of staff reported one or more challenges. Among those that did, results indicate that while students clearly benefit from in-person activities offered by 21ˢᵗ CCLC programs, program staff continue to struggle with student behavioral issues, attendance, and participation. Specific behavioral issues include disrespect towards other students and staff members, and for staff members, a lack of resources or support to deal with such issues.

Another related concern is the limited availability of trained program staff. Overall, student participation has increased over the last two years as attendance rebounds, but this has unfortunately created a new challenge as some grantees lack the appropriate number of staff to adequately supervise students and run program activities.

Despite the overall increase in students participating, 21ˢᵗ CCLC staff reported that the quality of their participation was often lacking, with one staff member responding, "It was difficult to engage tired

Table 28: Staff Survey: Challenges

Category	Total Response	%
Behavior	38	55.1%
Attendance and participation	18	26.1%
Limited Staff	7	10.1%
Attention span	6	8.7%
Total	78	100%
None or N/A	9	11.5%

Figure 18: Staff Survey Word Cloud - Challenges

The larger the word, the greater the frequency of that word in written responses.

children, especially at the same level of attention that would be needed at school."

Other staff members reported making an effort to involve students in afterschool programming activities and encouraging them to invite their friends, but it was usually the same select few students that actively participated and found enjoyment in the activities.

Of note, issues with student participation and student behavior have also been reported as challenges in prior years, and while some staff report that they are capable of overcoming these obstacles by trying out new strategies, this continues to be a need.

Areas for Growth

Grantees indicated that they overwhelmingly believe in the value of 21st CCLC programs and the positive outcomes these programs have for students and families. This is further reflected in outcome results that indicate most state objectives are being met by 21st CCLC grantees. To continue excelling in areas where programs are already proficient and target areas for improvement, administrators and staff complete annual action plans with the goal of enhancing the quality of future program delivery.

As shown in Figure 19, improving family engagement, student academic performance and participation, and recruiting and retaining quality staff remain top priorities for grantees.

Figure 19: Action Plans (N = 77)

Average # of Priority Areas Submitted = 2

Priority Areas (Showing only over 5%)

Improve Family Engagement	20.8%
Improve Student Academics	13.0%
Recruit and Retain Quality Staff	8.8%
Improve communication with stakeholders	6.9%
Increase Attendance	6.5%
Staff Professional Development	6.0%

Successes

"I gave my students a lot of choices this year and made sure that they felt they had a voice in our activities. The students got to vote on many things, such as what we were doing for certain days of the week, what books we would read as a class, etc. and this seemed to help"
– Program Staff

Figure 20: Staff Survey Word Cloud - Successes

*The larger the word, the greater the frequency of that word in written responses.

Sites reported a great deal of successes during the year. The majority of respondents reported that their biggest success was offering engaging activities, especially STEM activities. Social Emotional Learning (SEL) activities were also popular. Almost every site expressed that they were able to build positive relationships with students, as well as between students, and encourage student choice in activity planning.

The increase in program attendance had a positive impact on programming as well. There were more STEM activities offered, greater opportunities for peer support, and for students across different grade levels to work collaboratively to solve problems or complete experiments. For example, one site had both a "Design Challenge" program to develop creative problem-solving skills and a "Weird Science" program to provide hands-on science learning experiences students did not have access to during the school day.

Along with providing enriching activities, the increased emphasis on student choice and better communication with families also had a positive impact according to 21st CCLC staff. These positive effects are further reflected in staff observations that students have been successfully developing relationship building skills while attending 21st CCLC programs. For example, one staff member reported watching students grow closer "almost as if they were siblings," and shared an example of how one student who was struggling due to being bullied at school made friends during the afterschool program. These new friends later helped stand up for this student during the school day. Some staff also reported that students in the programs were inclusive of one another and made sure no one felt left out. In general, staff report that 21st CCLC sites are providing an enriching environment for students to grow both academically and socially.

Table 29: Staff Survey: Successes

Category	Total Response	%
Engaging activities	17	26.6%
STEM activities	15	23.4%
Building student relationships	12	18.8%
Student choice	12	18.8%
SEL activities	8	12.5%

Conclusion

Conclusion

Montana's 21st CCLC program administrators and staff continued to mobilize in an extraordinary manner during the 2021-22 grant year to ensure all youth have access to academically and emotionally enriching programs that will prepare them to succeed in the future. The following recommendations are focused on how we can better prepare and equip grantees with the tools they need to deliver high quality programming. Based on the major findings within this report, these recommendations include strategies for recruiting and retaining staff, increasing family engagement, providing social-emotional learning and career planning opportunities for students, addressing needs of rural programs, and improving communication and collaboration with school day partners.

What recommendations are available for improvement, and how can programs better achieve goals and grant objectives?

Staff Recruitment and Retention

One of the primary concerns faced by 21st CCLC program centers in the aftermath of the COVID-19 pandemic is their ability to maintain adequate numbers of high-quality staff members. When centers struggle to hire enough trained professionals, it can limit the number, quality, and variety of programs offered. Inadequate staffing can also increase the ratio of students to staff, which can cause difficulties when managing student behavior. Unfortunately, this issue is not unique to 21st CCLC programs in Montana. According to the Wallace Foundation, staffing shortages are currently one of the greatest challenges faced by afterschool programs across the country, with staff burnout and engagement of part-time staff being especially prevalent.

For centers who are looking to recruit staff, the Afterschool Alliance has provided a Staff Recruitment Toolkit that contains helpful tips and resources (such as sample copies of recruiting emails and advertisements). Additionally, the Wallace Foundation suggests the following strategies to recruit and retain personnel:

- Salary increases
- Additional professional development opportunities
- Free childcare for staff
- Sign-on bonuses
- More paid time off
- More benefits

Increasing Family Engagement

Caregivers play an important role in facilitating relationships between students, school day staff, and 21st CCLC program staff. Numerous resources, some of which are listed below, have been developed to help afterschool programs increase the quality and quantity of opportunities for families to participate in 21st CCLC programming.

- [TASC – Family Engagement Resource Guide](#)
- [WI DPI – High-Impact Family Engagement Strategies for After School Programs](#)
- [WestEd – Family Engagement Toolkit](#)
- [State Support Network – Strategies for Equitable Family Engagement](#)

What follows are some strategies drawn from the themes and trends discussed in these resources:

- **Families are important stakeholders in 21st CCLC programs and should be treated as such.** Grantees should ensure that parents feel welcome at their centers. This can be done by regularly soliciting parent feedback in regular communication and through surveys, inviting caregivers to serve on boards and committees, and providing opportunities for caregivers to contribute to the vision and policies of the program.
- **Building relationships with families helps to ensure that programs are equitable and culturally responsive.** 21st CCLC grantees should become familiar with the demographics of the students and families they serve in order to respect and celebrate the linguistic and cultural diversity within their communities. Programs should be tailored to meet the specific needs that families may have, which could entail, for example, providing access to translated materials or community resources.
- **Effective programs use engagement strategies at multiple levels of impact to meet the diverse needs of all families.** Offering multiple formats of engagement ensures that more caregivers will have opportunities to interact with 21st CCLC programs in ways that meet their personal preferences. Low impact engagement strategies include fundraisers, newsletters, and student showcases; strategies with higher levels of impact include phone calls home, weekly data-sharing folders, and home visits

Supporting Student Social-Emotional-Behavioral Needs

The emotional well-being of students is a top priority for high-quality 21st CCLC programs, whose objectives include building healthy relationships between students and between students and staff. The following resources provide guidance on selecting and evaluating SEL programs:

- [Harvard GSE – Navigating SEL for Teens](#)
- [Wallace Foundation – Navigating SEL from the Inside Out](#)
- [Evidence for ESSA](#)
- [WWC – Systematic Review Protocol for Social, Emotional, and Behavioral Interventions](#)

Career Planning Opportunities

Afterschool programs help to prepare students to be successful members of tomorrow's workforce. Therefore, students should be offered the space, flexibility, and time to pursue their interests and develop skills in teamwork, communication, and problem solving while they are out of school as this will benefit them in their professional pursuits. Activities such as competency-based learning, hands-on STEM learning, mentorships, site visits, and apprenticeships can

provide enriching experiences that introduce students to possible future career paths. Unfortunately, results from Montana 21st CCLC students show that only about 70% of middle to high schoolers reported having opportunities to work on their career plan while in the program. To reach the targeted goal of 100% of students, centers may wish to consider the following resources:

- Afterschool Alliance – Career Pathways Toolkit
- NC CAP – Future Pathways Toolkit
- JFF – Career and College Exploration Experiences: Planning for Success

Worth special mention is the Strengthening Career and Technical Education for the 21st Century Act, which was passed in 2018. Also known as Perkins V, this piece of federal legislation offers significant support for Out of School Time (OST) programs in efforts to advance STEM education, workforce education, and career development opportunities for youth. As part of Perkins V, the state CTE director can help provide centers with a needs assessment and resources to build partnerships. The five areas of focus for CTE planning under Perkins V guidelines are: employability skills, middle school career exposure, state planning, working with intermediaries, and eligible uses of local funds. These aspects may be useful as 21st CCLC programs further develop their own career development efforts.

Addressing the Unique Needs of Rural Programs

21st CCLC programs operating in rural communities often presents unique challenges. Programs may struggle to obtain sufficient funding, hire well-trained professionals, and establish sustainable partnerships with local and state organizations. However, high-quality afterschool programming can make a significant difference in these communities by connecting youth and their families with local opportunities and resources. Given that most 21st CCLC centers in Montana serve 100 attendees or less and many of these centers are in rural communities, it is important that rural programs be supported in developing and maintaining staff and partners.

Some strategies presented by Child Trends include:
- Increase number of trained staff and partners through virtual/remote offerings that are strategically scheduled to maximize attendance and train-the-trainer models.
- Recruit staff from existing volunteer organizations: In addition to area teachers, retirees, and community volunteers, programs can also use work-study employees and upper level students to help participants with homework, tutoring, or reading.
- Maximize existing resources in the local community to meet needs for space, transportation, materials, equipment, and technological expertise.

The Tennessee Afterschool Network has also shared a guide developed by the United Way of the Ocoee Region on rural afterschool program development.

In conclusion, while the 21st CCLC program centers across the state of Montana vary in the types of challenges faced by staff and students, they are united in the goal of providing all students with excellent opportunities to learn and grow. These recommendations serve to reinforce the positive aspects of programming already in place, such as the wide variety of highly engaging activities that are presently offered across all programs and provide insight on how to address current and future challenges, such as staff retention issues.

Appendices

Appendix A: Evaluation

Evaluation Design and Methodology

JEM & R, LLC has worked closely with OPI and key stakeholders to design an evaluation that addresses the needs of Montana 21st CCLC programs by determining their effectiveness related to meeting goals and objectives, identifying strengths and opportunities for growth, and providing recommendations to improve program planning and implementation. As part of the 21st CCLC grant, all grantees are required to report on outcomes as part of both federal and state evaluation requirements. For the Federal evaluation, this includes "GPRA" measures (Government Performance Reporting Act measures). Additional state level outcomes were revised in Fall 2021 in collaboration with the state evaluator. Prior to identifying additional outcome measures, the logic model was revised to outline the anticipated outputs and outcomes as a result of grant activities and aligned to grant goals and objectives. Data collection tools and a comprehensive infrastructure was subsequently revamped based on the evaluation plan. As part of the evaluation, the evaluation team along with key state stakeholders regularly review data and make adjustments to objectives as needed so that they are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Of note, starting in the 2021-22 grant year, OPI contracted with Cayen 21APR to collect and report all grant-required data. This system serves as the central repository for 21APR data from Montana's 21st CCLC grantees. While growing pains were evident during the first year of launch and there were issues with the reliability/validity of some of the reported data, anecdotal information indicates that data submissions have improved. It is hoped that this system will eventually connect with the federal 21APR system so data is automatically uploaded into the USDE system.

Evaluation Framework

It is important that comprehensive evaluations, such as this one, include both process and outcome measures. ESSA requires the collection of annually monitored performance measures (GPRAs) in addition to an outcome or summative evaluation that "tracks student success and performance over time." Furthermore, ESSA requires that SEAs "monitor programs and activities assisted under this part" (process or formative evaluation). Accordingly, the present evaluation includes the investigation of the processes and outcomes associated with the Montana 21st CCLC overarching goals, objectives, and indicators. Examples of associated data elements are provided below:

- *Process measures* include measures of implementation, program quality, and program intensity or dosage. Examples of process measures include: program attendance, types of academic or enrichment activities, frequency of these activities, or student/parent/staff satisfaction with the program.
- *Outcome measures* are measures of behavior or performance (usually of students) that the program is designed to improve. Examples of outcome measures include: standardized test scores, attendance records, and teacher ratings of student achievement and behavior.

JEM & R has designed a participatory evaluation that combines these two types of measures using a mixed methods (quantitative and qualitative) approach. Such an approach produces results that support program improvement, while at the same time addressing federal and state accountability requirements. Details on the questions we have addressed

over the evaluation[4] are provided below. The table also shows the alignment of these evaluation questions with the six goals of the Montana 21st CCLC grant and the objectives. As shown, these evaluation questions address both student outcomes and program implementation.

- What are the characteristics of students and families served, and are programs reaching the target populations? What are the characteristics of the staff that provide 21st CCLC programming? What are the characteristics of 21st CCLC programming (e.g., services offered, frequency) and how well are they meeting quality standards?
- What is the extent and nature of local partnerships across programs and how does this influence implementation, sustainability and impacts?
- What is the impact of 21st CCLC programs on the academic performance of participating students? Does participation in 21st CCLC programs appear to contribute to improved academic outcomes and related indicators (e.g., GPA, state assessments, school engagement, etc.))?
- Does participation in 21st CCLC programs affect other behaviors and positive youth assets such as: regular school and program attendance, positive behavior, skill development (including career development or work-based learning for high school students), and healthy youth development?
- What other effects and/or unintended consequences have resulted from the implementation of out of school programs?
- What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of afterschool programs?
- What SEA and grantee level resources and technical assistance are available to support program staff? How effective are these and to what degree are recipients satisfied? What lessons learned and recommendations are available for improvement and to achieve grant goals/objectives?

Summary of Progress

Over the course of the 2021-22 grant year, the evaluator worked closely with OPI and regional program managers to support program staff as changes in programming and data collection occurred. Major activities included:

- Revising the logic model and facilitating development of new grant goals and objectives;
- Conducting meetings and trainings for local grantees on the action plan, measures, and processes;
- Facilitating timely completion of all data collection and reporting activities;
- Revising the Quality Assessment Tool for grantees to complete as part of their mid-year program reflections;
- Working with the state data person for submission of school day teacher survey data into the 21APR Federal Reporting system;
- Providing local evaluation reports to grantees and reviewing and monitoring completion of all local evaluation reports;

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[4] Not all questions may be addressed each program year as the evaluation has evolved and is customized according to findings and lessons learned from prior years.

- Revising surveys so that measures were applicable and reflected changes to new grant goals and objectives, and administering all surveys in Spring 2022 and providing survey reports to individual grantees within two months of completion;
- Completing the present report and evaluation brief; and
- Completing other real-time briefs and data dashboards as requested.

In sum, JEM & R has worked closely with the state grant team and local grantees to ensure that their unique needs, priorities and goals are addressed, and to plan and conduct an evaluation that will help inform decisions and improve project activities and outcomes.

Appendix B: Data Tables

Table B1. Montana 21st CCLC Grantees & Centers by Participation

Grantee	Center	Total Served	Target #	Percent	Regular Served	Target for Regular	Percent
ANACONDA COPPERHEAD ENRICHMENT	Anaconda Junior-Senior High School	158	200	79.0%	7	100	7%
	Fred Moodry Intermediate	178	250	71.2%	7	150	4.7%
	YES Youth Empowerment Services	49	N/A	0	39	N/A	0
BOULDER ELEM - CONSORTIUM	Basin Elementary School	21	17	123.5%	11	12	91.7%
	Boulder Elementary School (K-8)	176	160	110.0%	92	100	92.0%
	Jefferson High School District #1	111	100	111.0%	19	40	47.5%
	Twin Bridges School District #7	91	100	91.0%	19	45	42.2%
BOYS & GIRLS CLUB OF GLACIER COUNTRY-COLFLS	Boys & Girls Glacier-COLFLS	126	45	280.0%	5	4	125.0%
	Columbia Falls High School	32	10	320.0%	3	3	100.0%
	Columbia Falls Middle School	28	10	280.0%	5	4	125.0%
BOYS & GIRLS CLUB OF LEWISTOWN	Boys & Girls Club of Lewistown	134	169	79.3%	116	130	89.2%
BOYS & GIRLS CLUB OF YELLOWSTONE	McKinley Site	67	100	67.0%	55	100	55.0%
	Medicine Crow Site	118	180	65.6%	46	150	30.7%
BOYS AND GIRLS CLUBS OF CASCADE COUNTY - CONSORTIUM	Great Falls Housing Authority Club	28	80	35.0%	20	40	50.0%
	Westside Boys & Girls Club	157	100	157.0%	102	60	170.0%
BROWNING ELEM	Browning Elementary (2-3)	35	151	23.2%	4	9	44.4%
	Browning High School (9-12)	50	299	16.7%	0	15	0.00%
	Browning Middle School (7-8)	52	115	45.2%	9	5	180.0%
	East Glacier School	44	53	83.0%	22	25	88.0%
	Napi	23	210	11.0%	5	10	50.0%
BUTTE ELEM	Butte-Whittier Elementary	82	200	41.0%	4	125	3.2%
	Emerson Elementary	94	200	47.0%	0	125	0.00%
	Kennedy Elementary	89	125	71.2%	0	75	0.00%
	Margaret Leary Elementary	48	200	24.0%	4	125	3.2%
	West Elementary	115	225	51.1%	0	150	0.00%
CASCADE ELEM-CONSORTIUM	Cascade Public School	189	125	151.2%	54	55	98.2%
	Ulm Public School	80	65	123.1%	40	30	133.3%
CONRAD ELEM	Chester-Joplin-Inverness Schools	129	177	72.9%	47	125	37.6%
	Conrad High School 7-12	176	125	140.8%	13	100	13.0%
	Conrad Trades Academy	7	N/A	0	6	N/A	0
	Meadowlark School	97	94	103.2%	32	70	45.7%
	Utterback School	62	88	70.5%	15	40	37.5%
DRUMMOND	Drummond Elementary School	96	97	99.0%	13	45	28.9%
	Drummond High School	39	65	60.0%	0	20	0.00%
EAST HELENA ELEM	Eastgate Elementary School	24	80	30.0%	24	67	35.8%
	Radley Elementary School	208	N/A	0	170	N/A	0
EUREKA ELEM	Eureka Elementary	69	100	69.0%	28	50	56.0%
	Eureka MS	42	40	105.0%	2	20	10.0%
	Lincoln County High School	58	40	145.0%	0	20	0.00%
GREATER GALLATIN UNITED WAY - Gallatin County Consortium	GGUW-Saddle Peak Elementary School (Belgrade)	42	55	76.4%	29	45	64.4%
	GGUW-Whittier (Bozeman)	82	70	117.1%	48	60	80.0%
	Hawthorne (Summer)	11	N/A	0	7	N/A	0
	Commons Community Center	2	N/A	0	2	N/A	0

Grantee	Center	Total Served	Target #	Percent	Regular Served	Target for Regular	Percent
GREATER GALLATIN UNITED WAY - Gallatin County Consortium II	West Yellowstone Elementary School	82	50	164.0%	47	35	134.3%
	Three Forks Middle School/High School	13	50	26.0%	4	35	11.4%
	Hyalite Elementary School-Bozeman	55	70	78.6%	32	50	64.0%
	Irving Elementary School-Bozeman	50	65	76.9%	36	45	80.0%
	Three Forks Elementary School	81	80	101.3%	21	55	38.2%
	Commons Community Center-Consortium II	3	N/A	0	2	N/A	0
	Hawthorne-Consortium II	6	N/A	0	5	N/A	0
HAMILTON K-12	Daly Elementary	54	50	108.0%	48	50	96.0%
HEART BUTTE K-12	Heart Butte	157	150	104.7%	45	150	30.0%
HELP COM and BOYS & GIRLS CLUB	Boys & Girls Club of the Hi-Line	339	365	92.9%	226	250	90.4%
	Havre Middle School	121	110	110.0%	0	40	0.00%
HOT SPRINGS	Hot Springs High School	32	55	58.2%	17	30	56.7%
	Plains High School	80	50	160.0%	0	35	0.00%
IRWIN & FLORENCE ROSTEN FNDTN	MAPS Media Institute – Helena	31	65	47.7%	3	50	6.0%
	MAPS Media Institute – Ravalli	38	60	63.3%	5	20	25.0%
LIVINGSTON	Arrowhead School	34	35	97.1%	6	35	17.1%
	Big Timber After School Club	38	50	76.0%	25	40	62.5%
	Eastside School	104	70	148.6%	86	60	143.3%
	Sleeping Giant Middle School	51	100	51.0%	22	40	55.0%
	Washington Elementary	19	N/A	0	18	N/A	0
	Winans Elementary	39	85	45.9%	35	80	43.8%
LODGE GRASS ELEM	Lodge Grass Elementary School	50	100	50.0%	6	45	13.3%
	Lodge Grass High School	76	100	76.0%	7	45	15.6%
MISSOULA ELEM	Missoula-C.S. Porter Middle School	124	210	59.0%	22	60	20.0%
	Missoula-Franklin Elementary School	159	222	71.6%	15	60	25.0%
	Missoula-Hawthorne Elementary School	127	258	49.2%	12	60	20.0%
PHILLIPS COUNTY COALITION FOR HEALTHY CHOICES-CONSORTIUM	Harlem Elementary Afterschool Program	226	N/A	0	4	N/A	0
	Harlem High School Afterschool Club	139	300	46.3%	34	120	28.3%
	Malta Kids Club	148	200	74.0%	43	85	50.6%
ROCKY BOY H S - CONSORTIUM	Box Elder Schools	152	190	80.0%	53	125	42.4%
	Rocky Boy Elementary School	233	194	120.1%	82	146	56.2%
	Rocky Boy High School	46	130	35.4%	8	98	8.2%
RONAN ELEM	Ronan/Pablo-K. William Harvey Elementary	127	150	84.7%	76	100	76.0%
	Ronan/Pablo-Pablo Elementary	106	100	106.0%	76	75	101.3%
RONAN HS	Ronan High School	104	65	160.0%	0	40	0.00%
	Ronan Middle School	66	120	55.0%	19	80	23.8%
SEELEY LAKE ELEM	Clinton Elementary	139	100	139.0%	47	50	94.0%
	Seeley Lake Elementary	117	150	78.0%	29	65	44.6%
	Swan Valley Elementary	20	22	90.9%	0	10	0.00%
SHERIDAN / WHITEHALL	Sheridan Elementary	92	60	153.3%	23	30	76.7%

Grantee	Center	Total Served	Target #	Percent	Regular Served	Target for Regular	Percent
	Sheridan School (Middle School/High School)	27	20	135.0%	0	10	0.00%
	Whitehall K-8	195	60	325.0%	35	30	116.7%
ST REGIS	St. Regis School	162	100	162.0%	36	40	90.0%
WYOLA	Wyola Public School	83	N/A	0	18	N/A	0
YELLOWSTONE VALLEY CONSORTIUM	Terry Schools	56	105	53.3%	32	32	100.0%
	Bridger Public Schools	80	95	84.2%	22	70	31.4%
	Friendship House	79	60	131.7%	74	30	246.7%
	Fromberg School District	34	N/A	0	7	N/A	0
	HP Kid Connection	112	125	89.6%	36	75	48.0%
	Orchard School	83	90	92.2%	76	60	126.7%

Table B2. Teacher Survey Results by Item

Items	Needed to improve and did not	Needed to improve and stayed the same	Needed to improve and did	Did not need to improve	Percent who improved
Interest in various topics.	45	438	1384	1079	83.6%
Participation in class.	75	490	1422	984	84.0%
Asking questions during class or engaging in relevant topic conversations.	54	589	1344	975	78.3%
Completion of in-class assignments.	106	479	1265	1080	80.0%
Connections/applications of class material to real-world concepts.	39	548	1246	1048	79.6%
Willingness to try new things in the classroom.	61	404	1450	1038	84.3%
Demonstration of actions related to self-directed learning.	96	632	1352	856	75.2%

Table B3. Student Survey Results by Item

		Grade Range			
		PreK-5		6-12	
Student participation in community/volunteer opportunities indicator	Did Not Meet	142	8.6%	292	46.6%
	Met	1479	91.2%	334	53.4%
Student conflict resolution skills	Did Not Meet	151	9.3%	198	31.4%
	Met	1472	90.7%	433	68.6%
Student active engagement indicator	Did Not Meet	89	5.4%	177	27.1%
	Met	1565	94.6%	476	72.9%
Student physical and emotional safety indicator	Did Not Meet	64	3.9%	99	15.1%
	Met	1587	96.1%	556	84.9%
Student supported by staff indicator	Did Not Meet	63	3.8%	89	13.6%

		Grade Range			
		PreK-5		6-12	
	Met	1590	96.2%	564	86.4%
Student connected to peers indicator	Did Not Meet	112	6.8%	156	23.8%
	Met	1535	83.2%	499	76.2%
Student career plan indicator	Did Not Meet	0	0.0%	189	30.4%
	Met	0	0.0%	433	69.6%
Student life skills indicator	Did Not Meet	69	4.2%	59	9.3%
	Met	1568	95.8%	573	90.7%

Survey Results by Grade Span

Grade 5-12 Items	Not at all true	A little true	Somewhat true	Very true
I look forward to the after school program.	64	115	292	454
I participate in activities at my after school program.	83	119	253	469
I am interested in the things we are doing at my after school program.	55	119	277	467
The after school program motivates me to do well in school.	36	53	144	682
The staff at the after school program care about me.	35	47	144	681
The adults at the after school program are supportive.	67	109	248	505
The staff at the after school program treat me with respect.	38	61	162	654
The staff at the after school program listen when I have something to say.	38	54	158	670
The program staff make me feel welcome in the after school program.	40	69	216	589
The students in the after school program make me feel welcome.	84	91	195	535
I feel like I belong to this program.	66	105	266	485
I have made friends at this program.	44	111	257	506
The after school program has helped me identify my dreams for the future.	107	162	254	359

Do you think the 21st CCLC program has helped you with…	No	Sometimes	Yes
Making good decisions	51	295	551
Handling problems	74	340	483
Participating in activities	52	193	651
Working with others	60	235	600
Feeling good about yourself	78	240	574
Being responsible	48	234	605
Schoolwork (grades and tests in school)	116	268	479

Grade 5-12 Items	Not at all true	A little true	Somewhat true	Very true
I spend time volunteering or helping others in my community.	125	229	292	241
I spend time helping others in my afterschool program.	108	189	297	294
I know how to handle conflicts in a positive way.	60	124	333	377
I can share with others how I am feeling.	118	182	275	309
I can identify my feelings.	81	122	226	464
I work well with others.	49	104	288	449
I'm open to others' opinions and ideas even if they are different from mine.	54	90	268	472

Grades K-4 Items	No	Sometimes	Yes
I like coming to this program.	35	304	1034
I do the activities in this program.	28	301	1042
I am interested in the things we are doing in this program.	51	407	910
I feel safe on my way to and from this program.	33	146	1189
I feel safe in this program.	17	111	1243
The adults at this program treat me well.	19	135	1214
The adults at this program care about me.	25	107	1237
The adults at this program listen to me.	57	362	938
I have made friends at this program.	90	142	1134
I feel like I belong in this program.	61	284	1016
Most students in this program are nice to me.	42	322	991

Do you think the 21st CCLC program has helped you with…	No	Sometimes	Yes
Making good decisions	34	274	1057
Handling problems	79	340	944
Participating in activities	32	201	1125
Working with others	57	236	1059
Feeling good about yourself	48	208	1103
Being responsible	42	209	1102
Schoolwork (grades and tests in school)	113	217	987

Grades K-4 Items	No	Sometimes	Yes
I help others.	31	300	1023
If there is a problem, I know what to do.	51	469	832
I can tell others how I am feeling.	152	359	844
I know how I am feeling.	39	203	1102
I work well with others.	59	305	976

Table B4. Caregiver Survey Results by Item

	Not at all true	A little true	Somewhat true	Very True
I feel the 21st CCLC program supports my family.	7	17	119	700
The staff keeps me informed about my child's day at the afterschool program.	12	26	146	658
I have a good idea of how my child is doing in the program.	30	60	265	483

How satisfied were you with…	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Unknown
The form or manner in which activities were offered.	10	8	165	640	17
The academic support/activities provided.	8	14	189	604	26
The social emotional support/activities provided.	7	14	233	552	34
The interactions with adult staff.	8	15	193	606	18
The safety of your child while s/he is at the afterschool program.	5	8	155	656	15

Table B5. Program Staff Survey Results by Item

How satisfied were you with…	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Unknown
The types of professional development that were offered to me.	4	5	62	93	29
The professional development in which I participated.	3	3	62	100	31
The quality of materials/resources available to me.	5	4	71	131	8
The quantity of materials/resources available to me.	5	9	70	126	11

How prepared did you feel when…	Not at all prepared	A little prepared	Somewhat prepared	Prepared	Extremely Prepared	Unknown
Supporting students' academic needs	1	11	43	123	57	8
Supporting students' social and emotional needs	1	23	60	112	40	7
Supporting students' behavioral needs	5	25	66	101	37	9

Rating of Trainings	Poor	Fair	Good	Excellent	Unknown
March 2021 Virtual Regional Meeting	1	9	27	13	68
Summer Meeting in Billings	1	3	14	18	72
Cayen Trainings	1	12	24	12	73
September 2021 Regional Meeting	1	7	19	14	74

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unknown
I feel valued by my program leaders.	129	94	9	4	7
Someone in my afterschool program regularly provides me with positive feedback.	113	100	18	5	7
I feel supported by my program leaders.	124	97	11	4	7
I receive clear expectations regarding my role from my program leader.	116	106	10	3	8
When I ask for help, I receive timely support.	133	92	5	4	9
I enjoy my job here.	143	86	4	3	7
Students in the afterschool program try to do well in school.	29	136	3	2	11
Students are engaged in the projects at the afterschool program.	65	129	5	4	11
Overall, students seem to enjoy their time at the afterschool program.	104	103	1	2	13
The AS program staff have sufficient resources to conduct our activities.	90	120	17	3	13
The AS program staff have adequate support from the site coordinator.	127	89	9	3	15
I made sure to relate our activities/lessons to what is being taught during the school day.	55	109	18	3	14

	Not much	A little	Some	A great deal	Cannot determine
Additional planning resources	54	47	76	23	34
Additional planning time	64	36	66	33	34
Building positive relationships with school day staff to support students' academic and SEL needs.	62	41	66	33	30
Selecting and prioritizing grade appropriate materials aligned to academic standards.	54	50	64	27	39
Social-emotional tools/resources to support students	36	39	86	44	29
Youth are given choices in what activities to participate in while attending the 21st CCLC program.	10	21	91	11	10

To what extent did students improve in…	Needed to improve and did	Needed to improve and stayed the same	Needed to improve and got worse	It did not need to improve	N/A
Interest in various topics	73	50	8	63	37
Participation in class	77	50	10	49	43
Asking questions during class or engages in relevant topic conversations	74	43	12	56	46

Completion of in-class assignments	85	36	10	44	57
Connections/applications of class material to real world concepts	77	47	6	49	51
Willingness to try new things in the classroom	94	38	10	53	36
Demonstration of actions related to self-directed learning	68	59	9		40	52

How often did you…	2-5x per week	Weekly	2-3x per month	Monthly	Several or few times per year	Not at all
Communicate with families	59	50	28	26	33	34
Communicate with students	175	36	4	4	5	4
Participate in staff meetings	29	63	20	43	32	42

Appendix C: Prior Objective Results

The following table shows the statewide performance measures that were utilized during the 2018-19 to 2020-21 grant years. These were changed for the 2021-22 grant year to align to new grant goals as part of the state's continuous improvement cycle. Comparisons between the years of 2018-19 to 2020-21 should also be done with caution. There were significantly less surveys collected as a result of COVID, especially student and caregiver surveys; of the 31 original objectives only 18 were measured in 2020-21. Furthermore, there were less grantees in 2019-20 (n=29) as compared to the prior grant year (n=47). Results for the 21-22 grant year are presented only for those indicators that have remained so the reader can make historical comparisons.

GOAL 1: 21st CCLC programs will see improvements in the academic achievement of their students.

State Objective	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
1.1. Students in 21st CCLC programs will improve performance in core academics.	GPRA 1.1.1. 36.7% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on reading/language arts State Assessments among free/reduced lunch students statewide annually	36.4% Reading Proficiency (only .3% difference = same level as state)	NA*	NA*	NA**
	GPRA 1.1.2. 29.1% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on mathematics State Assessments among free/reduced lunch students statewide annually	43.6% Math Proficiency (14.5% more than statewide average)	NA*	NA*	NA**
1.2. Students in 21st CCLC programs will increase homework completion and class participation.	GPRA 1.2.1. 70% or more of 21st CCLC participants will improve homework completion and class participation, annually, as measured by school day teacher surveys.	60.2% Homework Completion 62.4% Class Participation	68.3% 75.1%	72.0% NA	No longer
	GPRA 1.3.1. 70% or more of 21st CCLC participants will maintain or improve math and reading grades (academics), annually, as measured by school day teacher surveys.	95% improved or maintained Academic Performance	80.0%	94.7%	No longer
1.3. Students in 21st CCLC programs will maintain or improve class grades for core subjects and demonstrate on-time advancement to the next grade level.	**REVISED 2019-20:** 1.3.2. 90% or more of 21st CCLC participants will demonstrate adequate competency to advance to the next grade level or graduate, as measured by school day teacher survey.	Not measured	94.3%	94.7%	No longer

* As a results of COVID and COVID-related school and program closures, many indicators from 20-21 are not available.

**State assessment data was not released.

GOAL 2: 21st CCLC programs will provide a safe, supportive, and healthy environment.

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
2.1. Students in 21st CCLC programs increase their perceptions of support, connectedness, and safety.	2.1.1. At least 90% of 21st CCLC students will report that they are supported by and connected to staff in their program, annually, as measured by student surveys.	86.7% felt Support	91.8% felt Support	82.9% felt Support	93.4% felt Support
	2.1.2. At least 90% of 21st CCLC students will report that they feel physically safe in their program, annually, as measured by student surveys.	87.3% felt Safe	92.6% felt Safe	NA*	92.9% felt Safe
	2.1.3. At least 75% of 21st CCLC students will report that they feel connected to peers (including having a sense of belonging), annually, as measured by student surveys.	76.9% felt Connected	82.6% felt Connected	NA*	88.4% felt Connected
2.2. Students in 21st CCLC programs will be provided healthy eating opportunities.	2.2.1. 100% of 21st CCLC centers who meet eligibility criteria will enroll in the USDA Healthy Snack Program (NSLP or CACFP), as measured by School Nutrition Program and DPHHS enrollment records.	78.1% of eligible centers (82of 105) were enrolled in the Healthy Snack Program	77.8% of centers (46 of 63) were enrolled in the Healthy Snack Program	NA*	No longer

GOAL 3: 21st CCLC programs will work collaboratively with families and communities to promote positive youth development and parent skills

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
3.1. Parents of students in 21st CCLC programs will increase parental involvement, support, and knowledge of students.	REVISED 2019-20*: 3.1.1. 80% or more of 21st CCLC parents and caregivers will report that they are satisfied with communication from staff as measured by parent surveys.	77% were Satisfied	81.3% were Satisfied	NA*	95.6% were Satisfied
	REVISED 2019-20*: 3.1.2. 80% or more of parents will report that they have knowledge and awareness of student progress and activities in the 21st CCLC program and school, annually, as measured by parent surveys.	83.8% were Knowledgeable and Aware	84.7% were Knowledgeable and Aware	41% were Knowledgeable and Aware	No longer
3.2. Students in 21st CCLC programs will increase community and civic engagement and career development.	REVISED 2019-20**: 3.2.1. 85% or more of 21st CCLC middle- and high-school students will report that they participate in community service or service learning opportunities, annually, as measured by student surveys.	96% participated in Community Service Learning	93.3% participated in Community Service Learning	NA*	80.7% participated in Community Service Learning

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
	3.2.2. At least 80% of 21st CCLC centers will offer community or service learning activities in their programs, annually, as measured by data system records.	56.2% of centers (59 of 105) offered Community Service-Learning activities	59.6% of centers (53 of 89) offered Community Service-Learning activities	NA*	No longer
	3.2.3. At least 75% of 21st CCLC high-school students will report that they are exposed to career development opportunities, annually, as measured by student surveys.	60% participated in Career Development opportunities	Not measured	NA*	69.6%

GOAL 4: 21st CCLC programs will see an increase in the social-emotional skills of their students.

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
4.1. Students in 21st CCLC programs will improve their perceptions of self-control and conflict resolution skills.	REVISED 2019-20*: 4.1.1. 50% or more of 21st CCLC students will improve conflict resolution skills, annually, as measured by school day teacher surveys.	59.6% improved Conflict Resolution Skills	95.4% improved Conflict Resolution Skills	71.4% improved Conflict Resolution Skills	62.5% improved Conflict Resolution Skills
	4.1.2. At least 75% of 21st CCLC students will report that they have personal control (over their behavior and future), annually, as measured by student surveys.	78% reported Personal Control	83.9% reported Personal Control	80.4% reported Personal Control	No longer
4.2. Students in 21st CCLC programs will improve their behavior.	GPRA 4.2.1. At least 60% of 21st CCLC students will improve behavior, annually, as measured by school day teacher surveys	50.2% improved Behaving well in Class	66.0% improved Behaving well in Class	68.1% improved Behaving well in Class	No longer

GOAL 5: 21st CCLC programs will promote the active engagement of enrolled participants.

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
5.1. 21st CCLC programs will offer engaging activities that promote participation, retention, and active learning experiences.	REVISED 2019-20*: 5.1.1. Increase the frequency of participation of regular students (30 days or more) attending 21st CCLC programs during the school year annually as measured by attendance spreadsheets.	School Year Enrollment 10,082 Summer Enrollment 5,262	Gain of 756 students, 31% gain (Regular participation =3210)	Decrease of 1019 students, 32% decrease (Regular participation =2191)	No longer
	REVISED 2019-20**: 5.1.2. 60% or more of students will be retained in 21st CCLC programs annually, as measured by attendance spreadsheets.	Retention was 58% (5,836 of 10,059 students)	Retention was 50% (4,847 of 9,697 students)	Retention was 55%	No longer
	5.1.3. At least 80% of 21st CCLC students will report that they are actively engaged in their learning experience at their local afterschool program, annually, as measured by student surveys.	79.4% were Actively Engaged	88% were Actively Engaged	85.7% were Actively Engaged	88.5% were Actively Engaged

GOAL 6: 21st CCLC programs will provide high-quality operations.

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
6.1. 21st CCLC programs will be perceived as valuable by parents, school teachers, and school administrators.	6.1.1. At least 85% of 21st CCLC parents will report satisfaction with their students' afterschool program, annually, as measured by parent surveys.	96.6% were Satisfied	98.7% were Satisfied	96.8% were Satisfied	97% were Satisfied
	6.1.2. At least 90% of school day teachers and principals will report that they perceive value in the 21st CCLC program, annually, as measured by school day teacher surveys and school administrator surveys.	93.5% of school day teachers and school administrators perceived the afterschool program to be valuable	98.3% of school day teachers and school administrators perceived the afterschool program to be valuable	97.3% of school day teachers and school administrators perceived the afterschool program to be valuable	100% of school day teachers and school administrators perceived the afterschool program to be valuable
6.2. 21st CCLC programs will offer high-quality activities and operations that meet the needs of youth in the community.	6.2.1. 100% of 21st CCLC grantees will serve at least 80% of their targeted capacity, annually, as measured by grantee reports.	68.1% of grantees (32 of 47) served 80% of their target capacity	79.3% of grantees (23 of 29) served 80% of their target capacity	41.4% of grantees served 80% of their target capacity	No longer
	REVISED 2019-20*: 6.2.2. 80% or more of 21st CCLC centers, school year programs will be available for a minimum of 40 hours per month, as measured by grantee reports.	29.5% of school year centers (31 of 105) were open for 60 hours per month	64.1% of reporting centers (41/64) were open for 40 hours per month	NA*	No longer
	REVISED 2019-20**: 6.2.3. 75% or more of 21st CCLC centers will have summer offerings for 15 days or more as measured by grantee reports.	72% of centers (78 of 108) offered Summer Programming	87.2% of centers (41/47) offered 15+ days of Summer Programming	NA*	No longer
	6.2.4. 100% of 21st CCLC centers will comply with at least 80% of quality indicators (10 of 12) for Organizational Structure and Management, annually, as measured by the OPI Self-Reflection tool.	91.2% of centers (93 of 102) met the compliance target for Organizational Structure and Management indicators	89.5% of centers (77/86) met the compliance target	73.1% of centers met the compliance target	No longer
	6.2.5. At least 75% of 21st CCLC centers will offer health, physical fitness, or nutrition activities, annually, as measured by grantee reports.	88.9% of centers (96 of 108) offered Physical Fitness activities	95.2% of centers (60/63) offered Physical Fitness activities	NA*	No longer

State Objective*	Measure (Indicator)	2018-19	2019-20	2020-21	2021-22
	6.2.6. 100% of 21st CCLC centers will comply with at least 80% of quality indicators (4 of 5) for Partnerships, annually, as measured by the OPI Self-Reflection tool.	82.4% of centers (82 of 102) met the compliance target for Partnership indicators	79.1% of centers (68/86) met the compliance target	83.6% of centers met the compliance target	No longer
	6.2.7. By the end of the third year of grant funding, 100% of grantees will have a Sustainability Plan, as measured by OPI Self-reflection tool.	83.7% of centers (77 of 92) had a Sustainability Plan	Not applicable	NA*	No longer
	6.2.8. 100% of 21st CCLC centers will comply with at least 80% of quality indicators (8 of 10) for Staffing and Professional Development, annually, as measured by the OPI Self-Reflection tool.	95.1% of centers (97 of 102) met the compliance target for Staffing and Professional Development indicators	97.7% of centers (84/86) met the compliance target	89.6% of centers met the compliance target	No longer
	6.2.9. 100% of 21st CCLC centers will comply with at least 80% of quality indicators (11 of 13) for Grant Management and Sustainability, annually, as measured by OPI Self-Reflection tool.	100% of centers (102 of 102) met the compliance target for Management and Sustainability indicators	96.5% of centers (83/86) met the compliance target	NA*	No longer
	6.3.0. 100% of 21st CCLC centers will comply with at least 80% of quality indicators (11 of 13) for Health and Safety, annually, as measured by OPI Self-Reflection tool.	100% of centers (102 of 102) met the compliance target for Health and Safety indicators	98.8% of centers (85/86) met the compliance target	95.5% of centers met the compliance target	No longer