

***21<sup>st</sup> Century Community Learning Center Participation:  
The Student Experience—Program Year 2013-2014***

**AUGUST 2015**

*PREPARED FOR:*

***Tennessee Department of Education***



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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SOCIAL WORK OFFICE OF  
RESEARCH & PUBLIC SERVICE

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**BY**

***Emily R. McCutcheon, MSW, MBA, LMSW***



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# **The University of Tennessee, Knoxville**

## **College of Social Work Office of Research and Public Service**

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## Executive Summary

### Tennessee's 21<sup>st</sup> Century Community Learning Centers: Key Findings Participation—Who and What

As part of an ongoing statewide evaluation of 21st Century Community Learning Centers programs (21st CCLC), University of Tennessee, Knoxville, Social Work Office of Research and Public Service (UT SWORPS) evaluators examined data entered into a web-based attendance and participation tracking program. Site coordinators logged demographic information about the students enrolled in their afterschool programs (ASP) and then tracked the amount of time those students spent in various activities at the afterschool programs. This is the second participation report generated; the first examined data from the 2011-2012 Program Year (PY11-12), whereas the current report examines Program Year 2013-2014 (PY13-14). The following key findings stand out from the analysis of those data.

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

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

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

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

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

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

Students in 21<sup>st</sup> CCLC Programs received more than **2.15 million contact hours<sup>1</sup> in PY13-14**. While these hours fell into five activity families<sup>2</sup>, the vast majority of those hours were spent in Academic activities.

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

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

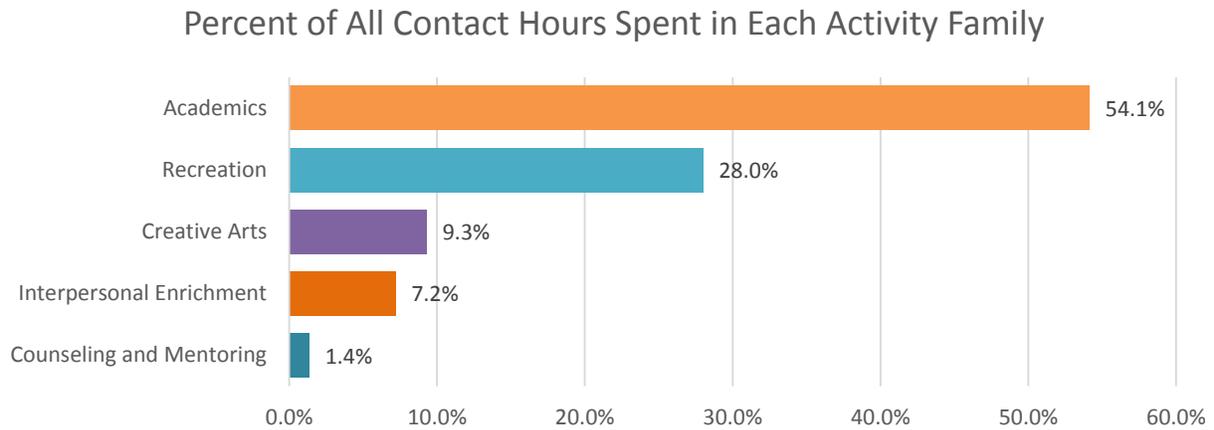


Figure 1. Percent of All Contact Hours Spent in Each Activity Family

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

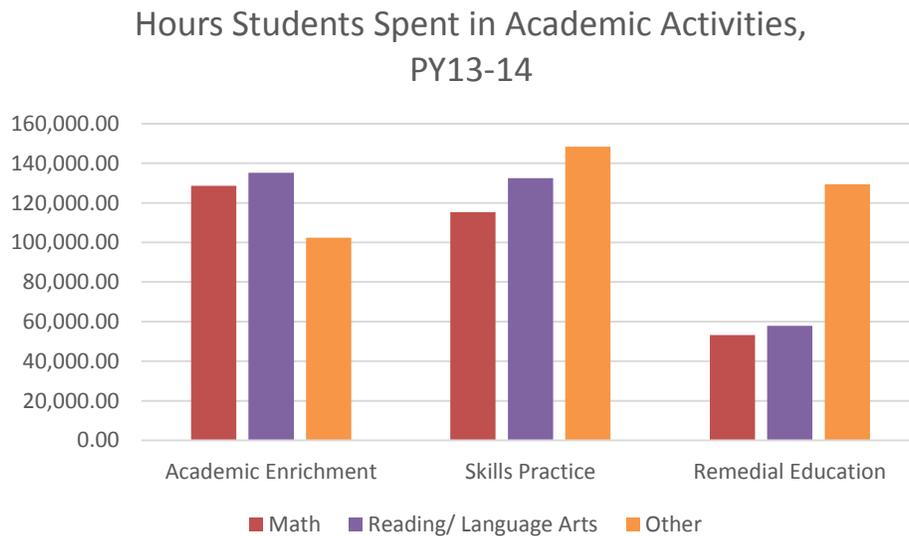


Figure 2. Hours Students Spent in Academic Activities, PY13-14

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

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

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

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

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

*(Median Contact Hours in the Activity)*

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

## Conclusion

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

## **Introduction**

For the past 18 years, children in Tennessee have had the opportunity to attend afterschool programs funded by the 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) initiative. When the program was first created, grantees were selected directly by the U.S. Department of Education, with a preference given to programs operating in high-poverty areas. The purpose of the program was to improve academic performance, offer enrichment opportunities, and open schools up to the larger community. In 2001, the program structure changed to one of awarding formula grants to the states, which were then responsible for selecting grantees. While the purpose of the program remained the same, the focus shifted to targeting academically at-risk students and those at low-performing schools.

Since taking over grant administration in 2001, the Tennessee Department of Education (TDOE) has awarded grants to programs operated by local educational entities (LEAs) and community-based organizations (CBOs), which also include clubs and faith-based organizations. TDOE gives primary consideration to grant applicants which serve students in grades Pre-K-12 who attend schools with a high concentration of low-income families and attend schools that have not made Adequate Yearly Progress (AYP) for 2 consecutive years. Services may also be provided to the family members of these students.

## **Evaluation**

In 2009 the TDOE partnered with the University of Tennessee, Knoxville, Social Work Office of Research and Public Service (UT SWORPS) to conduct a state-level evaluation of the 21<sup>st</sup> CCLC program. These evaluation activities were broken into two studies: Implementation and Outcome (for specific information on the evaluation's objectives, research questions, design, and phases, see McCutcheon, Hadjiharalambous, Myers, & Homer, 2010). This report is part of the Outcome Study series and comprises an analysis of student demographic and program participation data to describe participation patterns. The current report is the second in the series to describe these patterns; the first was published in April 2013, and covered Program Year 2011-2012 (see McCutcheon & Homer, 2013). As with the first report, the questions the current report answers are

- Who is attending the 21<sup>st</sup> CCLC programs? What is the demographic profile of participants?
- Are some students more likely to participate regularly than others?
- What activities are students experiencing? In which activities are they participating most often?
- Are some students more likely to participate in certain activities than others?

In addition to the above questions, the current report examines changes in participation from the previous to the current report.

## Organization of the Report

The next section of the report outlines the *Methodology* used to collect and analyze the student participation data. The *Findings* sections details the demographics of the students served, attendance, and the activities in which they participated. A *Summary of Findings* and *Conclusions* follow.

## Methodology

The data source for this report is the online 21<sup>st</sup> CCLC Attendance Tracking Site (hereinafter referred to as “web-app”). Beginning in the fall of 2010, 21<sup>st</sup> CCLC programs began entering student demographic, attendance, and participation information in this online database developed by the UT SWORPS Information Technology team. Site coordinators of 21<sup>st</sup> CCLC programs, or their agents, enrolled students in their programs by entering the student’s name, state-issued ID number, date of birth, grade level, enrollment date (when they began attending the 21<sup>st</sup> CCLC program), sex, and race/ethnicity. Site coordinators then tracked the student’s daily attendance and participation in the 21<sup>st</sup> CCLC web-app. *Attendance* was noted by marking the students as present for the day and noting the total amount of time spent at the afterschool program. *Participation*, however, required the site coordinator to note what activities the students experienced for the duration of their time in the 21<sup>st</sup> CCLC program. Activities were predefined, and the site coordinator chose from lists of academic, recreational, creative, enrichment, and mentoring activities, indicating the length of time (in hours and minutes) the student participated in each activity. If a student stopped attending the program, the site coordinator “terminated” the student in the database by providing a date and reason the student was no longer enrolled.

In April 2015, a member of the UT SWORPS Information Technology team downloaded the participation data for all students between August 2013 and July 2014 from the 21<sup>st</sup> CCLC web-app. The data included the student’s ID number, center, race, sex, age, grade, and years participated (based on enrollment date and either the termination date or the date the data were downloaded if the student was still an active participant). The download also included the number of hours the student spent in any activity during each month of the 2013-2014 program year (PY13-14). These data were sent to a UT SWORPS evaluator who reviewed the data for accuracy and removed obviously incorrect information (e.g., If a student’s age was reported as 20 years or more, the “age” was treated as “missing”). The IT team member then calculated regular attendance (students with participation data for 30 or more days and 60 or more days), monthly activity totals, overall activity totals, median contact hours, and activity totals based on the students’ demographic characteristics (grade, race, sex, organization type [LEA or CBO], length of participation, and regular attendance). Descriptions of the students and the activities in which they participated follow.

## Findings

### Who Participated in the 21<sup>st</sup> CCLC Programs—The Students

#### Demographics

The analysis of the demographic data that site coordinators entered in the web-app revealed that an even mix of boys and girls comprised the **23,928 students participating in 21<sup>st</sup> CCLC programs** in PY13-14 (50 missing data on students' sex):

- 50.5% (12,049) were female
- 49.5% (11,829) were male

The majority of participants were White (312 missing race/ethnicity data):

- 71.4% (16,853) were White
- 20.9% (4,933) were Black/African American
- 6.9% (1,622) were Hispanic/Latino

Students ranged in age from 1 to 19 and had an average age of 10.8 years (29 missing). The largest percentage (more than 40.0%) were in grades 3-5 (0 missing):

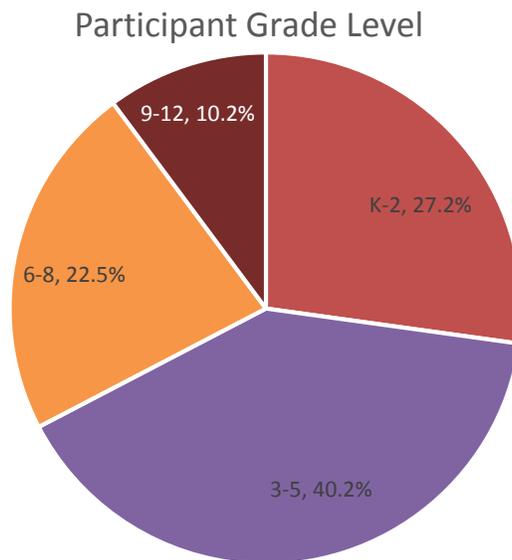


Figure 3. 21<sup>st</sup> CCLC Participant Grade Level (N = 23,928, 0 missing)

Most participants (92.7%, 22,187) attended a program operated by an LEA (0 missing). Almost half of the students (46.0%) attending during PY13-14 were in their first year of participation in the 21<sup>st</sup> CCLC program (0 missing):

- 46.0% (11,006) had attended for 1 year
- 33.2% (7,933) had attended for 2 years
- 14.3% (3,427) had attended for 3 years
- 5.3% (1,269) had attended for 4 years
- 1.2% (288) had attended for 5 years

### *Changes in Demographics from the Previous Report*

While almost 3,000 fewer students were enrolled in PY13-14 than in PY11-12, the sex and racial/ethnic makeup of the enrolled students did not change markedly. The average age of students decreased by 8 months. Only part of this change is explained by the recent inclusion of Pre-K participants in 21<sup>st</sup> CCLC programs. Along these same lines, while the majority of participants were in grades 3-5, the proportion of students enrolled who were in grades K-2 increased by 5 percentage points. Students attending LEA programs again dominated enrollment (90.7% in PY11-12 compared to 92.7% in PY13-14). First-year participants were again the largest proportion of attendees in ASPs. This may hint at a retention problem for ASPs and bears further investigation.

### **Attendance**

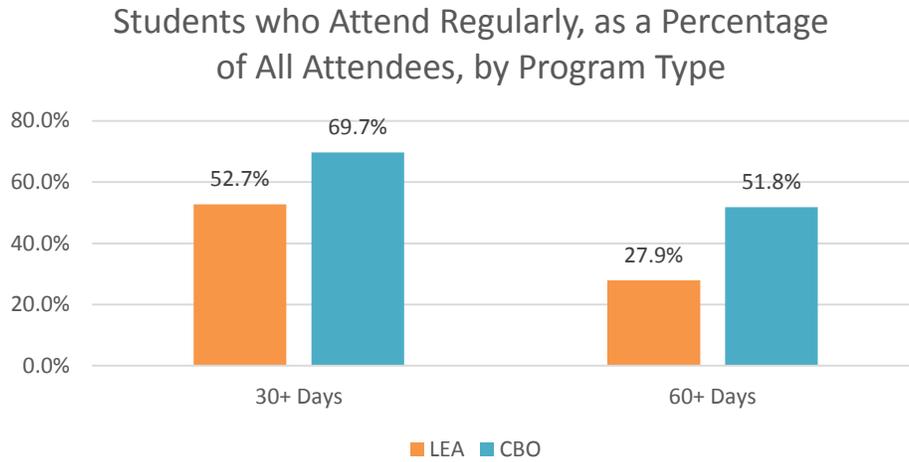
While outcomes will be examined and linked to levels of attendance in future reports, a description of students who did attend regularly, and any differences from all attendees, follow here. Overall, the majority of students in Tennessee's 21<sup>st</sup> CCLC programs attended regularly:

- During PY13-14, 54.0% (12,916) of participants attended 30 or more days (0 missing),
  - 54.8% of those (7,084) attended 60 or more days; however,
  - These 7,084 students represent only 29.6% of all attendees, meaning **more than two thirds of all participants attended fewer than 60 days in PY13-14.**

These numbers are much lower than in the previous report, which found that more than 60.0% attended more than 30 days and 43.3% attended 60 or more days.

Attendance was analyzed by certain demographic characteristics to determine if the makeup of students who attended regularly (30 or more days) or intensely (60 or more days) differed from the makeup of all attendees. As with the previous report, little difference was revealed between boys and girls: 53.0% of all girls attended 30 or more days, whereas 55.0% of all boys attended 30 or more days. The percentages are even closer at the 60 or more day mark, with 29.1% of all girls and 30.2% of all boys attending 60 or more days.

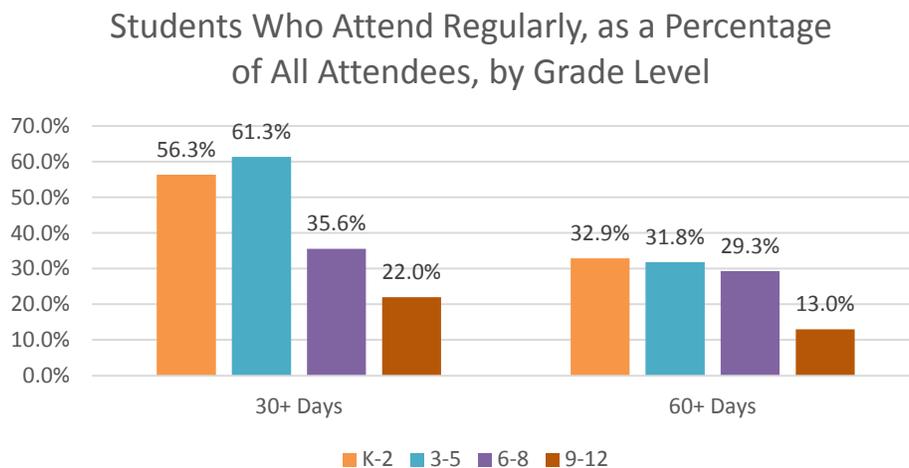
Some notable findings appeared from the analysis of attendance by program type. For example, students who attended CBOs were much more likely to attend their programs regularly. As Figure 4 shows, they were almost twice as likely to attend their ASP intensely.



All Attendees,  $N = 23,928$  (0 missing); Regular Attendees at 30+ Days  $n = 12,916$  (0 missing);  
Regular Attendees at 60+ days,  $n = 7,084$  (0 missing)

Figure 4. Program Type, by Attendance

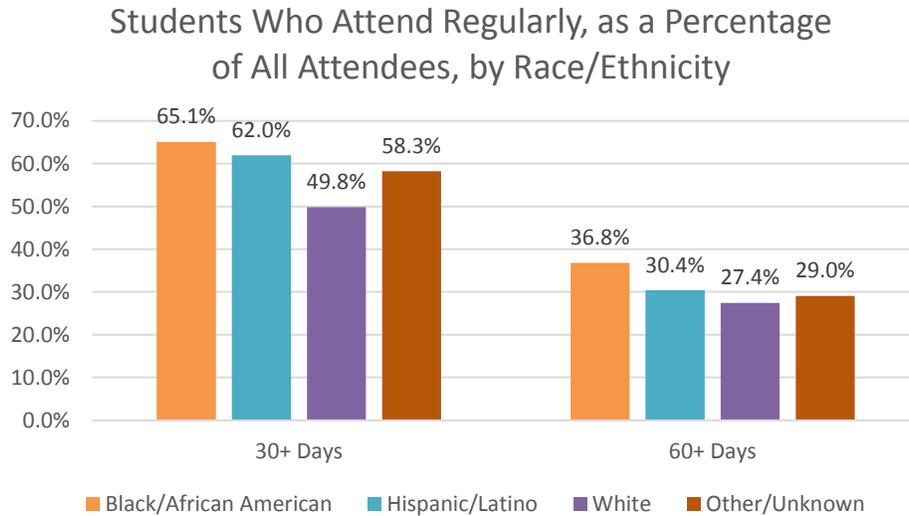
Students in elementary school were much more likely to attend regularly than their older peers even though just under a third of attendees in elementary and middle school attended 60 or more days. Small proportions of high schoolers attended regularly or intensely. As noted in previous reports, programs for high schoolers tended to be goal-oriented, drop-in centers where students completed a project or recovered credits. When they were finished with their assignment, they left the ASP.



All Attendees,  $N = 23,928$  (0 missing); Regular Attendees at 30+ Days  $n = 12,916$  (0 missing);  
Regular Attendees at 60+ days,  $n = 7,084$  (0 missing)

Figure 5. Grade Level, by Attendance

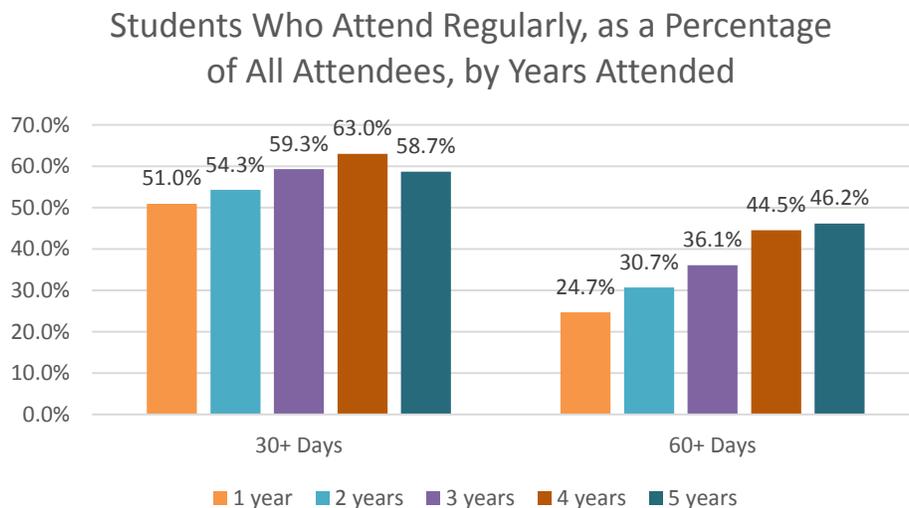
Black/African American students were more likely to attend regularly and intensely in PY13-14 than students in any other racial/ethnic group. Conversely, White students were the least likely group to attend at these levels.



All Attendees,  $N = 23,616$  (312 students missing race/ethnicity data); Regular Attendees at 30+ Days  $n = 12,836$  (80 missing); Regular Attendees at 60+ days,  $n = 7,004$  (80 missing)

Figure 6. Race/Ethnicity, by Attendance

The PY13-14 findings support the logical conclusion that continued program attendance over the years correlates with regular attendance. Students who were in their fourth year at their ASPs were the most likely to attend regularly and those in their fifth year were most likely to attend intensely.



All Attendees,  $N = 23,928$  (0 missing); Regular Attendees at 30+ Days  $n = 12,916$  (0 missing); Regular Attendees at 60+ days,  $n = 7,084$  (0 missing)

Figure 7. Years Attended, by Attendance

### *Changes in Attendance from the Previous Report*

As noted earlier, the overall numbers represent a slight decrease in regular attendance from the previous report. In PY11-12, more than 60.0% of all participants attended 30 or more days, and more than 43.0% attended 60 or more days, compared to 54.0% and 29.6%, respectively, in PY13-14.

The proportions and attendance patterns were generally unchanged for students in the demographic analysis. While a smaller proportion of students attended regularly in PY13-14 than in PY11-12, the groups most likely to attend regularly (students attending CBOs, elementary schoolers, Black/African Americans) remained the same.

## **What did the Overall Participation look like for PY13-14?**

Tennessee students participated in more than **2.16 MILLION CONTACT HOURS of afterschool activities**<sup>3</sup> in PY13-14 through 21<sup>st</sup> CCLC programs. Collectively, students experienced a little less than 180,000 hours of activities each month.

- ⇩ Centers logged the fewest hours in July—just over 30,000.  
This finding is likely the result of most centers closing for either the entire summer or for a few weeks of planning time prior to the start of the school year.
- ⇧ The most hours were logged in April (almost 275,000); October was second (just under 269,000).

The increase in April may be a result of TCAP preparation or students attempting to catch up on missed assignments before the end of the school year.

## **What Activities did students experience in PY2013-2014?**

By far, Academic activities comprised the majority of the hours students in Tennessee experienced in PY13-14.<sup>4</sup> Students participated in more than **1.15 million hours of Academic activities** in PY13-14, which is almost a quarter of a million fewer hours than students spent in Academic activities in PY11-12. This finding may be due to the fact that fewer students were enrolled in ASPs overall. Academic activities included Skills Practice/Homework Help, Academic Enrichment, State Test Prep, and Remediation in subjects such as math, science, reading/language arts, and others. Recreational activities were the next most common, but made up only 28.0% of all afterschool hours students experienced. This is an increase in proportion from the previous report. Board Games, Computer Games, and Unstructured Time for Physical Play are a few of the Recreational activities centers offered. Creative Arts and Interpersonal Enrichment each comprised less than 10.0% of the activity hours. A mere 1.4% of all

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<sup>3</sup> For this and the previous report, “contact hours” is defined as the total number of hours experienced by all students participating in a 21<sup>st</sup> CCLC program. For example, if one ASP was open for two hours one afternoon and offered 1 hour of Academic Enrichment in Math and 1 hour of Arts and Recreation playing board games and had 20 students attend both activities, this would represent 40 contact hours (1 hour\*20 students + 1 hour\*20 students = 40 contact hours), 20 in in Academics and 20 in Arts and Recreation.

<sup>4</sup> Activities in this report are organized slightly differently from the groupings found in the web-app. See Appendix A for a complete listing.

afterschool hours students experienced were in Counseling and Mentoring Activities. The proportion of time students spent in Creative Arts, Interpersonal Enrichment, and Counseling and Mentoring Activities was similar to the data reported for PY11-12.

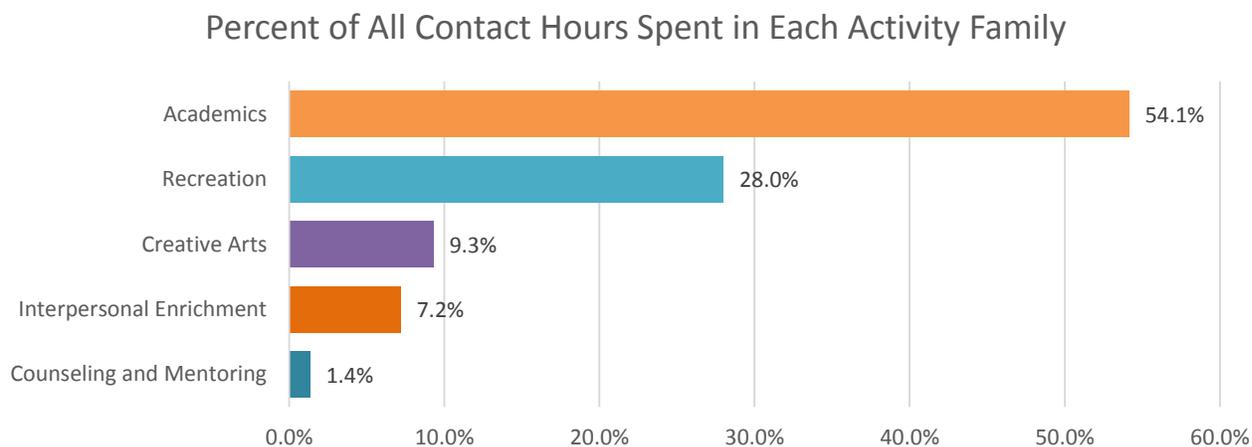


Figure 8. Percentage of Total Time Participants Spent in Activity Categories

### What **ACADEMIC ACTIVITIES** did students experience in PY13-14?

Academic activities fall into four categories: Skills Practice/Homework Help, Academic Enrichment, State Test Prep, and Remedial Education. Within each of these categories, the suboffering is identified either by the subject (i.e., math, reading/language arts, etc.) or by the type of preparation (Gateway exams, TCAPs, etc.). As Figure 9 clearly shows, the majority of student time (75.6%) was spent in Academic Enrichment and Skills Practice/Homework Help activities. However, this finding represents a proportional decrease from the previous report, which stated that more than 80.0% of student hours were spent in these activities. The shift was toward Remedial Education activities, which had comprised only 12.8% of all academic contact hours; however, in this analysis, they comprised a total of 22.6% of all academic contact hours.

### Academic Activities

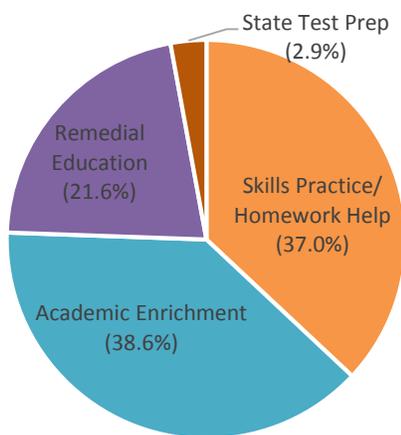


Figure 9. Percentage of Time Students Spent in Academic Activities

Of these four categories, students spent the most time in Academic Enrichment activities: 38.6% of all Academic hours (442,065 total hours). Reading/Language Arts was the most common subject covered in these sessions, with just under a third of the Academic Enrichment hours spent in this subject.

### Academic Enrichment Hours

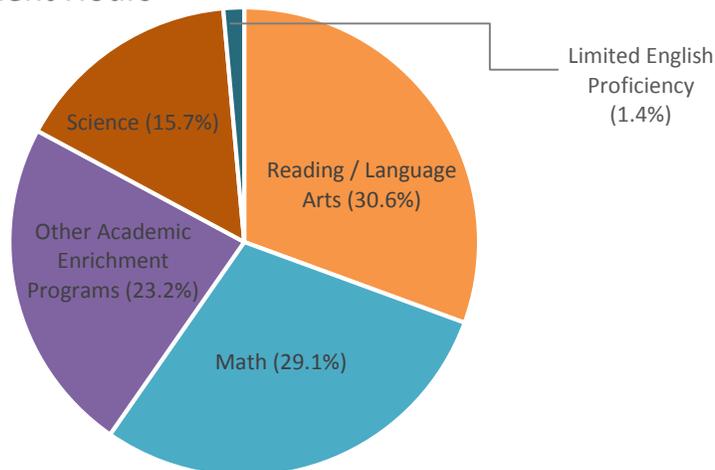


Figure 10. Percentage of Time Students Spent in Academic Enrichment Activities

Figure 11 reports the median number of contact hours that students experienced in each of the Academic Enrichment activities, broken out by age group.<sup>5</sup> The median number of hours spent in Academic Enrichment activities indicates that students in grades K-2 spent most of their time in Reading/Language Arts activities; however, they also spent much more time in activities that provide assistance to students with Limited English Proficiency than their older peers. This finding could indicate a greater need in that age group or an imbalance in the availability of programming for older students. Students in grades 3-5 spent the most time in Reading/Language Arts and Math activities. Middle schoolers spent most Academic Enrichment time in Science activities, which, because it is not a subject that is tested, can fall by the wayside during the regular school day, per information obtained during site visits. For high schoolers, the analysis revealed a fairly even distribution of median contact hours across academic activities.

<sup>5</sup> Median (the middle number in a dataset) is reported due to the existence of outliers in the dataset.

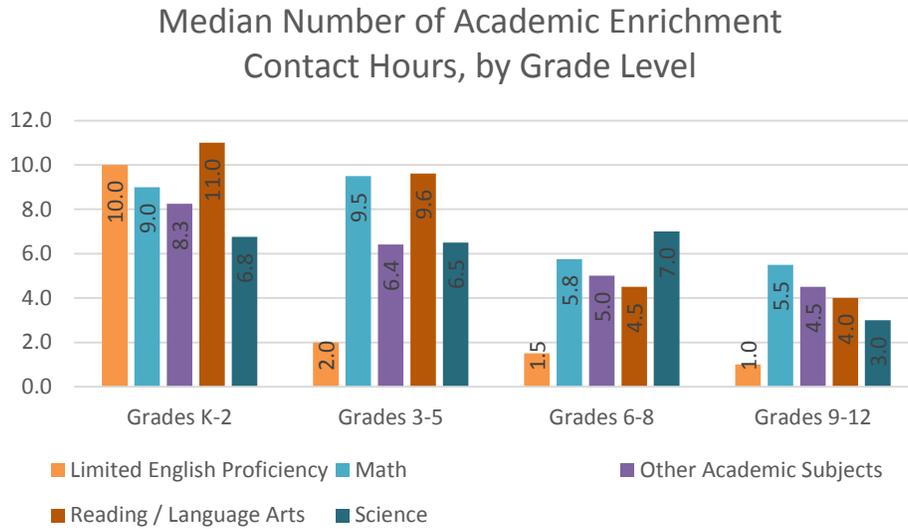


Figure 11. Median Number of Academic Enrichment Contact Hours, by Grade Level

Students spent 423,904 hours in Skills Practice/Homework Help activities (37.0% of all Academic hours). While students experienced more hours of Other Academic activities than any other Skills Practice/Homework Help activity, Reading/Language Arts was a close second, as it was in PY11-12. However, fewer individual students participated in these Other Academic Activities than in Reading/Language Arts.

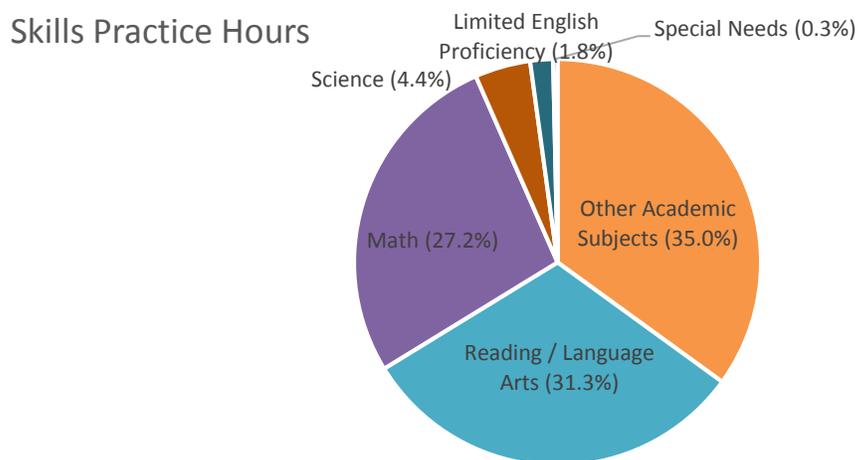


Figure 12. Percentage of Time Students Spent in Skills Practice/Homework Help Activities

For all age groups, the medians align with the proportions of hours spent overall and indicate that students spent most of their skills practice time in Math, Reading/Language Arts, or Other Academic Subjects. Middle Schoolers was the only group that did not have the highest median in Other Academic Subjects.

Median Number of Skills Practice/Homework Help Contact Hours, by Grade Level

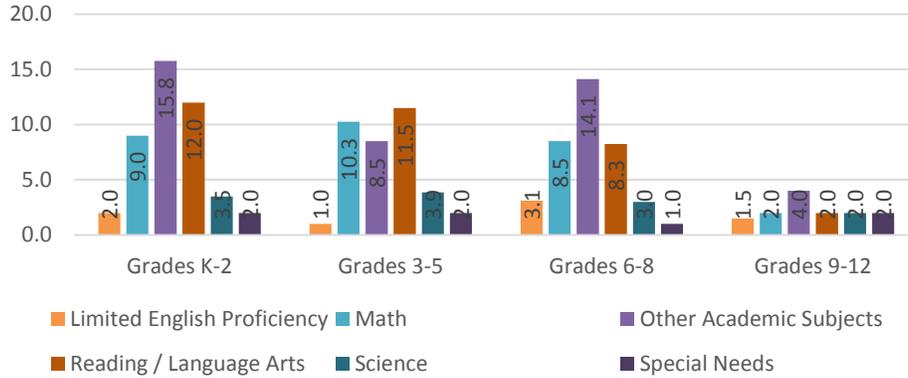


Figure 13. Median Number of Skills Practice/Homework Help Contact Hours, by Grade Level

Students spent 21.6% of their Academic hours in Remedial Education activities, a 69.0% increase from PY11-12. Even though total contact hours decreased, students spent almost **70,000 MORE hours** in Remedial Education Activities in PY13-14 than they did in PY11-12. This finding may be indicative of 21<sup>st</sup> CCLC programs specializing—targeting their efforts to those who have the greatest academic needs. Other Remedial Education was by far the activity with the highest number of hours in this category, comprising more than half of all student contact hours.

Academic Remediation Hours

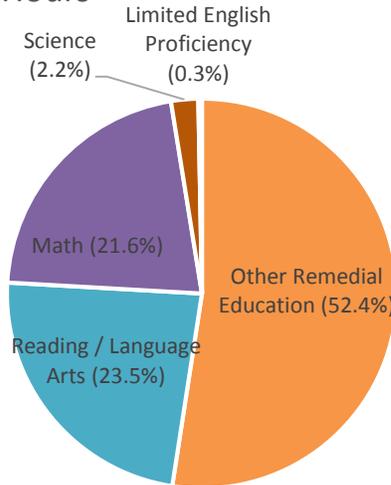


Figure 14. Percentage of Time Students Spent in Academic Remediation Activities

Because students spent the majority of their time in Other Remedial Education activities, it follows that this activity had the highest median number of contact hours across all grade levels.

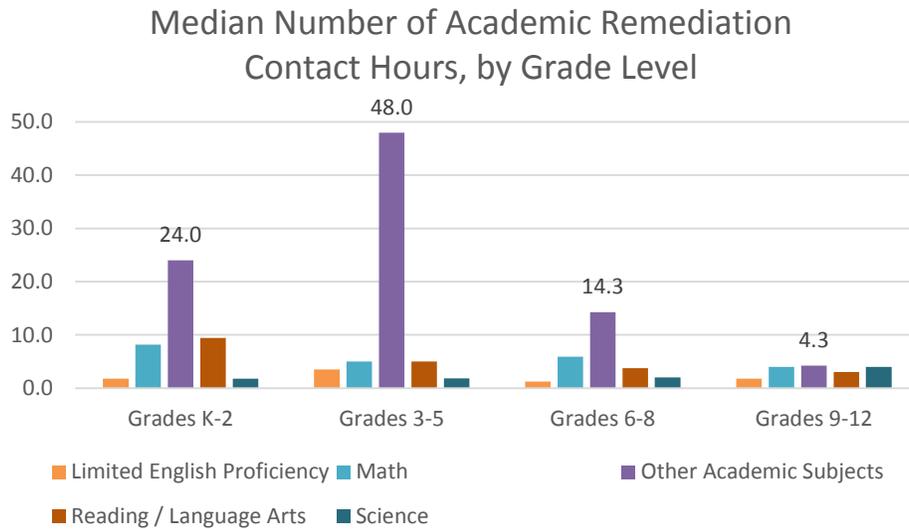


Figure 15. Median Number of Academic Remediation Contact Hours, by Grade Level

The final Academic activity category was State Test Prep, and students spent more than 33,000 hours (2.9%) in these activities. This figure represents a proportional decrease from the PY11-12 report, which showed that students spent 5.3% of their total contact hours in State Test Prep. Because the activity fields have changed since the PY11-12 report, no comparison can be made regarding the specific activities in which students participated. In PY13-14, almost three fourths of all State Test Prep contact hours were spent in TCAP Preparation.

### Academic Enrichment Hours

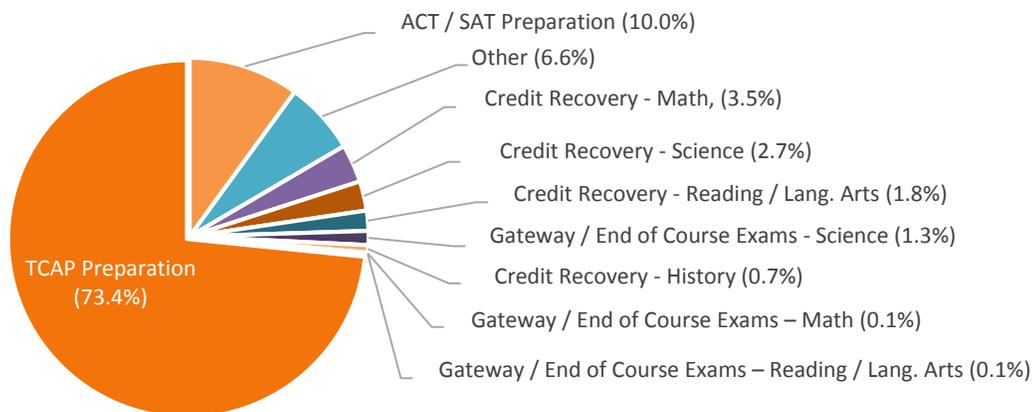


Figure 16. Percentage of Time Students Spent in State Test Prep Activities

The median analysis indicates that while the majority of time students spent in State Test Prep Activities was in TCAP Preparation, the amount of time was spread across a large number of students (1,998). Although only between 12-40 students total attended a credit recovery activity in Math, Science, or History, they spent a lot more time individually in those activities. Students spent 6-12 hours in TCAP Preparation and 18-20 hours in Math or Reading/Language Arts Credit Recovery.

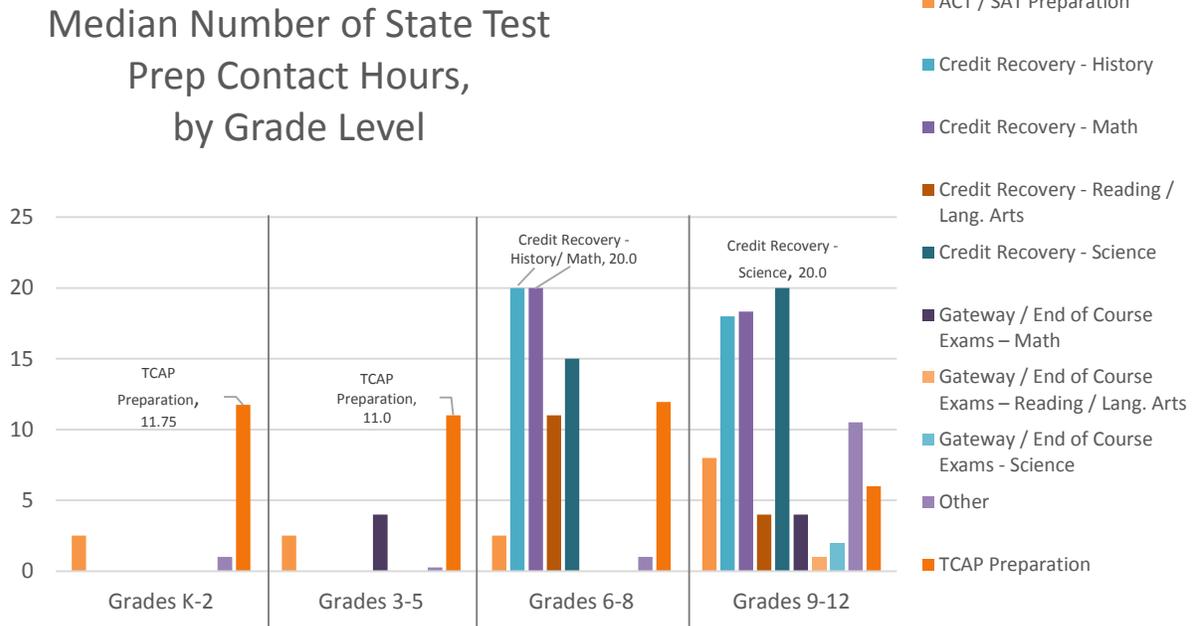


Figure 17. Median Number of State Test Prep Contact Hours, by Grade Level

**What RECREATIONAL ACTIVITIES did students experience in PY13-14?**

Recreational activities comprise both structured and unstructured, physical and mental pursuits. Activities that fell into the Recreational activities category were Board Games, Computer Games, Organized Sports (such as a planned game of dodgeball among participants), Participating in Organized Team Sports (such as playing baseball with a league), Structured Fitness (i.e., Zumba, soccer, walking track), unstructured physical play (open gym time), and Other Recreational Activities.

As noted above, students spent 28.0% of all logged hours in Recreational activities, totaling 592,600 hours in PY13-14, an increase of more than 140,500 hours from PY11-12. Students spent a third of the Recreational time (203,246 hours) receiving Nutritious Meals/Snacks, the activity with the most hours logged overall. This figure represents a dramatic shift from the PY11-12 report which showed that only 2,100 hours were spent in this activity. Additionally, in the previous report, only 1 hour of Structured Fitness Activity was logged, compared to more than 89,000 hours in the current analysis. This may indicate that those responsible for data entry became more familiar with the activity options available in the web-app and were able to capture their offerings more accurately.

## Recreational Activities

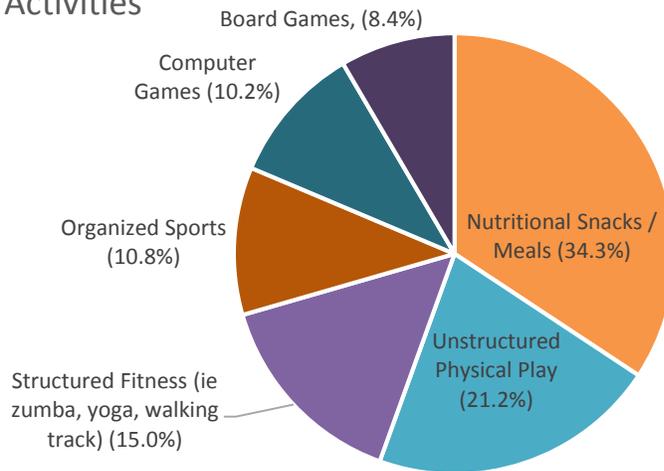


Figure 18. Percentage of Time Students Spent in Recreational Activities

The medians indicate that elementary and middle school students spent the most time in Nutritional Meals/Snacks. High schoolers, however, had the highest median number of contact hours in Structured Fitness activities. This is a notable change from the previous report, which as stated earlier, found these two activities to be underutilized.

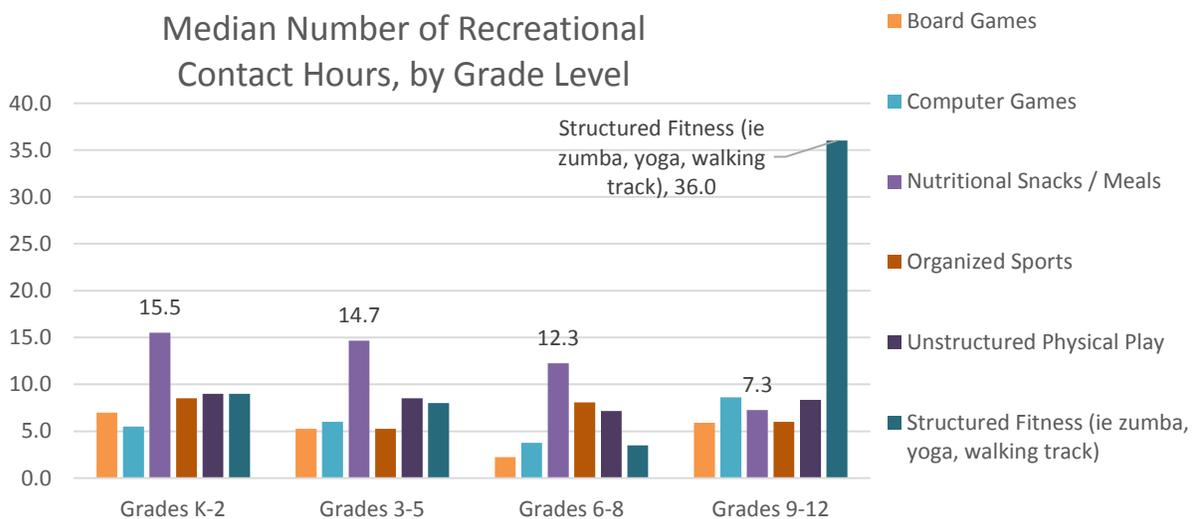


Figure 19. Median Number of Recreational Contact Hours, by Grade Level

### What CREATIVE ARTS ACTIVITIES did students experience in PY13-14?

The Creative Arts activities included Cooking, Creative Writing, Dance, Drama, Music, Photography, Sewing, Arts and Crafts, and Other. Students spent 27,369 fewer hours in Creative Arts activities in PY13-14 than they did in PY11-12.

Two thirds of the 196,988 Creative Arts contact hours were logged in the Arts and Crafts or Other activities (82,264 [41.8%] and 49,578 [25.2%], respectively). Music came in third with almost 12.0% of student hours spent in Creative Arts. As indicated in the previous report, activities such as Dance, Sewing, and Photography garnered the fewest activity hours in the 2013-2014 program year. This finding may be due to the specialized nature of these activities and the high equipment costs. Overall, only 423 students attended a Sewing activity and 395 attended a Photography activity. It is likely that few centers have the resources to offer these activities to their students.

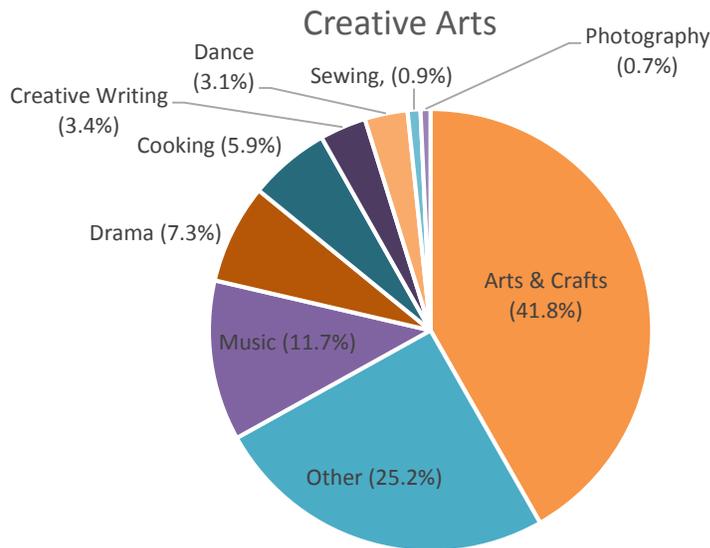


Figure 20. Percentage of Time Students Spent in Creative Arts Activities

The median number of hours students spent in Creative Arts activities is fairly evenly distributed across activities by grade level. For all elementary and middle school students, the default activities of Arts and Crafts or Other had the highest medians. The highest median for the high schoolers stands out not only for its size, 36 hours, but also for the activity—Drama—possibly due to poor-quality data; however, it is likely that a niche activity such as Drama draws a group of dedicated students who spend a great deal of time working toward a goal, such as a stage production.

## Median Number of Creative Arts Contact Hours, by Grade Level

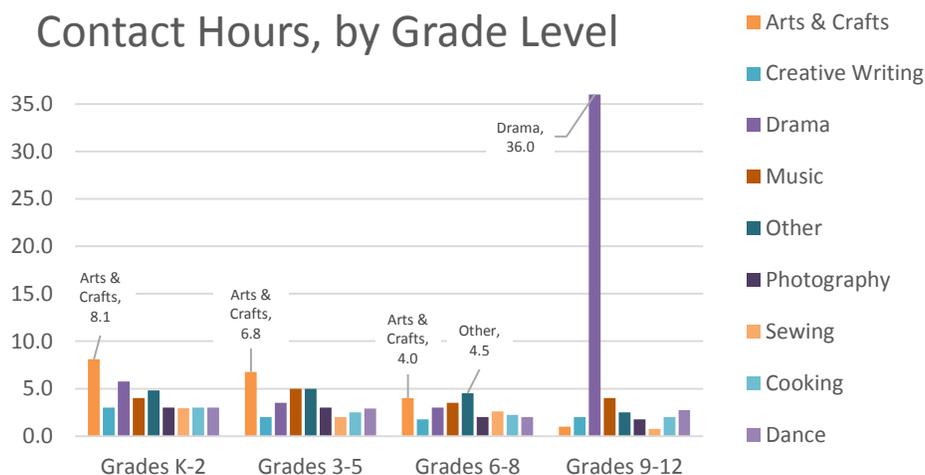


Figure 21. Median Number of Creative Arts Contact Hours, by Grade Level

### What INTERPERSONAL ENRICHMENT ACTIVITIES did students experience in PY13-14?

Students spent more than 152,300 hours in Interpersonal Enrichment activities, a decrease of just under 15,000 from PY11-12. Interpersonal Enrichment activities include Computer/Technology, Health Education, Unstructured Time for Socializing, Field Trips, Community Service/Service Learning, Family Activities (i.e., Family Fun Nights, Special Programs), Expanded Library Hours, Career Explorations/Job Shadowing, and Other Youth Development activities. Computer/Technology activities occupied the most hours (44,472) with Health Education being second (26,880). Students spent very little time in Career Exploration/Job Shadowing activities (2,616 hours).

### Interpersonal Enrichment

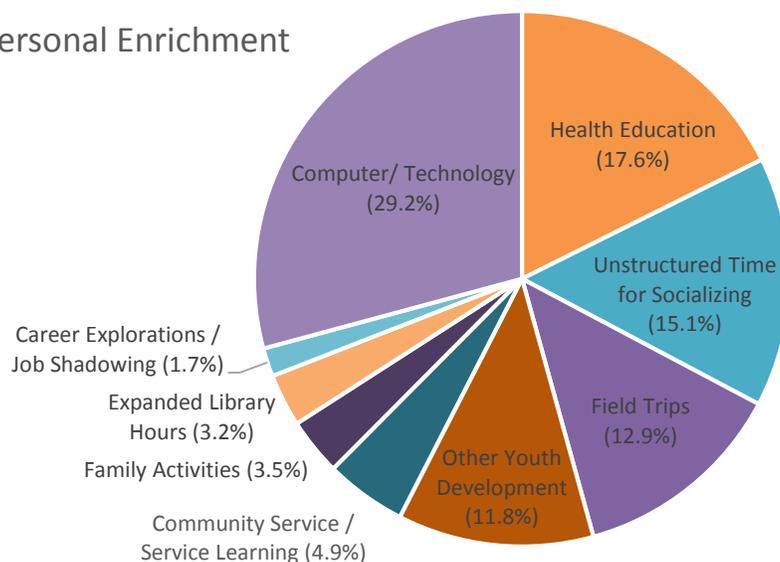


Figure 22. Percentage of Time Students Spent in Interpersonal Enrichment Activities

The medians for Interpersonal Enrichment activities have a startling outlier in the high school findings. The median number of hours high school students spent in Health Education is 70 contact hours for the year. Only 166 high school students participated in Health Education activities in PY13-14, but they amassed more than 19,000 hours. This finding could be a result of an intensive program the students participated in or it could indicate problematic data. It is unclear which reason is correct.

Students in grades K-2 and 6-8 had the highest medians in Field Trips and Computer/Technology activities. For the upper elementary schoolers in grades 3-5, Field Trips and Unstructured Time for Socializing had the highest medians.

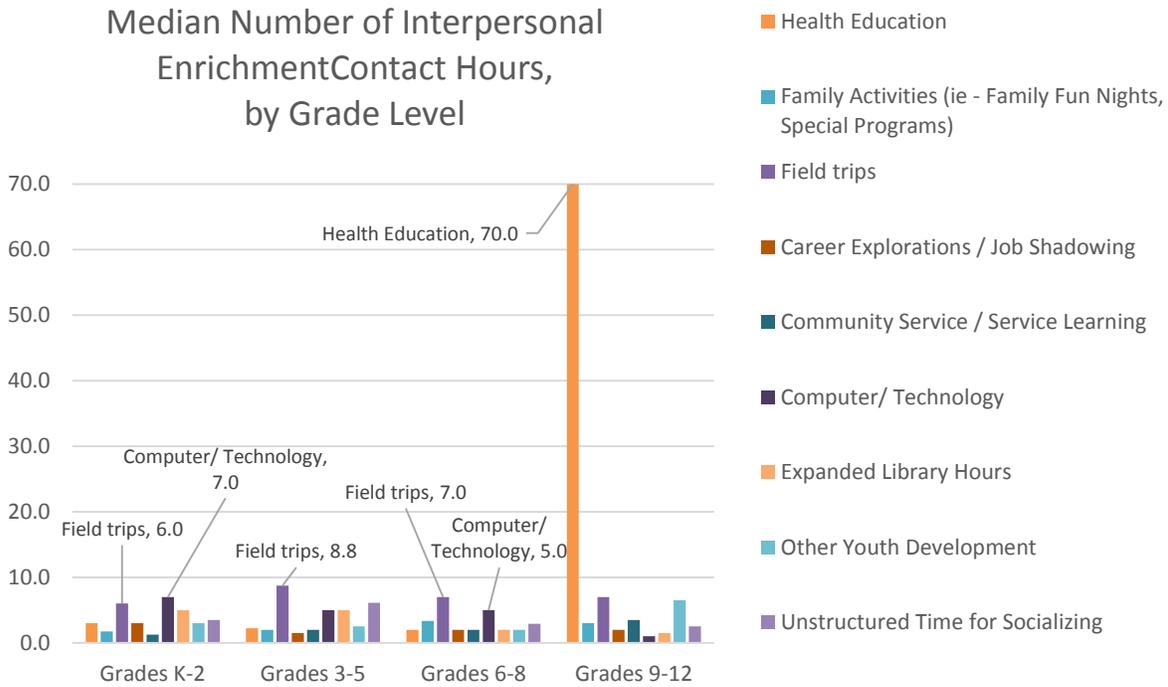


Figure 23. Median Number of Interpersonal Enrichment Contact Hours, by Grade Level

### What COUNSELING and MENTORING ACTIVITIES did students experience in PY13-14?

The number of hours spent in Counseling and Mentoring activities (28,695) represents a decrease of more than 138,000 hours from the PY11-12 report. This is the second largest decrease in terms of the number of hours spent in an activity family; only Academic activities decreased by more total hours. In PY13-14, Counseling and Mentoring activities account for only 1.4% of all contact hours. Counseling and Mentoring activities include Assistance to Truant, Suspended or Expelled Students; Character Education; Conflict Resolution; Drug Prevention; Violence Prevention; and Other Counseling-Mentoring activities.

More than two thirds of all Counseling and Mentoring hours (19,765 hours) were spent in Character Education activities. This amount represents a proportional increase from the PY11-12 findings. While Drug Prevention, Conflict Resolution, and Other Counseling-Mentoring were the next most popular activities, students spent relatively few contact hours in these activities, and fewer than 1,000 students

participated during the year. Only 34 students participated in an Assistance to Truant, Suspended or Expelled Students activity.

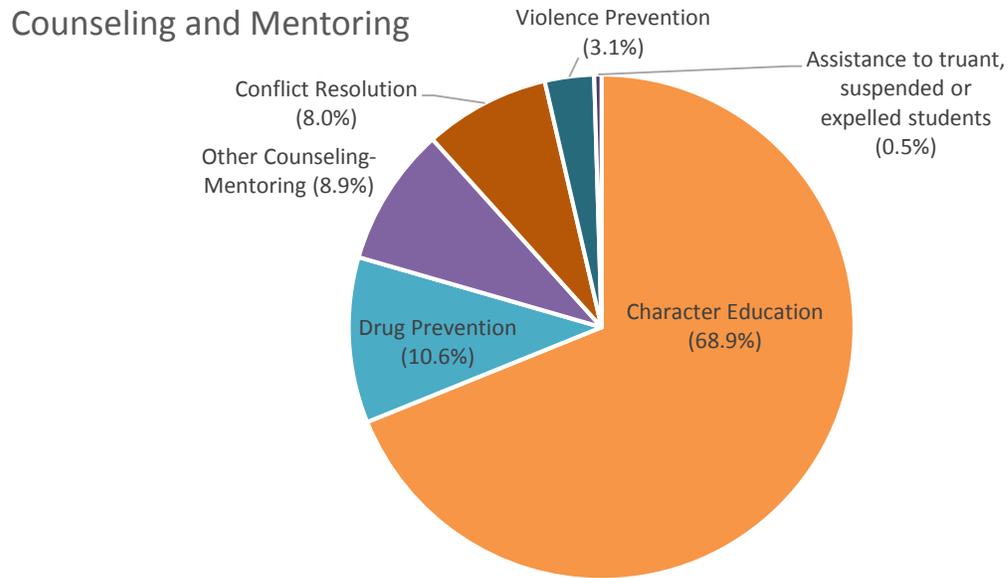


Figure 24. Percentage of Time Students Spent in Counseling and Mentoring Activities

Among elementary schoolers, Conflict Resolution activities had the highest median number of contact hours. Among middle schoolers, Drug Prevention had the highest median number of hours, but the difference in medians is small. Data showed another anomaly among high schoolers: the median number of contact hours spent in the activity with the highest finding, Character Education, is more than double the next highest finding. Again, this may be due to a concentration of students in these activities.

### Median Number of Counseling and Mentoring Contact Hours, by Grade Level

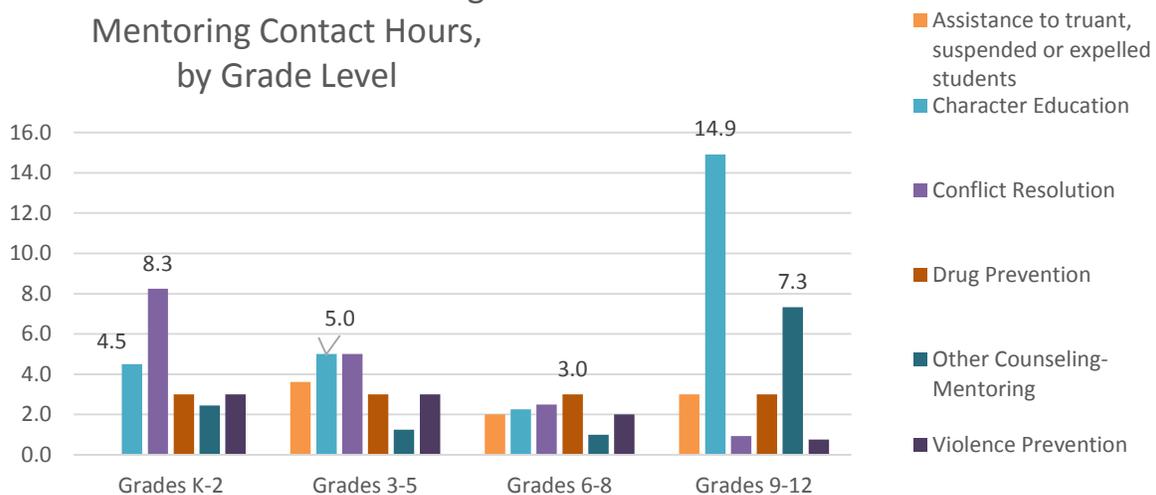


Figure 25. Median Number of Counseling and Mentoring Contact Hours, by Grade Level

## Summary of Findings

As part of a multifaceted statewide evaluation of 21<sup>st</sup> CCLC programs in Tennessee, the TDOE partnered with UT SWORPS to conduct both Implementation and Outcome evaluations. The current report is the second in the Outcome Evaluation series and explores program usage in PY13-14. To that end, UT SWORPS program evaluators examined data entered by site coordinators into an online web-app. The data tracked students' demographics, attendance, and participation in their afterschool programs. The analysis sought to answer questions addressing who attends the afterschool programs and what they do when they are there. The specific questions are addressed below.

### Who is attending the 21<sup>st</sup> CCLC programs? What is the demographic profile of participants?

For PY13-14, the average student enrolled in the 21<sup>st</sup> CCLC afterschool programs was a **White child, almost 11 years old**. The students were evenly split between boys and girls and were mainly in upper elementary school grades (**3<sup>rd</sup> through 5<sup>th</sup>**). The vast majority of students attended a program run by a Local Educational Agency (**LEA**). These demographics are very similar to those in the previous report, except for the average student age, which has decreased. Almost half of all participants were new to the 21<sup>st</sup> CCLC program, which, when considered in light of the reduction in participation from the previous report, may indicate a retention problem among the ASPs.

### Are some students more likely to participate regularly than others?

**More than 50.0% of all students were present at their afterschool program for 30+ days in PY13-14.** However, only about 30.0% of all participants were present for 60+ days. Despite an overall decrease in the number of students attending their ASPs regularly or intensely, the groups of students most likely to attend at those levels remained unchanged from the findings of the PY11-12 report. Larger proportions of Black/African American students, students attending CBOs, students in Elementary school and students who have attended for more than 1 year were more likely to attend regularly or intensely than their counterparts.

### What activities are students experiencing? In which activities are they participating most often?

**Students spent the most time in Academic activities, specifically Academic Enrichment.**

Of the 2.16 million activity hours students experienced in PY13-14, 1.15 million were in Academic activities (54.1%). These hours were closely split between Skills Practice/Homework Help and Academic Enrichment activities. The Academic activity with the highest number of logged hours in the online web-app was Skills Practice/Homework Help in Other Academic Subjects, with 148,338 hours logged during the program year. The activity with the most contact hours overall, however, was Nutritional

Snacks/Meals, in which students logged 203,247 contact hours. This is a drastic change from the previous report, which showed that this activity was underutilized, and only 2,100 contact hours were logged during the year.

The next most popular activity family was Recreational Activities. This was due in no small part to the number of contact hours spent in Nutritious Snacks/Meals, which account for a third of all hours in this activity family. Creative Arts, Interpersonal Enrichment, and Counseling and Mentoring Activities combined accounted for less than 18.0% of all contact hours.

### **How does activity participation vary for different age groups?**

Students in grades K-2 had the highest median Academic contact hours in Remediation in Other Academic Subjects (24.0). Second for the group was 15.8 median hours in Skills Practice/Homework Help. They also spent more time in Recreation—Nutritional Snacks/Meals (15.5 median contact hours), Creative Arts—Arts and Crafts (8.1), Interpersonal Enrichment—Computer/Technology (7.0), and Counseling and Mentoring—Conflict Resolution (8.3) than other activities in those respective families.

The 48.0 median contact hours students in grades 3-5 accumulated in Remediation Activities in Other Academic Subjects was by far the highest median across all Academic activities for students in this age group. The second highest median was 11.5 in Reading/ Language Arts and Skills Practice/Homework Help. As for the other Activity families, students spent more time in Recreation—Nutritional Snacks/Meals (14.7 median contact hours), Creative Arts—Arts and Crafts (6.8), Interpersonal Enrichment—Fieldtrips (8.8), and Counseling and Mentoring—Conflict Resolution and Character Education (both were 5.0) than other activities in those respective families.

Middle schoolers (grades 6-8) focused on Credit Recovery activities in History and Math, with 20.0 median contact hours each. They also had 14.3 contact hours (the next highest) in Remediation activities in Other Academic Subjects, indicating that middle schoolers are using their ASPs as a way to catch up on their academic work. They spent more time in Recreation—Nutritional Snacks/Meals (12.3 median contact hours), Creative Arts—Other (4.5), Interpersonal Enrichment—Fieldtrips (7.0), and Counseling and Mentoring—Drug Prevention (3.0) than other activities in those respective families.

High schoolers (grades 9-12) continued the pattern of using ASPs for academic recovery. The three activities with the highest median number of contact hours were all Credit Recovery Activities: Science (20.0), Math (18.3), and History (18.0). They spent more time in Recreation—Structured Fitness (36.0 median contact hours), Creative Arts—Drama (36.0), Interpersonal Enrichment—Health Education (70.0), and Counseling and Mentoring—Character Education (14.9) than other activities in those respective families.

## **Conclusion**

Students in 21<sup>st</sup> CCLC afterschool programs have participated in a variety of activities that address the educational, emotional, creative, and health needs of the individual. The main focus is academic, through homework help, remediation, test prep, and enrichment activities. However, students also participate in physical recreation, creative arts, enrichment, and counseling activities. Some differences appear among groups, and site coordinators may want to look at their individual programs to determine whether any steps could be taken to address the differences in the amount of time students spend in various activities. Even though a decrease in participation and attendance occurred between PY11-12 and PY 13-14, thousands of students continue to experience millions of hours of activities they likely otherwise would not without the 21<sup>st</sup> CCLC afterschool programs.

## **References**

McCutcheon, E., Hadjiharalambous, S., Myers, G., & Homer, K. (2010). *Statewide evaluation of 21<sup>st</sup> century community learning centers in Tennessee—feasibility study*. Knoxville: University of Tennessee.

McCutcheon, E. R. & Homer, K. (2013) *21st Century Community Learning Center Participation: The Student Experience*. Knoxville, TN: University of Tennessee

## Appendices

### Appendix A—Activity Families

<b>Activity</b>	<b>Web-app Category</b>	<b>Report Category</b>
Academic Enrichment—Limited English Proficiency	Academic—Academic Enrichment	Academic—Academic Enrichment
Academic Enrichment—Math	Academic—Academic Enrichment	Academic—Academic Enrichment
Academic Enrichment—Other Academic Enrichment Programs	Academic—Academic Enrichment	Academic—Academic Enrichment
Academic Enrichment—Reading/Language Arts	Academic—Academic Enrichment	Academic—Academic Enrichment
Academic Enrichment—Science	Academic—Academic Enrichment	Academic—Academic Enrichment
Remedial Education—Limited English Proficiency	Academic—Remedial Education	Academic—Remedial Education
Remedial Education—Math	Academic—Remedial Education	Academic—Remedial Education
Remedial Education—Other Remedial Education	Academic—Remedial Education	Academic—Remedial Education
Remedial Education—Reading/Language Arts	Academic—Remedial Education	Academic—Remedial Education
Remedial Education—Science	Academic—Remedial Education	Academic—Remedial Education
Skills Practice/Homework Help—Limited English Proficiency	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
Skills Practice/Homework Help—Math	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
Skills Practice/Homework Help—Other Academics	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
Skills Practice/Homework Help—Reading/Language Arts	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
Skills Practice/Homework Help—Science	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
Skills Practice/Homework Help—Special Needs	Academics—Skill Practice/Homework Help	Academics—Skill Practice/Homework Help
State Test Prep—Math	Academics—State Test Prep	Academics—State Test Prep
State Test Prep—Other State Test Prep	Academics—State Test Prep	Academics—State Test Prep
State Test Prep—Reading/Language Arts	Academics—State Test Prep	Academics—State Test Prep
State Test Prep—Science	Academics—State Test Prep	Academics—State Test Prep

<b>Activity</b>	<b>Web-app Category</b>	<b>Report Category</b>
Arts and Recreation—Arts and Crafts	Arts and Recreation/ Fitness and Nutrition—Arts and Recreation	Creative Arts
Arts and Recreation—Creative Writing	Arts and Recreation/ Fitness and Nutrition/Arts and Recreation	Creative Arts
Arts and Recreation—Drama	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Creative Arts
Arts and Recreation—Music	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Creative Arts
Arts and Recreation—Other	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Creative Arts
Arts and Recreation—Photography	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Creative Arts
Arts and Recreation—Sewing	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Creative Arts
Fitness and Nutrition—Cooking	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Creative Arts
Fitness and Nutrition—Dance	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Creative Arts
Arts and Recreation—Board Games	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Recreational Activities
Arts and Recreation—Computer Games	Arts and Recreation/Fitness and Nutrition/Arts and Recreation	Recreational Activities
Fitness and Nutrition—Nutritional Snacks/ Meals	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities

<b>Activity</b>	<b>Web-app Category</b>	<b>Report Category</b>
Fitness and Nutrition—Organized Sports	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities
Fitness and Nutrition—Other Recreation Activities	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities
Fitness and Nutrition—Participating/Org Team Sports	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities
Fitness and Nutrition—Structured Fitness/zumba/yoga/track	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities
Fitness and Nutrition—Unstructured Physical Play	Arts and Recreation/ Fitness and Nutrition/ Fitness/Nutrition	Recreational Activities
Counseling—Mentoring—Assist truant/suspended/expelled	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Counseling—Mentoring—Character Education	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Counseling—Mentoring—Conflict Resolution	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Counseling—Mentoring—Drug Prevention	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Counseling—Mentoring—Other Counseling—Mentoring	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Counseling—Mentoring—Violence Prevention	Prevention and Youth Development— Counseling—Mentoring	Counseling and Mentoring
Student/Family Services—Fieldtrips	Prevention and Youth Development—Student/ Family Services	Interpersonal Enrichment
Youth Development—Career Explorations/Job Shadowing	Prevention and Youth Development—Youth Development	Interpersonal Enrichment

<b>Activity</b>	<b>Web-app Category</b>	<b>Report Category</b>
Youth Development—Community Service/ Service Learning	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Computer/Technology	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Expanded Library Hours	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Field Trips—Cultural Events	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Field Trips—Ethnic Centers	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Field Trips—Local Businesses	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Field Trips—Special Programs	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Health Education	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Other Youth Development	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Social—Attending Sports Events	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Social—Festival	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Social—Party	Prevention and Youth Development—Youth Development	Interpersonal Enrichment
Youth Development—Unstructured Time for Socializing	Prevention and Youth Development—Youth Development	Interpersonal Enrichment

## Appendix B—Contact Hours and Number of Students Participating

	Total Contact Hours Logged for ALL Students	% of all Academic Enrichment Hours	Total Number of Students Participating
<b>Academic Enrichment Activity</b>			
Reading/Language Arts	135,240.0	(30.6%)	9,293
Math	128,601.3	(29.1%)	8,722
Other Academic Enrichment Programs	102,424.7	(23.2%)	6,172
Science	69,493.1	(15.7%)	6,187
Limited English Proficiency	6,306.4	(1.4%)	609
<b>Skill Practice Activity</b>			
Other Academic Subjects	148,338.2	(35.0%)	5,653
Reading/Language Arts	132,475.7	(31.3%)	7,715
Math	115,204.2	(27.2%)	7,741
Science	18,738.4	(4.4%)	2,599
Limited English Proficiency	7,672.3	(1.8%)	591
Special Needs	1,475.3	(0.3%)	277
<b>Academic Remediation Activity</b>			
Other Remedial Education	129,507.6	(52.4%)	3,160
Reading/Language Arts	57,949.5	(23.5%)	4,935
Math	53,226.3	(21.6%)	4,825
Science	5,551.7	(2.2%)	1,399
Limited English Proficiency	741.8	(0.3%)	271
<b>Test Prep Activity</b>			
ACT/SAT Preparation	3,310.1	(10.0%)	196
Other	2,171.7	(6.6%)	197
Credit Recovery - Math	1,143.7	(3.5%)	43
Credit Recovery - Science	880.0	(2.7%)	40
Credit Recovery - Reading/ Lang. Arts	604.4	(1.8%)	45
Gateway/End of Course Exams - Science	420.0	(1.3%)	128
Credit Recovery - History	227.1	(0.7%)	12
Gateway/End of Course Exams – Math	28.0	(0.1%)	7
Gateway/End of Course Exams – Reading/Lang. Arts	19.0	(0.1%)	19
TCAP Preparation	24,304.5	(73.4%)	1,998

<b>Recreational Activity</b>			
<b>Nutritional Snacks/Meals</b>	203,246.7	(34.3%)	9,910
<b>Unstructured Physical Play</b>	125,685.1	(21.2%)	7,155
<b>Structured Fitness (i.e., Zumba, yoga, walking track)</b>	89,033.8	(15.0%)	6,057
<b>Organized Sports</b>	64,188.9	(10.8%)	5,012
<b>Computer Games</b>	60,467.9	(10.2%)	5,148
<b>Board Games</b>	49,977.3	(8.4%)	4,794
<b>Creative Arts Activity</b>			
<b>Arts &amp; Crafts</b>	82,264.4	(41.8%)	6,720
<b>Other</b>	49,578.2	(25.2%)	4,420
<b>Music</b>	23,054.0	(11.7%)	2,644
<b>Drama</b>	14,299.5	(7.3%)	1,297
<b>Cooking</b>	11,684.9	(5.9%)	2,260
<b>Creative Writing</b>	6,674.4	(3.4%)	1,520
<b>Dance</b>	6,160.0	(3.1%)	1,645
<b>Sewing</b>	1,846.9	(0.9%)	423
<b>Photography</b>	1,425.4	(0.7%)	395
<b>Interpersonal Enrichment Activities</b>			
<b>Computer/Technology</b>	44,472.2	(29.2%)	3,504
<b>Health Education</b>	26,879.6	(17.6%)	2,032
<b>Unstructured Time for Socializing</b>	23,010.8	(15.1%)	2,090
<b>Fieldtrips</b>	19,713.3	(12.9%)	1,860
<b>Other Youth Development</b>	18,030.9	(11.8%)	1,982
<b>Community Service/Service Learning</b>	7,477.6	(4.9%)	1,638
<b>Family Activities (i.e. - Family Fun Nights, Special Programs)</b>	5,254.9	(3.5%)	1,442
<b>Expanded Library Hours</b>	4,848.2	(3.2%)	815
<b>Career Explorations/Job Shadowing</b>	2,616.3	(1.7%)	1,024
<b>Counseling and Mentoring Activities</b>			
<b>Character Education</b>	19,764.7	(68.9%)	3,209
<b>Drug Prevention</b>	3,040.2	(10.6%)	724
<b>Other Counseling-Mentoring</b>	2,546.4	(8.9%)	921
<b>Conflict Resolution</b>	2,306.9	(8.0%)	520
<b>Violence Prevention</b>	902.3	(3.1%)	289
<b>Assistance to truant, suspended or expelled students</b>	134.8	(0.5%)	34

## Appendix C—Median Contact Hours and Number of Students

Activity, by Family	Median Number of Hours and Number of Students Participated							
Academic Enrichment	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
Limited English Proficiency	10.0	159	2.0	322	1.5	106	1.0	21
Math	9.0	2,380	9.5	4,137	5.8	1,812	5.5	363
Other Academic Subjects	8.3	1,787	6.4	2,993	5.0	1,121	4.5	249
Reading/Language Arts	11.0	2,930	9.6	4,358	4.5	1,799	4.0	163
Science	6.8	1,817	6.5	2,708	7.0	1,497	3.0	141
Skills Practice/Homework Help	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
Limited English Proficiency	2.0	89	1.0	203	3.1	164	1.5	132
Math	9.0	1,713	10.3	3,138	8.5	2,037	2.0	837
Other Academic Subjects	15.8	1,471	8.5	2,366	14.1	1,348	4.0	439
Reading/Language Arts	12.0	1,828	11.5	3,124	8.3	2,348	2.0	397
Science	3.5	430	3.9	1,214	3.0	770	2.0	184
Special Needs	2.0	20	2.0	159	1.0	84	2.0	14
Academic Remediation	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
Limited English Proficiency	1.8	107	3.5	69	1.3	77	1.8	17
Math	8.2	1,428	5.0	1,697	5.9	1,190	4.0	480
Other Academic Subjects	24.0	1,071	48.0	1,490	14.3	525	4.3	23
Reading/Language Arts	9.4	1,874	5.0	1,723	3.8	1,036	3.0	263
Science	1.8	482	1.8	469	2.0	372	4.0	66
State Test Prep	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
ACT/SAT Preparation	2.5	21	2.5	33	2.5	24	8.0	118
Credit Recovery - History	--	--	--	--	20.0	1	18.0	11
Credit Recovery - Math	--	--	--	--	20.0	6	18.3	37
Credit Recovery - Reading/Language Arts	--	--	--	--	11.0	4	4.0	41
Credit Recovery - Science	--	--	--	--	15.0	14	20.0	26
Gateway/End of Course Exams – Math	--	--	4.0	2	--	--	4.0	5
Gateway/End of Course Exams – Reading/Language Arts	--	--	--	--	--	--	1.0	19

<b>Gateway/End of Course Exams - Science</b>	--	--	--	--	--	--	2.0	128
<b>Other</b>	1	12	0.3	2	1.0	34	10.5	149
<b>TCAP Preparation</b>	11.75	401	11.0	885	12.0	668	6.0	44
<b>Recreational Activities</b>	<b>Grades K-2</b>		<b>Grades 3-5</b>		<b>Grades 6-8</b>		<b>Grades 9-12</b>	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
<b>Board Games</b>	7.0	1,627	5.3	1,856	2.3	1,174	5.9	99
<b>Computer Games</b>	5.5	1,751	6.0	2,152	3.8	1,114	8.6	89
<b>Nutritional Snacks/ Meals</b>	15.5	2,813	14.7	4,328	12.3	2,363	7.3	323
<b>Organized Sports</b>	8.5	1,461	5.3	1,926	8.1	1,447	6.0	148
<b>Structured Fitness (i.e., Zumba, yoga, walking track)</b>	9.0	2,019	8.0	2,453	3.5	1,300	36.0	249
<b>Unstructured Physical Play</b>	9.0	2,070	8.5	3,099	7.2	1,754	8.3	187
<b>Creative Arts</b>	<b>Grades K-2</b>		<b>Grades 3-5</b>		<b>Grades 6-8</b>		<b>Grades 9-12</b>	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
<b>Arts and Crafts</b>	8.1	2,306	6.8	2,757	4.0	1,482	1.0	143
<b>Creative Writing</b>	3.0	516	2.0	623	1.8	345	2.0	23
<b>Drama</b>	5.8	473	3.5	538	3.0	249	36.0	31
<b>Music</b>	4.0	829	5.0	1,172	3.5	579	4.0	45
<b>Other</b>	4.8	1,379	5.0	1,796	4.5	996	2.5	220
<b>Photography</b>	3.0	80	3.0	141	2.0	172	1.8	2
<b>Sewing</b>	3.0	196	2.0	80	2.6	138	0.8	8
<b>Cooking</b>	3.0	729	2.5	851	2.3	643	2.0	31
<b>Dance</b>	3.0	605	2.9	677	2.0	327	2.8	28
<b>Interpersonal Enrichment</b>	<b>Grades K-2</b>		<b>Grades 3-5</b>		<b>Grades 6-8</b>		<b>Grades 9-12</b>	
	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students	Median Hours	# of Students
<b>Health Education</b>	3.0	523	2.3	763	2.0	568	70.0	166
<b>Family Activities (i.e., Family Fun Nights, Special Programs)</b>	1.8	303	2.0	534	3.3	241	3.0	362
<b>Fieldtrips</b>	6.0	512	8.8	740	7.0	476	7.0	126
<b>Career Explorations/Job Shadowing</b>	3.0	122	1.5	210	2.0	527	2.0	165
<b>Community Service/ Service Learning</b>	1.3	407	2.0	657	2.0	416	3.5	158
<b>Computer/Technology</b>	7.0	840	5.0	1,460	5.0	923	1.0	278
<b>Expanded Library Hours</b>	5.0	216	5.0	325	2.0	258	1.5	16
<b>Other Youth Development</b>	3.0	540	2.5	707	2.0	573	6.5	159

<b>Unstructured Time for Socializing</b>	3.5	521	6.1	756	2.9	614	2.5	193
<b>Counseling and Mentoring Activities</b>	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
<b>Assistance to truant, suspended or expelled students</b>	--	--	3.6	28	2.0	2	3.0	4
<b>Character Education</b>	4.5	969	5.0	1,393	2.3	736	14.9	97
<b>Conflict Resolution</b>	8.3	87	5.0	155	2.5	243	0.9	35
<b>Drug Prevention</b>	3.0	128	3.0	204	3.0	316	3.0	76
<b>Other Counseling-Mentoring</b>	2.5	188	1.3	349	1.0	298	7.3	86
<b>Violence Prevention</b>	3.0	69	3.0	50	2.0	154	0.8	16