

Louisiana Department of Education After-School Programs

Evaluation Report School Year 2012



January 2013

Louisiana Department of Education
21st Century Community Learning Centers and
Supplemental Educational Services
Programs

Year 3 Evaluation Report
School Year 2012

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Louisiana Department of Education 21st Century Community Learning Centers and Supplemental Education Services Programs: Evaluation Report School Year 2012

Introduction

In June 2010, SEDL began a 3-year evaluation of the Louisiana Department of Education (LDE) after-school programs. SEDL was tasked to study the progress and outcomes of the 21st Century Community Learning Centers (21st CCLC), Supplemental Educational Services (SES), and Temporary Assistance for Needy Families/After-School For All (TANF) programs throughout the state. This report presents SEDL's Year 3 (June 1, 2011–May 31, 2012) evaluation findings on the outcomes for two of the three after-school programs, since the TANF program was discontinued after the 2010 school year.

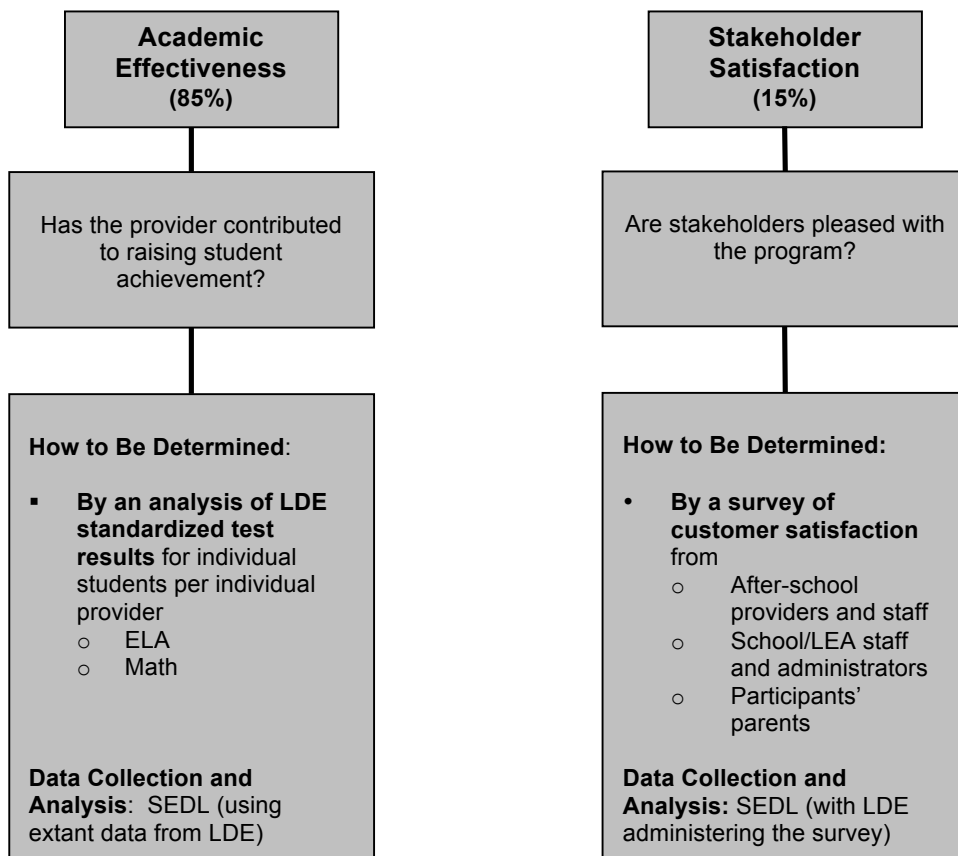
Evaluation Design

This 2012 evaluation report of LDE after-school programs is the final of three reports that SEDL has prepared. SEDL's evaluation approach involves multiple iterative phases integrating 1) a comprehensive database housing descriptive program and participant data to provide descriptive profiles, 2) a quasi-experimental design to assess the impact of the 21st CCLC and SES programs, and 3) a stakeholder survey to assess satisfaction.

Evaluation Framework

SEDL's approach for the 21st CCLC and SES Year 3 evaluation provides formative information that supports ongoing improvement as well as summative information regarding program effectiveness in achieving critical student outcomes. SEDL's Year 3 evaluation is based on the revised framework for evaluating after-school programs and/or out-of-school time providers, adopted by LDE in February 2012, and provided to SEDL at that time (see Appendix A). SEDL also used this revised evaluation framework in the Year 2 evaluation. SEDL's evaluation of LDE's after-school programs provides LDE with results on provider/grantee/site academic effectiveness (85%) and stakeholder satisfaction (15%) which LDE includes in its rating of its after-school programs (see Figure 1).

Figure 1. Components of SEDL’s Evaluation of Louisiana’s After-School Programs



SEDL’s results are combined for LDE to determine a performance category for each provider. LDE’s performance categories include:

- **Exemplary** = The provider has met compliance requirements, has demonstrated positive achievement effects with significantly more academic improvement in ELA or math compared to matched controls, and demonstrated positive stakeholder satisfaction responses. The provider is recommended to apply for the following year.
- **Satisfactory** = The provider has met compliance requirements, has demonstrated positive achievement effects compared to matched controls, and demonstrated positive stakeholder satisfaction responses. The provider is recommended to apply for the following year.
- **Probation** = The provider has met compliance requirements or has minor compliance violations and has not demonstrated positive achievement effects compared to matched controls. Provider must submit a corrective action plan within 30 days of designation. Failure to address deficiencies will result in removal. Provider can be in Probation status for only one year.
- **Termination** = The provider has serious compliance violations and/or has not demonstrated positive achievement effects compared to matched controls and positive stakeholder satisfaction responses. The provider also may have been on Probation status the prior year and failed to produce positive achievement effects. Program will be labeled as ‘high risk’ and must show program effectiveness to apply for future funding.

Evaluation Objectives

Using LDE's framework, SEDL's approach to the evaluation focuses on three main objectives: (1) describing LDE's after-school program and participant characteristics, (2) assessing program impacts, and (3) determining satisfaction with LDE's after-school programs.

To provide descriptive information about LDE's after-school programs and participants, SEDL developed profiles of the individual providers, as well as site-level profiles for the 21st CCLC program. These profiles provided a descriptive foundation to assist LDE in supporting its after-school programs.

To show evidence of after-school program effectiveness is an important objective of this evaluation. In Year 3, SEDL used a quasi-experimental design to determine the academic progress of students participating in the after-school programs in comparison to matched students not participating in LDE's after-school programs.

To hear from stakeholders is another significant evaluation objective. SEDL assessed stakeholder satisfaction with the quality of after-school programs through survey responses submitted by participants' parents, school or LEA staff and administrators, and after-school providers and staff.

Data Sources and Database Development

The first major step SEDL and its subcontractor, Utilistar, Inc., undertook was to create a Year 3 evaluation database for both of LDE's after-school programs, which enabled analyses to be completed, online profiles to be developed, and reports provided to LDE. All of these data were extant, housed and managed by LDE or LDE's after-school data system contractors.

LDE's two data system contractors for the 21st CCLC and SES programs provided SEDL with 2012 after-school program data, including student demographics and program activity, in July/August 2012. For the 21st CCLC data, SEDL obtained five data files: participant data, activity data, staff data, grantee data, and attendance data. Most of the SES data were provided in one database, with one additional file for a provider that used a separate input system. The file was later merged into the main SES database. For both after-school programs, the data had been input by the after-school providers, with additional SES data input by LEA staff. SEDL also received 2012 Student Information System (SIS) and student assessment data files from LDE in August 2012 (see Appendix B for a list of data elements SEDL received from LDE).

To develop the evaluation database for this Year 3 report, SEDL began a process of cleaning and managing the extant data to be used in the descriptive and comparative analyses. SEDL staff reviewed all of the after-school program data to be aligned and merged with the LDE student and assessment data. SEDL designated LDE's SIS and student assessment data files as the master student data files, i.e., data in these two files were assumed to be the most accurate and, therefore, used in SEDL's evaluation database for corresponding after-school program data elements.

Although the quality of the data improved from previous years of evaluation, the cleaning process remained extensive in Year 3, particularly for the 21st CCLC data. SEDL found much of these data were missing and/or inaccurate. This issue was especially true for students' social security numbers (SSN), used to identify individual participants across the

myriad databases. SEDL took six initial steps to identify the evaluation sample and begin database development. SEDL evaluators:

1. Searched and identified participant cases in the after-school databases with after-school activity time in school year 2012.
2. Ensured accurate student SSNs to be able to merge the databases.
3. Consolidated duplicate case records into unique individual records.
4. Determined whether the after-school activity was in ELA, math, a combination of these two subject areas, or another activity.
5. Created the same variable names and values as in the Year 1 and Year 2 databases, as well as the various extant databases to eliminate redundant data.
6. Identified a master source file of extant data (SEDL used SIS) and ensured the file's data were used when conflicting values for identical variables across databases were found.

Determining an Accurate Student Identifier

As mentioned, SEDL evaluators used a student's SSN as the main identifier across the various databases. For the 21st CCLC extant data, the LDE data system contractor generated a separate identifier for each student that SEDL also used. The 21st CCLC participant data file for June 1, 2011 – May 31, 2012 that SEDL received contained 46,487 cases (i.e., each case is a separate line of data). SEDL matched these cases with the activity and attendance 21st CCLC data files and found there were 42,154 distinct individuals with after-school activity time in the relevant cohorts (6, 7, and 7.5) during this time frame. Of these distinct individuals, 1,035 (2.5%) had no SSNs needed for SEDL's analyses. SEDL identified 889 of those with missing SSNs by matching participant information to that in LDE's SIS and assessment databases. Moreover, SEDL evaluators found that of the remaining 41,119 unique individuals for whom the after-school, LEA, or other school staff entered SSNs, 8,175 (20%) were incorrect. In total, for 2012, SEDL identified 42,154 distinct individuals with 21st CCLC activity, 40,000 with SSNs and 2,154 without SSNs.

For the same time period, the final SES data file that SEDL received contained 12,808 cases, 12,162 of which had activity time and corresponding SSNs. However, 102 cases (<1%) of the 12,162 cases had a SSN that did not align with the SSN assigned to that student in the LDE SIS or assessment data. Of those 102, SEDL was able to identify the correct SSN for 101. After consolidating duplicate individuals in the 12,162 cases, SEDL identified 10,691 distinct individuals with SES activity for 2012, 10,690 with SSNs and one without a SSN.

Determining Subject-Specific After-School Activity

The extant data for the 2012 21st CCLC participants' attendance and activity included 3,610,556 entries, with multiple entries per participant. Data fields included activity subject areas, service categories/names/types, and the amount of time the student attended the activity. Because ELA and math were the two academic outcomes SEDL studied, it was important to determine which of the after-school activities constituted instruction in these two subjects and how much time students were engaged in these subjects. To do this, SEDL compared the data across multiple activity/service variables in the 21st CCLC extant data.

Grantees could enter one or multiple categories for an activity in the 21st CCLC database. After-school providers selected from one or more of 13 categories and "other" for this data element, including:

- Academic enrichment learning programs
- Activities promoting family literacy

- Activities promoting parental involvement
- Activities to promote youth leadership
- Career/job training for youth or adults
- Community service/service learning
- Drug/violence prevention, counseling, or character education
- Expanded library service hours
- Homework help
- Mentoring
- Recreational activities
- Supplemental education services
- Tutoring

A second data element in the 21st CCLC database was the subject area for the activity. Again, grantees had the opportunity to select one or multiple subject areas for an activity. There were eight subject areas and “other” that could be entered for this data element.

- Arts and music
- Cultural activities/social studies
- Entrepreneurial education
- Health/nutrition-related activities
- Mathematics
- Reading/literacy
- Science
- Technology/telecommunications

SEDL’s review of the 21st CCLC Year 3 extant data revealed significantly fewer classification issues than in previous years of evaluation. For example, whereas in Years 1 and 2 grantees sometimes itemized in a single entry a laundry list of service names, categories, and subject areas that did not seem analogous, in Year 3, grantees included separate entries on ELA and math time spent during the after-school activities. Nevertheless errors in data entry still occurred and SEDL employed a matrix of rules used in previous years for assigning a designation to the activity data provided for SEDL’s 2012 evaluation database. The categories included: ELA, math, a combination of ELA/math, or “other activity” (see Appendix C for SEDL’s academic coding rules for 21st CCLC). For 21st CCLC, SEDL used these categories to analyze subject area activity time in its Years 1 – 3 analyses.

SES activity data entered by the provider did not include the extent of information in the 21st CCLC data. SES providers identified activities by subject area, including ELA, math, reading, and combinations of these areas. For SES, SEDL used these categories to analyze subject area activity time in its Years 1 – 3 analyses.

Evaluation Database

SEDL created a database housing all of LDE’s after-school programs in operation over June 1, 2011 to May 31, 2012 that was merged with the Years 1 and 2 databases. The database was structured to allow for the addition of new and updated student and program data for Year 3. Each student accounts for one case in the database, with all of the applicable program data over time for that student. SEDL created a variable to differentiate student participation in 21st CCLC, SES, or a combination of both programs given that some students could attend one or more of both of these programs in a given year. A different variable was created to identify students who also participated in after-school programs during the previous (2010-2011) school year.

To ensure an ongoing quality assurance system, SEDL and Utilistar conducted frequent “checkpoints” of the database as development continued and performed random checks of the aggregated data against the feeder sources and against prior input after significant changes. These safeguards provided a mechanism for identifying and most efficiently correcting errors.

Sample

Year 3 Evaluation Participants

The Year 3 sample included 51,169 unique, non-duplicative student records representing students receiving after-school services in the 21st CCLC and SES programs from June 1, 2011, to May 31, 2012, or approximately 7% of LDE’s total 2012 student population¹. Of the 51,169 participants, there were 42,154 21st CCLC participants who received services from after-school grantees who started their current funding cycle after May 1, 2009 (cohorts 6, 7, and 7.5). There were 10,691 SES participants receiving after-school services. Of these students, there were 1,676 who received both SES and 21st CCLC services, resulting in the total 51,169 total after-school sample. The students who participated in both 21st CCLC and SES programs were included in the separate program analyses for both programs.

Of the 51,169 unique participants in LDE’s after-school programs in 2012, SEDL validated SSNs for 49,014 (96%). Available student data (e.g., demographics, grade levels, etc.) from the after-school programs rather than from LDE’s SIS data were used in analyses, where appropriate, for the 2,155 students without SSNs.

In 2012, 42,154 students participated in the 21st CCLC program through 58 after-school provider grantees in 217 individual after-school sites, and 10,691 students received SES from 37 providers. There were 1,676 of these students who participated in both programs.

21st CCLC Participants

Of the 42,154 students with 21st CCLC activity in 2012, SEDL validated or identified SSNs for 40,000 students. The remaining 2,154 students that could not be validated were kept in SEDL’s evaluation database with limited demographic and after-school data for analysis but excluded from analyses involving academic achievement. According to these records, students received services from 58 21st CCLC grantees in 217 after-school sites.

In Year 3, the 42,154 students participating in 21st CCLC programs were mostly low-income (85%), African-American (79%), and English proficient (98%). Other student ethnicities represented in the 21st CCLC program included 14% Caucasian, 2% Hispanic, 2% multiple ethnicities, 2% American Indian/Alaskan Natives, and 1% Asian (see Figure 2). The 21st CCLC students were 51% female, and 10% received special education services in their schools (namely, if the student had any disabled exceptionality, primary or secondary).

The 21st CCLC students attended 976 different schools in 113 districts. In Year 3, most of the 21st CCLC participants were in elementary school (59%). Two percent were in PreK, 24% were in grades 6–8, and 15% were in high school (see Figure 3).

¹ The total number of LDE students in 2011–2012 was 703,390. Statistic retrieved from <http://www.louisianaschools.net>.

Figure 2. 2012 21st CCLC Participants by Ethnicity

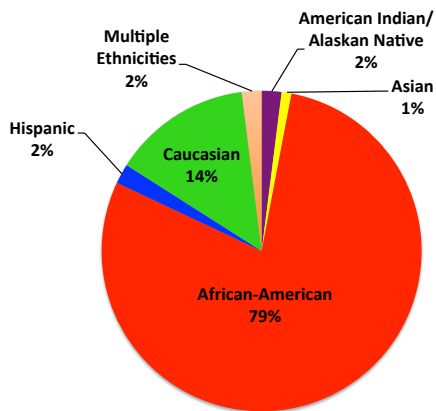
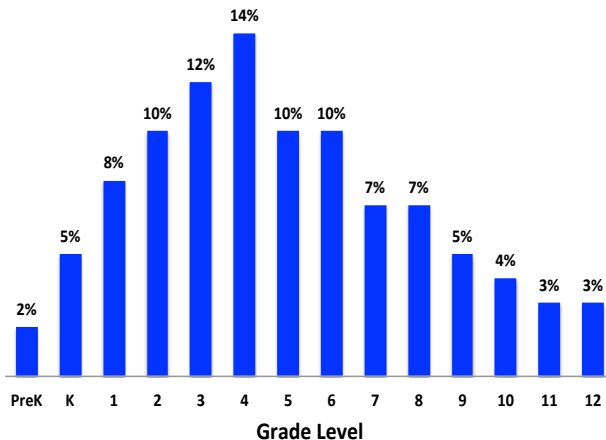


Figure 3. Percentage of Year 3 21st CCLC Participants by Grade Level in 2012



SES Participants

For 2012, SEDL validated SSNs for all but one of the 10,691 SES students (99.9%). Of the 10,691 SES participants, 51% were female. Ninety-five percent of the SES participants were low-income, and 97% were English proficient. As seen in Figure 4, the majority of students in SES programs were African-American (89%), another 5% were Caucasian, 2% were Hispanic, 2% of multiple ethnicities, and 2% were Asian, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander. A slightly larger percentage of SES students (13%) received special education services compared to students in the 21st CCLC program (10%).

The SES students attended 340 different schools in 57 districts. Thirty-eight percent of SES participants were in elementary school (K–5), 31% were in grades 6–8, and 31% were in high school (see Figure 5).

Figure 4. 2012 SES Participants by Ethnicity

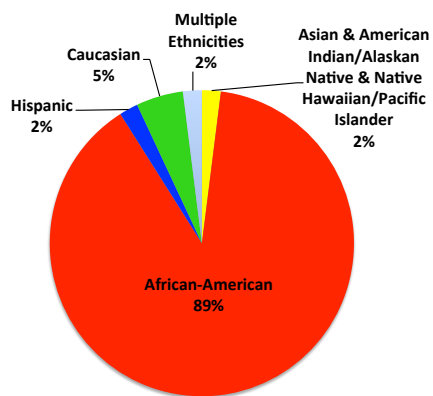
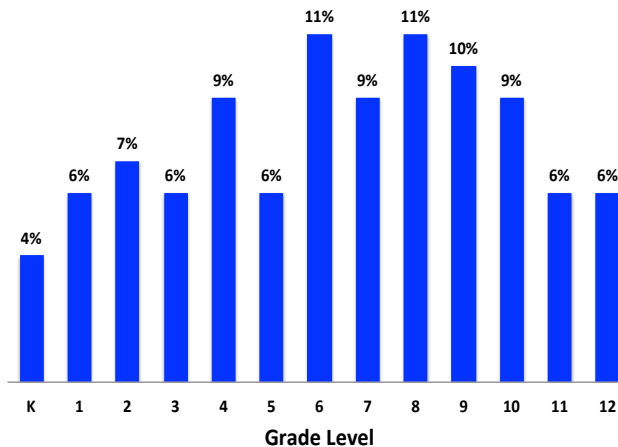


Figure 5. Percentage of Year 3 SES Participants by Grade Level in 2012



After-School Participants With Achievement Data for 2012

To complete analyses related to student outcomes and select a matched comparison group of non-participants, SEDL needed to identify students with 2012 standardized test data in ELA or math, i.e., raw score, scaled score, or achievement-level data. Of the 50,690 after-school participants with validated SSNs (40,000 in 21st CCLC and 10,690 in SES, including 1,676 in both programs), the subsample of students with achievement test data totaled 28,396 (56%), excluding students tested in the summer term, whose scores were not available at the time of this report. Almost all of these students were English proficient (98%), 90% were low-income, and 12% received special education services. There were slightly more females (51%) than males. The majority of these students (83%) were African-American (see Figure 6). The students attended 832 schools, 56% of which were elementary schools, 42% were middle schools, and 2% were high schools (see Figure 7).

Figure 6. 2012 After-School Students With Achievement Data by Ethnicity

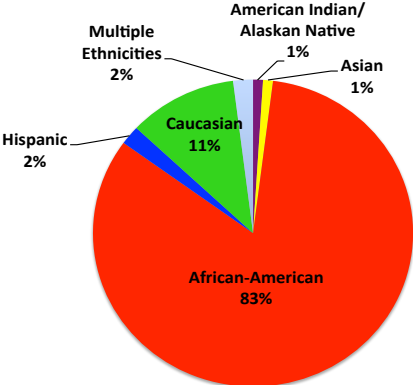
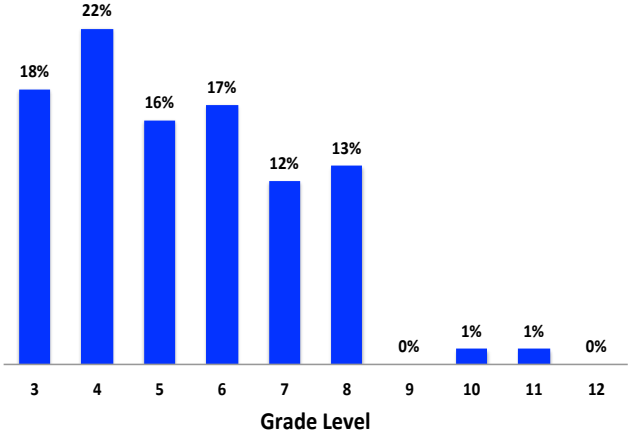


Figure 7. Percentage of Year 3 After-School Students With Achievement Data by Grade Level in 2012



Of the 28,396 after-school participants with 2012 achievement data, 23,818 were 21st CCLC students attending 57 grantee programs in a total of 216 sites, and 5,765 were SES students receiving services from 36 providers. A total of 1,187 of the 28,396 students participated in both after-school programs.

In Year 3 of SEDL’s evaluation, there were 22,773 after-school students either not tested (20,618 students) or with no information to identify the student to retrieve achievement data (2,155 students). These students were 78% African-American and 14% Caucasian, 83% low-income, and almost all English proficient (98%). There were slightly more females (51%) than males. Overall, these students attended 780 schools, with 9% of the students receiving special education services. Statistical tests confirmed this subsample of students was equivalent to the larger after-school population sample for ethnicity, English proficiency, grade level, gender, and special education status ($p < .05$).

The majority (60% or 12,371) of the 22,773 students who did not have 2012 achievement data were in grades in which students were not tested on Louisiana’s standardized achievement tests (LEAP, iLEAP, GEE, LAA 1, and LAA 2). This group included after-school students in PreK– Grade 2 as well as those in Grade 12. An additional 8% (1,649) of the 22,773 students were in Grade 11 and were tested, but not in ELA and math. The remaining students with no achievement data (6,598) were identified in grades that LDE tested in ELA

and math; however, SEDL evaluators were unable to determine the reason these students did not have achievement data associated with their SSNs in LDE’s assessment data.

Of the 22,773 students with no achievement data, 18,336 students participated in the 21st CCLC program at 217 sites, 4,926 students participated in the SES program at 36 providers, and 489 students participated in both programs.

Matched Comparison Students

To select the matched comparison group of students not attending LDE after-school programs, SEDL began with the 884,260 students in LDE’s SIS database for 2012. SEDL first removed any duplicate student ids from the database, followed by the removal of the 49,014 after-school participants in Year 3 with SSNs (2,155 additional after-school students had no SSN and thus were not identifiable for removal from the SIS database).

SEDL next employed propensity score matching techniques to determine the matched group of students not attending LDE after-school programs. Compared to one-to-one student matching, using a propensity score matching method has been found to provide more precise effect estimates by decreasing potential limitations and maximizing the sample (Joffe & Rosenbaum, 1999; Rosenbaum & Rubin, 1983). This step was accomplished by using variables in the propensity score matching from previous research that influence students’ academic performance and other outcomes being studied in this evaluation (Black, Doolittle, Zhu, Unterman, & Grossman, 2008; Miller & Hall, 2007). SEDL used the following 10 variables from the evaluation database.

- 10/11 achievement score in ELA and math
- Income level (free/reduced price lunch)
- School
- Gender
- English proficiency
- Grade level
- Ethnicity
- District
- Special education
- Native language

As seen in the literature, some of the matching variables have greater impact on student outcomes than others (Durlak & Weissberg, 2007; Lareau, 2003). Therefore, SEDL specified those variables with greater importance, such as previous test achievement and income level. To best ascertain the propensity scores needed to find the matched comparison group, SEDL input the variables into stepwise logistical regressions, as matching variables. Propensity scores for both evaluation groups were taken to the 16th decimal place. SEDL performed matching success rate analyses and found that an average of 11% of the tested after-school students had an exact match on all 10 matching variables at the 16th decimal place (22% for students tested with Leap and iLeap; 8% for LAA 2; and 3% for LAA 1). Based on the propensity score matching analysis, 99.9% of after-school participants with 2011 and 2012 achievement scores (22,544 students) also had a corresponding matched student with 2011 and 2012 achievement scores (22,543 matched students). SEDL used these matched students in its comparative analyses of 2011-2012 academic growth. Statistical tests confirmed the two groups of students, after-school and matched, were equivalent on the ten variables ($p < .05$).

Students With Longitudinal Achievement Data

SEDL next created a subsample from the after-school and matched non-participant students to complete comparative growth analyses for student academic achievement from 2011 to 2012. The subsample included only students with both 2011 and 2012 achievement scores

in ELA or math. SEDL found 22,544 of the 28,396 (79%) after-school students that had 2012 achievement data also had 2011 achievement data. There were 22,252 after-school students with both ELA and math scores for the 2 years, another 131 students with just ELA for both years, and an additional 161 with just math for both 2011 and 2012. For the comparison group, SEDL found 22,543 matched students with 21,830 that had both ELA and math scores for 2011 and 2012, 309 additional students who had just ELA for both years, and 404 who had just math scores for the 2 years.

Of the subsample of 22,544 after-school students with 2011 and 2012 achievement scores, 18,685 were 21st CCLC participants in 57 grantee programs including 214 sites representing 724 schools. For SES there were 4,842 students who received services from 36 SES providers and attended 237 schools. Of the total 22,544 students, 983 received services from both after-school programs.

Methods

Measures

SEDL's evaluation included performance measures at the grantee/provider level for both LDE after-school programs and at the site level for the 21st CCLC program. After-school grantees initially contract with LDE to provide a specified amount of program hours and content to disadvantaged and academically struggling students. LDE monitors program compliance on these performance measures as part of determining program effectiveness. SEDL used participation rates, program content, and student socioeconomic status as measures of program performance in addition to student outcome measures.

During Year 3 for each program, grantee/provider, and site, participant rates included the number of students attending; the number of hours a student participated; the number of students attending 30 or more days and 60 or more hours (21st CCLC grantees/sites only); and the total number of service hours provided. There were four types of program content measured: ELA, math, a combination of ELA and math, and other content (refer to section *Determining Subject-Specific After-School Activity* on p. 4 for more detail). Student socioeconomic status was measured using free and reduced price lunch eligibility.

Academic Achievement Tests

SEDL's evaluation also included five measures of test results for ELA and math consisting of raw and scaled scores and achievement performance levels. SEDL used the Louisiana Educational Assessment Program (LEAP) tests, administered in grades 4 and 8; the Integrated Louisiana Educational Assessment Program (iLEAP) tests, administered in grades 3, 5, 6, 7, and 9; and the Graduation Exit Examination (GEE), administered in grade 10. Additionally, SEDL included the results from LDE's two alternate assessment tests: the LEAP Alternate Assessment, Level 1 (LAA 1), administered in grades 3–8 and Grade 10, and the LEAP Alternate Assessment, Level 2 (LAA 2), available for students in grades 4–8 and 10.² Recognizing the major limitations in vertical alignment across LDE's achievement tests, SEDL calculated standardized z-scores for the LEAP, iLEAP, and GEE tests used in

² LAA 1 is an alternate assessment for students whose Individualized Education Programs (IEPs) address the state's academic Extended Standards and functional academic and life skills. LAA 2 is an alternate assessment for students who demonstrate persistent academic disabilities as indicated in their IEP and who meet additional criteria that the LDE requires. Students taking LAA 2 may take other assessments as well, such as the LEAP or iLEAP.

analyses over time. For more detail on LDE’s standardized achievement tests, labels, and scoring, go to <http://www.louisianaschools.net/testing/>.

Stakeholder Surveys

SEDL developed three different surveys that were administered to each of the three stakeholder groups: participants’ parents, after-school providers and staff, and school administrators and teachers with each survey asking similar questions (see Appendix F). Table 1 provides an overview of the three types of stakeholder surveys as well as survey topics covered in the survey questions.

Table 1: Type of Stakeholder Survey and Stakeholder Survey Topics

Type of Surveys	Survey Topics
Parent Survey	<ul style="list-style-type: none"> - Communication with after-school provider (2a.—2d.) - Satisfaction with the program services (3a.—3d.) - Impact on students (4a.—4d.) - What they like best about after-school provider (5. Open-ended) - What they would like to see changed (6. Open-ended)
After-School Provider Survey	<ul style="list-style-type: none"> - After-school staff communication with school teachers, parents, other after-school staff, school administrators, and students (3a.—3c. and 4f.) - Quality of content and after-school practices (3e.—3g.) - Satisfaction with the program services (4a.—4e.) - Impacts on students (5a.—5e.) - What they like best about after-school program (6. Open-ended) - What they would like to see changed about after-school program (7. Open-ended)
School Administrator/Teacher Survey	<ul style="list-style-type: none"> - After-school staff communication with school administrator/teacher (3a1-4. and 4f.) - Quality of content and after-school practices (3b. and 3c.) - Satisfaction with the program services (4a.—4e.) - Impacts on students (5a.—5d.) - What they like best about after-school program (6. Open-ended) - What they would like to see changed about after-school program (7. Open-ended)

The surveys collected quantitative and qualitative data; only quantitative data was used to determine stakeholder satisfaction. The quantitative portion addressed stakeholders’ perceptions about their level of communication with other stakeholders affiliated with their after-school program, their perceived satisfaction with the program services, and satisfaction with the program impact on students. Concurrently, qualitative data from open-ended questions were provided for stakeholders to comment on what they liked best about their after-school program, what they would like changed, and any additional comments they would like to provide about their program. The stakeholder surveys generated responses that were included in the calculation of an LDE 2012 performance rating for each 21st CCLC grantee and SES provider.

Survey Administration

All 21st CCLC and SES providers serving students between June 2011 and May 2012 were contacted in mid-March 2012 via email by LDE and instructed to notify parents, program staff, and school staff about how to access and complete the satisfaction surveys online. While each participant was strongly encouraged to complete a survey online, they were also

given the opportunity to print a hard copy of the survey and mail it to SEDL. Stakeholders were given three weeks to complete the survey; however, LDE and SEDL received requests for additional time. As a result, stakeholders were given an additional two weeks to submit completed surveys by April 20, 2012. Utilistar, SEDL's subcontractor, created an online survey tracking system made available to all after-school programs that identified how many surveys were completed online for each of the three stakeholder groups. SEDL entered the responses from paper surveys received by mail. These were also included in the tracking numbers once manually entered into the online system.

Data Analysis

SEDL implemented descriptive and quasi-experimental methods to assess the impact of LDE's after-school programs as well as to construct program grantee/provider and site profiles. Descriptive analyses included frequencies, means, and percentages. Quasi-experimental analyses included matched comparisons focused on estimating the effects of participation in the after-school programs on student outcomes annually and over time for participating students relative to non-participating students. To ascertain the overall program effects for 21st CCLC and SES, SEDL utilized a combination of *t*-tests for mean differences, linear regression, and logistic regression techniques. Determining program satisfaction included descriptive analyses of survey responses.

Survey data were converted directly into Microsoft Excel providing distinct files for each stakeholder group's responses: one for parents, another for after-school staff, and a third for school administrators/teachers. The types of participants within each stakeholder group are listed below.

- Parents— students' parents and/or guardians
- Program staff— LEA grant administrator or coordinator, program director/coordinator/other administrator, instructor/tutor/direct services to student, site administrator/coordinator, counselor/supportive services, intern/assistant, volunteer, or other
- School staff— principal or other school administrator, school programs coordinator, teacher, teaching assistant or aide, curriculum specialist, counselor or other supportive services, or other

For each survey, the percentages of positive responses were calculated. Responses such as "Sometimes", "Often", "Moderately", and "Extremely" represented positive responses, while all others were considered non-positive. For each type of survey and grantee/provider, the responses to all survey questions were averaged. Positive response percentage totals were calculated for each survey type and each grantee/provider, followed by a grand average stakeholder satisfaction score across all survey types for each grantee/provider.

Based on LDE's Expanded Learning Provider Evaluation Framework (revised 2/2012; see Appendix A), grantees/providers were awarded points as shown below.

- 0 points — No satisfaction survey submitted
- 7.5 points — More than 50% of survey responses are negative
- 15 points — 50% or more of survey responses are positive

If a grantee/provider had no responses for a particular type of survey, this did not count against them in the total stakeholder satisfaction score. If a grantee/provider had no responses across all survey types (i.e., none for parents, none for school staff, and none for program staff) then that grantee/provider received a zero for their stakeholder positive satisfaction score. Each grantee/provider's survey score, from 0 to 15, was calculated into

their overall LDE performance rating, accounting for up to 15 points out of a total 100 performance rating points.

Survey analyses were conducted primarily using descriptive statistics to: 1) calculate and compare the percentage of stakeholder responses for each of the stakeholder survey topics across the programs and stakeholder groups and 2) to provide an overview of the qualitative data to further enrich and inform the quantitative survey findings. The open-ended responses were categorized according to the three general survey topics from the quantitative survey questions.

Year 3 Results

What is the impact of LDE's 21st CCLC and SES programs on student academic outcomes?

21st CCLC Program

Within the 21st CCLC program, 57 of the total 58 grantees that provided services in Year 3 (includes only grantees with students who had activity data for June 1, 2011, to May 31, 2012 in Cohorts 6, 7, and 7.5) had at least 10 students with achievement scores. The academic assessment of students receiving services was based on two criteria: (1) improvement in at least 50% of the 21st CCLC students' achievement in ELA and in math and (2) significant positive differences between the 21st CCLC students and matched comparison students not attending any LDE after-school program. Differences were considered statistically significant at $p < .05$; marginally significant values at $p < .1$, are also provided per LDE's request, to allow for greater inclusion of grantees.

Overall, 17 of 57 (30%) 21st CCLC grantees had impacts (14 at $p < .05$ and an additional 3 at $p < .10$) on student math outcomes. Seventeen of 56 (30%) grantees had impacts (12 at $p < .05$ and an additional 5 at $p < .10$) on student ELA outcomes.

As Table 2 shows, a total of 38 of the 57 21st CCLC grantees (67%) serving a minimum of 10 students who had 2011 and 2012 achievement data had at least half of their students show improvement in math from 2011 to 2012.³ Of these 38, 17 (45%) showed statistically significant greater improvement in their students' math from 2011 to 2012 compared to matched students not in any of LDE's after-school programs (see Table 2 and Appendix D for statistical analyses output). The improvement in 14 of these grantees was significant at the $p < .05$ level, and for three grantees it was marginally significant at the trend ($p < .10$) level.

One grantee of the 38 (3%) had at least half of their students show less improvement from 2011 to 2012 than that of their matched non-participants; the difference was not statistically significant. Three additional grantees that had less than 50% of their students show improvement in math from 2011 to 2012 had statistically significantly greater improvement in their matched non-participants than their 21st CCLC students (two at $p < .05$ and one marginally significant at $p < .10$, see Table 2 and Appendix D for statistical analyses output).

³ One 21st CCLC grantee had fewer than 10 students with 2011 and 2012 math achievement data and two grantees had fewer than 10 students with ELA achievement data; therefore, analyses for these individual grantees are not reported and the total number of grantees equals 57 and 56 for math and ELA, respectively.

Table 2: 21st CCLC Student Academics 2011 to 2012 by Grantee

21st CCLC Grantee Name	Total Number of 21st CCLC Students in 2012	ELA				MATH			
		Number of 21st CCLC Students Tested in ELA in 2011 and 2012	% 21st CCLC Students who Improved in ELA from 2011 to 2012	21st CCLC Student Improvement in ELA '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for ELA Differences Between '11 to '12 Between 21st CCLC Students and Matched Students	Number of 21st CCLC Students Tested in Math in 2011 and 2012	% 21st CCLC Students who Improved in Math from 2011 to 2012	21st CCLC Student Improvement in Math '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for Math Differences Between '11 to '12 Between 21st CCLC Students and Matched Students
Applied Literacy & Learning, Inc.	348	312	52%	+	0.21	312	56%	+	0.75
Bienville Parish	550	320	45%	-	0.00	320	49%	-	0.63
Big Buddy	1388	693	48%	-	0.77	694	53%	+	0.00
Boys & Girls Club of GBR	762	363	47%	-	0.99	364	47%	-	0.12
Calvary Missionary Baptist Church	330	186	54%	+	0.12	186	59%	+	0.19
Catholic Charities Archdiocese of New Orleans	600	269	46%	+	0.65	267	49%	+	0.87
City of Donaldsonville	433	328	53%	+	0.03	328	45%	+	0.43
Claiborne Boys and Girls Club	165	31	29%	+	0.68	31	55%	+	0.62
Community Care Outreach Center	106	38	63%	+	0.31	38	58%	+	0.34
Community Works of LA/International School	337	109	58%	+	0.53	109	44%	+	0.96
Delta Prep	179	83	47%	-	0.33	84	52%	+	0.80
Desire Street Ministries	168	55	47%	+	0.63	55	53%	-	0.73
Dryades YMCA	578	278	59%	+	0.25	284	59%	+	0.07
FDDOC Winners' Circle	2178	1034	53%	+	0.10	1038	54%	+	0.07
Harvest Baptist Church	192	89	39%	+	0.81	89	62%	+	0.14
Institute for Academic Excellence	426	143	42%	-	0.89	147	45%	-	0.00
Jefferson Parish	1575	991	51%	-	0.81	989	53%	+	0.30
Jefferson Youth Foundation	515	205	48%	+	0.27	201	53%	+	0.00
Joy Corporation	436	274	51%	+	0.95	274	53%	+	0.34
Just One Word	362	199	57%	+	0.09	199	47%	+	0.33
Kedilla Family Learning Center	232	97	55%	+	0.28	97	55%	+	0.01
Kennedy Center of Louisiana, Inc.	451	416	40%	-	0.03	415	39%	-	0.27
LACAP Bridging The Gap	392	193	56%	+	0.37	193	62%	+	0.00
Lafourche Parish	3085	903	54%	+	0.00	881	51%	+	0.03
Liberty City CDC	285	131	49%	-	0.71	131	53%	+	0.42
Louisiana State University	150	9		N < 10		14	71%	+	0.18
Monroe City Schools	3661	1188	49%	+	0.94	1185	51%	+	0.15
Natchitoches Parish	1003	380	49%	+	0.34	377	50%	+	0.14
New Beginnings	458	222	59%	+	0.02	222	47%	-	0.49
New Orleans Outreach	1831	644	59%	+	0.00	651	55%	+	0.00
New Orleans South Africa Connection	999	349	65%	+	0.03	351	64%	+	0.00
New Vision Learning Academy	401	138	43%	-	0.09	138	43%	-	0.36
NZBC Urban Corporation	325	132	46%	-	0.86	132	49%	-	0.82
Open World Family Services	537	181	51%	+	0.38	181	54%	+	0.45
Passion House of Faith	168	90	48%	+	0.29	90	43%	-	0.22
Pointe Coupee Enrichment Center	228	91	56%	+	0.03	91	54%	+	0.19
Pointe Coupee Parish	1126	453	51%	+	0.04	454	50%	+	0.83
Project H.O.P.E.	588	296	53%	+	0.07	296	54%	+	0.01
Rapides Parish	579	411	53%	+	0.01	411	55%	+	0.02
Recovery School District	354	115	55%	+	0.06	114	64%	+	0.00
Richland Parish	180	98	50%	-	0.33	98	43%	-	0.07
Sabine Parish	1845	824	49%	+	0.87	824	42%	-	0.13
Safe Haven Developmental Services	57	26	58%	+	0.26	26	58%	+	0.11
Southern Univ. and MASTER, Inc.	529	71	44%	+	0.32	73	53%	+	0.06
St. Bernard Parish	814	314	51%	+	0.07	314	56%	+	0.01
St. James Parish	283	162	59%	+	0.05	162	54%	+	0.76
St. Landry Community Services	1026	690	47%	+	0.46	690	48%	+	0.48
St. Landry Parish	945	604	47%	+	0.64	604	43%	-	0.12
St. Tammany Parish	761	352	48%	+	0.71	352	53%	+	0.28
Terrebonne Parish	566	407	50%	+	0.37	407	48%	+	0.41
Urban League of Greater New Orleans	191	4		N < 10		6		N < 10	
Urban Support Agency	1712	965	55%	+	0.02	966	56%	+	0.00
Vietnamese Initiatives in Economic Training	1214	381	56%	+	0.00	381	54%	+	0.01
VOA - GNO	982	314	55%	+	0.03	314	53%	+	0.31
VOA - NL	962	385	58%	+	0.00	384	58%	+	0.01
YMCA of GNO	140	63	44%	-	0.17	63	71%	+	0.36
Young Audiences of Louisiana	2868	1190	48%	-	0.38	1191	46%	-	0.84
Youth of Excellence Learning Center	426	125	35%	-	0.35	125	30%	-	0.01

Highlighting indicates results are statistically significant at $p < .1$
 Note: Academic achievement statistics for 2012 do not include students tested in the summer term.

Also as seen in Table 2, 31 of the 56 21st CCLC grantees (55%) serving a minimum of 10 students who had 2011 and 2012 achievement data had at least half of their students show improvement in ELA from 2011 to 2012, a smaller proportion than those who showed improvement in math. Of these 31, 17 (55%) showed statistically significant greater improvement in their students' ELA from 2011 to 2012 compared to matched students not in any of LDE's after-school programs (see Table 2 and Appendix D for statistical analyses output). The difference for 12 of these grantees was significant at $p < .05$, for one it was significant at $p = .05$, and for four it was marginally significant at $p < .10$.

Two grantees of the 31 (7%) had at least half of their students show improvement in ELA achievement from 2011 to 2012 that was less than that of their matched non-participants, but the difference was not significant (see Table 2 and Appendix D for statistical analyses output). Three additional grantees that had less than 50% of their students show improvement in ELA from 2011 to 2012 had significantly greater improvement in their matched non-participants than their 21st CCLC students (two at $p < .05$ and one marginally significant at $p < .10$).

21st CCLC Student Outcomes by Site

Academic outcomes for 21st CCLC students with achievement data for 2011 and 2012 are reported below for students in 200⁴ of the 217 21st CCLC sites. SEDL completed individual online profile analyses reports for each of the 21st CCLC sites that provided services in school year 2012. These site reports can be accessed at www.sedlla.com.

Overall, 30 of 200 (15%) 21st CCLC sites had statistically significant (23 at $p < .05$ and an additional 7 at $p < .10$) impacts on student math outcomes. Thirty-four 21st CCLC sites of 199 (17%) sites had statistically significant impacts on student ELA outcomes (20 at $p < .05$ and an additional 14 at $p < .10$).

At least 50% of the students participating in 21st CCLC programs in 119 of the 200 sites (60%) serving a minimum of 10 students who had 2011 and 2012 achievement data showed improvement in math from 2011 to 2012 (see Appendix E for a table of 21st CCLC site academic outcomes). Of these 119 sites, 28 (24%) showed statistically significant greater improvement in their students' math from 2011 to 2012 compared to matched students not in any of LDE's after-school programs. The difference in improvement for 22 of these grantees was significant at $p < .05$, for three grantees $p = .05$, and for another three grantees it was marginally significant at $p < .10$. Two additional grantees that had less than 50% of their students show improvement in math from 2011 to 2012 also had significantly greater improvement in their 21st CCLC students than their matched non-participants (one at $p < .05$, and one marginally significant at $p < .10$).

Sixteen grantees of the 119 (13%) had at least half of their students show improvement in math achievement from 2011 to 2012, yet their improvement was less than that of their matched non-participants; the difference in improvement was not significant (see Appendix E). An additional 12 grantees that had less than 50% of their students show improvement in math from 2011 to 2012 had significantly greater improvement in their matched non-participants than their 21st CCLC students (six at $p < .05$ and six marginally significant at $p < .10$).

⁴ Seventeen 21st CCLC sites had fewer than 10 students with 2011 and 2012 math achievement data; 18 sites had fewer than 10 students with ELA achievement data. Therefore, analyses for these individual sites are not reported and the total number of sites equals 200 and 199 for math and ELA, respectively.

At least half of the 21st CCLC students in 107 of the 199 sites (54%) showed improvement in ELA from 2011 to 2012 (see Appendix E for a table of 21st CCLC site academic outcomes). Of these 107, 32 (30%) showed statistically significant greater improvement in their students' ELA from 2011 to 2012 compared to matched students not in any of LDE's after-school programs. The difference in improvement for 20 of these grantees was significant at $p < .05$, three at $p = .05$, and nine were marginally significant at $p < .10$. Two additional grantees that had less than 50% of their students show improvement in ELA from 2011 to 2012 had significantly greater improvement in their 21st CCLC students than their matched students, one at $p = .05$ and another marginally significant at $p < .10$.

Thirteen grantees of the 107 (12%) had at least half of their students show improvement in ELA achievement from 2011 to 2012 that was less than that of their matched non-participants, but the difference was not significant (see Appendix E). An additional 10 grantees that had less than 50% of their students show improvement in ELA from 2011 to 2012 had significantly greater improvement in their matched non-participants than their 21st CCLC students (7 at $p < .05$, and 3 marginally significant at $p < .10$).

SES Program

Within the SES program, students received services from 37 providers in 2012; however, three of the providers served less than 10 students with achievement test scores in both math and ELA and an additional provider served less than 10 students who did not have ELA achievement scores. SEDL completed individual online profile analyses reports for all of the 37 SES providers, which can be accessed at www.sedlla.com.

Overall, the SES program had a diminished impact on student outcomes compared with the 21st CCLC program. Only two of 34 (6%) SES providers had a statistically significant impact on student math outcomes (1 at $p < .05$ and an additional 1 at $p < .10$). Similarly, two of 33 (6%) providers had a statistically significant impact on student ELA outcomes (1 at $p < .05$ and an additional 1 at $p < .10$).

Fifteen of the 34 SES providers (44%) serving a minimum of 10 students who had 2011 and 2012 achievement data⁵, had at least half of their students show improvement in math from 2011 to 2012 (see Table 3). Of these 15 providers, two (13%) had students who showed significantly greater improvement in math from 2011 to 2012 compared to matched students (one at $p < .05$, and another at $p < .10$; see Appendix D for statistical analyses output).

Six of the 15 SES providers (40%) had at least half of their students show improvement in math achievement from 2011 to 2012 that was less than that of their matched non-participants, but the difference was not significant. Two additional grantees that had less than 50% of their students show improvement in math from 2011 to 2012 had significantly greater improvement in their matched non-participants than their SES students (one at $p < .05$ and another marginally significant at $p < .10$).

At least 50% of the SES students in 19 of the 33 providers (58%) showed improvement in ELA from 2011 to 2012 (see Table 3). For one of these 19, the difference in improvement was significant at $p < .05$ and for the other it was marginally significant at $p < .10$.

⁵ Three SES providers had fewer than 10 students with 2011 and 2012 math achievement data; four providers had fewer than 10 students with ELA achievement data. Therefore, analyses for these providers are not reported and the total number of providers equals 34 and 33 for math and ELA, respectively.

Six SES providers of the 19 (32%) had at least half of their students show improvement in ELA achievement from 2011 to 2012 that was less than that of their matched non-participants, but the difference was not significant. One additional grantee that had less than 50% of their students show improvement in ELA from 2011 to 2012 had significantly greater improvement in their matched non-participants than their SES students (marginally significant at $p < .10$; see Appendix D for statistical analyses output).

Table 3: SES Student Academics 2011 to 2012 by Provider

SES Provider Name	Total Number of SES Students in 2012	ELA				MATH			
		Number of SES Students Tested in ELA in 2011 and 2012	% SES Students Improved from 2011 to 2012	Compared to Matched Students (+ Greater Improvement for SES students)	Statistical Significance for ELA Differences Between '11 and '12	Number of SES Students Tested in Math in 2011 and 2012	% SES Students Improved from 2011 to 2012	Compared to Matched Students (+ Greater Improvement for SES students)	Statistical Significance for Math Differences Between '11 and '12
#1 in Learning	29	15	73%	+	0.17	16	63%	+	0.13
A to Z In-Home Tutoring	95	26	50%	-	0.96	29	34%	-	0.39
Adelante Educational Services	69	41	63%	+	0.25	41	54%	-	0.68
Alemap Consultants	245	92	58%	+	0.03	90	49%	-	0.90
All About Education	76	58	45%	+	0.33	58	48%	+	0.90
ATS Project Success	54	28	57%	+	0.24	28	57%	+	0.12
Babbage Net School	759	180	58%	+	0.81	180	54%	+	0.07
Basic Learning Skills	263	61	51%	-	0.28	63	54%	-	0.23
Calvary Baptist Church	110	16	31%	-	0.79	16	31%	-	0.76
Club Z! In-Home Tutoring	104	48	46%	-	0.69	52	42%	-	0.54
Educate Online	82	37	68%	+	0.67	39	56%	+	0.88
Education Explosion	110	31	42%	-	0.37	31	48%	-	0.75
Education Support Systems	121	42	57%	+	0.25	39	64%	+	0.17
Focus First Tutoring	308	138	49%	+	0.96	137	61%	+	0.02
Fully Devoted Developer of Children	2624	1312	51%	+	0.83	1310	48%	-	0.42
Grade Results	167	56	48%	-	0.80	60	45%	-	0.08
Kinetic Potential Scholars	52	8	N < 10			8	N < 10		
Lafayette Parish	13	0	N < 10			0	N < 10		
Learn It Online	446	102	54%	-	0.73	95	52%	-	0.94
Learn It Systems	308	106	45%	-	0.22	106	52%	-	0.63
Learning4Today	181	82	39%	-	0.14	82	37%	-	0.39
Mobile Minds Tutoring	41	12	75%	+	0.41	12	33%	+	0.54
MTS Tutorial Service	515	366	54%	+	0.08	366	51%	+	0.67
Program & Project Management Services	21	15	47%	-	0.45	15	27%	-	0.24
Project Educate Me	58	39	51%	-	0.14	39	46%	-	0.36
Rocket Learning	351	178	49%	+	0.94	178	44%	-	0.13
Sylvan of Acadiana	186	110	51%	-	0.94	110	36%	-	0.22
Sylvan of Alexandria	59	12	42%	-	0.59	12	25%	+	0.98
Sylvan of Baton Rouge and Gonzales	137	68	46%	+	0.86	70	41%	-	0.84
Sylvan of Harvey	130	7	N < 10			11	55%	-	0.60
Sylvan of Houma	2	2	N < 10			2	N < 10		
Sylvan of Metairie	112	74	57%	-	0.79	75	45%	-	0.92
Tailor Made Instruction	85	57	42%	-	0.59	57	51%	-	0.86
The Achievement Academy	1230	622	52%	+	0.46	629	48%	+	0.17
Training Connections	766	373	55%	+	0.71	381	51%	+	0.26
Tutors with Computers	531	240	48%	-	0.09	241	46%	-	0.01
Urban Support Agency	329	154	56%	+	0.74	154	55%	+	0.12

Highlighting indicates results are statistically significant at $p < .1$

Note: Academic achievement statistics for 2012 do not include students tested in the summer term.

What are LDE 21st CCLC and SES program administrators, providers, participants and their families’, and school and LEA perceptions regarding overall program satisfaction and impact?

The main objective of the Year 3 satisfaction survey was to determine how satisfied stakeholders (i.e., after-school staff/providers, school administrators/teachers, and participants’ parents) were with their affiliated after-school programs. Three stakeholder satisfaction surveys were administered across 21st CCLC grantees and SES providers (see Appendix F for survey forms). As part of LDE’s framework for evaluating grantees and providers, SEDL calculated the percentages of customer satisfaction responses across each grantee/provider and stakeholder group. The majority of responses from all stakeholder groups were positive, indicating satisfaction with LDE’s after-school programs and perceptions of a positive impact on student outcomes.

There were 11,264 stakeholders across the 21st CCLC and SES programs who completed a satisfaction survey, the majority of which were participants’ parents (see Table 4).

Table 4: Number of Completed Stakeholder Satisfaction Surveys Across 21st CCLC and SES

Program	Parents	Program Staff	School Staff
21 st CCLC (n = 10,417)	7,491	1,034	1,892
SES (n = 847)	488	94	265
Total (N = 11,264)	7,979	1,128	2,157

Note. There were 58 21st CCLC grantees with 42,154 participants and 37 SES providers with 10,691 participants; therefore, the number of responses for the two programs was expected to be higher for 21st CCLC.

Survey Findings

Survey findings based on the positive percentage of responses across the 21st CCLC and SES programs revealed that the only grantees/providers that did not receive positive responses above the 50% threshold were those who had no responses across all survey types. Survey responses across the 21st CCLC and SES programs and stakeholder groups were mostly positive and praiseworthy related to the three general survey topics: communication, satisfaction, and impact. However, some stakeholders shared concerns related to strengthening communication and collaboration, the quality of time spent on homework and engaging instruction, as well as expanding hours and reach to more students.

Table 5 shows the average percentages of positive responses among stakeholders for all grantees/providers that responded to at least one of the stakeholder surveys.

Table 5: Average Stakeholder Satisfaction for 21st CCLC and SES

Program	Parents	Program Staff	School Staff	AVERAGE
21 st CCLC	94%	94%	89%	92%
SES	92%	92%	91%	92%

Table 6 shows survey results based on the percentage of positive survey responses provided by stakeholders for each 21st CCLC grantee. The percentage of positive survey responses for SES providers is shown in Table 6.

Table 6. 21st CCLC Program Grantee 2012 Survey Responses

21 st CCLC Grantee	Total Number of Responses	Percentage of Positive Responses	Points Awarded
Applied Literacy and Learning	58	90%	15
Bienville Parish	135	97%	15
Big Buddy	341	98%	15
Boys & Girls Club of GBR	96	98%	15
Calvary Missionary Baptist Church	68	93%	15
Catholic Charities Archdiocese of New Orleans	118	95%	15
City of Donaldsonville	33	91%	15
Claiborne Boys and Girls Club	44	89%	15
Community Care Outreach	83	94%	15
Community Works of LA/International School	91	78%	15
Delta Prep	34	91%	15
Desire Street Ministries	42	97%	15
Dryades YMCA	0	n/a	0
FDDOC Winners' Circle	306	94%	15
Harvest Baptist Church	39	88%	15
Institute for Academic Excellence	284	96%	15
Jefferson Parish	1014	98%	15
Jefferson Youth Foundation Inc.	155	96%	15
Joy Corporation	139	96%	15
Just One Word	29	95%	15
Kedila Family Learning Center	30	77%	15
Kennedy Center of Louisiana	223	96%	15
LACAP Bridging The Gap	1	100%	15
Lafourche Parish	470	79%	15
Liberty City Community Development Corporation	97	93%	15
Louisiana State University	223	97%	15
Monroe City Schools	1314	97%	15
Natchitoches Parish	3	100%	15
New Beginnings	149	97%	15
New Orleans Outreach	376	83%	15
New Orleans South Africa Connection	35	72%	15
New Vision Learning Academy	205	96%	15
NZBC Urban Corporation	26	98%	15
Open World Family Services	345	95%	15
Passion House of Faith	1	100%	15
Pointe Coupee Enrichment Center	65	85%	15
Pointe Coupee Parish	302	95%	15
Project H.O.P.E.	100	97%	15
Rapides Parish	40	83%	15
Recovery School District	11	95%	15
Richland Parish	36	88%	15
Sabine Parish	411	96%	15
Safe Haven Developmental Services	12	100%	15
Southern Univ. and MASTER, Inc.	36	91%	15
St. Bernard Parish	109	81%	15
St. James Parish	115	79%	15
St. Landry Community Services	585	88%	15
St. Landry Parish	73	97%	15
St. Tammany Parish	358	93%	15
Terbonne Parish	78	96%	15
Urban League of Greater New Orleans	38	82%	15
Urban Support Agency	313	93%	15
Vietnamese Initiative for Economic Training	33	98%	15
VOA - GNO	211	98%	15
VOA - NL	322	98%	15
YMCA of GNO	1	100%	15
Young Audiences of Louisiana	435	92%	15
Youth of Excellence Learning Center	126	95%	15

Table 7. SES Program Provider 2012 Survey Responses

SES Provider	Total Number of Responses	Percentage of Positive Responses	Points Awarded
#1 in Learning	0	n/a	0
A to Z In-Home Tutoring	0	n/a	0
Adelante Educational Services	1	86%	15
Alemap Consultants	2	100%	15
All About Education	29	90%	15
ATS Project Success	9	88%	15
Babbage Net School	34	77%	15
Basic Learning Skills	7	90%	15
Calvary Baptist Church	16	100%	15
Club Z! In-Home Tutoring	1	81%	15
Educate Online	8	84%	15
Education Explosion	3	98%	15
Education Support Systems	3	91%	15
Focus First Tutoring	2	98%	15
Fully Devoted Developer of Children (FDDOC)	224	94%	15
Grade Results	0	n/a	0
Kinetic Potential Scholars	0	n/a	0
Lafayette Parish	5	91%	15
Learn It Online	0	n/a	0
Learn It Systems	0	n/a	0
Learning4Today	0	n/a	0
Mobile Minds Tutoring	0	n/a	0
MTS Tutorial Service	9	97%	15
Program & Project Management Services	1	100%	15
Project Educate Me	6	100%	15
Rocket Learning	15	94%	15
Sylvan of Acadiana	19	94%	15
Sylvan of Alexandria	28	79%	15
Sylvan of Baton of Rouge and Gonzales	0	n/a	0
Sylvan of Harvey	7	93%	15
Sylvan of Houma	0	n/a	0
Sylvan of Metairie	0	n/a	0
Tailor Made Instruction	0	n/a	0
The Achievement Academy	141	97%	15
Training Connections	30	98%	15
Tutors with Computers	0	n/a	0
Urban Support Agency	247	87%	15

Over 90% of parents and school staff across both after-school programs reported positively about **communicating** with program staff, including regarding students' progress. Over 80% of program staff indicated that they communicated frequently with parents, school staff, and with each other regarding curriculum coordination, homework, and students' progress. Communication between school and program staff was less frequently reported for 21st CCLC than SES, but the opposite was true for communication between program staff and other stakeholders in general, with 21st CCLC reporting more frequent contact within the program, and with parents and school staff. Although stakeholders generally reported positively about communication, they were reportedly less satisfied with this issue than with the after-school services provided in general and academic impact of the programs. Responses to open-ended questions suggest that parents and school staff mainly appreciated the quality of program staff relationships with students, which were described as caring, friendly, respectful, and showing a commitment to helping children/students succeed.

In relation to after-school **program services**, over 90% of all stakeholders across both programs reported being satisfied and expressed praise for the variety of engaging activities offered, additional instruction, and help with homework. For 21st CCLC, parents and program staff reported to be the most satisfied with services and school staff were the least satisfied with services; for SES, program staff reported being the most satisfied and parents the least satisfied with services. Overall, school staff tended to be less satisfied with program services when compared to parents and program staff.

Although perceptions of **impact on student learning** and interest in school were also overwhelmingly positive, school staff (over 80%) tended to be less satisfied with program impact as compared to parents and program staff (over 90%). For 21st CCLC, parents were again the most satisfied with academic impact, whereas for SES, program staff was the most satisfied. Many parents reported seeing improvements in their child's reading, writing, and math skills as well as general interest in school.

Evaluation Summary

The above findings indicate that LDE's after-school programs had mixed results in 2012. Over 50% of all 21st CCLC grantees and SES providers had at least half of their students show some improvement in ELA from 2011 to 2012. About 30% of 21st CCLC grantees had statistically significant impacts on student ELA outcomes compared to only 6% of SES providers.

In terms of math achievement, over 60% of 21st CCLC grantees and 40% of SES providers had at least half of their students show some improvement from 2011 to 2012. Growth levels were significantly higher for almost half (45%) of these 21st CCLC participants as compared to matched students. Of the SES participants, the percent was much smaller (13%) for those that outperformed matched students in math. For ELA achievement, more than 50% of 21st CCLC grantees and SES providers had at least half of their students show improvement from 2011 to 2012. Growth levels in ELA were significantly higher for almost half (55%) of these 21st CCLC participants as compared to matched students; however, for only about ten percent of the SES participants. Additionally, students in two 21st CCLC grantees showed a level of growth that was significantly less than that of their matched counterparts in ELA and in math; one SES provider had a similar result in math only.

Perceptions from stakeholders of LDE's after-school programs – participants' parents, school staff and teachers, and program staff –were largely positive for both 21st CCLC grantees and SES providers and indicated they were generally satisfied with LDE's after-school programs. Many stakeholders emphasized the quality of program staff and their commitment to students as well as observed improvements in children's engagement in school. However, some stakeholders expressed less satisfaction with the frequency of communication as well as the hours of operation and reach of some after-school programs.

Strengths and limitations in design and/or methodology are inherent to any evaluation study and define the robustness and generalizability of the conclusions that can be drawn from the results. To assess statewide program impacts on students, the present evaluation included over 20,000 students attending Louisiana afterschool programs in 2012. The data collected depended heavily on archival data that had considerable levels of missing or inaccurate data, came from disparate sources of data that did not easily “cross-walk”, and lacked important information on program-specific factors. Louisiana is one of a few states that have strengthened their state evaluations by using quasi-experimental designs to assess the impact of their afterschool programs. While the quasi-experimental study design provides a reliable and valid method to estimate statewide program impacts on students, it does not establish causal program impacts. Assessing program stakeholder satisfaction is another strength of this evaluation. However, the survey methodology lacked a defined stakeholder population for the administration of the surveys, and therefore reported stakeholder perceptions may not be representative of the sample. These factors should be considered in interpretations of the evaluation findings.

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Appendix A:

LDE 2012 Expanded Learning Provider Evaluation Framework

LOUISIANA’S EXPANDED LEARNING PROVIDER EVALUATION FRAMEWORK (REV 2/2012)

The following chart depicts the **REVISED** framework for Louisiana’s evaluation of after-school providers. Provider effectiveness will be assessed through the following outcome-based factors:

- Academic achievement 85%
- Stakeholder satisfaction 15%.

As all programs **MUST** meet program compliance, **no rating** will be given for this area. Rating will be determined using the following process:

STEP ONE: Academic Effectiveness (85% of total rating points)

Points Given	Definition for Points
0	After-school grantee/provider/site has statistically significantly less academic improvement in ELA or math in comparison to matched students not in LDE after-school program
28.33	After-school grantee/provider/site has less academic improvement in ELA or math in comparison to matched students not in LDE after-school program
56.66	After-school grantee/provider/site has more academic improvement in ELA or math in comparison to matched students not in LDE after-school program
85	After-school grantee/provider/site has statistically significantly more academic improvement in ELA or math in comparison to matched students not in LDE after-school program

STEP TWO: Stakeholder Satisfaction (15% of total rating points)

Points Given	Definition for Points
0	No satisfaction surveys submitted.
7.5	More than 50% of survey responses are negative.
15	50% or more of survey responses are positive.

Total Points = 100

Performance Rating

Points Given	Rating
80 - 100	Exemplary
60 - 79	Satisfactory
30 - 59	Probation
0 - 29	Termination

Program Impact

Rating	Points	Impact Description
Exemplary	80 - 100	The provider has met compliance requirements, demonstrated positive achievement effects with significantly more academic improvement in ELA or math, and demonstrated positive stakeholder satisfaction responses. The provider is recommended to apply for the next year application process in the following year.
Satisfactory	60 - 79	The provider has met compliance requirements, demonstrated positive achievement effects, and demonstrated positive stakeholder satisfaction responses. The provider is recommended to apply for the next year application process in the following year.
Probation	30 - 59	The provider has met compliance requirements or has minor compliance violations and has not demonstrated positive achievement effects. MUST SUBMIT A CORRECTIVE ACTION PLAN WITHIN 30 DAYS OF DESIGNATION. FAILURE TO ADDRESS DEFICIENCIES WILL RESULT IN REMOVAL. Provider can be in Probation status for only one year.
Termination	0 - 29	The provider has serious compliance violations and/or has not demonstrated positive achievement effects and positive stakeholder satisfaction responses. The provider also may have been on Probation status the prior year and failed to produce positive achievement effects. PROGRAM WILL BE LABELED AS ‘HIGH RISK’ AND, MUST SHOW PROGRAM EFFECTIVENESS TO APPLY FOR FUTURE FUNDING

Appendix B:
2012 Data SEDL Received from LDE

2012 Data SEDL Received From LDE

School Accountability Data

(Scale and raw scores for Spring testing data)

iLEAP (all grades administered, English Language Arts and Math)

LEAP (both grades administered, English Language Arts and Math)

LEAP Alternate Assessments (all grades administered)

Graduation Exit Examination (both grades administered, 10th grade English Language Arts and Math)

SIS data

Absences

Birth date

City

Class code

Country of birth code

Disciplinary type code

Disciplinary action code

Disciplinary action reason code

Dropout reason code

English proficiency code

Entry code

Entry date

Ethnicity/race flags

Exit reason code

Free or reduced price lunch/breakfast eligibility

Grade placement

Language code

LEA/sponsor code

Local identification number

Name

Option code

School district code

School/site code

Section 504 disability category code

Session year

Sex code

State

State identification number

State identification number reassignment

Street address

Truancy flag

Zip code

Appendix C:
SEDL Rules for Coding 21st CCLC Activity Data

Rules for Determining 21st CCLC Activity Service Type

If Subject Equals	If Service Equals	Code
Math/Numeracy	Any	1
Reading/Literacy/ELA/English/Writing	Any	2
List of Subjects With Math	Any	1
List of Subjects With Reading	Any	2
List of Subjects With Math and Reading	Any	3
Null or Other or All Other Subjects	Reading/Literacy/ELA/English/Writing	2
Null or Other or All Other Subjects	Math	1
Null or Other or All Other Subjects	Reading/Literacy/ELA/English/Writing AND Math/Numeracy OR LEAP/iLEAP/etc.	3
Null or Other	Any Without Math, Reading, or standardized tests	0
All Other Subjects (no Math/Reading)	Any	4

Appendix D:
SEDL Statistical Analyses Output

Table 1: 21st CCLC Student Academics 2011 to 2012 by Grantee — ELA

			Mean	t	df	Sig. (2-tailed)
1	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08104	1.263	309	0.208
2	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.19243	-3.029	306	0.003
3	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.01133	-0.293	686	0.769
4	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.00047	-0.008	359	0.994
5	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.14815	1.581	179	0.116
6	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.03385	0.45	262	0.653
7	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.13222	2.259	323	0.025
8	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.09092	0.416	30	0.681
9	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.16287	1.035	37	0.307
10	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.07533	0.624	105	0.534
11	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.09874	-0.985	81	0.327
12	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08701	0.485	53	0.63
13	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08553	1.146	267	0.253
14	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.06123	1.655	1025	0.098
15	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.01962	0.237	88	0.813
16	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.01537	-0.136	138	0.892
17	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.00807	-0.236	973	0.813
18	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08021	1.105	201	0.271
19	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00407	0.058	268	0.954
20	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.12727	1.717	196	0.088
21	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.14837	1.08	95	0.283
22	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.1327	-2.197	399	0.029
23	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08322	0.895	185	0.372
24	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.11919	2.942	898	0.003
25	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.03738	-0.372	130	0.711
26	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.08583	0.109	7	0.916
27	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00256	0.076	1156	0.939
28	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.05656	0.956	373	0.34
29	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.14996	2.266	218	0.024
30	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.21864	4.581	634	0
31	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.14621	2.232	342	0.026
32	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.14876	-1.694	134	0.093
33	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.01546	-0.183	130	0.855
34	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.07784	0.872	178	0.384
35	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.10819	1.056	89	0.294
36	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.27521	2.23	88	0.028
37	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.11078	2.062	437	0.04
38	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.12334	1.843	293	0.066
39	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.16683	2.804	402	0.005
40	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.24971	1.868	111	0.064
41	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.09307	-0.989	96	0.325
42	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00664	0.163	794	0.871
43	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.17569	1.148	25	0.262
44	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.11081	1.004	69	0.319
45	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.10885	1.817	305	0.07
46	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.16938	1.992	160	0.048
47	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.0322	0.746	681	0.456
48	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.01875	0.469	597	0.639
49	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.01967	0.374	351	0.709
50	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.05014	0.891	395	0.373
51	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.32371	0.288	3	0.792
52	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.09597	2.379	948	0.018
53	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.2177	4.1	379	0
54	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.12313	2.226	308	0.027
55	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.20637	3.708	370	0
56	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.14957	-1.392	61	0.169
57	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.02909	-0.883	1168	0.377
58	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.12066	-0.937	123	0.35

Table 2: 21st CCLC Student Academics 2011 to 2012 by Grantee — MATH

			Mean	t	df	Sig. (2-tailed)
1	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.02053	0.323	311	0.747
2	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.03147	-0.487	309	0.627
3	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.13669	3.405	689	0.001
4	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.08956	-1.554	362	0.121
5	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.11349	1.323	183	0.187
6	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.01284	0.161	263	0.872
7	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.04953	0.783	324	0.434
8	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.12321	0.497	30	0.623
9	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.18677	0.97	36	0.339
10	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.00479	0.051	102	0.959
11	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.02333	0.255	82	0.799
12	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.04054	-0.348	54	0.729
13	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.12917	1.791	277	0.074
14	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.06856	1.835	1030	0.067
15	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.14184	1.506	88	0.136
16	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.2739	-3.379	144	0.001
17	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.03735	1.039	978	0.299
18	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.27	3.462	196	0.001
19	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.06494	0.955	271	0.34
20	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.0689	0.972	197	0.332
21	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.36719	2.812	95	0.006
22	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.06708	-1.098	409	0.273
23	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.24114	2.99	181	0.003
24	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.08486	2.149	872	0.032
25	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.09343	0.812	125	0.418
26	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.88238	1.441	12	0.175
27	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.05593	1.434	1162	0.152
28	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.08794	1.481	370	0.139
29	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.05222	-0.693	219	0.489
30	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.2144	4.558	640	0
31	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.2198	3.559	348	0
32	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.0879	-0.918	135	0.36
33	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.0202	-0.233	129	0.816
34	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.06054	0.76	178	0.448
35	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.14603	-1.23	89	0.222
36	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.14564	1.333	90	0.186
37	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.01165	0.21	447	0.833
38	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.17188	2.461	291	0.014
39	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.12506	2.295	404	0.022
40	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.4577	4.269	111	0
41	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.21832	-1.854	97	0.067
42	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.06275	-1.508	810	0.132
43	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.29871	1.683	24	0.105
44	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.21764	1.931	72	0.057
45	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.16214	2.704	306	0.007
46	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.02851	0.307	158	0.76
47	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.02903	0.711	677	0.477
48	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.06782	-1.548	598	0.122
49	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.05839	1.084	349	0.279
50	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.04819	0.833	395	0.405
51	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.72357	-2.119	4	0.101
52	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.11442	2.864	949	0.004
53	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.16139	2.694	373	0.007
54	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.06407	1.017	310	0.31
55	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.15207	2.637	379	0.009
56	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	0.11508	0.932	62	0.355
57	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.00682	-0.204	1177	0.838
58	Pair 1	ChangeIn_MATH - CON_ChangeIn_MATH	-0.34488	-2.738	123	0.007

Table 3: SES Student Academics 2011 to 2012 by Provider — ELA

			Mean	t	df	Sig. (2-tailed)
1	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.54128	1.447	14	0.17
2	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.01609	-0.051	25	0.96
3	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.21676	1.17	40	0.249
4	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.27528	2.251	89	0.027
5	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.15838	0.991	57	0.326
6	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.32032	1.208	26	0.238
7	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.02294	0.247	175	0.806
8	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.16435	-1.101	60	0.275
9	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.11862	-0.273	15	0.789
10	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.0809	-0.404	47	0.688
11	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.05839	0.424	36	0.674
12	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.30839	-0.909	30	0.371
13	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.2103	1.165	41	0.251
14	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00571	0.048	133	0.962
15	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00723	0.217	1284	0.828
16	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.05323	-0.258	54	0.798
17	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.42705	-0.595	7	0.571
18	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.03937	-0.346	96	0.73
19	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.14406	-1.229	103	0.222
20	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.16062	-1.489	81	0.14
21	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.35768	0.848	11	0.414
22	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.11385	1.756	353	0.08
23	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.29232	-0.78	13	0.449
24	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.23586	-1.501	38	0.142
25	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.00697	0.073	174	0.942
26	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.28989	-0.56	11	0.586
27	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.03052	0.181	66	0.857
28	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.11092	0.281	6	0.788
29	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.00996	-0.078	109	0.938
30	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.22037	0.139	1	0.912
31	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.0277	-0.267	71	0.79
32	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.06562	-0.546	55	0.587
33	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.03802	0.741	612	0.459
34	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.02456	0.374	361	0.709
35	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	-0.12945	-1.679	235	0.094
36	Pair 1	ChangeIn_ELA - CON_ChangeIn_ELA	0.03708	0.34	150	0.735

Table 4: SES Student Academics 2011 to 2012 by Provider — MATH

			Mean	t	df	Sig. (2-tailed)
1	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.73919	1.615	15	0.127
2	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.20481	-0.878	26	0.388
3	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.08109	-0.414	40	0.681
4	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.01427	-0.124	89	0.901
5	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.02073	0.121	56	0.904
6	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.33979	1.622	26	0.117
7	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.15851	1.818	177	0.071
8	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.17425	-1.212	61	0.23
9	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.10971	-0.318	14	0.755
10	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.11555	-0.615	49	0.542
11	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.0259	0.156	38	0.877
12	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.10279	-0.32	30	0.752
13	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.27527	1.403	38	0.169
14	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.26386	2.291	135	0.024
15	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.02662	-0.803	1290	0.422
16	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.33941	-1.801	55	0.077
17	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.85387	1.553	7	0.164
18	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.00855	-0.079	92	0.937
19	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.06535	-0.48	103	0.632
20	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.11842	-0.871	81	0.386
21	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.12108	0.635	11	0.538
22	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.02803	0.428	359	0.669
23	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.41543	-1.234	14	0.238
24	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.2066	-0.936	38	0.355
25	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.15319	-1.517	172	0.131
26	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.01215	0.031	11	0.976
27	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.03014	-0.206	65	0.837
28	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.11562	-0.539	10	0.602
29	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.16104	-1.245	108	0.216
30	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.12593	-0.113	1	0.928
31	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.00943	-0.098	71	0.922
32	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.02919	-0.174	56	0.863
33	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.06973	1.39	622	0.165
34	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.07118	1.139	372	0.255
35	Pair 1	Changeln_MATH - CON_Changeln_MATH	-0.21067	-2.718	239	0.007
36	Pair 1	Changeln_MATH - CON_Changeln_MATH	0.19061	1.557	151	0.122

**Appendix E:
21st CCLC Site Academic Outcomes for ELA and Math**

SEDL Evaluation of LDE After-School Programs for School Year 2012

21st CCLC Site Name	21st CCLC Grantee Name	Total Number of 21st CCLC Students in 2012	ELA				MATH			
			Number of 21st CCLC Students Tested in ELA in 2011 and 2012	% 21st CCLC Students who Improved in ELA from 2011 to 2012	21st CCLC Student Improvement in ELA '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for ELA Differences Between '11 to '12 Between 21st CCLC Students and Matched Students	Number of 21st CCLC Students Tested in Math in 2011 and 2012	% 21st CCLC Students who Improved in Math from 2011 to 2012	21st CCLC Student Improvement in Math '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for Math Differences Between '11 to '12 Between 21st CCLC Students and Matched Students
Capitol Middle School	App Literacy & Learning, Inc.	162	148	53%	+	0.28	148	53%	-	0.56
Southeast Middle School	App Literacy & Learning, Inc.	186	164	51%	+	0.49	164	60%	+	0.22
Arcadia Complex	Bienville Parish	172	102	35%	-	0.00	102	55%	-	0.17
Castor School Complex	Bienville Parish	118	52	46%	-	0.21	52	58%	+	0.94
Gibsland School Complex	Bienville Parish	93	71	52%	+	0.56	71	45%	+	0.18
Ringgold School Complex	Bienville Parish	167	95	48%	-	0.25	95	42%	-	0.53
Glasgow Middle	Big Buddy	13	11	55%	-	0.64	11	73%	+	0.57
Highland Elementary	Big Buddy	195	77	45%	-	0.88	77	49%	+	0.70
Lanier Elementary	Big Buddy	312	106	47%	-	0.91	106	43%	+	0.66
Scotlandville Pre-Engineering Middle	Big Buddy	243	226	42%	-	0.10	227	52%	+	0.01
St. Francis Xavier	Big Buddy	47	21	38%	+	0.99	21	48%	+	0.81
T-Steps Expressway	Big Buddy	112	96	58%	+	0.03	96	60%	+	0.22
The Dufroq School	Big Buddy	276	77	60%	+	0.08	77	64%	+	0.02
Villa Del Rey Elementary	Big Buddy	190	79	47%	-	0.15	79	54%	+	0.58
Brookstown Elementary	Boys & Girls Club of GBR	185	78	49%	+	0.22	78	47%	+	0.93
Delmont Elementary	Boys & Girls Club of GBR	191	82	49%	+	0.63	82	55%	-	0.64
Greenbrier Elementary	Boys & Girls Club of GBR	169	56	59%	+	0.10	56	46%	-	0.82
Mayfair Middle	Boys & Girls Club of GBR	217	147	39%	-	0.06	148	43%	-	0.08
Caddo Heights	Calvary Missionary Baptist Church	246	132	53%	+	0.17	132	55%	+	0.17
Caddo Middle Technology Ctr	Calvary Missionary Baptist Church	84	54	56%	+	0.44	54	69%	+	0.85
Independence Elementary School	Catholic Charities Archdiocese of New Orleans	176	72	47%	-	0.59	72	50%	-	0.62
Independence High School	Catholic Charities Archdiocese of New Orleans	106	6		N < 10		4		N < 10	
Independence Middle School	Catholic Charities Archdiocese of New Orleans	149	130	43%	-	0.65	130	54%	+	0.65
Wesley Ray Elementary	Catholic Charities Archdiocese of New Orleans	169	61	49%	+	0.05	61	39%	+	0.79
Bright Futures @ Lowery Elementary	City of Donaldsonville	433	328	53%	+	0.03	328	45%	+	0.43
Haynesville Unit of Boys and Girls Club	Claiborne Boys and Girls Club	56	11	45%	+	0.98	11	73%	+	0.96
Homer Unit of Boys and Girls Club	Claiborne Boys and Girls Club	109	20	20%	+	0.58	20	45%	+	0.56
21st Century CLC	Community Care Outreach Center	106	38	63%	+	0.31	38	58%	+	0.34
International School of Louisiana	Community Works of LA/International School	337	109	58%	+	0.53	109	44%	+	0.96
Delta Prep Fiske	Delta Prep	179	83	47%	-	0.33	84	52%	+	0.80
After Academy	Desire Street Ministries	168	55	47%	+	0.63	55	53%	-	0.73
6th Ward Elementary	Dryades YMCA	74	35	46%	-	0.94	35	51%	-	0.64
James Singleton Charter	Dryades YMCA	337	185	65%	+	0.14	185	55%	+	0.74
St. James High	Dryades YMCA	103	31	42%	-	0.18	37	68%	+	0.10
Vacherie Elementary	Dryades YMCA	64	27	56%	+	0.65	27	85%	+	0.00
Booker T. Washington High	FDDOC Winners' Circle	152	60	78%	+	0.01	61	77%	+	0.00
Creswell Elementary	FDDOC Winners' Circle	171	97	60%	+	0.56	97	46%	-	0.27
E.B. Williams Stoner Hill Elementary	FDDOC Winners' Circle	133	63	46%	+	0.47	63	62%	+	0.17
Midway Elementary	FDDOC Winners' Circle	65	32	56%	+	0.56	32	44%	-	0.68
MJ Moore Math Science Middle	FDDOC Winners' Circle	104	34	65%	+	0.07	34	56%	+	0.73
Mooretown Elementary	FDDOC Winners' Circle	157	45	29%	-	0.00	45	36%	-	0.01
Southern Hills Elementary	FDDOC Winners' Circle	331	190	59%	+	0.00	190	65%	+	0.00
Sunset Acres Elementary	FDDOC Winners' Circle	726	295	44%	-	0.03	295	50%	-	0.67
Youree Drive Middle	FDDOC Winners' Circle	339	218	54%	+	0.21	221	49%	+	0.81

Highlighting indicates results are statistically significant at $p < .1$

Note: Academic achievement statistics for 2012 do not include students tested in the summer term.

SEDL Evaluation of LDE After-School Programs for School Year 2012

		ELA					MATH			
		Total Number of 21st CCLC Students Tested in 2011 and 2012	% 21st CCLC Students Improved in ELA from 2011 to 2012	21st CCLC Student Improvement in ELA '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for ELA Differences Between '11 to '12 Between 21st CCLC Students and Matched Students	Number of 21st CCLC Students Tested in Math in 2011 and 2012	% 21st CCLC Students Improved in Math from 2011 to 2012	21st CCLC Student Improvement in Math '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for Math Differences Between '11 to '12 Between 21st CCLC Students and Matched Students	
21st CCLC Site Name	21st CCLC Grantee Name									
The Harvest Baptist Church	Harvest Baptist Church	192	89	39%	+	0.81	89	62%	+	0.14
Sophie B. Wright Charter	Institute for Academic Excellence	426	143	42%	-	0.89	147	45%	-	0.00
Bunche Middle	Jefferson Parish	152	130	58%	-	0.62	130	48%	-	0.20
Ella Dolhonde Elementary	Jefferson Parish	169	56	55%	+	0.57	56	57%	+	0.27
Estelle Elementary	Jefferson Parish	166	84	44%	+	0.19	84	50%	+	0.11
Gretna Middle	Jefferson Parish	284	221	60%	-	0.67	221	52%	+	0.21
Johnson Gretna Park Elementary	Jefferson Parish	203	76	46%	+	0.41	76	58%	+	0.24
Miller Wall Elementary School	Jefferson Parish	251	103	41%	-	0.86	103	42%	-	0.13
St. Ville Academy	Jefferson Parish	152	144	46%	-	0.10	144	48%	+	0.58
Stella Worley Middle School	Jefferson Parish	198	177	50%	+	0.44	175	66%	+	0.34
Ames Elementary	Jefferson Youth Foundation	236	95	57%	+	0.06	95	58%	+	0.06
Butler Elementary	Jefferson Youth Foundation	219	105	40%	+	0.96	105	49%	+	0.00
Higgins High	Jefferson Youth Foundation	60	5	N < 10			1	N < 10		
Baker High School	Joy Corporation	48	0	N < 10			0	N < 10		
Baker Middle School	Joy Corporation	138	125	57%	+	0.60	125	61%	+	0.45
Joy Corporation	Joy Corporation	96	51	49%	+	0.41	51	53%	+	0.27
Park Ridge Elementary	Joy Corporation	154	98	45%	-	0.28	98	42%	+	0.92
Leonville Elementary	Just One Word	192	108	56%	+	0.53	108	47%	+	0.56
Word of Truth Outreach Ministries	Just One Word	170	91	58%	+	0.04	91	46%	+	0.42
Benjamin Banneker Elementary	Kedila Family Learning Center	224	92	52%	+	0.56	92	53%	+	0.01
Compassion Outreach/Drew Elementary School	Kedila Family Learning Center	8	5	N < 10			5	N < 10		
Cottonport Elementary School	Kennedy Center of Louisiana, Inc.	112	108	30%	-	0.29	108	33%	-	0.74
Marksville Elementary School	Kennedy Center of Louisiana, Inc.	191	177	42%	-	0.02	177	37%	-	0.37
Marksville High School	Kennedy Center of Louisiana, Inc.	43	38	39%	-	0.33	37	27%	-	0.21
Riverside Elementary School	Kennedy Center of Louisiana, Inc.	105	93	51%	+	0.76	93	52%	+	0.96
Lake Providence Senior High	LACAP Bridging The Gap	100	35	57%	+	0.06	35	66%	+	0.01
Northside Elementary	LACAP Bridging The Gap	127	56	41%	-	0.28	56	64%	+	0.28
Southside Elementary	LACAP Bridging The Gap	165	102	65%	+	0.16	102	60%	+	0.14
Bayou Blue Middle	Lafourche Parish	119	82	50%	+	0.15	82	52%	+	0.13
Central Lafourche High	Lafourche Parish	204	15	67%	+	0.04	9	N < 10		
East Thibodaux Middle	Lafourche Parish	472	325	53%	+	0.23	325	52%	+	0.66
Golden Meadow Middle	Lafourche Parish	84	48	60%	+	0.31	48	65%	+	0.14
Larose-Cut Off Middle	Lafourche Parish	163	127	53%	+	0.42	127	47%	+	0.84
Lockport Middle School	Lafourche Parish	110	84	61%	+	0.01	84	46%	-	0.86
Raceland Middle	Lafourche Parish	462	200	51%	+	0.80	197	49%	+	0.09
South Lafourche High	Lafourche Parish	770	9	N < 10			2	N < 10		
Thibodaux High	Lafourche Parish	701	13	85%	+	0.66	7	N < 10		
McDonogh City Park Academy	Liberty City CDC	285	131	49%	-	0.71	131	53%	+	0.42
Scotlandville Magnet High School	Louisiana State University	95	8	N < 10			14	71%	+	0.18
Woodlawn High School	Louisiana State University	55	1	N < 10			0	N < 10		

SEDL Evaluation of LDE After-School Programs for School Year 2012

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Barkdull Faulk Elementary	Monroe City Schools	261	107	59%	+	0.36	107	51%	-	0.40
Berg Jones Elementary	Monroe City Schools	296	77	49%	+	0.71	77	51%	+	0.19
Carroll High	Monroe City Schools	401	21	62%	-	0.98	18	44%	+	0.10
Carroll Junior High	Monroe City Schools	223	130	45%	-	0.78	130	55%	+	0.36
Carver Elementary	Monroe City Schools	286	111	50%	+	0.77	111	60%	+	0.10
Clara Hall Elementary	Monroe City Schools	294	0		N < 10		0		N < 10	
Lincoln Elementary	Monroe City Schools	384	150	43%	-	0.54	150	52%	+	0.32
Madison James Foster Elementary	Monroe City Schools	236	105	50%	+	0.58	105	45%	+	0.96
Martin Luther King Middle	Monroe City Schools	236	225	50%	-	0.38	225	46%	-	0.75
Minnie Ruffin Elementary	Monroe City Schools	498	174	49%	-	1.00	174	52%	+	0.81
Sallie Humble Elementary	Monroe City Schools	260	84	49%	+	0.62	84	55%	+	0.78
Wossman High	Monroe City Schools	286	4		N < 10		4		N < 10	
Cloutierville Elementary	Natchitoches Parish	149	72	49%	+	0.95	72	51%	+	0.93
Fairview Alpha Elementary	Natchitoches Parish	248	139	55%	+	0.24	139	51%	+	0.32
L.P. Vaughn Middle	Natchitoches Parish	256	63	48%	+	0.54	61	49%	+	0.42
Natchitoches Magnet	Natchitoches Parish	350	106	43%	-	0.79	105	49%	+	0.33
Cohn Elementary	New Beginnings	164	56	50%	+	0.66	56	50%	+	0.27
Port Allen Elementary	New Beginnings	112	0		N < 10		0		N < 10	
Port Allen Middle	New Beginnings	182	166	63%	+	0.02	166	46%	-	0.19
Arthur Ashe Charter	New Orleans Outreach	372	142	58%	+	0.00	142	56%	+	0.01
Langston Hughes Academy	New Orleans Outreach	293	221	67%	+	0.01	221	54%	+	0.01
New Orleans Charter Science and Math Academy	New Orleans Outreach	368	5		N < 10		13	69%	+	0.34
New Orleans Charter Science and Math High	New Orleans Outreach	233	10	100%	+	0.27	10	60%	+	0.50
S.J. Green Charter	New Orleans Outreach	565	266	53%	+	0.13	265	54%	+	0.05
Batiste Cultural Arts Academy/Success @ Wicker	New Orleans South Africa Connection	410	166	69%	+	0.10	166	60%	+	0.01
LB Landry High School	New Orleans South Africa Connection	173	34	56%	+	0.72	33	76%	+	0.04
Sarah T. Reed High School	New Orleans South Africa Connection	103	8		N < 10		11	55%	+	0.83
Sci Tech Academy at Laurel	New Orleans South Africa Connection	291	123	63%	+	0.19	123	66%	+	0.07
Success Preparatory Academy	New Orleans South Africa Connection	22	18	56%	+	0.78	18	61%	+	0.76
New Way Center	New Vision Learning Academy	401	138	43%	-	0.09	138	43%	-	0.36
Charlotte Mitchell Educational Center School	NZBC Urban Corporation	156	70	40%	-	0.51	70	44%	-	0.88
New Zion Baptist Church	NZBC Urban Corporation	169	62	53%	+	0.79	62	55%	-	0.86
Abramson Science and Technology Charter	Open World Family Services	76	22	55%	-	0.46	22	59%	+	0.94
Einstein Elementary Charter	Open World Family Services	278	117	51%	+	0.05	117	56%	+	0.25
McDonogh #42 Elementary	Open World Family Services	183	42	50%	-	0.13	42	43%	-	0.65
Passion House of Faith Community Learning Center	Passion House of Faith	168	90	48%	+	0.29	90	43%	-	0.22
Pointe Coupee Enrichment Center	Pointe Coupee Enrichment Center	228	91	56%	+	0.03	91	54%	+	0.19
Livonia High	Pointe Coupee Parish	391	100	50%	+	0.75	101	51%	+	0.23
Rosenwald Elementary	Pointe Coupee Parish	274	111	58%	+	0.03	111	50%	+	0.43
Upper Pointe Coupee Elementary	Pointe Coupee Parish	189	107	55%	+	0.05	107	51%	+	0.80
Valverde Elementary	Pointe Coupee Parish	272	135	44%	-	0.69	135	47%	-	0.09
Howell Park Elementary	Project H.O.P.E.	204	114	46%	-	0.53	114	52%	+	0.84
Staring Educational Ctr	Project H.O.P.E.	70	67	75%	+	0.00	67	60%	+	0.00
University Terrence Elementary	Project H.O.P.E.	314	115	47%	+	0.61	115	53%	+	0.72

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Acadian Elementary	Rapides Parish	159	117	55%	+	0.00	117	62%	+	0.00
Alma Redwine Elementary	Rapides Parish	146	104	47%	+	0.41	104	60%	+	0.09
Hadnot-Hayes Elementary	Rapides Parish	156	119	60%	+	0.19	119	50%	-	0.69
W. O. Hall Elementary	Rapides Parish	118	71	49%	-	0.71	71	42%	+	0.93
ARISE Academy	Recovery School District	102	35	46%	+	0.59	35	60%	+	0.17
Habans Elementary	Recovery School District	252	80	59%	+	0.07	79	66%	+	0.00
Delhi Elementary	Richland Parish	67	32	34%	-	0.14	32	38%	-	0.01
Delhi High	Richland Parish	46	5	N < 10			5	N < 10		
Delhi Middle	Richland Parish	36	34	50%	-	0.85	34	38%	+	0.82
Rayville Junior High	Richland Parish	31	27	70%	+	0.38	27	56%	-	0.82
Converse HS	Sabine Parish	241	113	52%	-	0.47	113	43%	-	0.59
Ebarb High	Sabine Parish	210	69	45%	-	0.51	69	35%	-	0.46
Florien K-12	Sabine Parish	302	130	36%	-	0.35	130	41%	+	0.51
Many High/Many Jr. High	Sabine Parish	36	7	N < 10			7	N < 10		
Many Junior High	Sabine Parish	209	176	53%	+	0.79	176	45%	+	0.66
Negreet High	Sabine Parish	197	72	71%	+	0.18	72	54%	-	0.48
Pleasant Hill High	Sabine Parish	154	60	42%	+	0.11	60	42%	-	0.83
Sabine Parish Pre Program	Sabine Parish	121	14	36%	-	0.04	14	36%	-	0.52
Zwolle Elementary	Sabine Parish	375	183	48%	+	0.50	183	38%	-	0.00
Safe Haven Learning Center	Safe Haven Developmental Services	57	26	58%	+	0.26	26	58%	+	0.11
Broadmoore HS	Southern Univ. and MASTER, Inc.	59	0	N < 10			1	N < 10		
Northeast HS	Southern Univ. and MASTER, Inc.	42	23	26%	-	0.11	23	65%	+	0.42
Port Allen HS	Southern Univ. and MASTER, Inc.	105	16	44%	+	0.27	17	53%	+	0.04
Southern University	Southern Univ. and MASTER, Inc.	323	32	56%	+	0.04	32	44%	+	0.61
Gauthier Elementary	St. Bernard Parish	212	77	45%	+	0.92	77	57%	+	0.36
Smith Elementary	St. Bernard Parish	387	127	48%	+	0.33	127	60%	+	0.03
St. Bernard Middle	St. Bernard Parish	215	110	57%	+	0.06	110	52%	+	0.16
Gramercy Elementary	St. James Parish	100	73	63%	+	0.07	73	59%	+	0.30
Paulina Elementary	St. James Parish	82	46	54%	+	0.18	46	59%	+	0.27
Romeville Elementary	St. James Parish	101	43	56%	+	0.82	43	40%	-	0.11
Creswell Elementary	St. Landry Community Services	119	53	55%	+	0.78	53	60%	+	0.01
Grand Coteau Elementary	St. Landry Community Services	77	35	34%	-	0.01	35	40%	-	0.11
Grolee Elementary	St. Landry Community Services	114	81	63%	+	0.11	81	47%	-	0.37
Lawtell Elementary	St. Landry Community Services	166	114	40%	+	0.85	114	41%	-	0.35
North Elementary	St. Landry Community Services	112	76	46%	+	0.35	76	57%	+	0.05
Northeast Elementary	St. Landry Community Services	134	89	46%	+	0.33	89	52%	+	0.19
South St Elementary	St. Landry Community Services	156	98	51%	+	0.64	98	57%	+	0.32
Sunset MS	St. Landry Community Services	148	144	42%	-	0.41	144	40%	-	0.19
Central Middle	St. Landry Parish	160	150	41%	-	0.94	150	35%	-	0.33
Glendale Elementary	St. Landry Parish	111	45	29%	-	0.20	45	44%	-	0.96
Highland Elementary	St. Landry Parish	126	50	50%	-	0.55	50	36%	-	0.30
Opelousas Jr High	St. Landry Parish	179	136	60%	+	0.20	136	49%	+	0.64
Palmetto Elementary	St. Landry Parish	75	12	17%	+	0.98	12	42%	+	0.78
Plaisance Elementary	St. Landry Parish	151	133	53%	+	0.33	133	44%	-	0.09
Southwest Elementary	St. Landry Parish	143	78	40%	+	0.98	78	54%	-	0.73

SEDL Evaluation of LDE After-School Programs for School Year 2012

21st CCLC Site Name	21st CCLC Grantee Name	Total Number of 21st CCLC Students in 2012	ELA				MATH			
			Number of 21st CCLC Students Tested in ELA in 2011 and 2012	% 21st CCLC Students who Improved in ELA from 2011 to 2012	21st CCLC Student Improvement in ELA '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for ELA Differences Between '11 to '12 Between 21st CCLC Students and Matched Students	Number of 21st CCLC Students Tested in Math in 2011 and 2012	% 21st CCLC Students who Improved in Math from 2011 to 2012	21st CCLC Student Improvement in Math '11 to '12 Compared to Matched Students (+ Indicates Greater Improvement for 21st CCLC)	Statistical Significance for Math Differences Between '11 to '12 Between 21st CCLC Students and Matched Students
Brock Elementary	St. Tammany Parish	150	52	42%	-	0.81	52	54%	+	0.76
Chahta-Ima Elementary	St. Tammany Parish	200	73	63%	-	0.65	73	56%	-	0.95
Creekside Junior High	St. Tammany Parish	167	86	48%	+	0.79	86	55%	+	0.45
Pine View Middle	St. Tammany Parish	244	141	43%	+	0.44	141	50%	+	0.37
Elysian Fields	Terrebonne Parish	158	150	49%	-	0.74	150	52%	+	0.34
Grand Cailou Elementary	Terrebonne Parish	136	83	49%	+	0.76	83	49%	+	0.27
Southdown Elementary	Terrebonne Parish	128	81	48%	+	0.09	81	42%	-	0.75
Village East	Terrebonne Parish	144	93	53%	+	0.68	93	44%	-	0.99
Urban League College Track	Urban League of Greater New Orleans	191	4		N < 10		6		N < 10	
Atkins Technology Elementary	Urban Support Agency	200	101	50%	+	0.79	102	55%	+	0.75
Broadmoor Middle	Urban Support Agency	443	317	56%	+	0.25	317	48%	-	0.46
Cherokee Park Elementary	Urban Support Agency	286	173	54%	+	0.06	173	63%	+	0.00
Claiborne Fundamental Magnet	Urban Support Agency	188	75	41%	-	0.13	75	35%	-	0.07
Werner Park Elementary	Urban Support Agency	438	212	64%	+	0.01	212	70%	+	0.00
West Shreveport Elementary	Urban Support Agency	157	87	51%	+	0.99	87	55%	+	0.72
Fannie C Williams	Vietnamese Initiatives in Economic Training	287	149	60%	+	0.00	149	58%	+	0.00
Intercultural Charter	Vietnamese Initiatives in Economic Training	220	75	51%	-	0.41	75	40%	-	0.34
Sarah T. Reed Elementary	Vietnamese Initiatives in Economic Training	317	72	51%	+	0.08	72	57%	+	0.20
Vietnamese Initiatives in Economic Training (VIET)	Vietnamese Initiatives in Economic Training	390	85	55%	+	0.05	85	56%	+	0.32
Alice Harte Elementary Charter School	VOA - GNO	237	91	54%	+	0.12	91	49%	+	0.83
Dwight D. Eisenhower Elementary	VOA - GNO	184	65	46%	-	0.90	65	38%	+	0.70
Edna Karr High School	VOA - GNO	167	3		N < 10		3		N < 10	
Gentilly Terrace Elementary	VOA - GNO	209	82	67%	+	0.04	82	65%	+	0.05
Medard H. Nelson	VOA - GNO	185	73	51%	+	0.58	73	56%	-	0.46
Central Elementary	VOA - NL	235	72	53%	+	0.21	71	63%	+	0.18
J.S. Clark/Booker T. Washington Middle	VOA - NL	128	111	62%	+	0.11	111	58%	+	0.62
Northside Elementary	VOA - NL	268	85	61%	+	0.00	85	65%	+	0.00
Westwood Elementary	VOA - NL	331	117	56%	+	0.13	117	51%	-	0.57
Wilson Charter	YMCA of GNO	140	63	44%	-	0.17	63	71%	+	0.36
#32 McDonogh	Young Audiences of Louisiana	254	94	48%	+	0.80	94	63%	+	0.01
A.P. Tureaud Elementary	Young Audiences of Louisiana	241	91	54%	+	0.14	91	33%	-	0.55
Behrman Elementary	Young Audiences of Louisiana	321	164	43%	-	0.18	164	37%	-	0.04
Fischer Elementary	Young Audiences of Louisiana	207	90	39%	-	0.06	90	42%	-	0.64
Harriet Ross Tubman Charter	Young Audiences of Louisiana	83	25	36%	-	0.89	25	32%	-	0.79
John Clancy Elementary School for the Arts	Young Audiences of Louisiana	216	82	37%	-	0.03	82	49%	-	0.77
Joseph A. Craig Elementary	Young Audiences of Louisiana	256	113	48%	-	0.36	113	42%	-	0.06
Kate Middleton Elementary	Young Audiences of Louisiana	208	75	48%	-	0.35	75	51%	+	0.61
L.H. Marrero MS	Young Audiences of Louisiana	189	157	52%	-	0.61	157	46%	+	0.60
Lincoln Elementary School for the Arts	Young Audiences of Louisiana	252	91	44%	-	0.93	91	51%	+	0.20
Livaudais Middle	Young Audiences of Louisiana	222	159	57%	+	0.14	159	56%	+	0.17
O. P. Walker High	Young Audiences of Louisiana	238	3		N < 10		4		N < 10	
Woodmere Elementary	Young Audiences of Louisiana	181	46	61%	+	0.02	46	35%	-	0.75
Tallulah Elementary	Youth of Excellence Learning Center	201	56	36%	-	0.62	56	27%	-	0.07
Wright Elementary	Youth of Excellence Learning Center	225	69	35%	-	0.43	69	32%	-	0.04

**Appendix F:
Parent, School, and Staff Survey Forms**



**Louisiana After-School Evaluation 2012
PARENT SURVEY**

Thank you for participating in our evaluation of Louisiana’s after-school programs. This survey should take no more than 5 minutes to complete. Your responses will be strictly confidential and will not be used to evaluate you, your child, nor any after-school staff members. If you have any questions, please contact Leida Tolentino at 1-800-476-6861, ext. 6572 or ltolentino@sedl.org.

Surveys Must be Completed by April 13, 2012

1. Which after-school program does your child attend? (Please be very specific: Is it a 21st CCLC or SES program? What’s the program, provider, and site name? Where is it located? Add an explanation if your child is affiliated with more than one program/provider.)

2. Please let us know how you feel about the following statements regarding your child’s after-school provider:

	Never	Sometimes	Always	Don’t Know
a. I have a voice in what my child’s after-school provider offers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel comfortable talking with the after-school staff about my child’s progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am promptly told about changes in the program or after-school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The staff shows me ways to help my child with his/her homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please tell us how happy you are with your child’s after-school provider.

I am happy with the:	Not at all	Moderately	Extremely	Don’t Know
a. After-school provider overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Type of activities offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hours of operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Quality of instruction offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please tell us how satisfied you are with the after-school’s impact over the past year.

I am satisfied with the after-school’s impact on:	Not at all	Moderately	Extremely	Don’t Know
a. My child’s overall learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child’s reading/writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child’s math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My child’s interest in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What do you like best about your child’s after-school provider?

6. What are some things about your child’s after-school provider you would like to see changed?

7. Please let us know any additional comments you may have.

THANK YOU!



**Louisiana After-School Evaluation 2012
SCHOOL ADMINISTRATOR/TEACHER SURVEY**

Thank you for participating in our evaluation of Louisiana’s after-school programs. This survey should take no more than 5 minutes to complete. Your responses will be strictly confidential and will not be used to evaluate you, any child, nor any after-school staff members. If you have any questions, please contact Leida Tolentino at 1-800-476-6861, ext. 6572 or ltolentino@sedl.org.

Surveys Must be Completed by April 13, 2012

1. With what after-school program and site are you affiliated? (Please tell us if it is a 21st CCLC or SES program, the program/provider name, site name, and location. Add an explanation if you are affiliated with more than one program/provider.)

2. What is your role?

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="radio"/> Principal or other school administrator <input type="radio"/> School programs coordinator <input type="radio"/> Teacher • Other: (please describe _____) • <i>Explanation, if needed:</i> | <ul style="list-style-type: none"> <input type="radio"/> Teaching assistant or aide <input type="radio"/> Curriculum specialist <input type="radio"/> Counselor or other supportive services |
|--|---|

3. Please let us know your perceptions on the following:

	Never	Sometimes	Often	Don't Know
a. After-school staff communicate with me:				
• To coordinate curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Regarding homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• To set goals for student growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• About students’ progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. After-school content is aligned with state academic content and achievement standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Adjustments are made in after-school practices based on data about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please tell us how satisfied you are with the following after-school program/services:

I am satisfied with the:	Not at all	Moderately	Extremely	Don't Know
a. After-school provider overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Management of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hours of operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. After-school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Quality of instruction offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Amount of contact I have with the after-school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please tell us how satisfied you are with the after-school program's impact on:

I am satisfied with the program's effects on:	Not at all	Moderately	Extremely	Don't Know
a. Students' overall learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' reading/writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students' interest in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What do you like best about the after-school program?

7. What are some things you would like to see changed about the after-school program?

8. Please let us know any additional comments you may have.

THANK YOU!



**Louisiana After-School Evaluation 2012
AFTER-SCHOOL STAFF/PROVIDER SURVEY**

Thank you for participating in our evaluation of Louisiana’s after-school programs. This survey should take you about 5 minutes. Your responses are strictly confidential and will not be used to evaluate you or any child in your after-school program. If you have any questions, please contact Leida Tolentino at 1-800-476-6861, ext. 6572 or ltolentino@sedl.org.

Surveys Must be Completed by April 13, 2012

1. **With what after-school program/provider are you affiliated?** (Please tell us if you are a 21st CCLC or SES program, the program/provider name, site name, and location. Add an explanation if you are affiliated with more than one program/provider.)

2. **What is your role with after-school?** (Please add an explanation if you serve in more than one role.)
 - LEA Grant Administrator or Coordinator
 - Program Director/Coordinator/Other Administrator
 - Instructor/Tutor/direct services to student
 - Site Administrator/Coordinator
 - Counselor/supportive services
 - Intern/assistant
 - Volunteer
 - Other: (please describe _____)
 - **Explanation, if needed:**
 -

3. **Please let us know your perceptions on the following:**

	Never	Sometimes	Often	Don't Know
a. After-school staff communicate with the students’ school teachers:				
• To coordinate curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Regarding homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• About students’ progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. After-school staff spend time with parents:				
• Discussing their child’s progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. After-school staff meet with:				
• Each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Their students’ school administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. After-school staff has a caring and respectful relationship with all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. After-school content is aligned with state academic content and achievement standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Adjustments are made in after-school practices based on data about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. After-school staff has a voice in the after-school content offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please tell us how satisfied you are with the following after-school program/services:

I am satisfied with the:	Not at all	Moderately	Extremely	Don't Know
a. After-school provider overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Management of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hours of operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. After-school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Quality of instruction offered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Amount of contact I have with the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please tell us how satisfied you are with the after-school program's impact on:

I am satisfied with the program's effect on:	Not at all	Moderately	Extremely	Don't Know
a. Students' overall learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' reading/writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' math skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students' interest in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My decision to continue providing after-school services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What do you like best about the after-school program?

7. What are some things you would like to see changed about the after-school program?

8. Please let us know any additional comments you may have.

THANK YOU!

**Appendix G:
2012 Outcomes and Rating Charts for 21st CCLC and SES**

21st CCLC Outcomes Chart with 2011 and 2012 LDE Ratings

21st CCLC Grantee Name	Total Number of 21st CCLC Students Tested in 2011 and 2012	Total Number of 21st CCLC Students Tested in 2011 and 2012	21st CCLC Student Improvement from 2011 to 2012		21st CCLC Student Improvement from 2011 to 2012		Statistical Significance for ELA Differences Between 21st CCLC Students and Matched Students	Statistical Significance for Math Differences Between 21st CCLC Students and Matched Students	Surveys	2011 LDE Rating: ELA	2011 LDE Rating: Math	2011 LDE Rating: Combined ELA and Math	2012 Average of ELA			2012 LDE Rating: ELA	2012 LDE Rating: Math	2012 LDE Rating: Combined ELA and Math
			Compared to Matched Students (+ Greater Improvement)	Compared to Matched Students (+ Greater Improvement)	Points	Points							Points					
App Literacy & Learning, Inc.	312	312	+	+	0.21	0.75	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Bienville Parish	320	320	-	-	0.00	0.63	15	Probation	Satisfactory	Probation	15.0	43.3	29.2	Termination	Probation	Termination		
Big Buddy	693	694	-	+	0.77	0.00	15	Satisfactory	Satisfactory	Satisfactory	43.3	100.0	71.7	Probation	Exemplary	Satisfactory		
Boys & Girls Club of GBR	363	364	-	-	0.99	0.12	15	Termination	Probation	Probation	43.3	43.3	43.3	Probation	Probation	Probation		
Calvary Missionary Baptist Church	186	186	+	+	0.12	0.19	15	Probation	Satisfactory	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Catholic Charities Archdiocese of New Orleans	269	267	+	+	0.65	0.87	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
City of Donaldsonville	328	328	+	+	0.03	0.43	15	Probation	Probation	Probation	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
Claiborne Boys and Girls Club	31	31	+	+	0.68	0.62	15	Probation	Satisfactory	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Community Care Outreach Center	38	38	+	+	0.31	0.34	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Community Works of LA/International School	109	109	+	+	0.53	0.96	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Delta Prep	83	84	-	+	0.33	0.80	15	Satisfactory	Satisfactory	Satisfactory	43.3	71.7	57.5	Probation	Satisfactory	Probation		
Desire Street Ministries	55	55	+	-	0.63	0.73	15	Termination	Termination	Termination	71.7	43.3	57.5	Satisfactory	Probation	Probation		
Dryades YMCA	278	284	+	+	0.25	0.07	0	Satisfactory	Satisfactory	Satisfactory	56.7	85.0	70.8	Probation	Exemplary	Satisfactory		
FDDOC Winners' Circle	1034	1038	+	+	0.10	0.07	15	Exemplary	Probation	Probation	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary		
Harvest Baptist Church	89	89	+	+	0.81	0.14	15	Probation	Probation	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Institute for Academic Excellence	143	147	-	-	0.89	0.00	15	Termination	Termination	Termination	43.3	15.0	29.2	Probation	Termination	Termination		
Jefferson Parish	991	989	-	+	0.81	0.30	15	Satisfactory	Satisfactory	Satisfactory	43.3	71.7	57.5	Probation	Satisfactory	Probation		
Jefferson Youth Foundation	205	201	+	+	0.27	0.00	15	Satisfactory	Satisfactory	Satisfactory	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary		
Joy Corporation	274	274	+	+	0.95	0.34	15	Satisfactory	Exemplary	Exemplary	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Just One Word	199	199	+	+	0.09	0.33	15		N/A		100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
Kedila Family Learning Center	97	97	+	+	0.28	0.01	15	Probation	Probation	Probation	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary		
Kennedy Center of Louisiana, Inc.	416	415	-	-	0.03	0.27	15	Satisfactory	Exemplary	Exemplary	15.0	43.3	29.2	Termination	Probation	Termination		
LACAP Bridging The Gap	193	193	+	+	0.37	0.00	15	Exemplary	Satisfactory	Exemplary	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary		
Lafourche Parish	903	881	+	+	0.00	0.03	15	Termination	Termination	Termination	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
Liberty City CDC	131	131	-	+	0.71	0.42	15	Probation	Satisfactory	Probation	43.3	71.7	57.5	Probation	Exemplary	Probation		
Louisiana State University	9	14	n < 10	+	n < 10	0.18	15	Satisfactory	Probation	Probation	N/A	71.7	N/A	N/A	Satisfactory	Exemplary		
Monroe City Schools	1188	1185	+	+	0.94	0.15	15	Termination	Termination	Termination	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Natchitoches Parish	380	377	+	+	0.34	0.14	15	Exemplary	Satisfactory	Exemplary	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
New Beginnings	222	222	+	-	0.02	0.49	15	Probation	Termination	Probation	100.0	43.3	71.7	Exemplary	Probation	Satisfactory		
New Orleans Outreach	644	651	+	+	0.00	0.00	15	Probation	Probation	Probation	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
New Orleans South Africa Connection	349	351	+	+	0.03	0.00	15	Exemplary	Exemplary	Exemplary	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
New Vision Learning Academy	138	138	-	-	0.09	0.36	15	Probation	Probation	Probation	15.0	43.3	29.2	Termination	Probation	Termination		
NZBC Urban Corporation	132	132	-	-	0.86	0.82	15	Termination	Probation	Termination	43.3	43.3	43.3	Probation	Probation	Probation		
Open World Family Services	181	181	+	+	0.38	0.45	15	Exemplary	Exemplary	Exemplary	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Passion House of Faith	90	90	+	-	0.29	0.22	15	Termination	Satisfactory	Probation	71.7	43.3	57.5	Satisfactory	Probation	Probation		
Pointe Coupee Enrichment Center	91	91	+	+	0.03	0.19	15	Probation	Probation	Probation	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
Pointe Coupee Parish	453	454	+	+	0.04	0.83	15	Termination	Probation	Termination	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
Project H.O.P.E.	296	296	+	+	0.07	0.01	15	Probation	Exemplary	Satisfactory	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
Rapides Parish	411	411	+	+	0.01	0.02	15	Exemplary	Exemplary	Exemplary	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
Recovery School District	115	114	+	+	0.06	0.00	15	Satisfactory	Satisfactory	Satisfactory	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
Richland Parish	98	98	-	-	0.33	0.07	15	Probation	Satisfactory	Probation	43.3	15.0	29.2	Probation	Termination	Termination		
Sabine Parish	824	824	+	-	0.87	0.13	15	Termination	Probation	Termination	71.7	43.3	57.5	Satisfactory	Probation	Probation		
Safe Haven Developmental Services	26	26	+	+	0.26	0.11	15	Probation	Satisfactory	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Southern Univ. and MASTER, Inc.	71	73	+	+	0.32	0.06	15	Termination	Probation	Termination	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary		
St. Bernard Parish	314	314	+	+	0.07	0.01	15	Satisfactory	Probation	Probation	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
St. James Parish	162	162	+	+	0.05	0.76	15	Exemplary	Satisfactory	Exemplary	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
St. Landry Community Services	690	690	+	+	0.46	0.48	15	Probation	Probation	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
St. Landry Parish	604	604	+	-	0.64	0.12	15	Satisfactory	Probation	Probation	71.7	43.3	57.5	Satisfactory	Probation	Probation		
St. Tammany Parish	352	352	+	+	0.71	0.28	15	Probation	Probation	Probation	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Terrebonne Parish	407	407	+	+	0.37	0.41	15	Probation	Exemplary	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory		
Urban League of Greater New Orleans	4	6			N < 10		15	Probation	Termination	Termination				N/A				
Urban Support Agency	965	966	+	+	0.02	0.00	15	Satisfactory	Exemplary	Exemplary	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
Vietnamese Initiatives in Economic Training	381	381	+	+	0.00	0.01	15	Satisfactory	Satisfactory	Satisfactory	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
VOA - GNO	314	314	+	+	0.03	0.31	15	Exemplary	Exemplary	Exemplary	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary		
VOA - NL	385	384	+	+	0.00	0.01	15	Satisfactory	Satisfactory	Satisfactory	100.0	100.0	100.0	Exemplary	Exemplary	Exemplary		
YMCA of GNO	63	63	-	+	0.17	0.36	15	Probation	Termination	Probation	43.3	71.7	57.5	Probation	Satisfactory	Probation		
Young Audiences of Louisiana	1190	1191	-	-	0.38	0.84	15	Exemplary	Exemplary	Exemplary	43.3	43.3	43.3	Probation	Probation	Probation		
Youth of Excellence Learning Center	125	125	-	-	0.35	0.01	15	Exemplary	Satisfactory	Exemplary	43.3	15.0	29.2	Probation	Termination	Termination		

Note: Academic achievement statistics for 2012 do not include students tested in the summer term.

SES Outcomes Chart with 2011 and 2012 LDE Ratings

SES Provider Name	SES Student ELA		SES Student Math		Statistical Significance for ELA	Statistical Significance for Math	Surveys	2011 LDE Rating: Combined			2012 Average of			2012 LDE Rating: Combined		
	Total Number of Students Tested in 2011	Total Number of Students Tested in 2012	Improved from 2011 to 2012	Improved from 2011 to 2012				Rating: ELA	Rating: Math	Rating: ELA and Math	2012 ELA Points	2012 Math Points	2012 ELA and Math Points	Rating: ELA	Rating: Math	Rating: ELA and Math
#1 in Learning	15	16	+	+	0.17	0.13	0				56.7	56.7	56.7	Probation	Probation	Probation
A to Z In-Home Tutoring	26	29	-	-	0.96	0.39	0	Termination	Termination	Termination	28.3	28.3	28.3	Termination	Termination	Termination
Adelante Educational Services	41	41	+	-	0.25	0.68	15	Satisfactory	Satisfactory	Satisfactory	71.7	43.3	57.5	Satisfactory	Probation	Probation
Alemap Consultants	92	90	+	-	0.03	0.90	15				100.0	43.3	71.7	Exemplary	Probation	Satisfactory
All About Education	58	58	+	+	0.33	0.90	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
ATS Project Success	28	28	+	+	0.24	0.12	15				71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
Babbage Net School	180	180	+	+	0.81	0.07	15	Satisfactory	Satisfactory	Satisfactory	71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary
Basic Learning Skills	61	63	-	-	0.28	0.23	15	Satisfactory	Satisfactory	Satisfactory	43.3	43.3	43.3	Probation	Probation	Probation
Calvary Baptist Church	16	16	-	-	0.79	0.76	15	Satisfactory	Exemplary	Exemplary	43.3	43.3	43.3	Probation	Probation	Probation
Club Z! In-Home Tutoring	48	52	-	-	0.69	0.54	15	Probation	Satisfactory	Probation	43.3	43.3	43.3	Probation	Probation	Probation
Educate Online	37	39	+	+	0.67	0.88	15	Termination	Termination	Termination	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
Education Explosion	31	31	-	-	0.37	0.75	15				43.3	43.3	43.3	Probation	Probation	Probation
Education Support Systems	42	39	+	+	0.25	0.17	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
Focus First Tutoring	138	137	+	+	0.96	0.02	15				71.7	100.0	85.8	Satisfactory	Exemplary	Exemplary
Fully Devoted Developer of Children	1312	1310	+	-	0.83	0.42	15	Satisfactory	Satisfactory	Satisfactory	71.7	43.3	57.5	Satisfactory	Probation	Probation
Grade Results	56	60	-	-	0.80	0.08	0	Probation	Satisfactory	Probation	28.3	0.0	14.2	Termination	Termination	Termination
Kinetic Potential Scholars	8	8	N < 10				0				N < 10					
Lafayette Parish School System	0	0	N < 10				15	Termination	Probation	Termination	N < 10					
Learn It Online	102	95	-	-	0.73	0.94	0				28.3	28.3	28.3	Termination	Termination	Termination
Learn It Systems	106	106	-	-	0.22	0.63	0	Satisfactory	Satisfactory	Satisfactory	28.3	28.3	28.3	Termination	Termination	Termination
Learning4Today	82	82	-	-	0.14	0.39	0				28.3	28.3	28.3	Termination	Termination	Termination
Mobile Minds Tutoring	12	12	+	+	0.41	0.54	0				56.7	56.7	56.7	Probation	Probation	Probation
MTS Tutorial Service	366	366	+	+	0.08	0.67	15	Satisfactory	Satisfactory	Satisfactory	100.0	71.7	85.8	Exemplary	Satisfactory	Exemplary
Program & Project Management Services	15	15	-	-	0.45	0.24	15				43.3	43.3	43.3	Probation	Probation	Probation
Project Educate Me	39	39	-	-	0.14	0.36	15	Satisfactory		N/A	43.3	43.3	43.3	Probation	Probation	Probation
Rocket Learning	178	178	+	-	0.94	0.13	15	Probation	Satisfactory	Probation	71.7	43.3	57.5	Satisfactory	Probation	Probation
Sylvan of Acadiana	110	110	-	-	0.94	0.22	15	Satisfactory	Satisfactory	Satisfactory	43.3	43.3	43.3	Probation	Probation	Probation
Sylvan of Alexandria	12	12	-	+	0.59	0.98	15				43.3	71.7	57.5	Probation	Satisfactory	Probation
Sylvan of Baton Rouge and Gonzales	68	70	+	-	0.86	0.84	0	Satisfactory	Satisfactory	Satisfactory	56.7	28.3	42.5	Probation	Termination	Probation
Sylvan of Harvey	7	11	n < 10	-	n < 10	0.60	15	Probation	Termination	Probation	N/A	43.3	N/A	N/A	Probation	N/A
Sylvan of Houma	2	2	N < 10				0				N < 10					
Sylvan of Metairie	74	75	-	-	0.79	0.92	0	Satisfactory	Probation	Probation	28.3	28.3	28.3	Termination	Termination	Termination
Tailor Made Instruction	57	57	-	-	0.59	0.86	0				28.3	28.3	28.3	Termination	Termination	Termination
The Achievement Academy	622	629	+	+	0.46	0.17	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
Training Connections	373	381	+	+	0.71	0.26	15	Satisfactory	Satisfactory	Satisfactory	71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory
Tutors with Computers	240	241	-	-	0.09	0.01	0				0.0	0.0	0.0	Termination	Termination	Termination
Urban Support Agency	154	154	+	+	0.74	0.12	15				71.7	71.7	71.7	Satisfactory	Satisfactory	Satisfactory

Note: Academic achievement statistics for 2012 do not include students tested in the summer term.