INDIANA DEPARTMENT of EDUCATION

Indiana 21st Century Community Learning Centers Statewide Evaluation Report: 2023-2024

December 2025

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

Executive Summary

Indiana's 21st CCLC Programs

The 21st Century Community Learning Centers (21st CCLC) program provides students with access to quality out-of-school time programming. During 2023-2024, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10, Cohort 11) to 63 grantees. A total of 192 sites participated in the Indiana 21st CCLC program.

17,030
Students served in 2023-2024

58%
Of students were 1st to 5th grade

89
Average students per site

51%
Of program participants attended 45 or more days

Benefits for 21st CCLC Students

Descriptive analyses suggested a positive relationship between high levels of 21st CCLC participation and 1) student academic performance and 2) school behaviors.

Figure I: Academic Performance: ILEARN Performance 4-8 (2023-2024)

*A higher percentage of 21st CCLC participants attending at higher levels showed **growth on the ILEARN ELA** and **proficiency on the ILEARN Math** compared to students attending less frequently.*

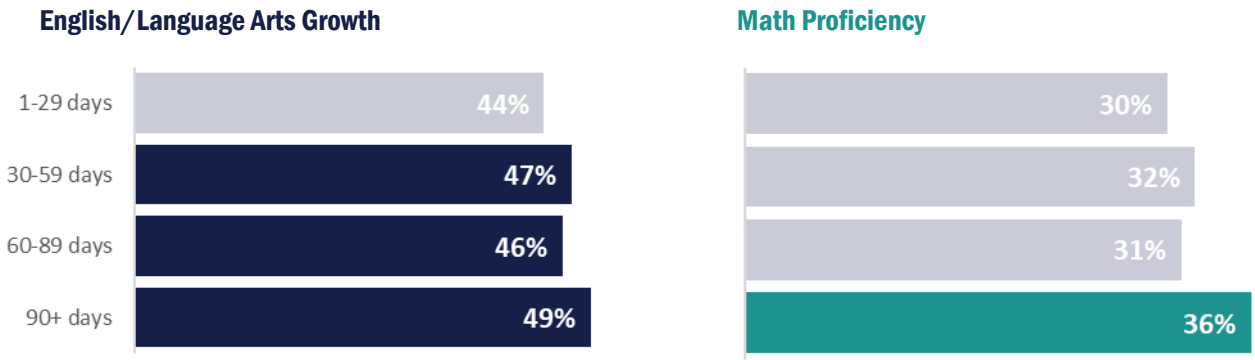


Figure II: School Attendance: Chronic Absenteeism K-12 (2023-2024)

Students attending more than 90 days were less likely to be chronically absent compared to students who attended less frequently

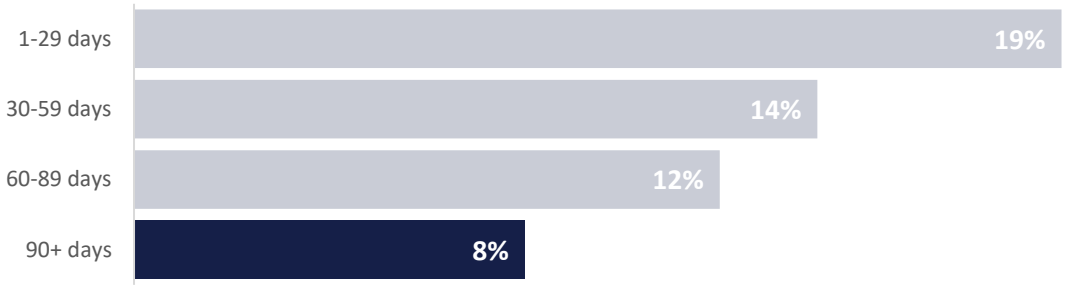
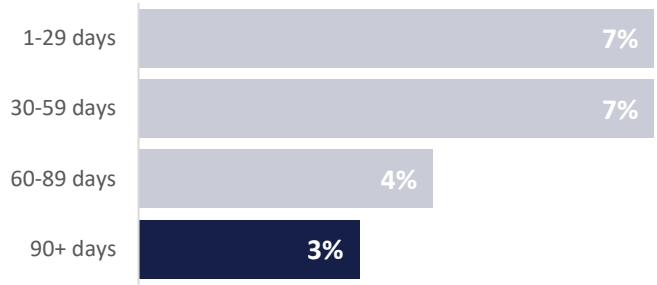


Figure III: In-School Suspensions: Grades K-12 (2023-2024)



21st CCLC participants attending 90+ days were less likely to receive an in-school suspension compared to students attending less frequently.

Indiana's Performance Measurement Framework includes a focus on Academic, Interpersonal/Behavioral, and Family Engagement outcomes. All 21st CCLC sites are required to track and report on performance measures in each of these areas.

Figure IV: Percentage of Performance Measures Met – All Sites (2023-2024)

Overall, sites met the majority of performance measures in all three areas, based on results reported in each site's Executive Summary.

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Detailed Summary & Conclusions

Overview of 21st CCLC

The 21st Century Community Learning Centers (21st CCLC) program provides students with access to quality out-of-school time programming. The grant initiative began in 1994 under the Elementary and Secondary School Act and was later expanded in 2001 through the No Child Left Behind Act and again in 2015 through the Every Child Succeeds Act. The program is currently administered by state education agencies.

Through 21st CCLC, youth and families are provided with a diversity of opportunities focusing on academic enrichment and youth development. Programs are designed to provide students with a safe environment during non-school hours, while supporting students' social-emotional development and overall academic success. During 2023-2024, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10 and Cohort 11) to 63 grantees. A total of 192 sites participated in the Indiana 21st CCLC program.

2023-2024 Evaluation

This evaluation report describes the status of Indiana 21st CCLC programs operating in the 2023-2024 program year. It builds on methods from prior evaluations. Key findings and considerations are first summarized in this section. Results are further described in the sections that follow, including an overall description of program context, the levels of 21st CCLC participation, descriptive and impact analyses describing relationships between participation and student outcomes, a summary of performance measures reported by grantees, and program case studies. Detailed analyses are included in the appendices, along with methods and detailed program context information.

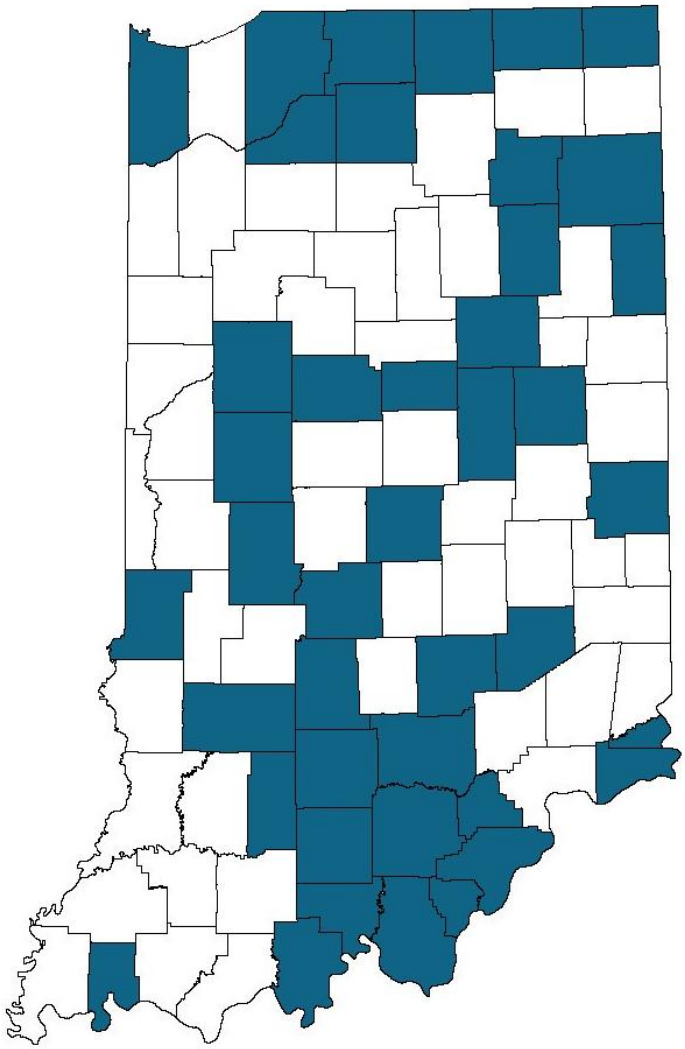
The evaluation is organized around the following key approaches:

- Program Context
- Descriptive Analysis
- Matched-Groups Analysis
- Performance Measures Summary
- Case Studies

Program Context

In 2023-2024, a total of 192 sites across 45 Indiana counties (through 63 grantees) participated in the Indiana Department of Education's (IDOE) 21st CCLC program. A total of 17,030 participants were served in 21st CCLC programming.

Figure i: 21st CCLC Program Locations (2023-2024)



Approach

Background

Program context summarizes the characteristics of 21st CCLC programming offered by grantees during the 2023-2024 grant year, including grantee characteristics, participant demographics, attendance levels, activity data, and staff/volunteer demographics.

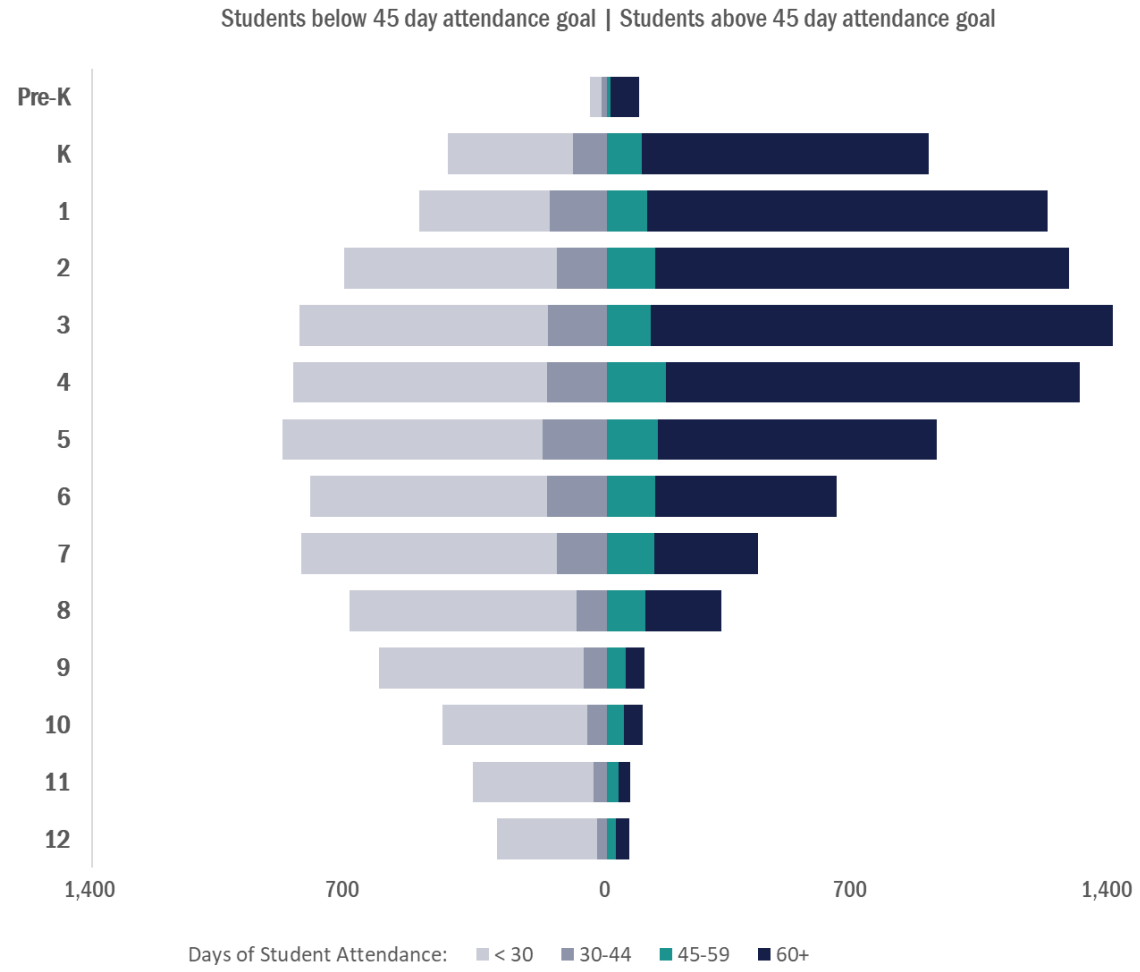
Data Sources

Data were entered into the TransAct/Cayen Afterschool Software by grantees, subcontractors (e.g., local evaluators), and IDOE during the 2023-2024 grant year and exported by the evaluation team during fall 2024 and winter 2024. Where appropriate, historical attendance data (2014-2022) were utilized to provide additional context. Additionally, grantees' local evaluation reports and executive summaries were also utilized.

The majority of program participants were elementary school students (grades 1-5), and most of these students attended 45 or more days.

Figure ii: 21st CCLC Student Attendance (2023-2024)

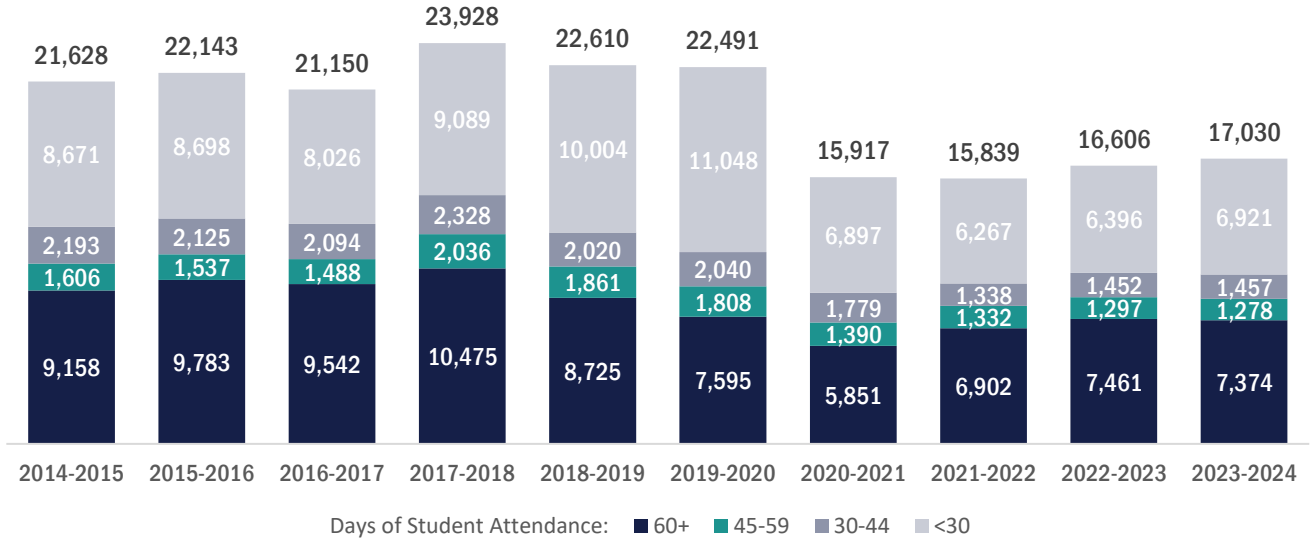
More than half of all participants in pre-kindergarten through 5th grade attended for at least 45 days.



While it remains below pre-pandemic levels, participation in 21st CCLC programming increased from 2022-2023 to 2023-2024. Of note, the number of students attending 60+ days increased by 26% from its lowest point in 2020-2021.

Figure iii: Annual 21st CCLC Participation (2014-2025 through 2023-2024)

The number of 21st CCLC participants served decreased in 2020-2021, likey due to the COVID-19 pandemic, and the number of participants served has gradually increased since that time.



21st CCLC sites provide a variety of activity topics, including academic enrichment, career readiness, cultural programs, drug and violence prevention and counseling, healthy and active lifestyles, literacy, and STEM – among many others.

Figure iv: Most Frequently Offered 21st CCLC Activities (2023-2024)

	Number of Activities	Avg. Days Offered	Avg. Hours Offered	Avg. Hours/Day
Academic Enrichment	747	77	118	1 hr 51 min
Healthy and Active Lifestyle	599	70	74	1 hr 23 min
STEM	437	40	69	1 hr 48 min
Well-rounded Education Activities (e.g., credit recovery or attainment)	230	41	56	2 hr 18 min
Cultural Programs	221	60	75	1 hr 53 min
Literacy Education	171	45	58	1 hr 21 min
Career Competencies and Career Readiness	76	70	125	1 hr 52 min

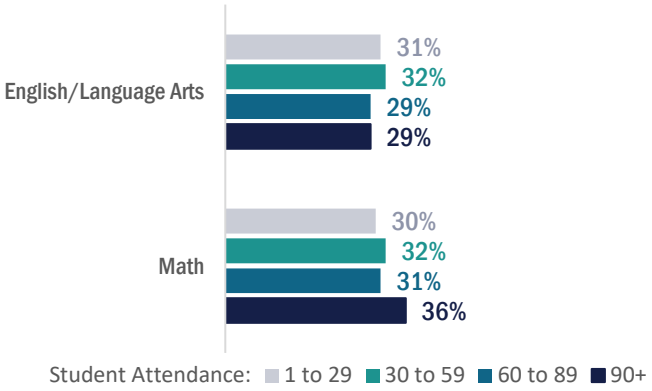
Descriptive Analysis

Relationship Between Academic Performance and 21st CCLC Participation

A series of descriptive and impact analyses with 21st CCLC participants highlight a relationship between high levels of 21st CCLC participation and measures of academic performance. Findings appear to be strongest among students who participate in 90 or more program days.

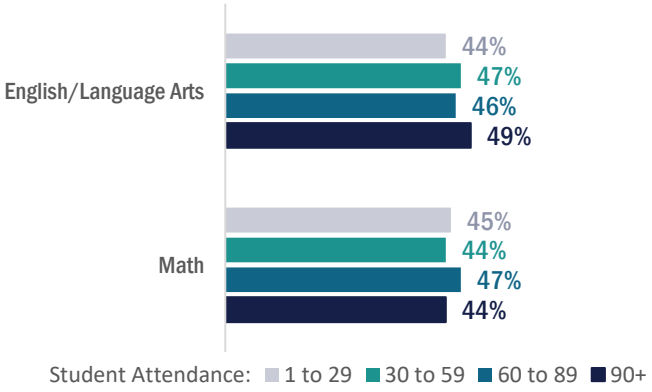
INDIANA STATE ASSESSMENT PROFICIENCY (ILEARN): During 2023-2024, a higher percentage of 21st CCLC participants in grades 3 to 8 attending 90+ days passed the math portion of ILEARN compared to those attending less frequently (Figure v).

Figure v: Percent Passing ILEARN Grades 3-8 (ELA/Math)



ILEARN GROWTH: During 2023-2024, a higher percentage of 21st CCLC participants in grades 4 to 8 attending 90+ days demonstrated growth (i.e., Student Growth Percentiles (SGP) ≥ 50) on the ELA portion of ILEARN compared to those attending less frequently (Figure vi).

Figure vi: Percent Showing Growth on ILEARN Grades 3-8 (ELA/Math)



APPROACH

Background

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic and behavioral outcomes. Subgroup analyses were completed using multi-year attendees and low performing students (receiving a D+, D, D-, or F in the fall). For matched-groups analyses, groups of regular attendees (30+, 60+, 90+) were matched with a demographically similar comparison group using propensity score matching. It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study.

Outcome Measures

ILEARN: Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2024. All data were provided by IDOE. ILEARN scale scores, growth, and proficiency levels were reported.

Average Final Grades: Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, sites also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

Department of Education (DOE) Teacher Survey: Teacher-perceived school-related behaviors were assessed utilizing the DOE Teacher Survey, which is a required data element for Indiana 21st CCLC. The survey measures teacher perceptions of student improvement in 11 areas of

→ ***Matched-Groups.*** Small, statistically significant effects (described below) were found for *ILEARN* proficiency and growth (as defined by SGP) in 2023. These findings generally supported findings noted in the descriptive analyses.

30 or More Days (ILEARN ELA Growth): Students who attended for 30 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 on ILEARN ELA than the matched comparison group.

30 or More Days (ILEARN Math Growth): Students who attended for 30 or more days were statistically significantly more likely to meet their ILEARN math growth targets and earn an SGP greater than or equal to 50 than the matched comparison group.

30 or More Days (ILEARN Math Proficiency): Students who attended for 30 or more days were statistically significantly more likely to pass the ILEARN Math assessment than the matched comparison group.

60 or More Days (ILEARN Math Growth): Students who attended for 60 or more days were statistically significantly more likely to meet their ILEARN math growth targets and earn an SGP greater than or equal to 50 than the matched comparison group.

60 or More Days (ILEARN Math Proficiency): Students who attended for 60 or more days were statistically significantly more likely to pass the ILEARN Math assessment than the matched comparison group.

behavior. Two versions of the survey were administered based on grade level.

School Day Attendance: School day attendance was calculated by the number of days attended out of days enrolled based on a minimum enrollment of 162 days.

ACCESS for ELLs: ACCESS for ELLs measures students' English language proficiency across four domains: listening, speaking, reading, and writing. Schools use results to guide instructional decisions for ELL students.

Course Completion: Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. The evaluation focused on dual credits and high school credits.

In-School Suspension: IDOE's discipline data layout (DOE-ES) defines in-school suspensions as incidents in which a "student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system" (n.p.).

Out-of-School Suspension: If no "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student, the suspension is classified as an out-of-school suspension.

Data Sources

Data were entered into TransAct/Cayen by grantees, subcontractors, and IDOE staff during the 2023-2024 grant years and exported by the evaluation team during fall 2024. Additional outcome data were provided by IDOE in winter 2024-2025.

Report Card Grades: For 2023-2024, a higher percentage of 21st CCLC participants attending 90 or more days were more likely to improve their grades or maintain satisfactory grades in English/language arts and math compared to those attending less frequently (Figures vii and viii).

Figure vii: Improving or Maintaining a B or Higher: K-12 (2023-2024)

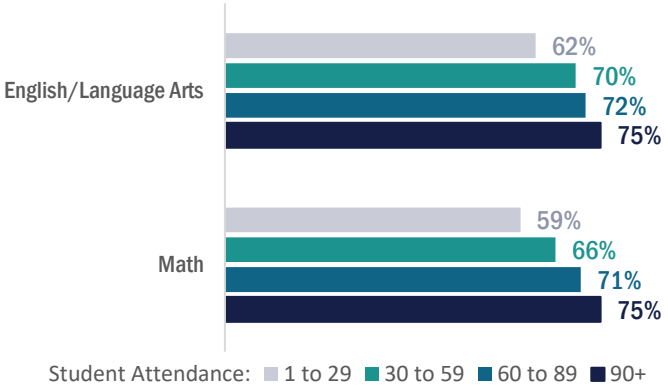
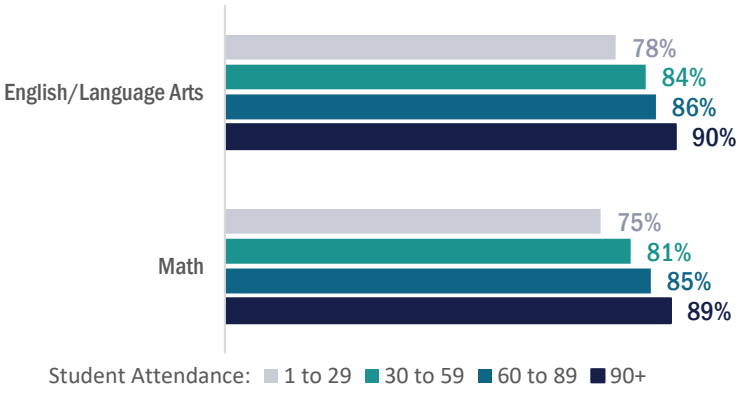
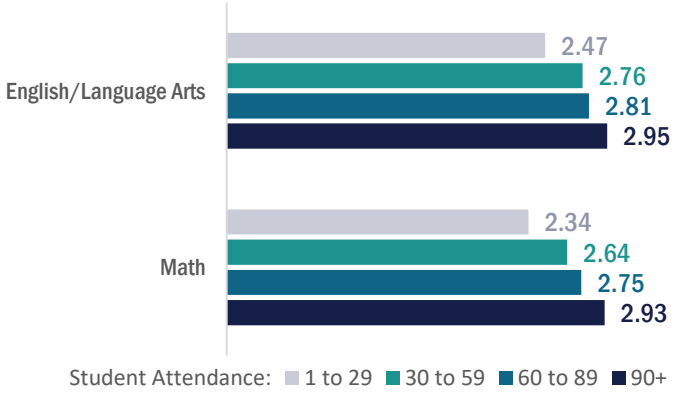


Figure viii: Improving or Maintaining a C or Higher: K-12 (2023-2024)



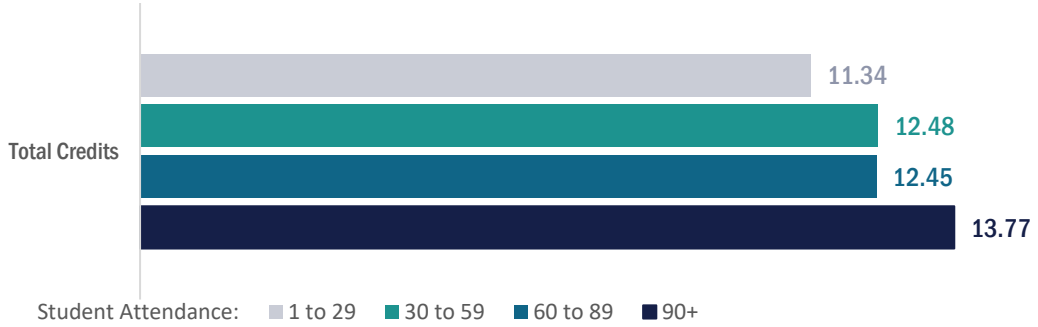
Average Final Grades: There was a statistically significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12. Students attending at higher levels (30 to 59 days, 60 to 89 days, and 90+ days) had significantly higher final grades compared to those attending less frequently (Figure ix). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

Figure ix: Average English/Language Arts & Math Spring Grades: K-12 (2023-2024)



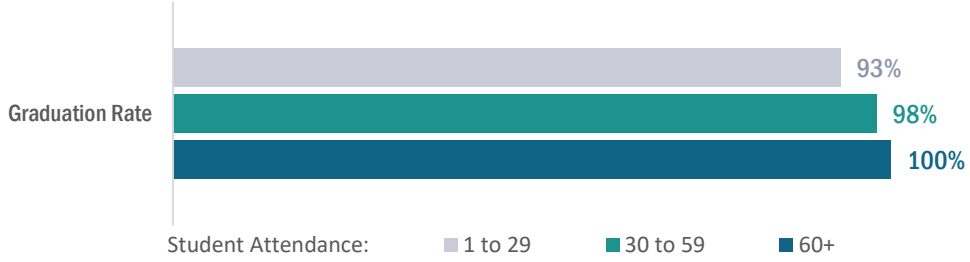
Annual High School Credits Obtained: High school students attending 21st CCLC at higher levels obtained a greater number of credits during the 2023-2024 school year compared to students who attended less frequently.

Figure x: Total Credits Obtained: 9-12 (2023-2024)



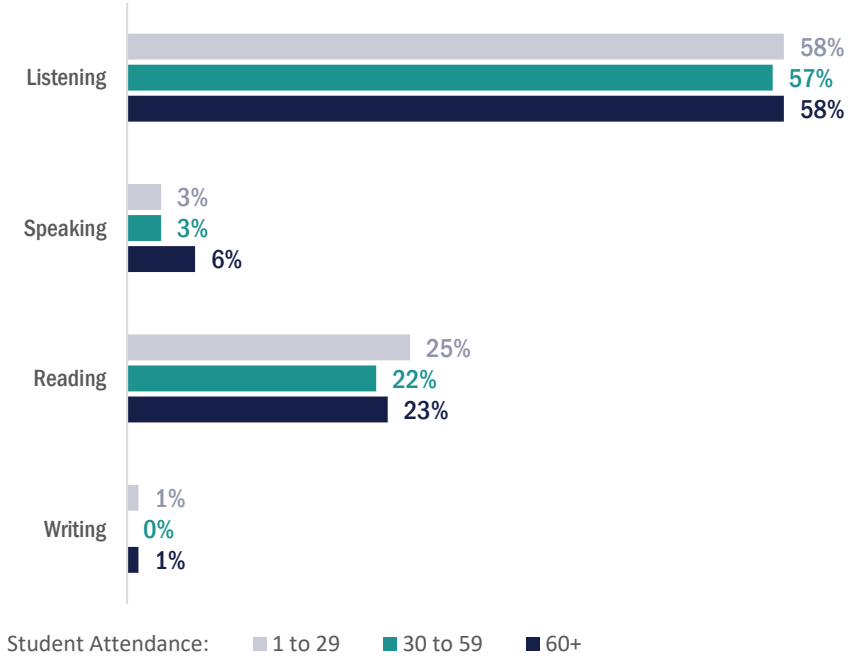
High School Graduation: A higher percentage of 21st CCLC 12th grade participants attending 30-59 days and 60+ days graduated compared to those attending 1-29 days.

Figure xi: High School Graduation: 12 (2023-2024)



WIDA ACCESS FOR ELLS PROFICIENCY: Across WIDA domains, results were mixed, which suggested that additional support is needed for ELL students attending 21st CCLC.

Figure xii: ACCESS for ELLs Proficiency: K-12 (2023-2024)



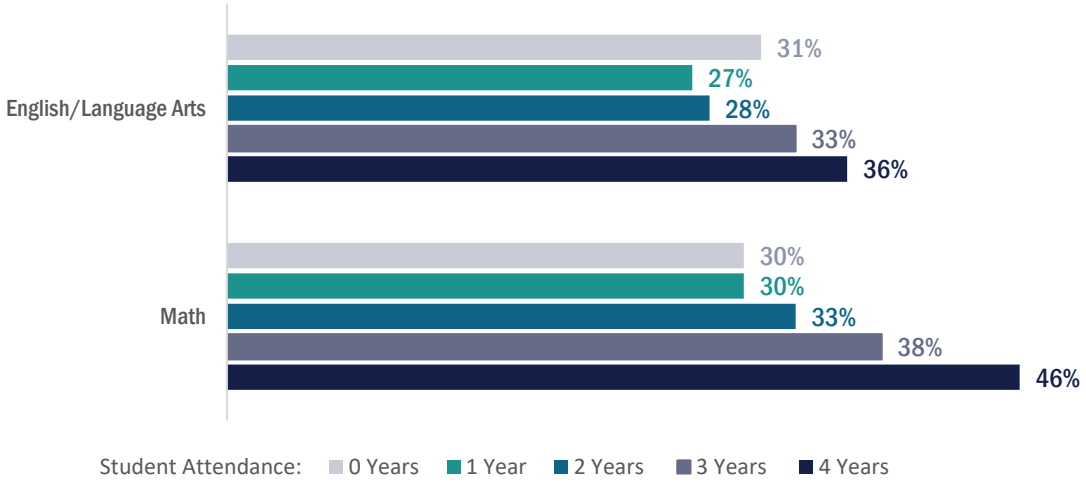
Relationship Between Academic Performance and 21st CCLC Participant Subgroups

A series of exploratory descriptive analyses with unique subgroups further highlight a relationship between high levels of 21st CCLC participation and measures of academic performance. These analyses explored relationships between participation and academic performance in respect to participants who participated at high levels in multiple years.

MULTI-YEAR ATTENDANCE: The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020-2021 to 2023-2024. Multi-year attendance was linked with participants' academic performance data from spring 2024 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years).

- ***ILEARN ELA Proficiency.*** There was a statistically significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency. This association was driven by students attending 60 or more days in 4 years. These students were more likely to pass the assessment compared to students who attended regularly (i.e., 60 or more days) in fewer years.
- ***ILEARN Math Proficiency.*** There was a statistically significant association between years of 60 or more days attendance and ILEARN Math proficiency. This association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years.

Figure xiii. Multi-year Attendance (Grades 3-8) by ILEARN English/Language Arts & Math Proficiency (2023-2024)



- ***Average Grades.*** For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (i.e., 60+ days) and final average English/language arts and math grades. For both subjects, students who attended regularly during multiple years had the highest final spring grades. For students in grades 9-12, there was a statistically significant relationship between years of regular attendance and final average English/language arts grades. Students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year and two to four years.

Figure xiv. Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades (2023-2024)

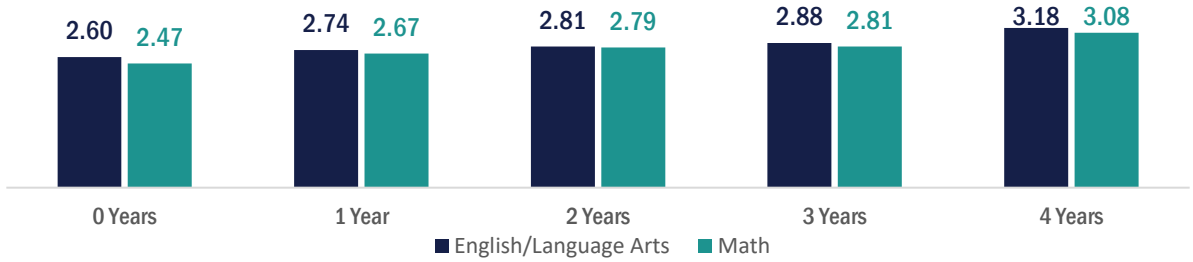
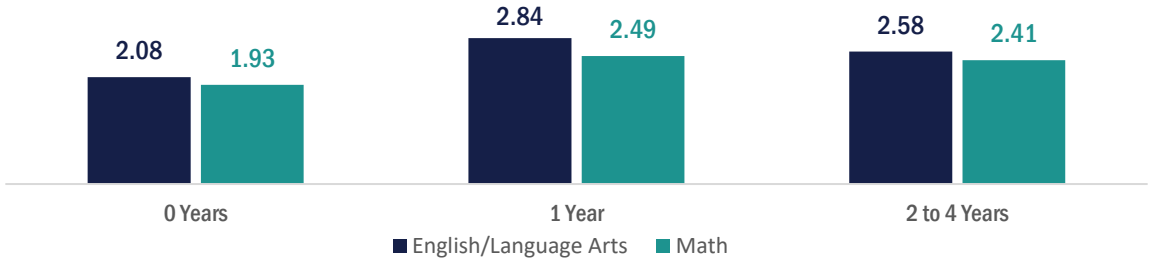
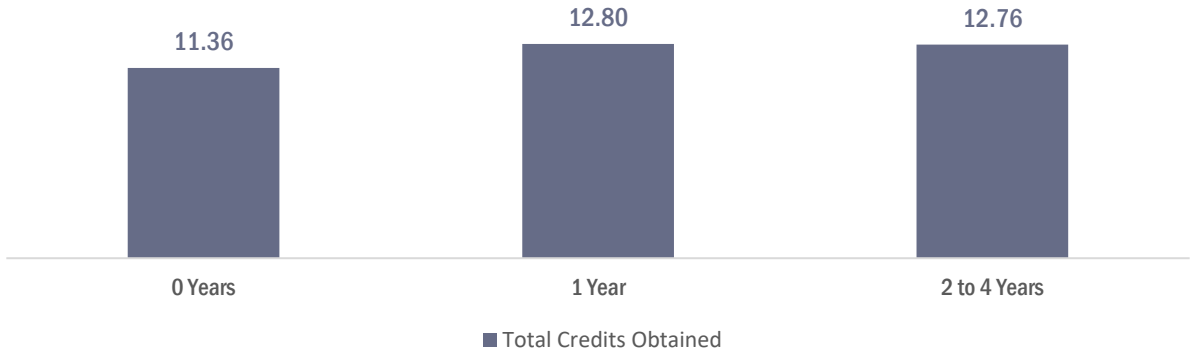


Figure xv. Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades (2023-2024)



→ ***Course Completion.*** When controlling for the number of courses taken, there was a significant relationship between years of regular attendance and total credits obtained for grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year and two to four years.

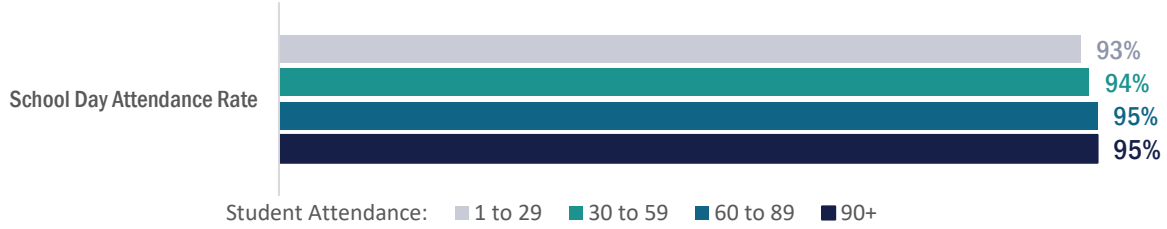
Figure xvi. Multi-year Attendance (Grades 9-12) by Credits Obtained (2023-2024)



Relationship Between School Attendance and 21st CCLC Participation

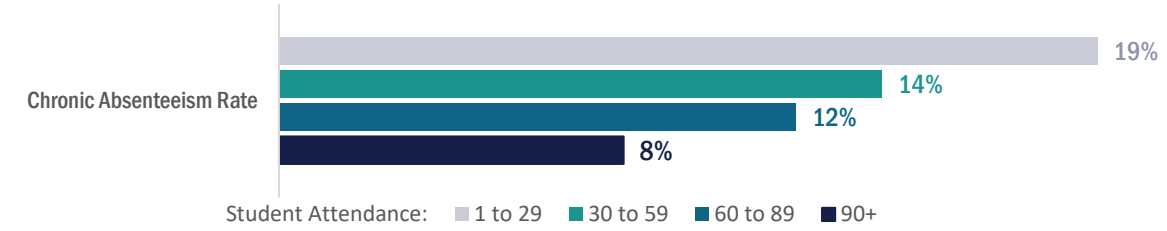
A subset of participants who had school day enrollment and attendance data entered within Indiana's data collection system was examined. A statistically significant relationship between participation in out-of-school-time programming and school attendance was found. Participants attending more days of out-of-school-time programming had higher school day attendance rates compared to participants attending out-of-school-time programming less frequently.

Figure xvii: Attendance Rates: K-12 (2023-2024)



There was a significant association between afterschool attendance and chronic absenteeism. Students attending more than 90 days were less likely to be chronically absent compared to students who attended less frequently

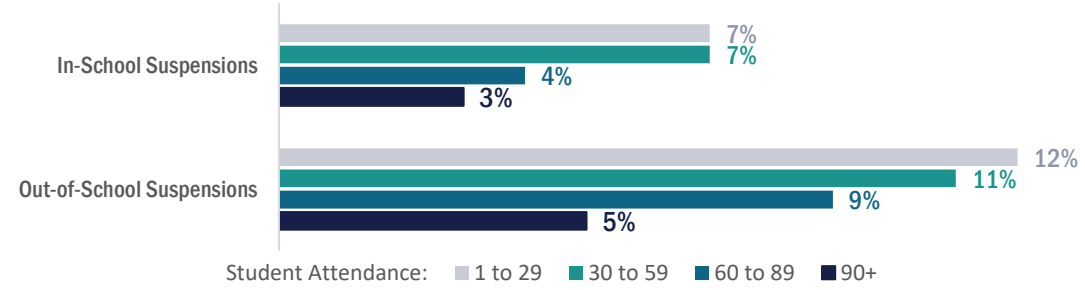
Figure xviii: Chronic Absenteeism Rates: K-12 (2023-2024)



Relationship Between School Discipline and 21st CCLC Participation

A series of descriptive analyses with 21st CCLC participants highlight a relationship between high levels of 21st CCLC participation and lower suspension rates. Findings appear to be strongest among students who participate in 90 or more program days.

Figure xix: Suspension Rates: K-12 (2023-2024)



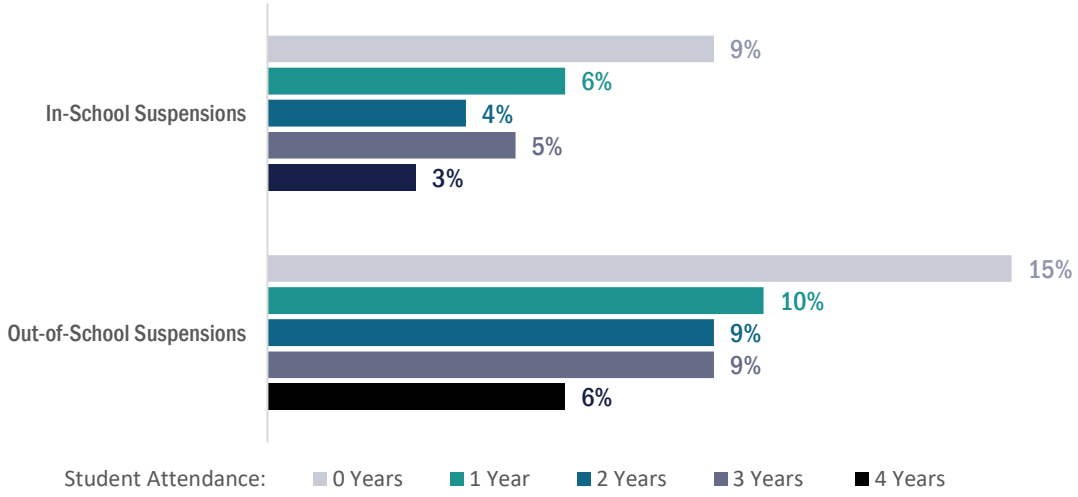
Relationship Between Behavior and 21st CCLC Participant Subgroups

A series of exploratory descriptive analyses with unique subgroups further highlight a relationship between high levels of 21st CCLC participation and measures of student behavior. These analyses explored relationships between participation and behavior in respect to participants who participated at high levels in multiple years.

MULTI-YEAR ATTENDANCE: The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020-2021 to 2023-2024. Multi-year attendance was linked with participants' behavioral data from spring 2024 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants were not able to attend a full 4 years, these grade levels were excluded from the analyses.

- ***In-School Suspension.*** For grades 3-8, there was a significant association between the number of years of regular attendance and in-school suspension rates. Students attending 60 or more days for one or more years were less likely to be suspended compared to students who never attended regularly.
- ***Out-of-School Suspension.*** For grades 3-8, there was a significant association between the number of years of regular attendance (i.e., 60+ days) and out-of-school suspension. Students attending 60 or more days for two years, three years, or four years were less likely to be suspended compared to students who never attended 60+ days.

Figure xx: Suspension Rates: 3-8 (2023-2024)

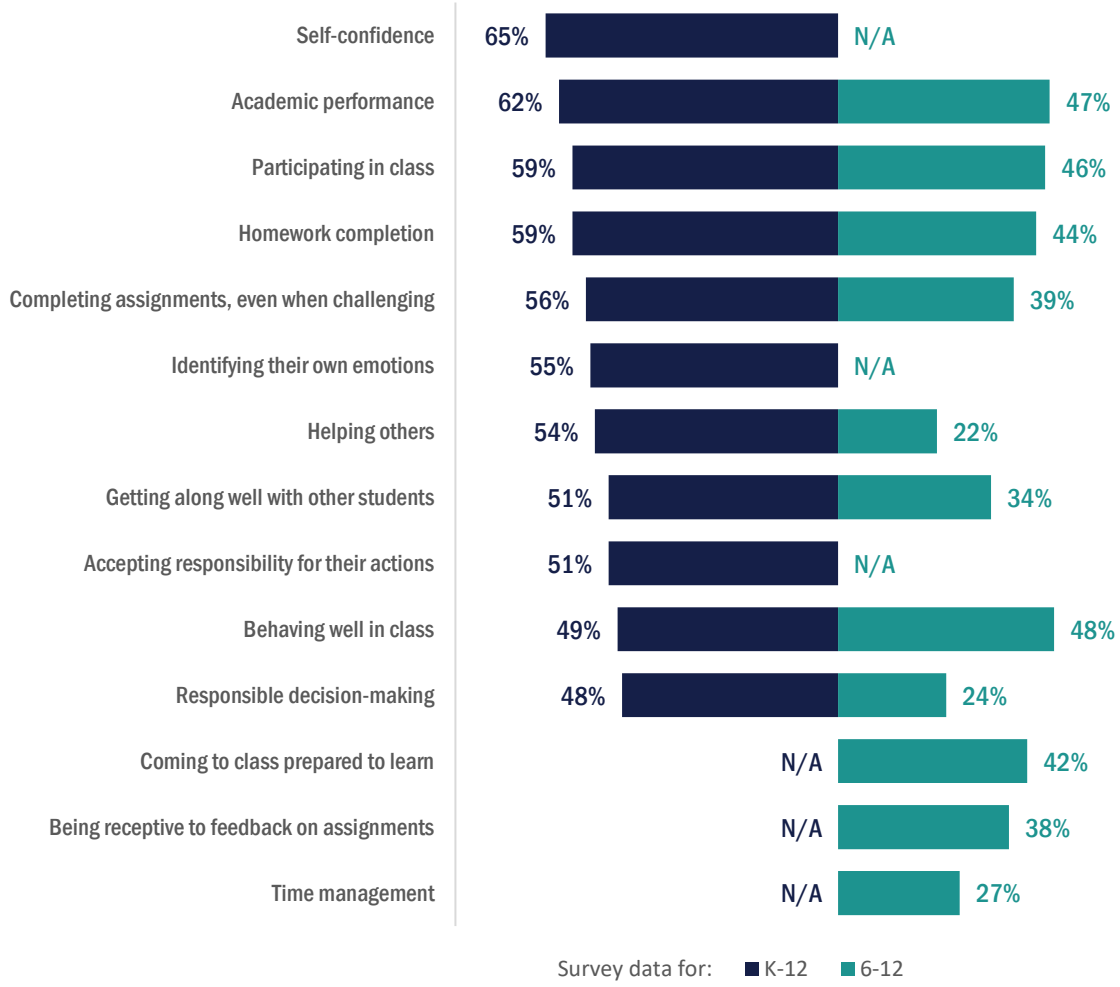


Relationship Between School-Related Behaviors and 21st CCLC Participation

At the end of the school year, school day teachers were asked to report on the extent to which certain behaviors exhibited by a site's attendees improved or did not improve during the reporting period. Two survey instruments were available to grantees: a K-12 survey and a 6-12 grade survey (which included several items specifically designed for middle and high school students). In most cases, the majority of K-12 participants who attended 60 or more days were reported by teachers as improving on specific items.

SCHOOL-RELATED BEHAVIORS: At least 5 out of 10 participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in self-confidence, academic performance, participating in class, homework completion, completing assignments (even when challenging), identifying their own emotions, helping others, getting along well with others, and accepting responsibility for their actions for K-12 students.

Figure xxi: Teacher-Reported Improvement (K-12 Survey & 6-12 Survey)



Summary of Indiana 21st CCLC Performance Measures

Summary of Progress toward Performance Measure Targets: Grades K-12

Results from local 21st CCLC Executive Summaries were reviewed, and a state summary was compiled. Across all sites, the majority of performance measures were met. Sites were most likely to meet Family Engagement measures, followed by Academic and Interpersonal/Behavioral measures (see **Background** in sidebar).

Figure xxii: Percentage of Performance Measures Met – All Sites (Grades K-12)

Academic Performance Measures (Grades K-12): Across all sites, 79% of Academic performance measures were met (639/806). Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 81% of English/language arts grade measures (183/225) and 79% of math grade measures (178/225) were met.

Interpersonal/Behavioral Performance Measures (Grades K-12): Of the 503 Interpersonal/Behavioral performance measures set by sites, 78% (390/503) were met.

Family Engagement (Grades K-12): Across all sites, 94% of all Family Engagement performance measures (320/339) were met.

Regularly Attending Participants (RAP) Targets (Grades K-12): Over half (61%) of sites met their targets for regularly attending participants (RAPs). To be a regularly attending participant for state reporting in 2023-2024, a student must attend at least 45 days of school year programming.

Figure xxiii: Percentage of Sites Meeting RAP Targets

Approach

Background

Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Interpersonal/Behavioral, and Family Engagement outcomes. All 21st CCLC sites are required to track and report on performance measures in each of these areas. With the support of their local evaluator, grantees identify local assessment tools and create site-level performance measures and targets. All performance measures are approved by IDOE.

Academic: Example measures included the percentage of students earning a B or higher or increasing their English/language arts grade from fall to spring and the percentage of students improving academic performance as reported by classroom teachers.

Interpersonal/Behavioral: Example measures included the percentage of students reporting increased optimism about their school day and the percentage of students improving classroom behavior as reported by classroom teachers.

Family Engagement: Example measures included the percentage of parents attending school-sponsored family sessions and the percentage of parents reporting an increase in time spent reading with their child.

Data Source

Data sources utilized by sites included, but were not limited to, report card grades, standardized test scores/proficiency, stakeholder surveys, and the IDOE Teacher Survey. Site-level results were reported in the Executive Summary of the yearly local evaluation reports required for each 21st CCLC grantee.

Case Studies

To better understand the practices employed by high performing 21st CCLC grantees, cases studies were completed with four grantees whose programs had demonstrated success integrating student voice and choice into their 21st CCLC programming.

Best Practices

Across participating grantees, a variety of key practices emerged. Each is described briefly in the following section.

Relationships: Positive relationships among staff and program participants were the primary driver of student voice and choice in high performing programs. Through strong, trusting relationships with students, staff actively build afterschool program cultures that clearly and consistently prioritize student perspectives.

Student Input: Gathering input from students is a critical component for integrating authentic voice and choice into afterschool programs. In high performing programs, opportunities to collect feedback are robust and include both formal and informal methods. Formally, this includes surveys, focus groups, advisory groups, and various technology (e.g., Google Classroom). Informally, staff prioritize conversations with students to get their ideas and reflections on specific programming. Fully embracing student advisory groups, rather than treating them as a compliance response, is a meaningful step toward a culture of voice and choice.

Staff Autonomy: High performing programs maximize voice and choice by offering direct service staff greater autonomy when developing and implementing afterschool program offerings. Given their proximity to youth, direct service staff are often in the best position to understand youth needs and preferences, affect program culture, and to solicit feedback from them. Incorporating direct service staff into a program's decision-making body is a best practice for expanding voice and choice. Programs closely collaborated with frontline staff members to identify passion projects and personal interests among staff that can be integrated in programming.

Community Partnerships: Programs leverage community partnerships to help provide space, resources, and staffing to provide a greater variety of high quality activities. Community partners maximize the breadth of activities through increased staffing and additional space and expand quality through access to specialized resources.

Approach

Background

To better understand the practices employed by high performing 21st CCLC grantees, cases studies were completed with four grantees whose programs had demonstrated success integrating student voice and choice into their 21st CCLC programming. The case studies were designed to complement the breadth of data gathered and analyzed as part of the statewide evaluation by providing a deeper dive into the practices employed by high performing grantees, with a focus on identifying best practices that could be shared.

Guiding Questions

The case studies were designed to identify the strategies used by high-performing grantees: 1) How do grantees integrate student voice and choice into 21st CCLC? 2) How does voice and choice benefit program participants? 3) What strategies are used to collect feedback from students who participate in 21st CCLC programs? 4) What lessons have been learned that can improve the integration of voice and choice into 21st CCLC programs across Indiana?

Analysis

Interviews were analyzed using the framework method (Richie & Spencer, 1994) to identify key themes and subthemes.

Data Sources

Data were drawn from program director/site coordinator interviews completed in spring/summer 2025.

Conclusions

The 2023-2024 evaluation of Indiana's 21st CCLC programs provides ongoing evidence of the relationship between high levels of participation in afterschool programming and better outcomes for Indiana's youth. When examined in the context of prior evaluations, current results suggest that participation in programming is increasing following substantial decreases during and immediately following pandemic-related program closures. Notably, the number of students attending 45 or more days has nearly reached pre-pandemic levels. When compared to prior reports, outcomes for elementary school students remained consistent and high school students demonstrated stronger outcomes compared to programming offered prior to the pandemic. Middle school students continue to face academic and behavior challenges; however, there is some evidence to suggest improvements for middle school program participants when compared to the 2022-2023 grant year.

Descriptive analyses suggested a positive relationship between high levels of 21st CCLC participation and academic performance (e.g., ILEARN, reading and math grades), school day attendance, and school behavior. Findings appear to be strongest among students who attend 90 or more days. Moreover, participants who attend 21st CCLC programs for multiple years and attend at higher levels during those years (60 or more days each year) appear to have better academic and behavioral outcomes compared to those who attend less frequently.

Relationships between high levels of attendance and academic performance were confirmed by matched-groups analyses, which showed that students attending at higher levels were more likely to pass and demonstrate growth on the ILEARN assessment. Moreover, the matched-groups analyses suggested evidence of a relationship between attendance in the program and fewer school disciplinary issues.

As noted above, the strongest outcomes were observed for K-5 participants who attended at high levels, which is consistent with prior years. High school participants maintained gains that have emerged in the years since the COVID-19 pandemic. Of note, many high school students who attended at high levels participated in programming offered by a small subset of grantees, and these grantees may serve as a model for high school programming in future years.

While there is still evidence to suggest that programs are struggling to address new challenges faced by middle school participants since the pandemic, outcomes for middle school participants appered stronger than in 2022-2023, particularly in the areas of school day attendance, discipline, and math report card grades. Moreover, middle school students who had attended 60+ days during multiple years showed strong performance on the ILEARN.

Recommendations

Based on findings from the 2023-2024 state 21st CCLC evaluation, the following recommendations are proposed for consideration.

- **Promoting Within Year Student Attendance:** This evaluation provides additional evidence of the linkages between program attendance and improved outcomes for youth, particularly those who attend more than 90 days. Consideration may be given to strategies that increase the number of youth who attend programming at high levels during the school year. A variety of strategies are encouraged, including, but not limited to, 1) adopting policies that incentivize grantees to offer

additional days of programming and to mitigate attendance-related barriers for grantees and 2) providing grantees with examples of best practices and relevant support/resources for recruiting and retaining youth.

- **Promoting Multi-Year Participation:** Positive outcomes have been observed for youth who participate in programming at high levels over multiple years. These benefits have been observed for middle school participants, a group that has struggled since the pandemic. Consideration may be given to strategies that support consistent access to programming over multiple years, as well as approaches that encourage youth and their families to participate for multiple years. Strategies may include, but are not limited to, 1) providing grantees with resources to sustain programming across multiple years (including without 21st CCLC funding), 2) promoting program models that support multi-year attendance (e.g., serving multiple grade levels and/or feeder schools), and 3) providing support and examples of best practices for sustaining participation across multiple years. Furthermore, strategies may be developed to ensure that out-of-school time opportunities are available to youth as they matriculate from elementary school to middle and then high school.

- **Identifying Successful High School Models:** As noted above, stronger effects were noted during the last two evaluations for high school participants compared to prior years. While many high school students who participated at the highest levels (e.g., 60-89, 90+ days) attended programming offered by a small subset of grantees, these programs may be used as models for expanding quality high school activities across Indiana. As applicable, consideration may be given to additional evaluation activities that identify best practices employed in programs where high school students appear to benefit the most.

Considerations

The 2023-2024 evaluation of the Indiana 21st CCLC program highlights a number of promising findings associated with implementation of 21st CCLC programming. The current evaluation builds on prior findings. Many previous methods were continued, and enhancements were added to address new evaluation questions or increase rigor. Several considerations should be taken into account when interpreting and utilizing results from this evaluation.

- **Limitations of Matched-Groups and Descriptive Analyses:** As noted elsewhere in this report, while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). In addition, multiple descriptive analyses were conducted. This approach represents all 21st CCLC participants with available data and is useful for understanding overall program trends. However, when describing relationships between program participation and relevant outcomes, it is understood that these data do not imply causation.

- **Limitations of Available Data:** Indiana requires grantees to enter program context, participation, and outcome information into a statewide web-based attendance system. For the 2023-2024 evaluation, this software tool was the TransAct/Cayen AfterSchool Software. The statewide evaluation was dependent on the veracity of data entered by grantees into the system. In some cases, data were not entered for participants (Table B1 in Appendix B), which limited analyses. In other cases, the nature of the available information did not allow for meaningful study. For example, to ensure consistency in the type of data being used within analyses specific to English/language arts and math grades, only participants with traditional report card grades (i.e., A+ or A to F) were included; however, a portion of participants reported non-traditional report card information. Given variance in scales used and uncertainty in what the scales represented, these data were not included in analyses.
- **Contextualizing Effect Sizes:** Throughout the report, effect size estimates are provided to demonstrate the magnitude of differences between participant groups. To aid in the communication of these effects, multi-disciplinary guidelines for effect size interpretation were utilized where appropriate (see Appendix B: Methodology and Analysis). While these guidelines are utilized consistently across a variety of settings, it is also important to contextualize effect sizes contained in this report within the field of education. Kraft (2018) notes that in education settings, effects generally labeled "small" have been described as "of policy interest" (Hedges & Hedberg, 2007), "substantively important" (What Works Clearinghouse, 2014, p. 23), and "having educational significance" (Bloom et al., 2008).
- **Program Quality:** Results from the analyses suggested some statistically significant, positive differences between 21st CCLC participants attending with higher frequency compared to those attending less frequently; however, as noted, differences between these groups consisted of mostly small effect sizes. While these effects are similar to results from other studies, several studies that link program quality to youth outcomes should be considered (e.g., Durlak, Weissberg, & Pachan, 2010; Leos-Urbel, 2013; Naftzger et al., 2013; Shernoff, 2010). While the literature may suggest that program quality has some influence on student outcomes, the current evaluation does not differentiate between programs operating at higher quality compared to those operating at lower levels or control for program quality or a robust set of site-level characteristics in its analyses.

Program Context

Program Context: 2023-2024

21st CCLC Locations

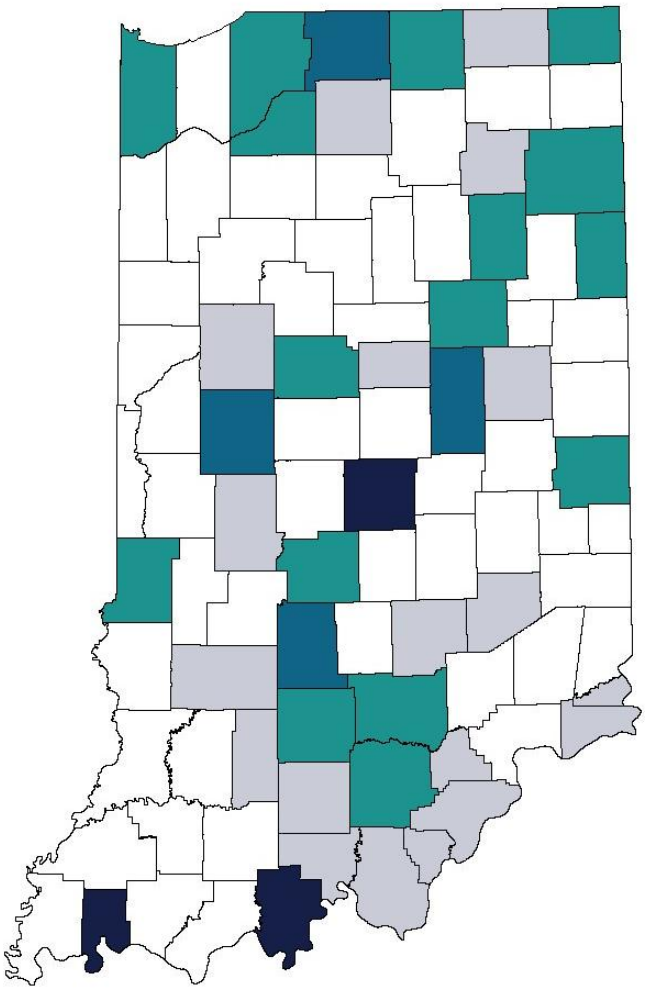
In 2023-2024, 63 grantees with a total of 192 sites (with attendees)[1] participated in the Indiana Department of Education's (IDOE) 21st Century Community Learning Centers (CCLC) program. 21st CCLC programs were offered in 42 Indiana counties.

These counties are highlighted in the map (Figure 1) based on the number of 21st CCLC participants in summer and school year programming:[2]

- 200 or fewer participants
- 201 – 500 participants
- 501 – 1,000 participants
- 1,001 or more participants

The counties with the highest volume of 21st CCLC participants included Marion (3,273), Perry (1,632), and Vanderburgh (1,630). For a complete listing of counties with student attendance, see Table C1 in Appendix C.

Figure 1: 21st CCLC Indiana Map 2023-2024

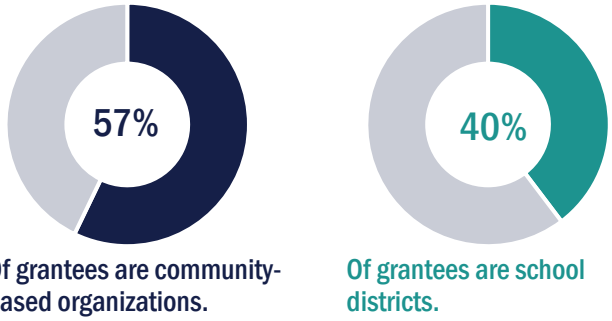


[1] Includes school year and summer-only sites.
[2] All data included within this section of the report were pulled from Indiana's 21st CCLC afterschool data management system (TransAct/Cayen), with student duplicates removed.

Grantees

Of Indiana's 63 grantees in 2023-2024, over half (57%) were a community-based organization and two of every five (40%) were a school district. Other types of organizations included colleges/universities. Data are displayed in Figure 2. See Table C2 in Appendix C for additional details.

Figure 2: 21st CCLC Grantees 2023-2024

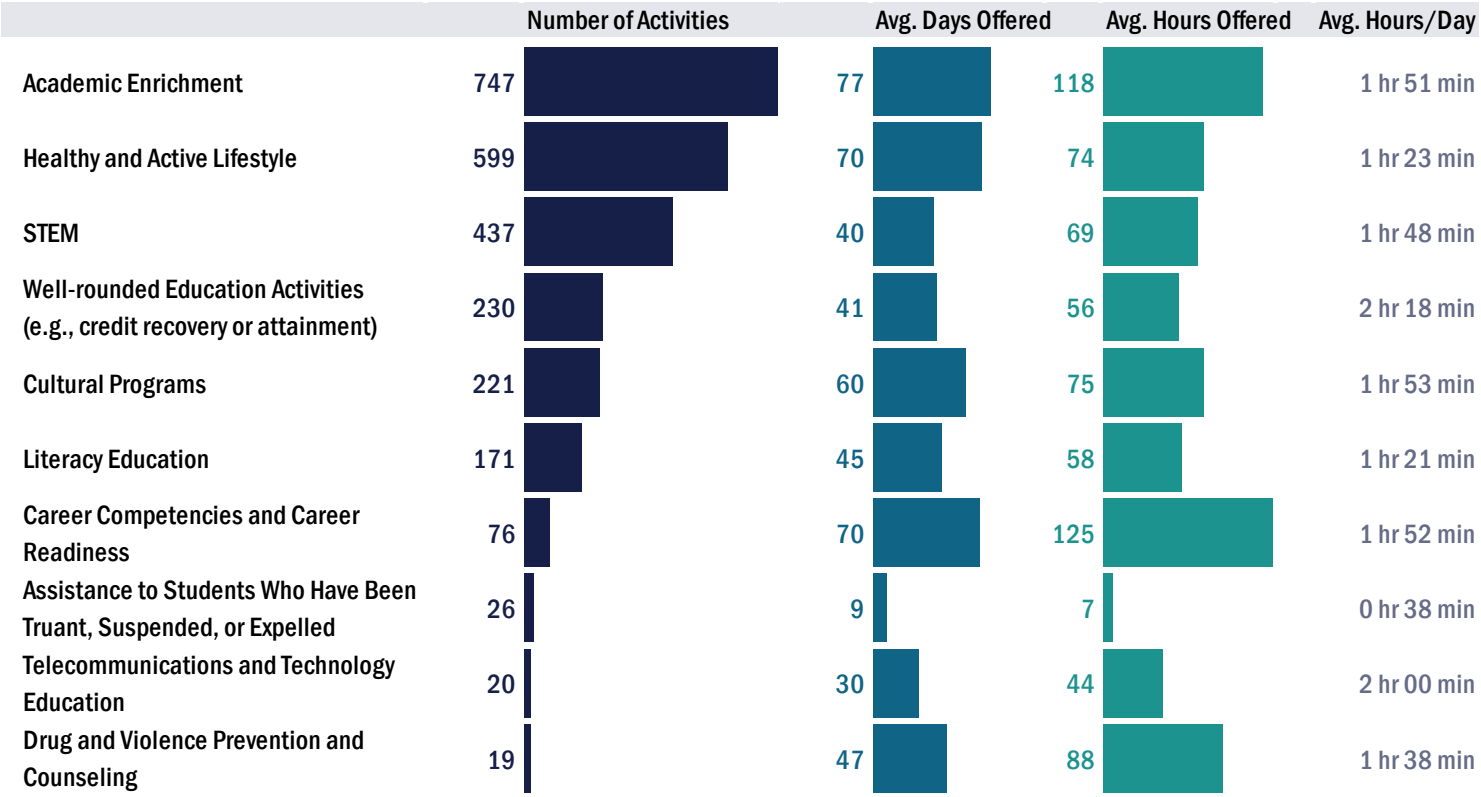


Activities

21st CCLC sites provide a variety of activity topics, including academic enrichment, career readiness, cultural programs, drug and violence prevention and counseling, healthy and active lifestyles, literacy, and STEM – among many others. The activity topics with the greatest number of activities (which represents activity variety) across the 21st CCLC sites were academic enrichment, healthy and active lifestyle, and STEM activities. Sites reported the greatest number of average hours spent on career competencies and career readiness, academic enrichment, drug and violence prevention and counseling, and cultural programs; these represent the activities that were offered for the greatest amount of time.

Topics with more than 10 activities and their corresponding average number of days offered, average number of hours offered, and average hours per day are presented in Figure 3 below. Data include both school year and summer programming. Additional data are available in Table C3 of Appendix C.[3]

Figure 3: Activity Implementation 2023-2024



[3] There was 1 activity that was missing data for its activity category (0.04%). Missing data are not included in the figure.

Attendance

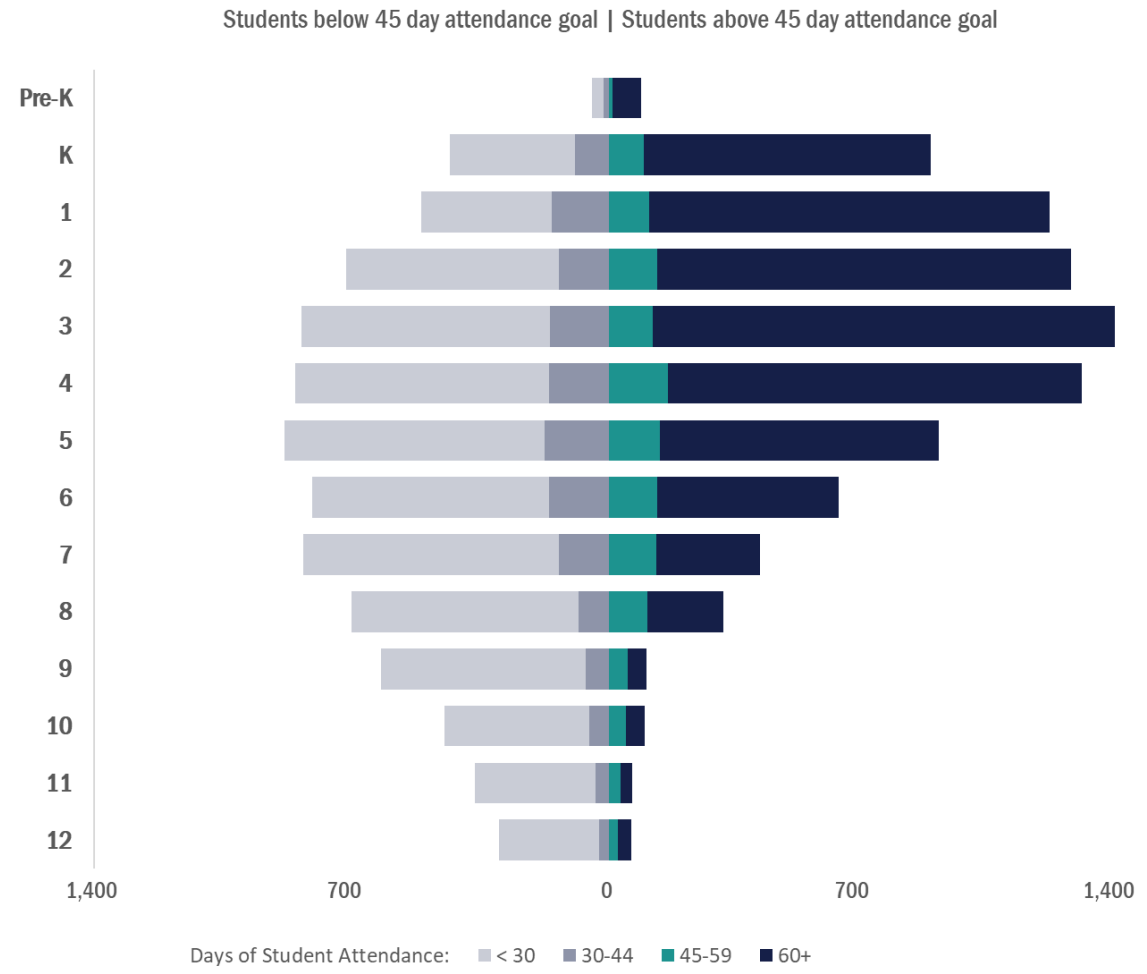
21st CCLC programs were available for participants enrolled in pre-kindergarten (pre-K) through 12th grade, with a total of 17,030 participating in 2023-2024. The number of students participating in each grade level ranged from the smallest group of 135 students in pre-kindergarten to the largest group of 2,213 students in 3rd grade. The majority of 21st CCLC participants (58%) were in 1st through 5th grade.[4]

17,030 Students were served by 21st CCLC programming in Indiana during 2023-2024

Indiana's 2023-2024 data show that more than half of all participants in pre-K through 5th grade attended at least 45 days. In addition, more than half of students in pre-K through 4th grade attended for 60 or more days. For additional data, see Table C4 in Appendix C.

Figure 4: Student Attendance 2023-2024

More than half of all participants in pre-kindergarten through 5th grade attended for at least 45 days.

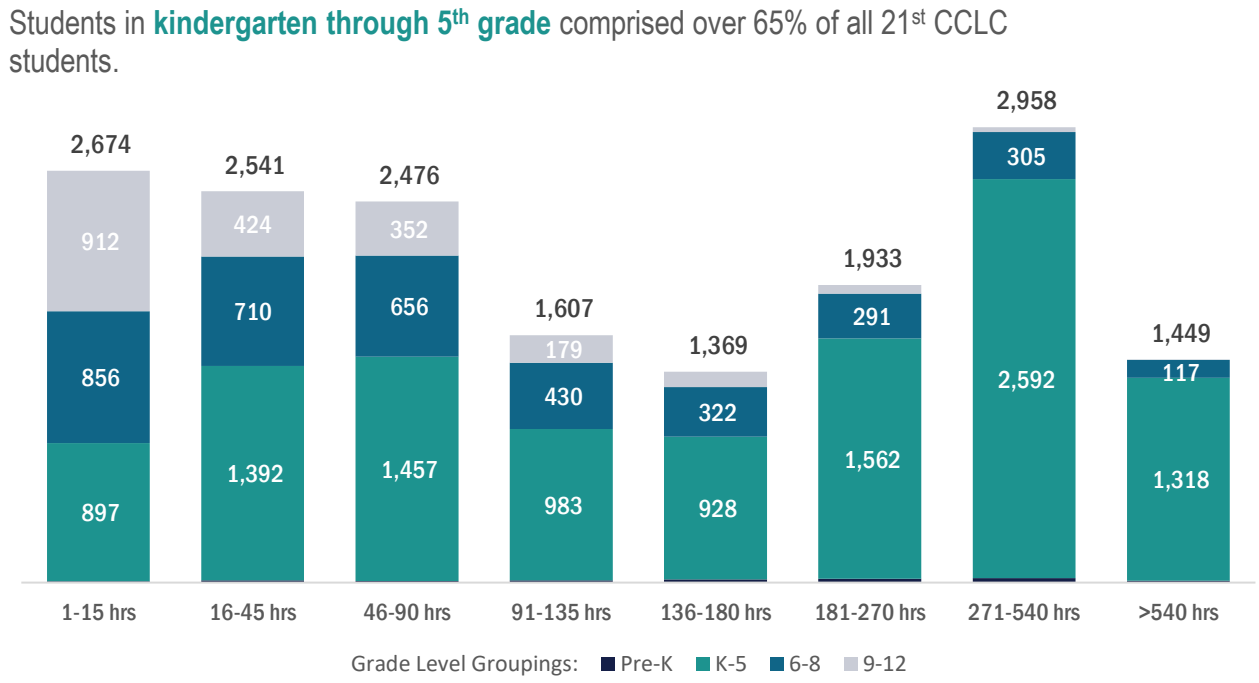


[4] Data entry for the 2023-2024 school year allowed student grade-level to be labeled as "unknown." As a result, grade level was unknown for 23 students (0.1%). Unknown students are not included in the figure.

Hourly Attendance (GPRA Thresholds)

Another way to examine 21st CCLC attendance is through hourly student attendance by federally identified Government Performance and Results Modernization Act (GPRA) thresholds used for federal reporting. This includes grouping attendance by pre-defined hours ranges (e.g., 1-15 hours). The chart below highlights attendance characteristics for Indiana's 21st CCLC students by GPRA ranges. These data mirror results noted in Figure 4 on the previous page, including students in kindergarten through 5th grade comprising a large group of students (11,129; 65%) that also had higher rates of attendance in 21st CCLC programming (58% attended for 136 hours or more). The largest group of students (2,958) had an hourly attendance range of 271-540 hours. For additional data, see Table C5 in Appendix C.[5]

Figure 5: Student Attendance by GPRA Thresholds 2023-2024

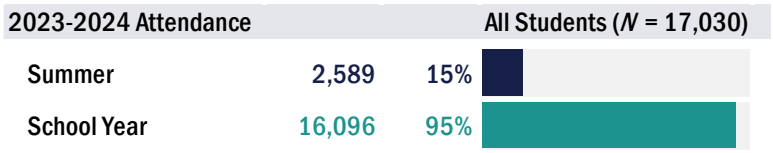


Results below 100 students are not labeled due to space constraints.

Attendance by Term

Programming for 21st CCLC was provided throughout the 2023-2024 school year and during summer 2023. Of participating students (*N* = 17,030), the majority attended during the school year (16,096; 94%). Data are displayed in the figure below with additional details in Table C6 in Appendix C.

Figure 6: Attendance by Term 2023-2024



[5] Data for GRPA thresholds were missing for 23 students (0.1%). Missing data are not included in the figure.

Attendance by Student Demographics

21st CCLC student attendance varied slightly depending on student demographic characteristics, such as race/ethnicity, eligibility for free/reduced lunch, or special education status. The figures that follow show student participation by demographics. The *All Student* data show the number of students in that demographic category and the percentage of those students relative to the total student population. The *45+ Days Attendance* data show the number of students attending 45 days or more in that demographic category and the percentage of those students relative to the total number of students with that demographic. Further details in Tables C7-12 in Appendix C.[6]

Figure 7: Student Attendance by Race and Ethnicity 2023-2024

2023-2024 Student Demographics	All Students (*N* = 17,030)		45+ Days Attendance	
American Indian or Native Alaskan	34	0.2%	14	41%
Asian	260	2%	98	38%
Black (not of Hispanic origin)	3,870	23%	1,741	45%
Hispanic	1,984	12%	1,086	55%
Native Hawaiian or Pacific Islander	50	0.3%	26	52%
White (not of Hispanic origin)	9,394	55%	4,924	52%
Two or More Races	1,394	8%	743	53%
Another Race/Unknown	44	0.3%	20	45%

Figure 8: Student Attendance by Demographics 2023-2024

2023-2024 Student Demographics	All Students		45+ Days Attendance	
Free & Reduced Lunch	11,931	71%	6,233	52%
Paid Lunch	4,935	29%	2,329	47%
Limited English Proficiency	969	6%	878	91%
Non-LEP	15,921	94%	8,134	51%
Special Education	1,927	12%	836	43%
Non-SE	14,624	88%	7,487	51%
Female	8,776	52%	4,426	50%
Male	8,247	48%	4,225	51%

[6] Details for missing data in student demographics are available in Appendix C. Missing data are not included in Figure 8.

Attendance Trends

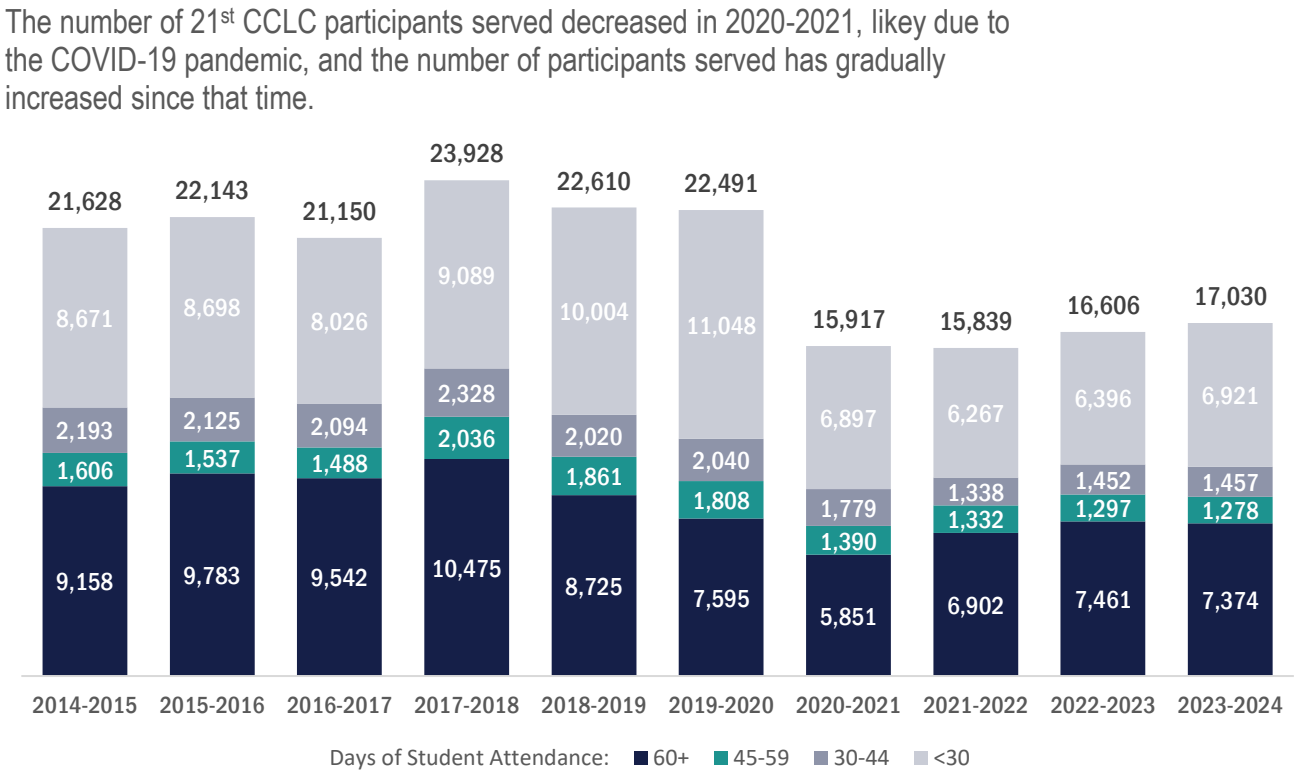
The COVID-19 pandemic likely continues to impact the number of students served in 2023-2024. Prior to the pandemic, the number of participants served annually by 21st CCLC programming had increased by over 980 participants from 2014-2015 to 2018-2019. The COVID-19 pandemic beginning in spring 2020 affected attendance totals, especially in the 2020-2021 school year and beyond. In 2020-2021, the number of 21st CCLC students decreased by over 6,570 students from the prior year (2019-2020). In 2023-2024, the number of 21st CCLC students remained lower than usual (5,461 students fewer than in 2019-2020). However, since the 2020-2021 school year, the number of students served has grown over the years. In the 2023-2024 school year, the number of 21st CCLC students served is 1,113 students higher than in 2020-2021.

Further, changes in the number of participants served may be attributed in part to differences in the number of sites funded by 21st CCLC in Cohort 6 (2014-2017), Cohort 7 (2015-2018), Cohort 8 (2018-2022), Cohort 9 (2019-2022), Cohort 10 (2021-2025), and Cohort 11 (2022-2026). The number of grantees funded under each of these cohorts varied, thereby influencing the availability of 21st CCLC programming across Indiana.

Attendance by Year

Over the past ten years (2014-2015 through 2023-2024), 42% of students attended 60 or more days, and 59% attended at least 30 days. For additional data, see Table C13 in Appendix C.

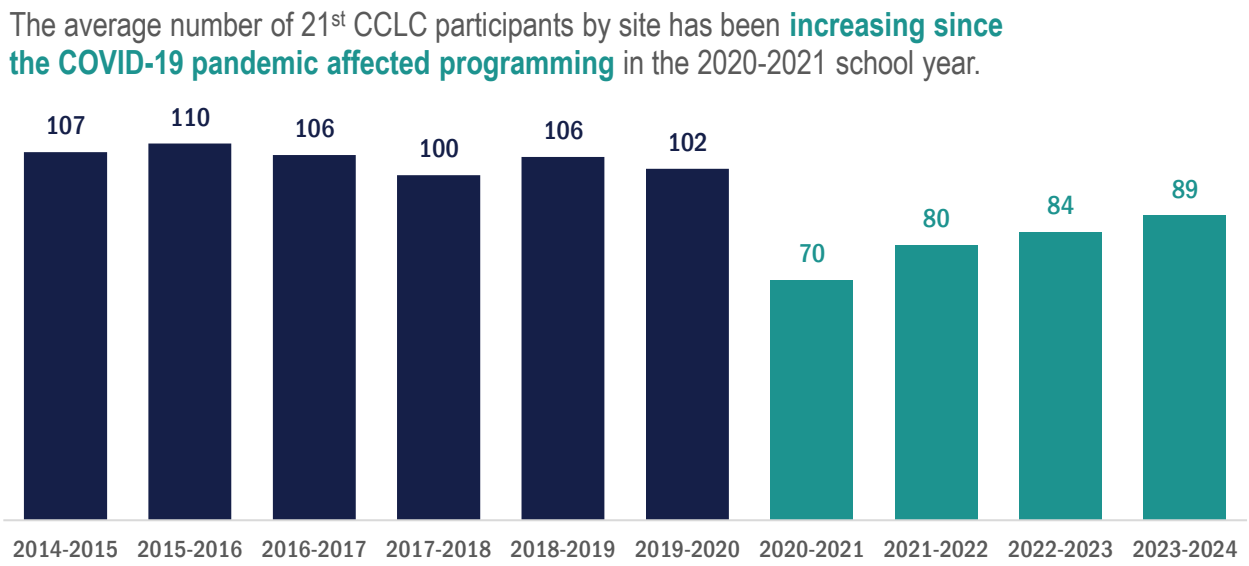
Figure 9: Student Attendance by Year



Average Participants Per Site by Year

Over the six school years from 2014-2015 through 2019-2020, the average number of participants per site remained steady, with an average of 100 to 110 students served per site each year. The recent school years of 2020-2021 through 2023-2024 averaged 70 to 89 students served per site, likely due to the residual effects of COVID-19. However, since 2020-2021, the average number of 21st CCLC participants has increased each school year. Further data are available in Table C14 in Appendix C.

Figure 10: Average Participants Per Site by Year



Annual Participants and Sites by Year

Since the 2014-2015 school year, the number of 21st CCLC sites has remained relatively consistent, averaging 211 sites per school year with a minimum of 192 sites and maximum of 250 sites. Similarly, since 2014-2015, the number of 21st CCLC participants has remained relatively close to the average number of students (19,934 students). However, since the 2020-2021 school year, there were fewer students than in the previous years. This is a noticeable difference from the annual trends, likely due to the impact of COVID-19. Additional student data are available in Table C15 in Appendix C.

Figure 11: Annual Sites by Year

The number of **21st CCLC sites** stayed close to the average.

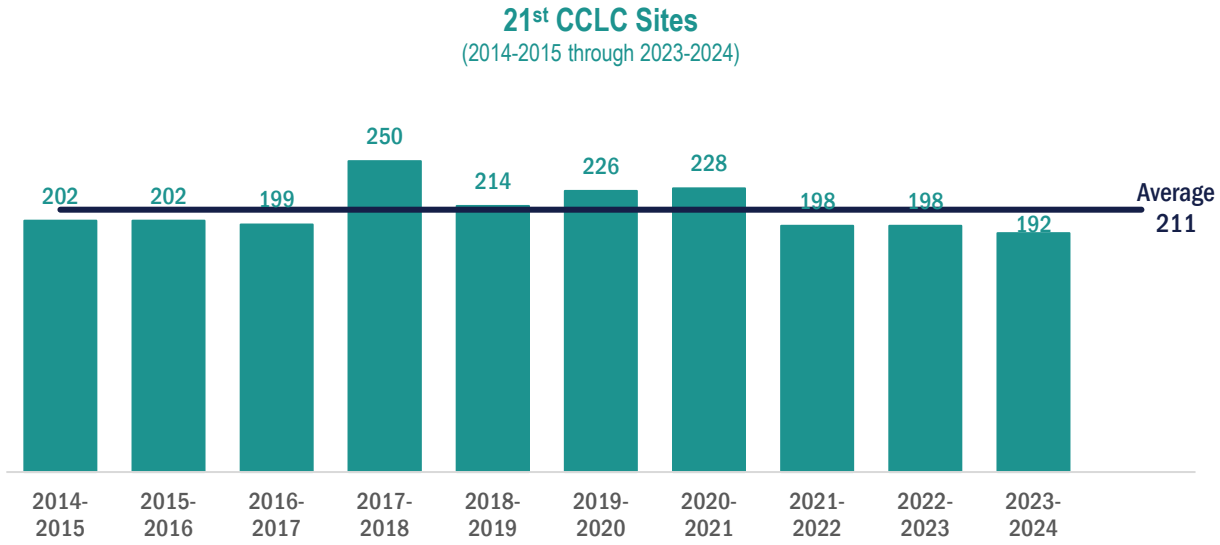
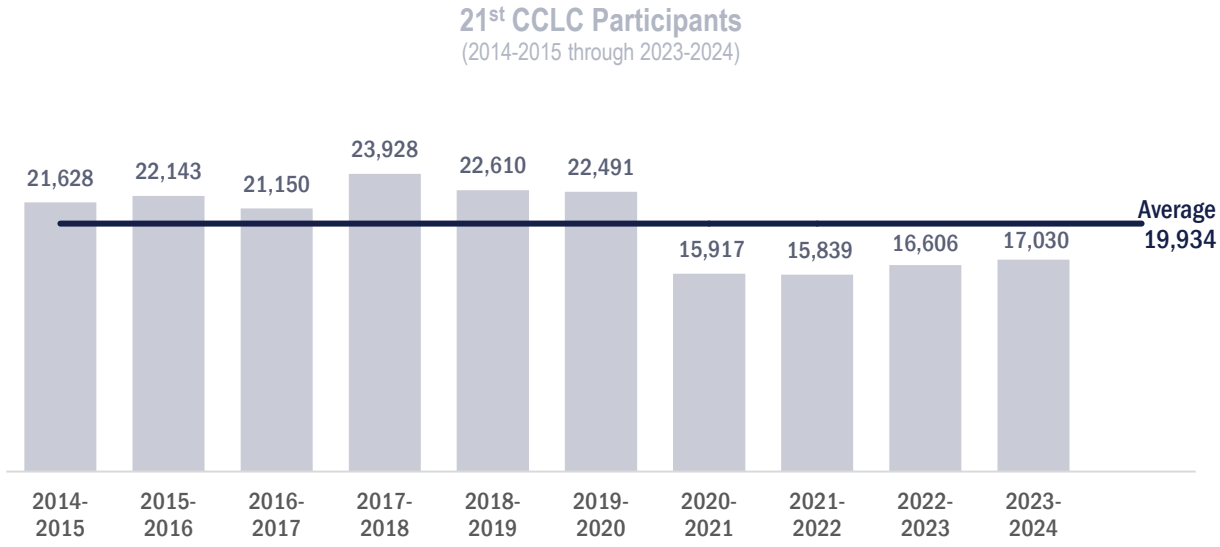


Figure 12: Annual Participants by Year

The number of **21st CCLC participants** was above the average for the school years before the COVID-19 pandemic.



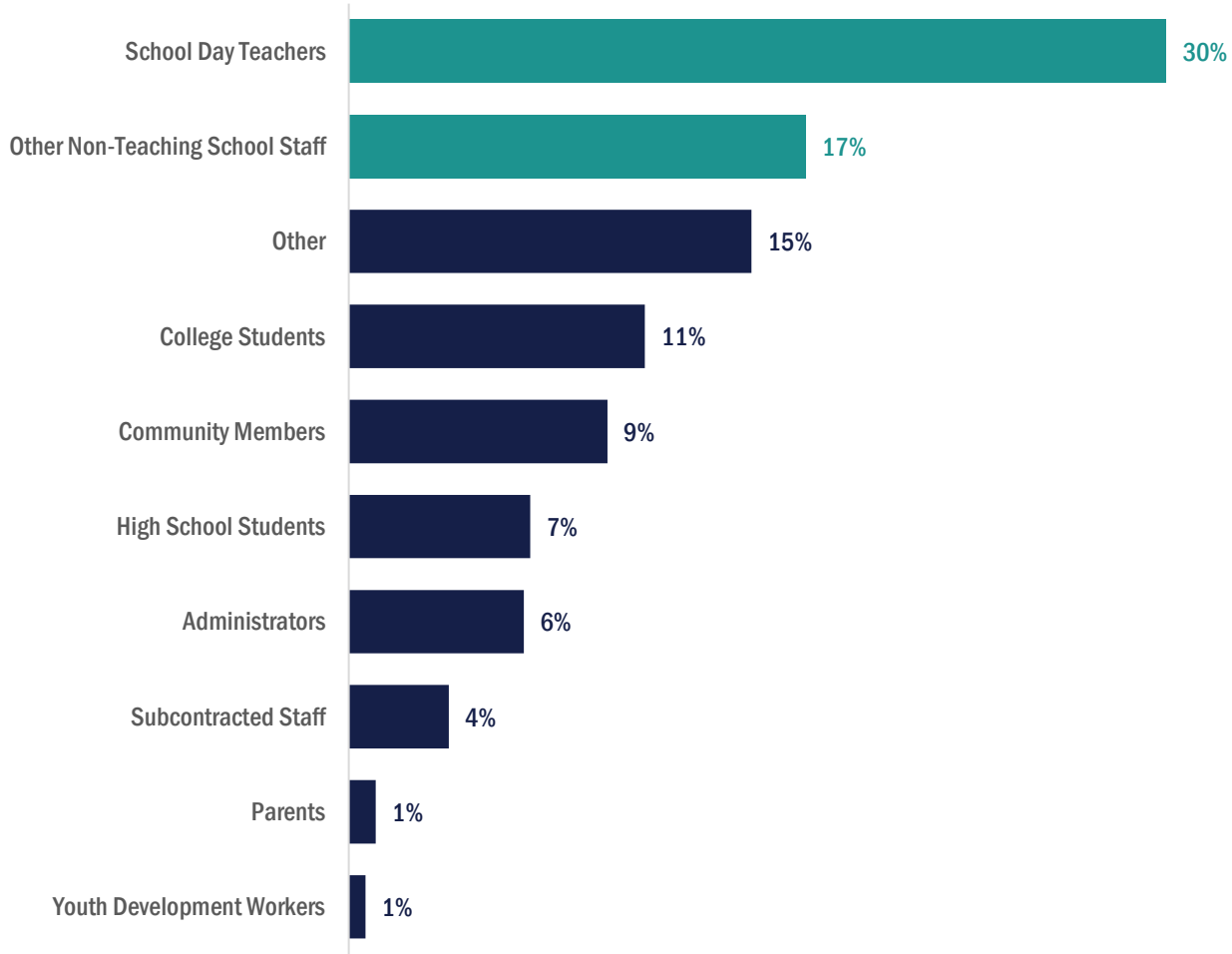
21st CCLC Staff[7]

1,310 Individuals provided 21st CCLC programming to students in Indiana in 2023-2024

A total of 1,310 individuals worked with 21st CCLC participants in 2023-2024. The largest number of staff were affiliated with schools, either as a school day teacher (392; 30%) or a non-teaching school staff member (219; 17%). In addition, 17% of individuals were either high school or college students (229).

Figure 13: 21st CCLC Staff 2023-2024

Almost half of all individuals working with 21st CCLC students were **school day teachers or other school staff**.

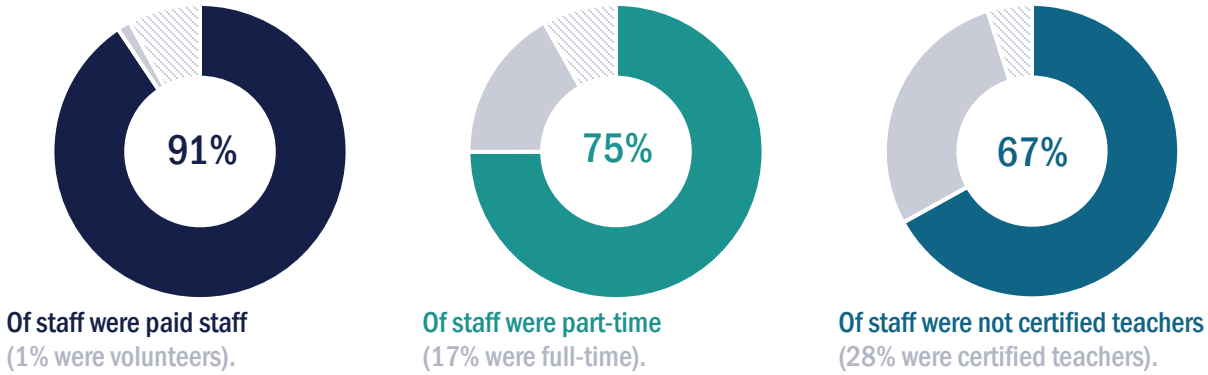


[7] Note that staff include paid staff and volunteer staff.

The majority were paid staff, with most staff being hourly (1,059; 81%) and some receiving a salary (128; 10%). The largest number of staff were also part-time (982; 75%) and not certified teachers (877; 67%). For additional staff data, see Tables C16-20 in Appendix C.

Figure 14: 21st CCLC Staff Characteristics 2023-2024

The majority of staff were **paid staff** and **part-time staff**.
Data were missing for about 8% of staff members.



Shaded areas in the graph represent missing data.

Staffing Experience

Less than half of staff (568; 43%) had data related to how many years they had worked in out-of-school-time programming (including but not limited to 21st CCLC programming). About half of all staff had 1-5 years of experience (309), with staff averaging 7.2 years of experience. Youth development workers (12.0 years), program administrators (11.2 years), and school day teachers (10.1 years) had the highest average out-of-school-time program experience. For additional staff experience data, see Tables C21-22 in Appendix C.

Figure 15: 21st CCLC Staff Experience 2023-2024

Most staff with data had **1-5 total years of experience**.

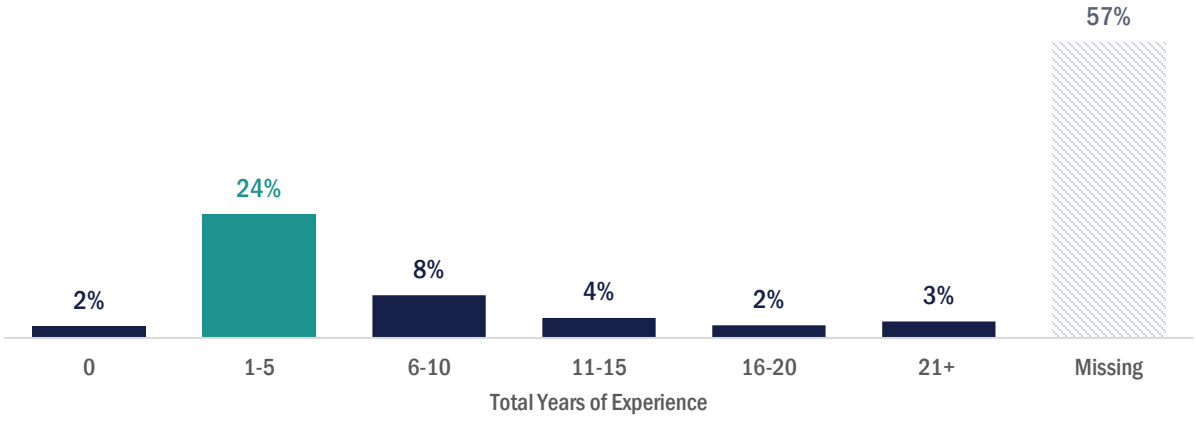
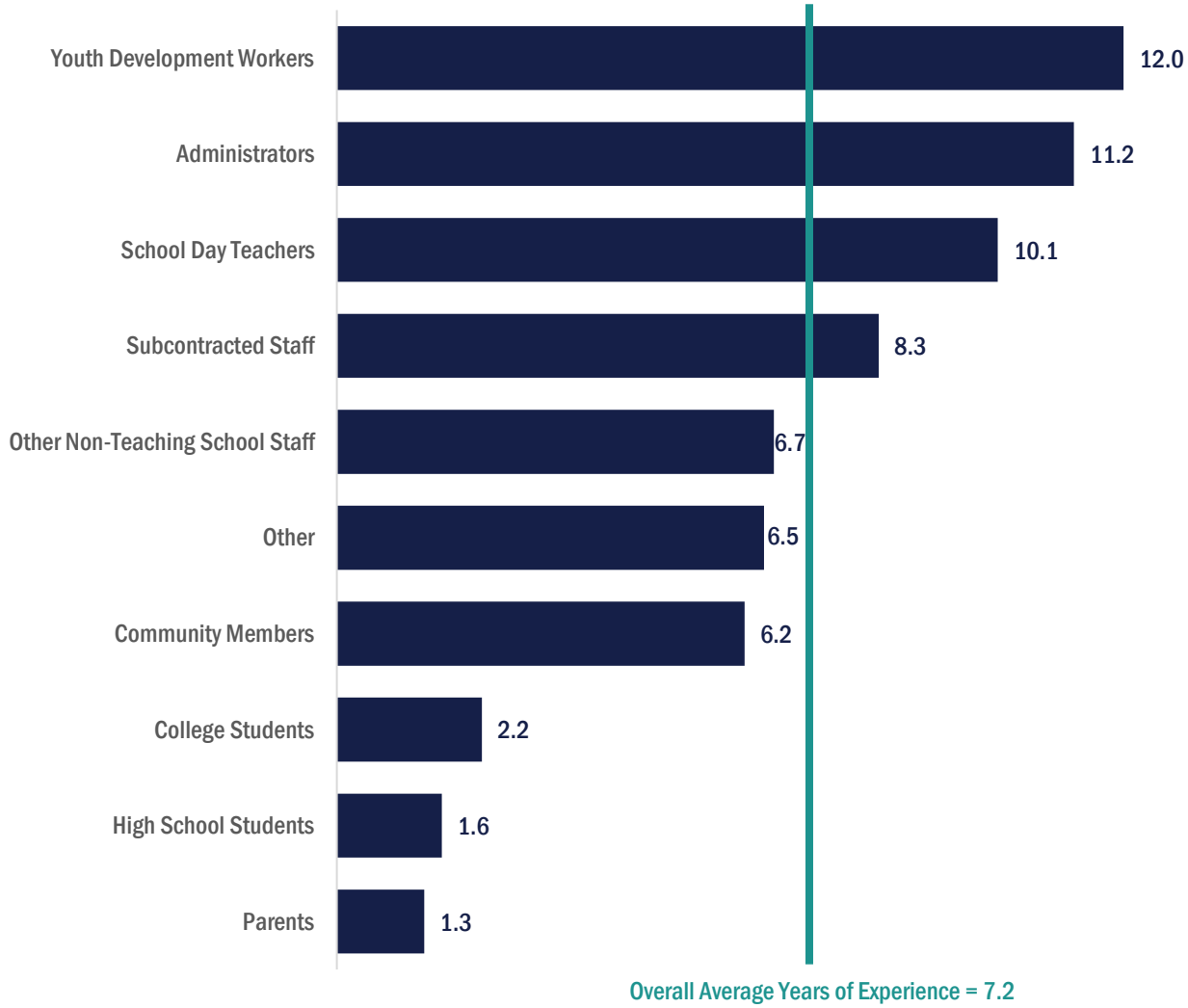


Figure 16: 21st CCLC Staff Average Experience 2023-2024

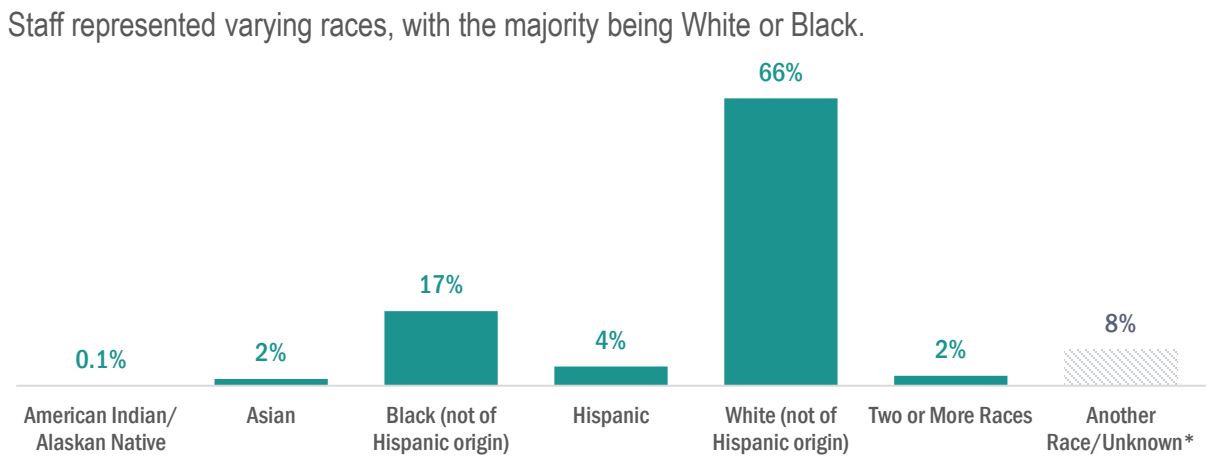
Youth development workers, program administrators, and school day teachers had the highest **average years of experience** working in out-of-school-time programs.



Staffing Demographics

Over 90% of staff (1,196) had race/ethnicity data. For those with data, approximately two of every three staff were White and not of Hispanic origin (863) and four of every five staff were female (1,039).

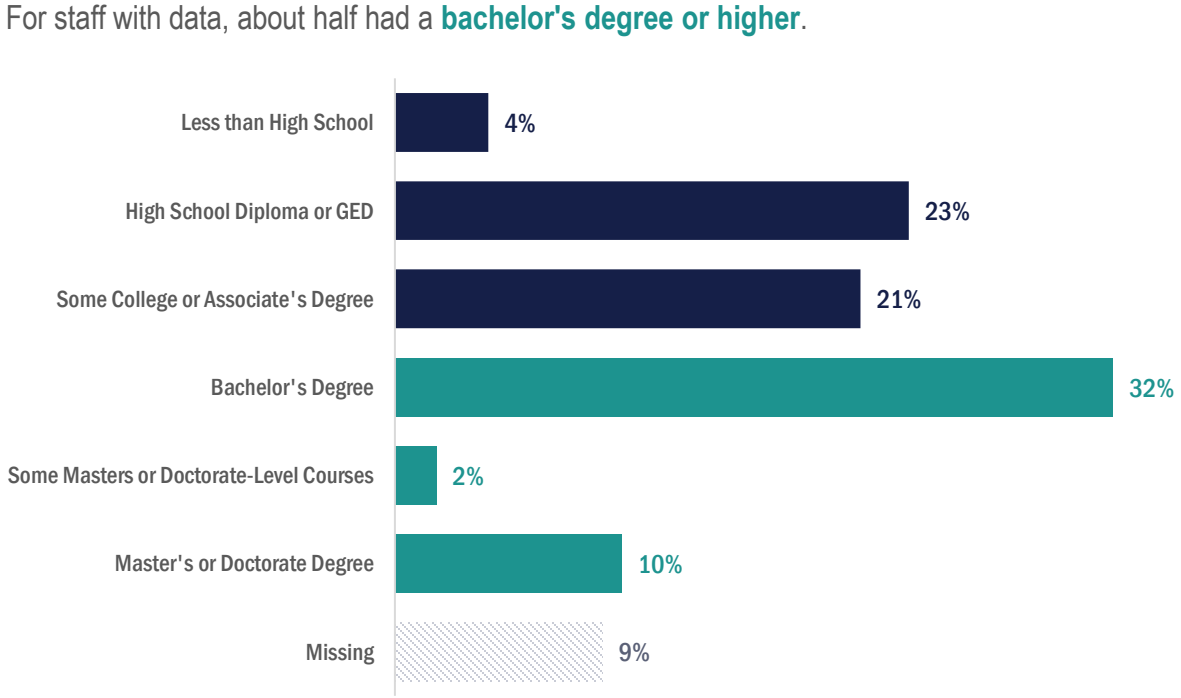
Figure 17: 21st CCLC Staff Demographics 2023-2024



*Another Race/Unknown includes staff with missing race/ethnicity fields.

Around 90% of staff (1,190) had information about their highest level of educational attainment. Of those with data, about half had a bachelor's degree or higher (570). For additional staff and volunteer demographic data, see Tables C23-25 in Appendix C.

Figure 18: 21st CCLC Staff Educational Attainment 2023-2024

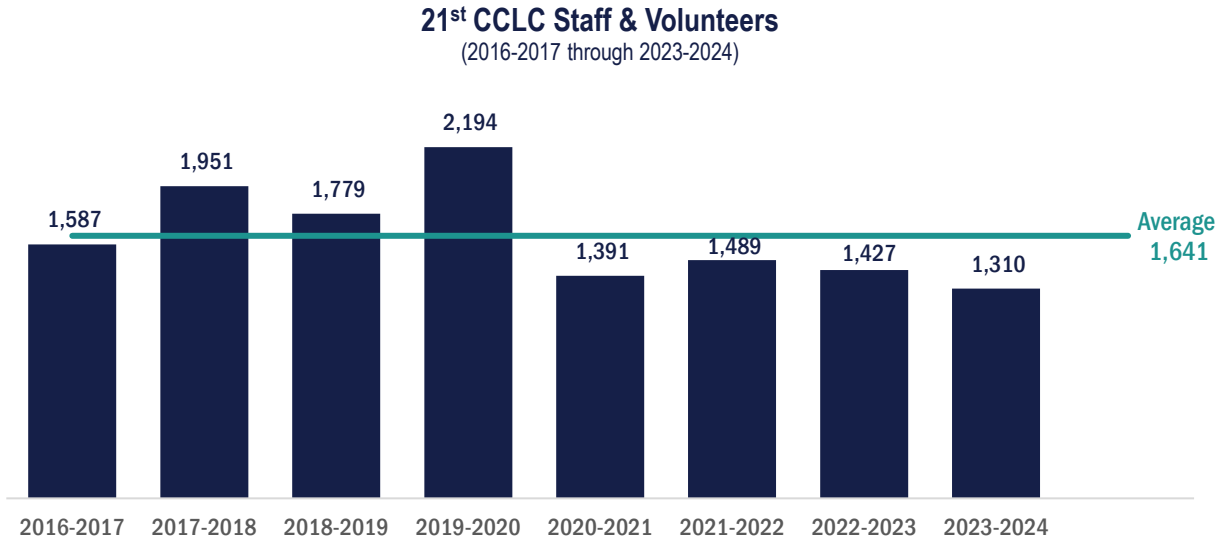


Annual Staffing Trends

Since the 2016-2017 school year, the number of staff has averaged 1,641 individuals per year. The 2019-2020 school year had the greatest number of staff with 2,194 individuals, and the 2023-2024 school year had the least number of staff with 1,310 (a decrease of over 880 staff from the peak staffing school year). The smaller number of staff in 2023-2024 was relatively similar to staffing numbers since the COVID-19 pandemic (school years 2020-2021 and beyond). Data are available in Table C26 in Appendix C.

Figure 19: 21st CCLC Staff by Year

The number of **21st CCLC staff** was above the average for most school years before the COVID-19 pandemic and below the average for all school years 2020-2021 and beyond.



Descriptive Analysis

Descriptive Analysis: State Assessment and 21st CCLC Participation

State Assessment

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes as measured by Indiana's state assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN). Beginning in 2019, ILEARN is completed annually to measure student mastery of basic skills. Including both a written and multiple-choice assessment, ILEARN is completed each spring by students in grades 3-8. As described below, the main descriptive analyses examined proficiency levels. Average scale scores for each grade level are reported in Appendix B and in the matched-groups analyses.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN)	ILEARN: Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2024. All data were provided by IDOE. ILEARN scale scores, growth (based on student growth percentile (SGP)), and proficiency levels were reported. Given the nature of the ILEARN scaling, comparisons of mean scores were presented independently by grade level (see Appendix B). Proficiency levels were provided by IDOE.

English/Language Arts ILEARN Proficiency by 21st CCLC Participation

The percentage of 21st CCLC participants who scored at or above proficiency on the ILEARN English/Language Arts was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 20: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2023-2024

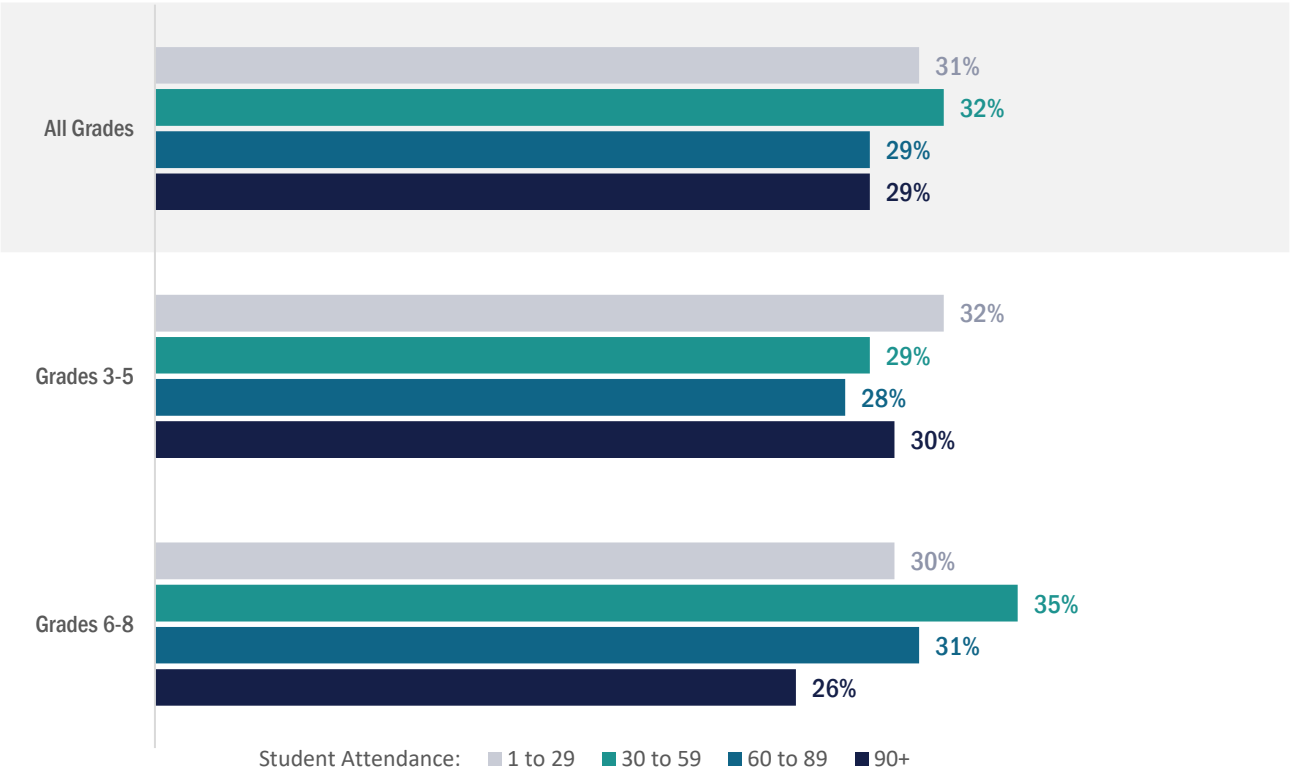


Table 1: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants passing ILEARN

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (3-8)	979/3135	31%	446/1406	32%	293/1012	29%	758/2590	29%
3-5	472/1458	32%	219/751	29%	176/637	28%	637/2120	30%
6-8[a]	507/1677	30%	227/655	35%	117/375	31%	121/470	26%

[a] Statistically significant association.

Math ILEARN Proficiency by 21st CCLC Participation

The percentage of 21st CCLC participants who scored at or above proficiency on the ILEARN Math was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 21: Student Attendance Gradations by Math ILEARN Proficiency – 2023-2024

A higher percentage of 21st CCLC participants attending **90+ days** passed ILEARN Math compared to those attending fewer days for 3-8 grade levels.

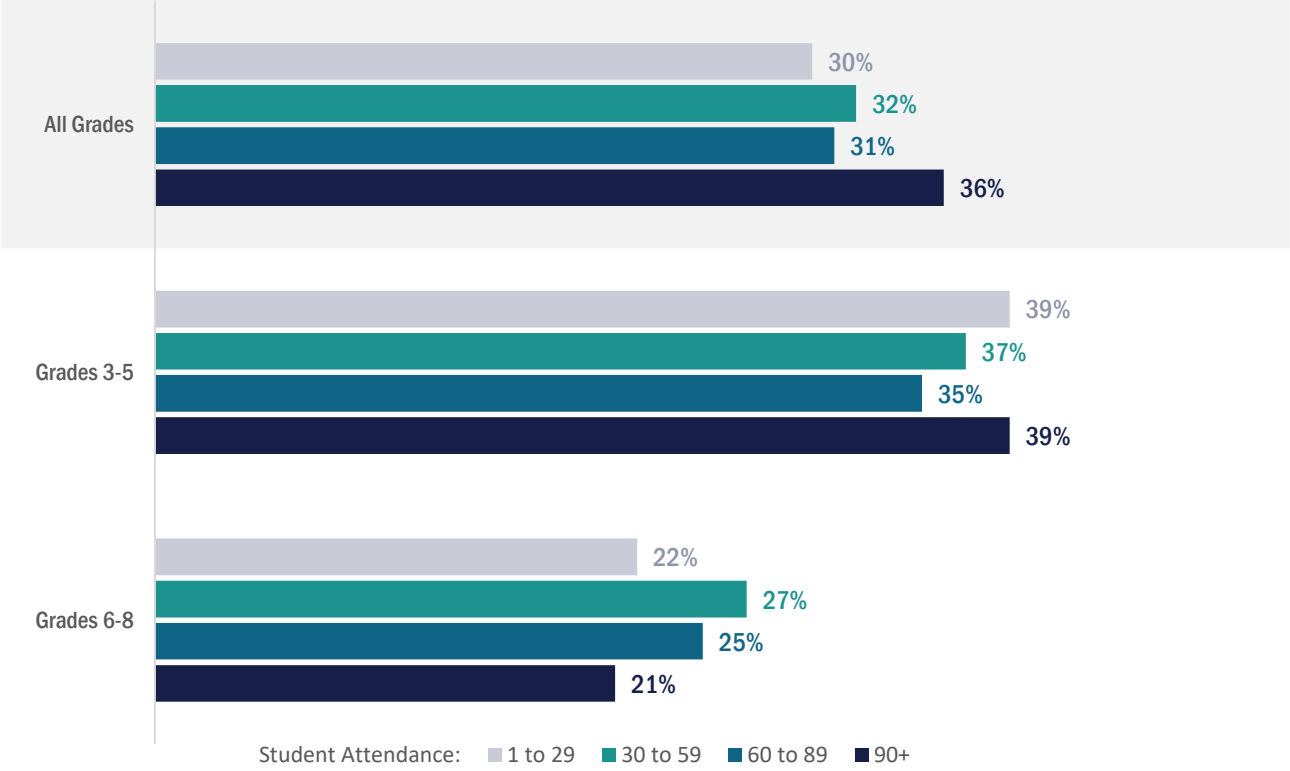


Table 2: Student Attendance Gradations by ILEARN Math Proficiency – 2023-2024

Math: Percentage of 21st CCLC participants passing ILEARN

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (3-8)[a]	936/3131	**30%**	453/1406	**32%**	315/1010	**31%**	923/2589	**36%**
3-5	564/1459	**39%**	278/751	**37%**	221/636	**35%**	826/2119	**39%**
6-8	372/1672	**22%**	175/655	**27%**	94/374	**25%**	97/470	**21%**

[a] Statistically significant association.

English/Language Arts ILEARN Growth (GPRA 1a) by 21st CCLC Participation

The percentage of 21st CCLC participants (grades 4 to 8) with a student growth percentile (SGP) greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) on the ILEARN English/Language Arts was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 22: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2023-2024

A higher percentage of 21st CCLC participants attending **30-59**, **60-89**, and **90+ days** demonstrated growth on the ILEARN English/Language Arts compared to those attending fewer days for 4-8 grade levels.

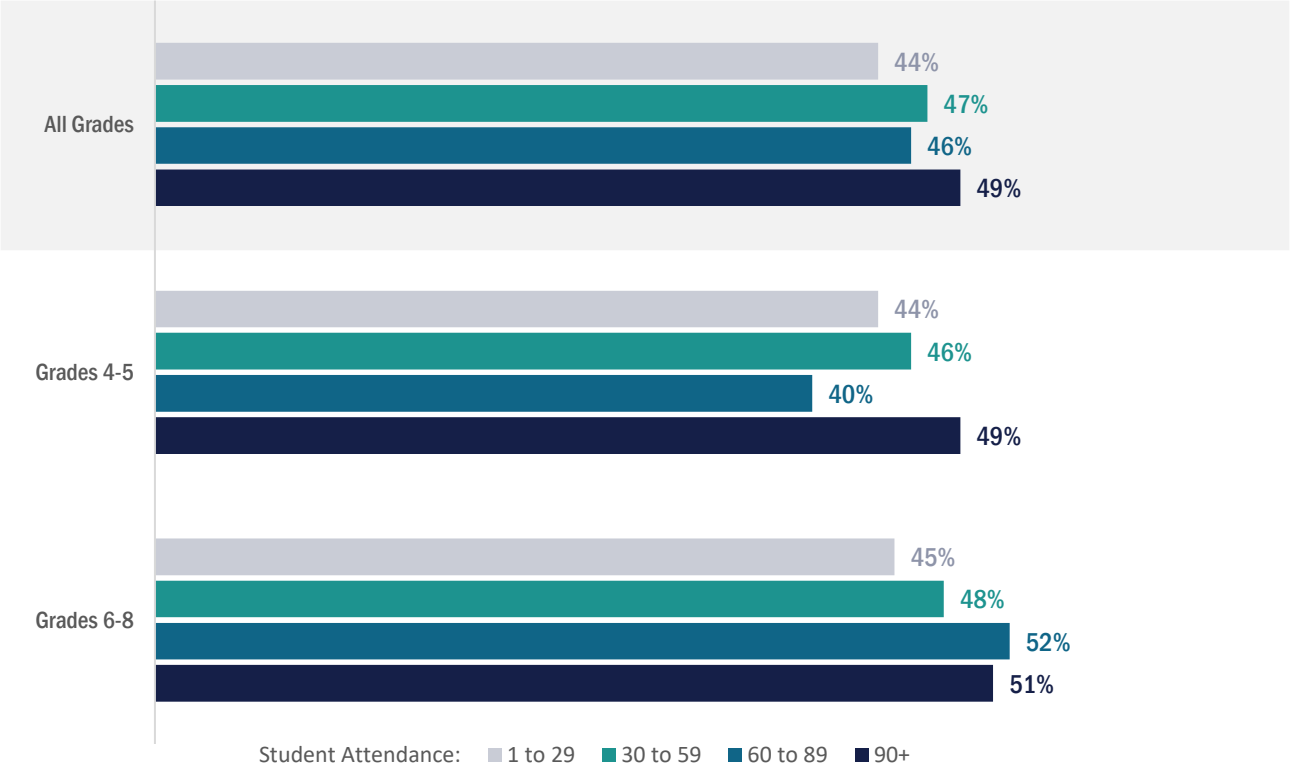


Table 3: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants demonstrating growth (SGP ≥ 50) on ILEARN

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (4-8)[a]	1140/2570	**44%**	537/1140	**47%**	352/766	**46%**	835/1692	**49%**
4-5[a]	423/969	**44%**	233/502	**46%**	159/394	**40%**	599/1231	**49%**
6-8[a]	717/1601	**45%**	304/638	**48%**	193/372	**52%**	236/461	**51%**

[a] Statistically significant association.

Math ILEARN Growth (GPRA 1b) by 21st CCLC Participation

The percentage of 21st CCLC participants (grades 4 to 8) with an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) on the ILEARN Math was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 23: Student Attendance Gradations by Math ILEARN Growth – 2023-2024

A higher percentage of 21st CCLC participants attending **60-89** demonstrated growth on the ILEARN Math compared to those attending fewer days for 4-8 grade levels.

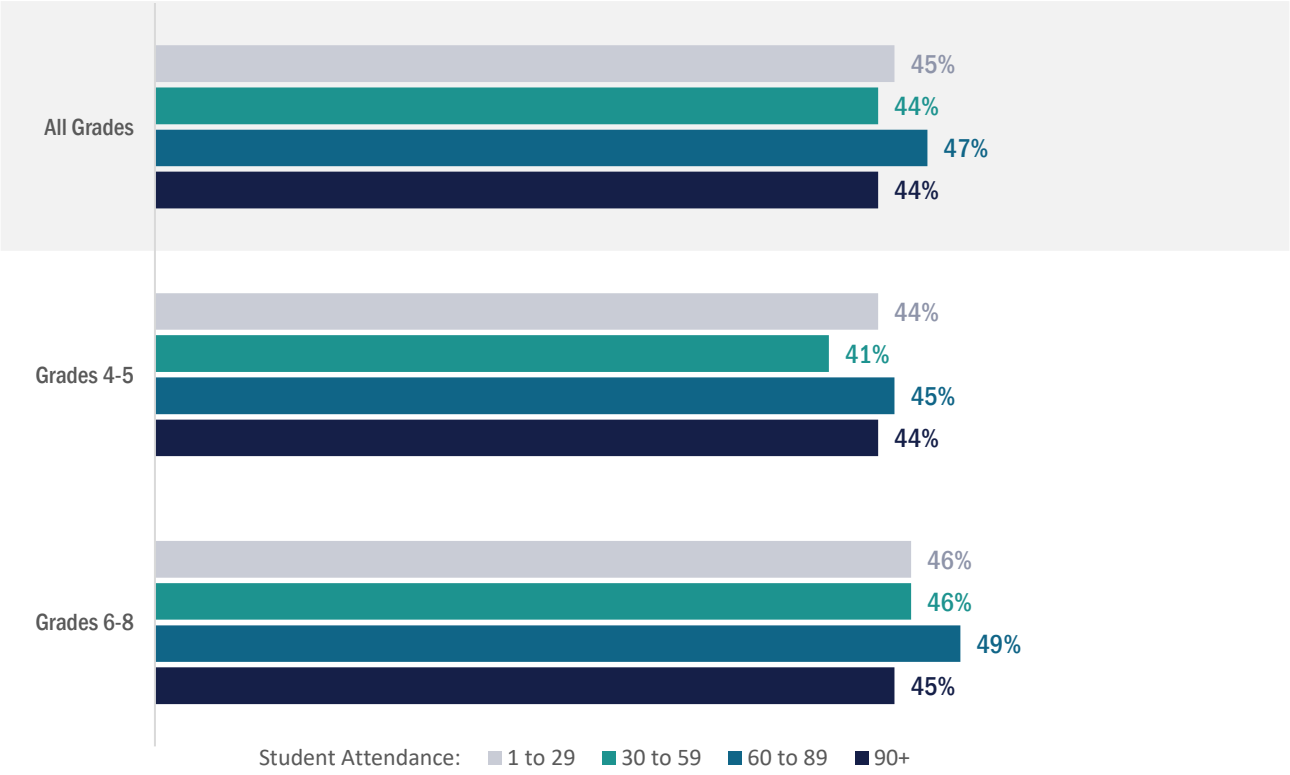


Table 4: Student Attendance Gradations by ILEARN Math Growth – 2023-2024

Math: Percentage of 21st CCLC participants demonstrating growth (SGP ≥ 50) on ILEARN

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (4-8)[a]	1161/2568	**45%**	501/1141	**44%**	357/763	**47%**	748/1693	**44%**
4-5[a]	422/969	**44%**	206/503	**41%**	175/393	**45%**	540/1232	**44%**
6-8	739/1599	**46%**	295/638	**46%**	182/370	**49%**	208/461	**45%**

[a] Statistically significant association.

Descriptive Analysis: Report Card Grade Performance and 21st CCLC Participation

Indiana Academic Progress Indicators

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes. Beginning in 2018-2019, Indiana adopted an outcome measurement framework whereby grantees are required to submit an academic performance measure based on improvement and attainment of math and English/language arts grades from fall to spring. Consistent with this approach, the following academic progress indicators for grantees with traditional report card grades (e.g., A through F, A+ through F) were examined across various levels of program participation:

High Academic/Growth Progress Indicator

Percentage of 21st CCLC participants earning a B or better or increasing their grade from fall to spring

→ Participants who improved their grade by at least one letter grade from the fall to spring semester or received a B or higher in the final grading period

Satisfactory Academic/Growth Progress Indicator

Percentage of 21st CCLC participants earning a C or better or increasing their grade from fall to spring

→ Participants who improved their grade by at least one letter grade from the fall to spring semester or received a C or higher in the final grading period

English/Language Arts: High Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a B or better as their final spring grade or improved their English/language arts grade from the fall to the spring semester (*High Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 24: Student Attendance Gradations by English/Language Arts B or Better or Improving Grade – 2023-2024

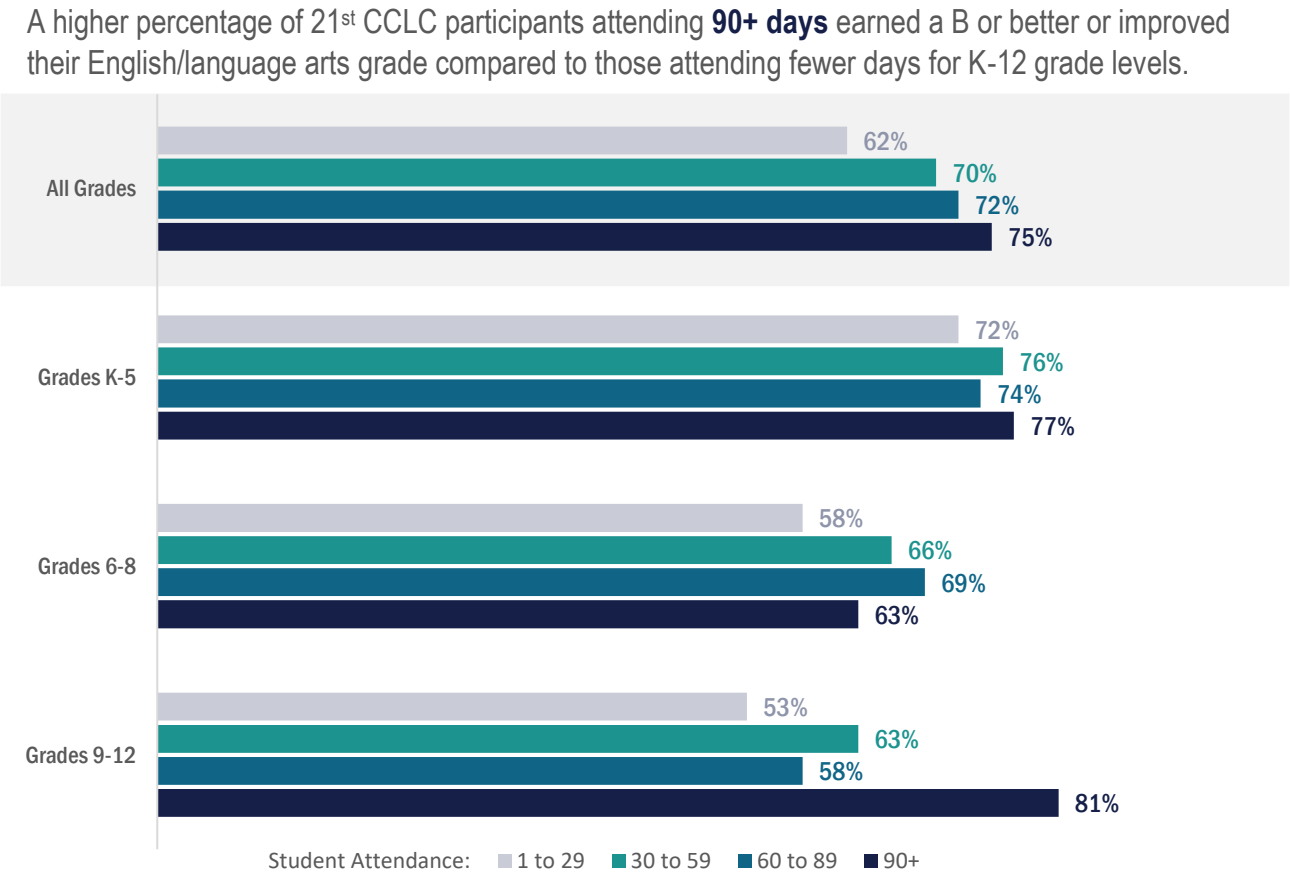


Table 5: Student Attendance Gradations by English/Language Arts B or Better or Increasing Grade – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants earning a B or better or improving their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2612/4247	**62%**	1300/1856	**70%**	859/1202	**72%**	2338/3106	**75%**
K-5[a]	1092/1516	**72%**	689/913	**76%**	555/747	**74%**	2042/2651	**77%**
6-8[a]	834/1446	**58%**	422/641	**66%**	247/356	**69%**	257/407	**63%**
9-12[a]	686/1285	**53%**	189/302	**63%**	57/99	**58%**	39/48	**81%**

[a] Statistically significant association.

Math: High Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who received a B or higher as their final spring grade or improved their math grade from the fall to the spring semester (*High Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 25: Student Attendance Gradations by Math B or Better or Improving Grade – 2023-2024

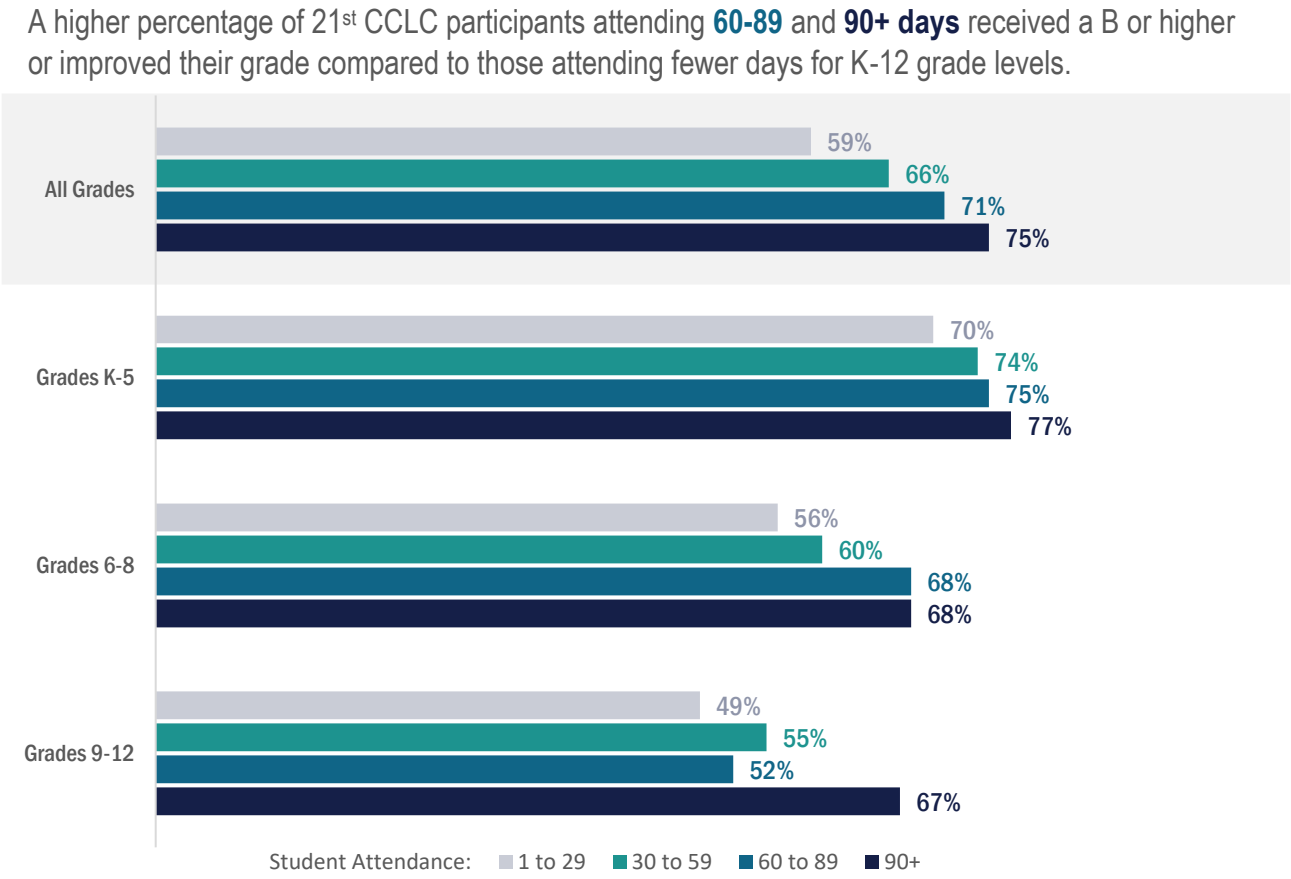


Table 6: Student Attendance Gradations by Math B or Better – 2023-2024

Math: Percentage of 21st CCLC participants earning a B or better or improving their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2340/3991	**59%**	1193/1805	**66%**	835/1172	**71%**	2365/3139	**75%**
K-5[a]	955/1362	**70%**	665/894	**74%**	556/737	**75%**	2066/2694	**77%**
6-8[a]	785/1410	**56%**	372/625	**60%**	229/338	**68%**	229/338	**68%**
9-12	600/1219	**49%**	156/286	**55%**	50/97	**52%**	28/42	**67%**

[a] Statistically significant association.

English/Language Arts: Satisfactory Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a C or better as their final grade or improved their English/language arts grade from the fall to the spring semester (*Satisfactory Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 26: Student Attendance Gradations by English/Language Arts C or Better or Improving Grade – 2023-2024

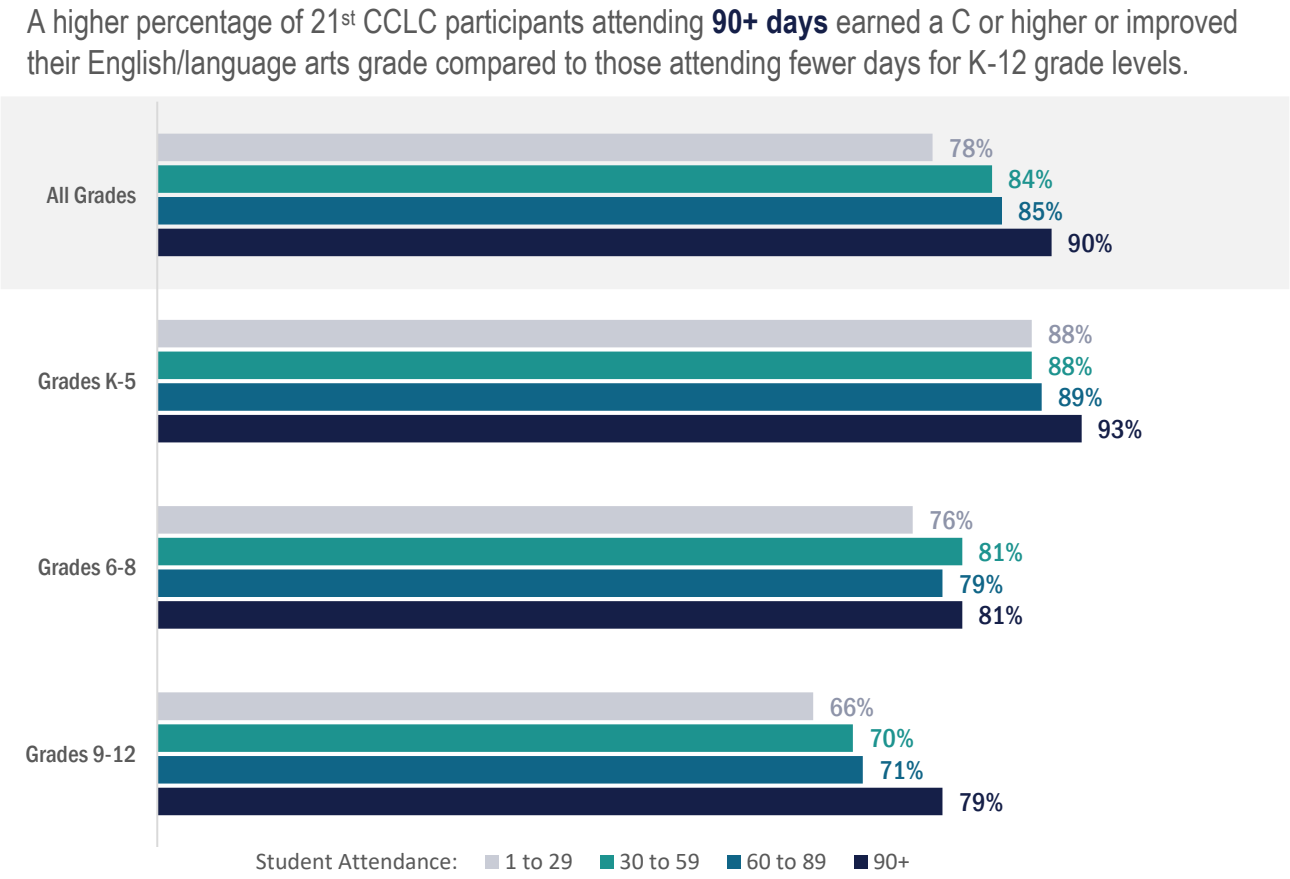


Table 7: Student Attendance Gradations by English/Language Arts C or Better – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants earning a C or better or improving their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	3302/4247	**78%**	1563/1856	**84%**	1037/1202	**86%**	2792/3106	**90%**
K-5	1348/1516	**89%**	820/913	**89%**	658/747	**88%**	2409/2651	**91%**
6-8[a]	1100/1446	**76%**	513/641	**80%**	307/356	**86%**	341/407	**84%**
9-12[a]	854/1285	**67%**	230/302	**76%**	72/99	**73%**	42/48	**88%**

[a] Statistically significant association.

Math: Satisfactory Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a C or better as their final grade or improved their math grade from the fall to the spring semester (*Satisfactory Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 27: Student Attendance Gradations by Math C or Better or Improving Grade – 2023-2024

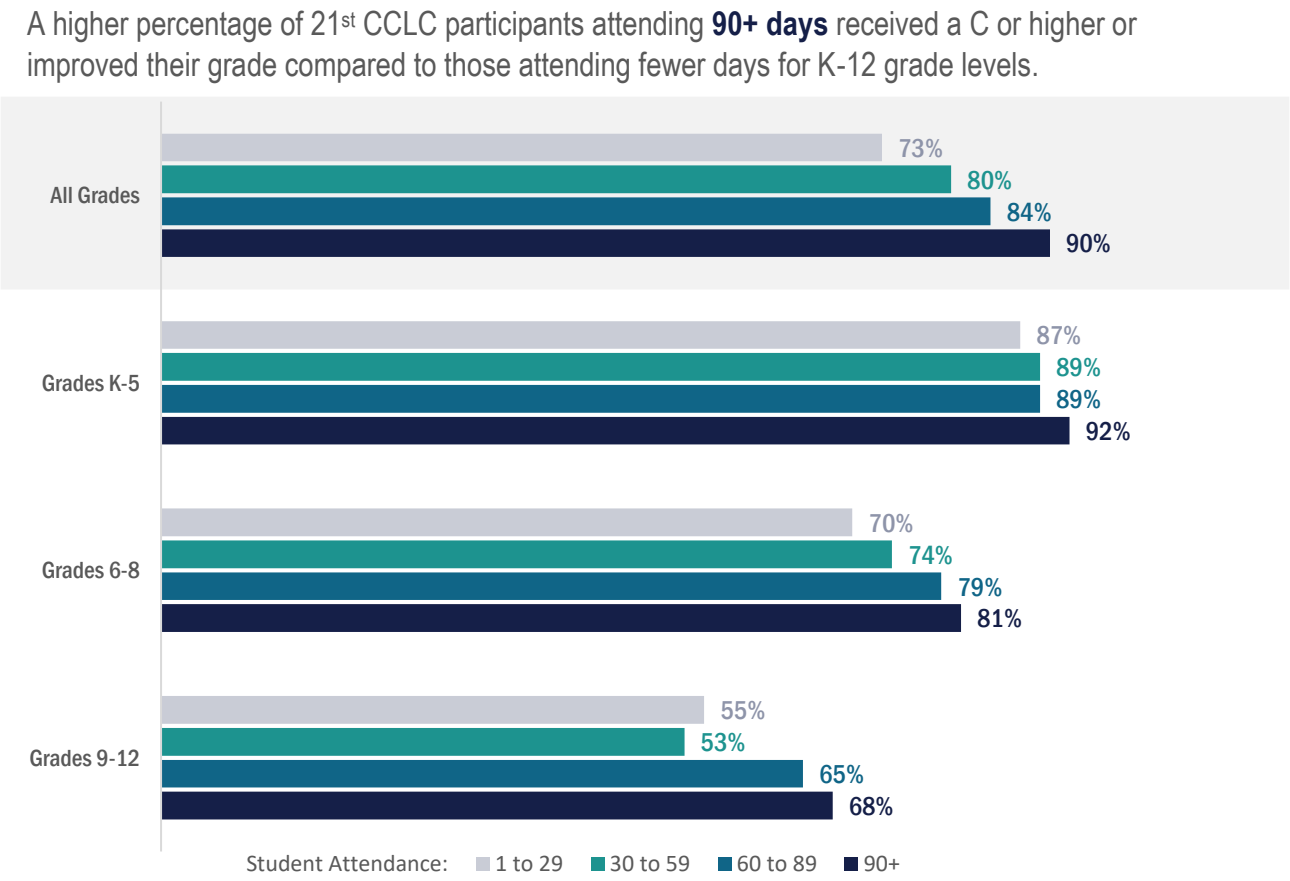


Table 8: Student Attendance Gradations by Math C or Better or Improving Grade – 2023-2024

Math: Percentage of 21st CCLC participants earning a C or better or improving their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2975/3991	**75%**	1464/1805	**81%**	997/1172	**85%**	2794/3139	**89%**
K-5	1189/1362	**87%**	799/894	**89%**	657/737	**89%**	2428/2694	**90%**
6-8[a]	1004/1410	**71%**	470/625	**75%**	280/338	**83%**	330/403	**82%**
9-12[a]	782/1219	**64%**	195/286	**68%**	60/97	**62%**	36/42	**86%**

[a] Statistically significant association.

Descriptive Analysis: Average Final Grades and 21st CCLC Participation

Average Final Grades

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes as measured by average English/language arts and math grades. Based on participants' English/language arts and math final grades from spring 2024, average grades were calculated as follows:

Average final report card grade	An average grade was calculated for all students who had grades entered on an A to F scale. Grades were recoded to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

English/Language Arts: Average Spring Final Grade by 21st CCLC Participation

Participants' average English/language arts grades were calculated based on the final spring grade and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p = .003$). Moreover, students attending 1-29 days had lower grades than students attending 30-59 days ($p < .001$) and 60-89 days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5 ($p = .002$). The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1 to 29 days ($p = .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 6-8 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Post-hoc comparisons revealed that students attending 1 to 29 days had significantly lower final grades on average compared to students attending 30 to 59 days ($p < .001$), 60 to 89 days ($p < .001$), and 90+ days ($p = .02$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1 to 29 days ($p < .001$), 30 to 59 days ($p = .003$), and 60 to 89 days ($p = .002$). Students attending 30 to 59 days had significantly higher final grades on average compared to students attending 1 to 29 days ($p = .004$), Effect sizes were small to medium.

Figure 28: Student Attendance Gradations by Average English/Language Arts Final Spring Grade – 2023-2024

For K-12, 21st CCLC participants attending **90+ days** had higher average English/language arts grades in spring 2024 compared to 1-29 days, 30-59 days, and 60-89 days.

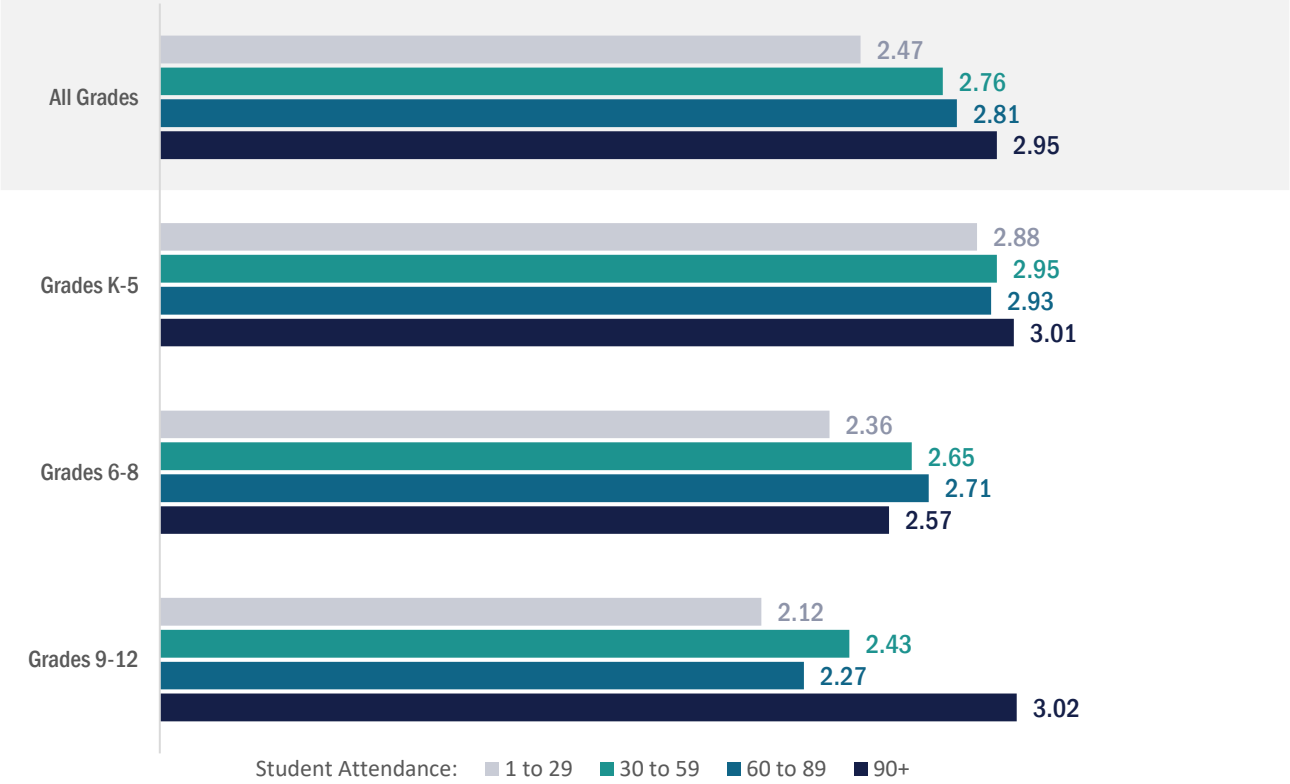


Table 9: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants by average final grades

2023-2024	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades[a]	4261	**2.47**	1856	**2.76**	1202	**2.81**	3108	**2.95**	10427
K-5[a]	1516	**2.88**	913	**2.95**	747	**2.93**	2651	**3.01**	5827
6-8[a]	1446	**2.36**	641	**2.65**	356	**2.71**	407	**2.57**	2850
9-12[a]	1285	**2.12**	302	**2.43**	99	**2.27**	48	**3.02**	1734

[a] Statistically significant.

Math: Average Spring Final Grade by 21st CCLC Participation

Participants' average math grades were calculated based on the final spring grade and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 4% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 1-29 days had significantly lower final grades on average compared to students attending 60-89 days ($p < .001$) and 30-59 days ($p = .01$). Effect sizes were small to medium.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5 ($p < .001$). The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), and students attending 30-59 days had significantly higher final grades on average compared to students attending 1-29 days ($p = .01$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Post-hoc comparisons revealed that students attending 1-29 days had significantly lower final grades on average compared to students attending 30-59 days ($p = .03$), 60-89 days ($p < .001$), and 90+ days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 9-12 ($p = .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p = .001$), 30-59 days ($p = .02$), and 60-89 days ($p = .02$). Effect sizes were small to medium.

Figure 29: Student Attendance Gradations by Math Average Final Spring Grade – 2023-2024

21st CCLC participants attending **90+ days** had higher average final math grades in spring 2024 compared to students attending 1-29 days, 30-59 days, and 60-89 days for all grades K-12.

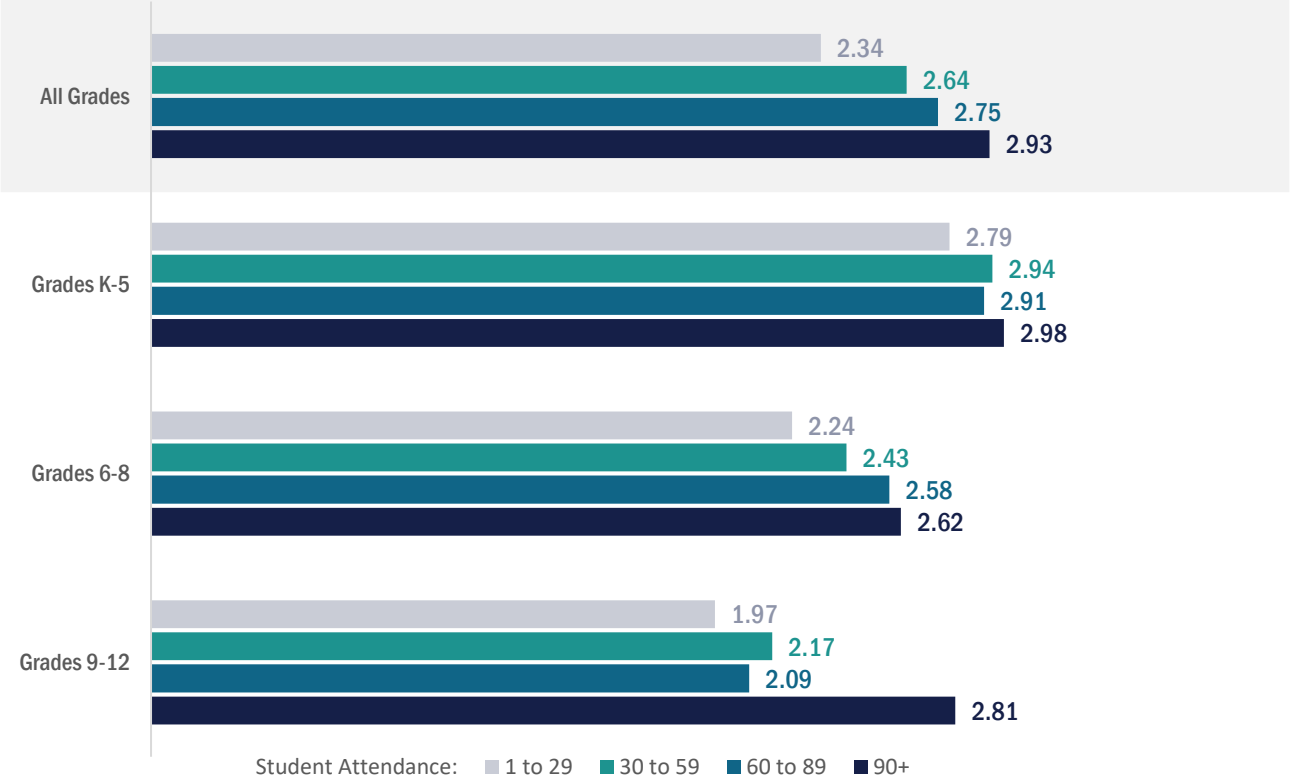


Table 10: Student Attendance Gradations by Math Average Final Spring Grade – 2023-2024

Math: Percentage of 21st CCLC participants by average final grades

2023-2024	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades[a]	4005	**2.34**	1805	**2.64**	1172	**2.75**	3141	**2.93**	10123
K-5[a]	1362	**2.79**	894	**2.94**	737	**2.91**	2694	**2.98**	5687
6-8[a]	1410	**2.24**	625	**2.43**	338	**2.58**	403	**2.62**	2776
9-12[a]	1219	**1.97**	286	**2.17**	97	**2.09**	42	**2.81**	1644

[a] Statistically significant.

Descriptive Analysis: High School Course Completion and 21st CCLC Participation

High School Course Completion

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9-12 grade participants for whom a successful STN match was available. As described below, the descriptive analyses examined high school credits obtained, ELA credits obtained, and math credits obtained by attendance gradation.

High School Course Completion	Course Completion: Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. Annually, course completion data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program.

Annual High School Credits Obtained

The number of credits obtained by high school students during the 2023-2024 school year was provided by IDOE and linked with 21st CCLC participation data. Total credits obtained across all school subjects was examined by attendance gradation (controlling for number of courses taken), along with specific analyses for ELA and math credits obtained during the 2023-2024 school year.

Annual Total Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in total credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p < .001$) and 90+ days ($p < .001$). Effect sizes were small to medium.

Figure 30: Participant Attendance Gradations by Total Credits Obtained – 2023-2024

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days** and **90+ days**.

Table 11: Participant Attendance Gradations by Total Credits Obtained – 2023-2024

Total credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1442	**11.34**	310	**12.48**	104	**12.45**	44	**13.77**

Annual ELA Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of ELA credits obtained for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in ELA credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p < .001$) and 90+ days ($p = .02$). Effect sizes were small.

Figure 31: Participant Attendance Gradations by ELA Credits Obtained – 2023-2024

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days** and **90+ days**.

Table 12: Participant Attendance Gradations by ELA Credits Obtained – 2023-2024

ELA credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1437	**1.82**	307	**2.04**	103	**1.99**	44	**2.20**

Annual Math Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in math credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p = .001$). Effect sizes were small.

Figure 32: Participant Attendance Gradations by Math Credits Obtained – 2023-2024

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days**.

Table 13: Participant Attendance Gradations by Math Credits Obtained – 2023-2024

Math credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1375	1.72	290	1.98	101	1.95	41	2.02

Descriptive Analysis: WIDA ACCESS for ELLs and 21st CCLC Participation

WIDA ACCESS for ELLs

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and performance on the WIDA ACCESS for English Language Learners (ELL) assessment. Assessment data were provided by IDOE and matched with 21st CCLC participation data to support these analyses. As described below, the descriptive analyses examined differences in proficiency levels across each assessment domain: listening, speaking, reading, and writing by attendance gradation. Note: due to small sample sizes, only three gradations were reported: 1-29 days, 30-59 days, and 60+ days.

WIDA ACCESS for ELLs	WIDA ACCESS for ELLs: ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. Local Education Agencies (LEAs) and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection). Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels. For alignment with IDOE, benchmark values were defined as scoring at or above Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2024). As recommended by IDOE, proficiency for each domain was reported separately to support ongoing planning and interventions.

WIDA ACCESS for ELLs Proficiency

2023-2024 WIDA ACCESS for ELLs assessment data were provided by IDOE and linked with 21st CCLC participation data. Benchmark thresholds were identified based on consultation with IDOE and using Indiana's threshold for English language proficiency. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2024).

WIDA Listening Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 33: Student Attendance Gradations by WIDA Listening Proficiency – 2023-2024

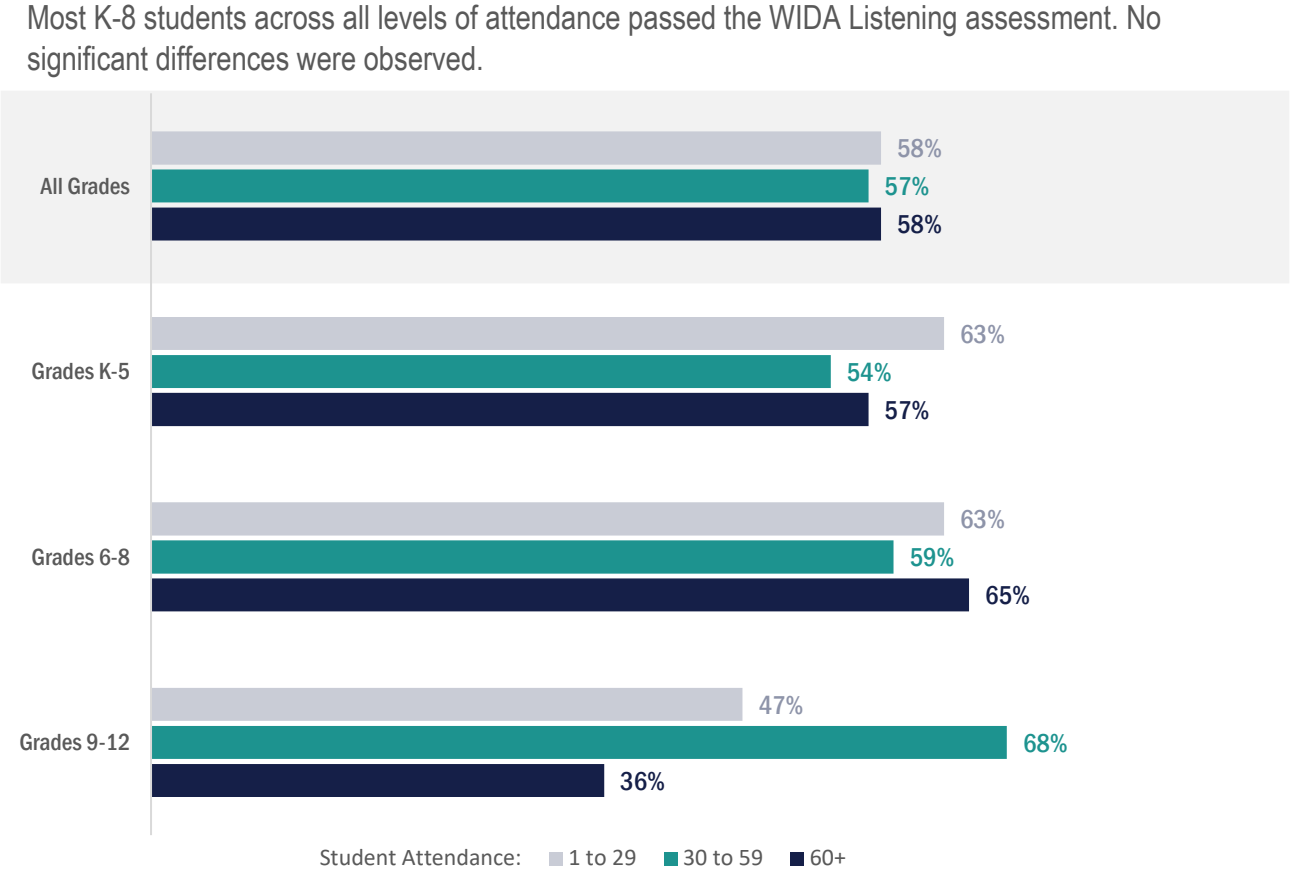


Table 14: Student Attendance Gradations by WIDA Listening Proficiency – 2023-2024

Listening: Percentage of 21st CCLC participants earning Level 5 or better

2023-2024	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	265/461	58%	89/157	57%	371/645	58%
K-5	115/182	63%	57/106	54%	312/551	57%
6-8	78/124	63%	19/32	59%	56/86	65%
9-12	72/155	47%	13/19	68%	3/8	36%

WIDA Speaking Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 34: Student Attendance Gradations by WIDA Speaking Proficiency – 2023-2024

For grades K-12, students attending **60+ days** were more likely to pass the assessment than students who attended less frequently.

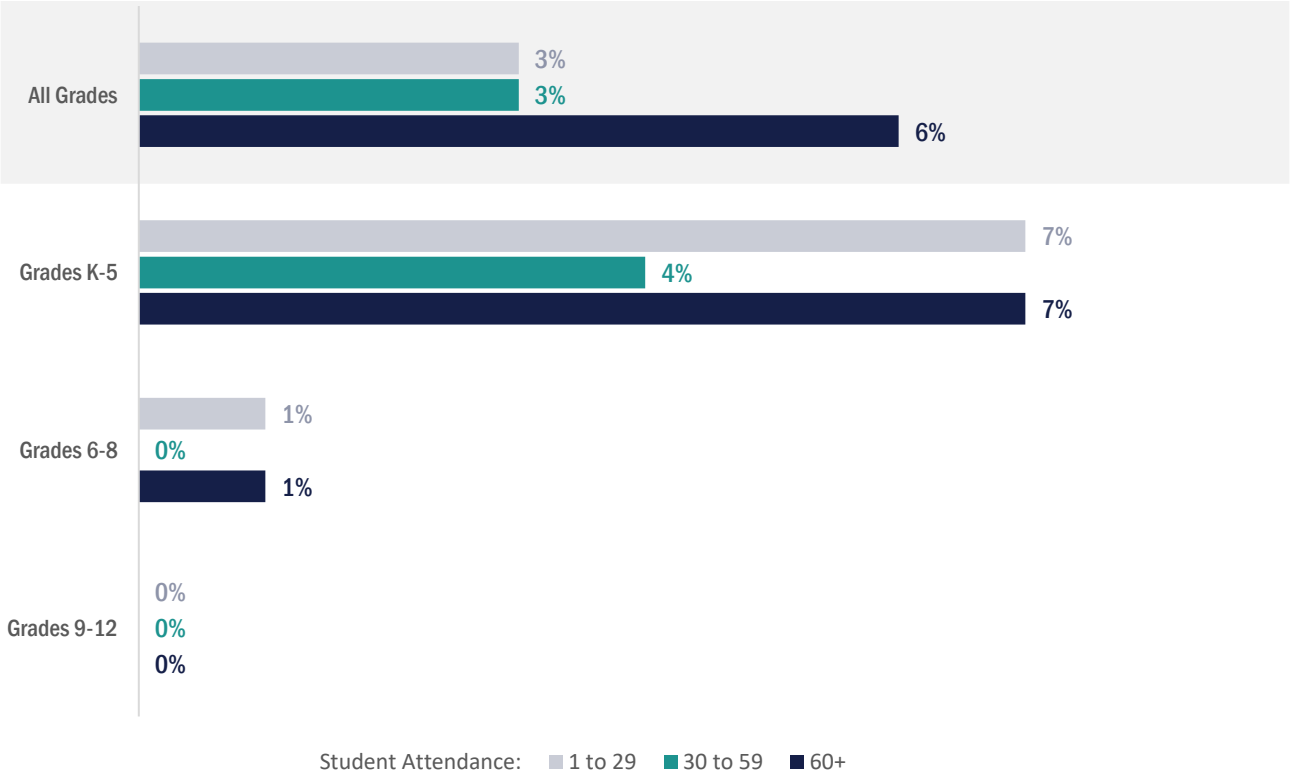


Table 15: Student Attendance Gradations by WIDA Speaking Proficiency – 2023-2024

Speaking: Percentage of 21st CCLC participants earning Level 5 or better

2023-2024	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades[a]	13/456	3%	4/156	3%	37/643	6%
K-5	12/179	7%	4/105	4%	36/549	7%
6-8	1/124	1%	0/32	0%	1/86	1%
9-12	0/153	0%	0/19	0%	0/8	0%

[a] Statistically significant association.

WIDA Reading Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 35: Student Attendance Gradations by WIDA Reading Proficiency – 2023-2024

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-8 grade levels. For grades 9-12, there was some evidence to suggest that participants who attended at higher levels were more likely to meet the benchmark.

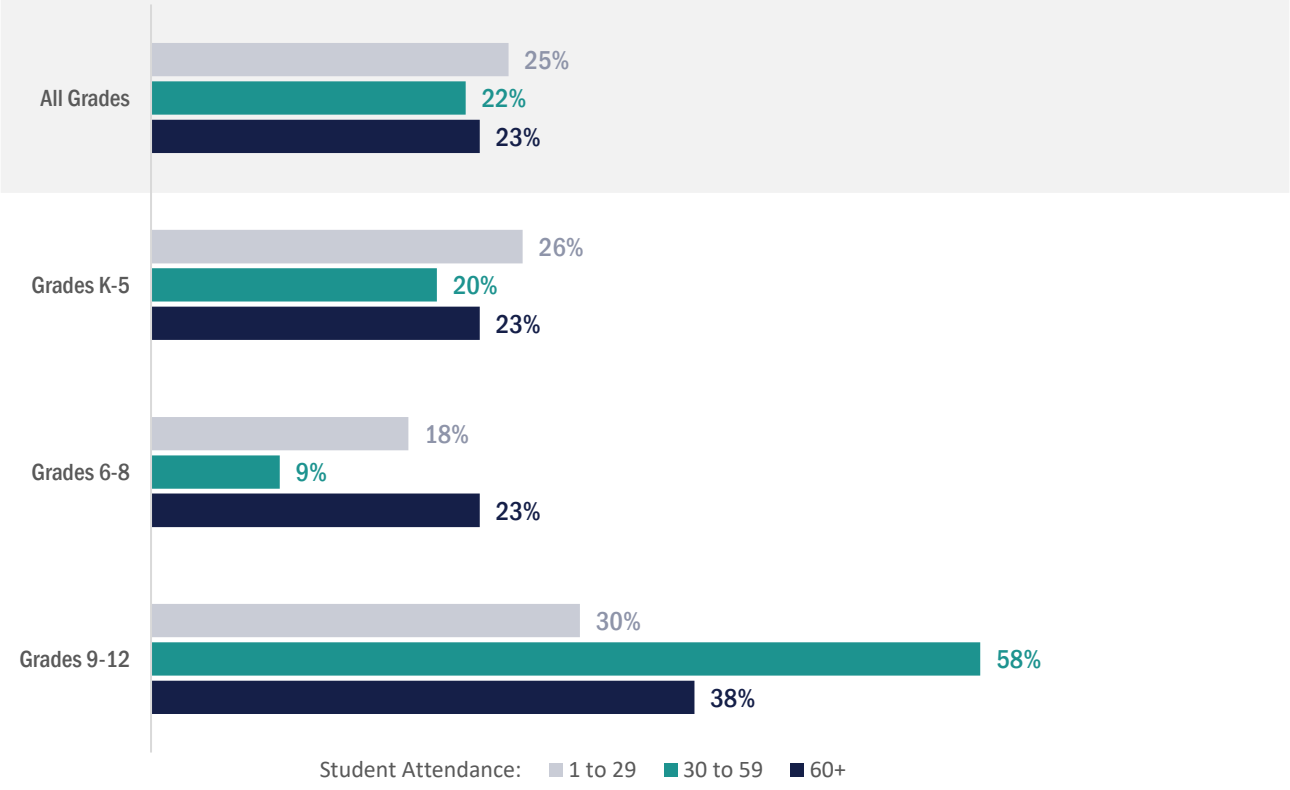


Table 16: Student Attendance Gradations by WIDA Reading Proficiency – 2023-2024

Reading: Percentage of 21st CCLC participants earning Level 5 or better

2023-2024	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	117/461	25%	35/158	22%	151/645	23%
K-5	48/182	26%	21/106	20%	128/551	23%
6-8	22/124	18%	3/33	9%	20/86	23%
9-12	47/155	30%	11/19	58%	3/8	38%

WIDA Writing Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 36: Student Attendance Gradations by WIDA Writing Proficiency – 2023-2024

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-8 grade levels.

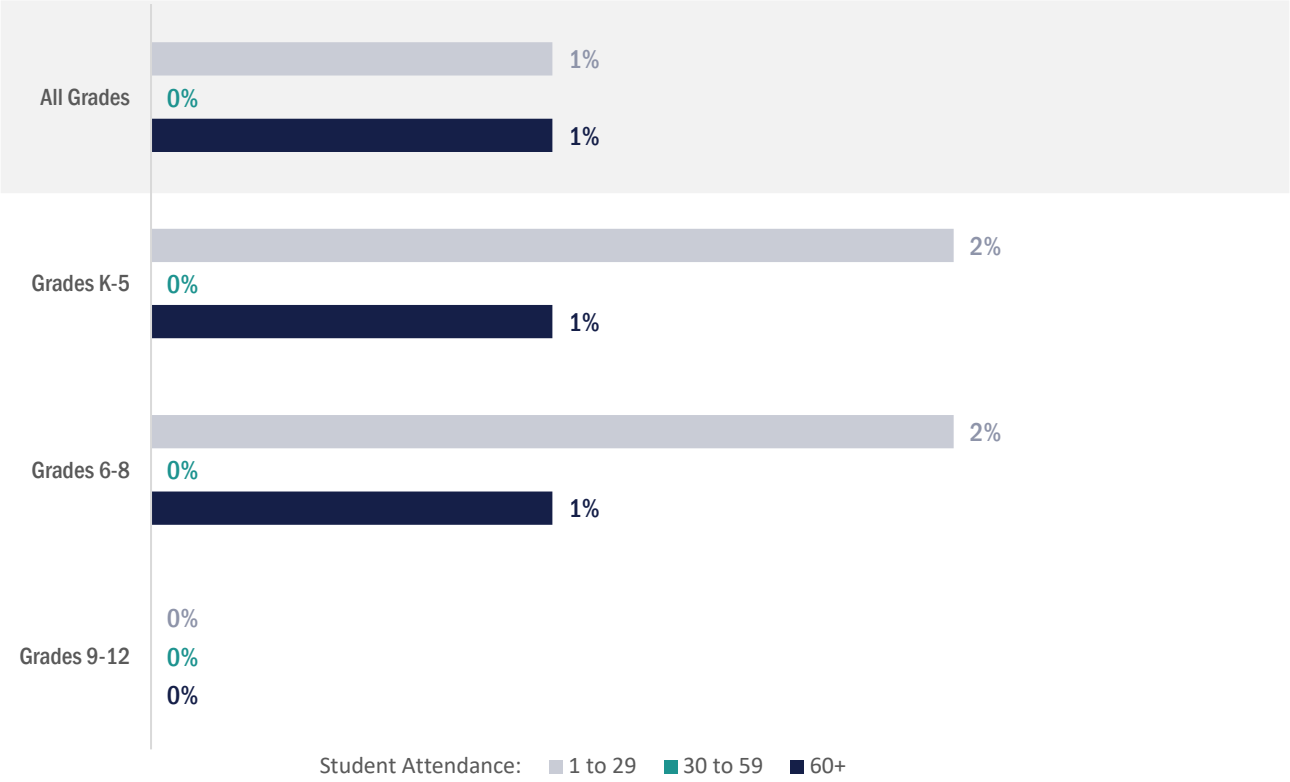


Table 17: Student Attendance Gradations by WIDA Writing Proficiency – 2023-2024

Writing: Percentage of 21st CCLC participants earning Level 5 or better

2023-2024	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	5/457	**1%**	0/157	**0%**	4/645	**1%**
K-5	3/180	**2%**	0/105	**0%**	3/551	**1%**
6-8	2/124	**2%**	0/33	**0%**	1/86	**1%**
9-12	0/153	**0%**	0/19	**0%**	0/8	**0%**

Descriptive Analysis: Academic Performance and 21st CCLC Participant Subgroups

English/Language Arts Lower Performing Participants by 21st CCLC Participation

To examine improvement, participants who received an F or D grade in English/language arts at the end of the fall semester were identified. Next, the percentage of participants who increased their grade from fall to spring was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 37: Attendance Gradations for Lower Performing Students by English/Language Arts Improvement – 2023-2024

A higher percentage of 21st CCLC participants attending **90+ days** who received an F or D grade at the end of the fall semester increased their grade from fall to spring compared to those attending 1-29 days for all grade levels.

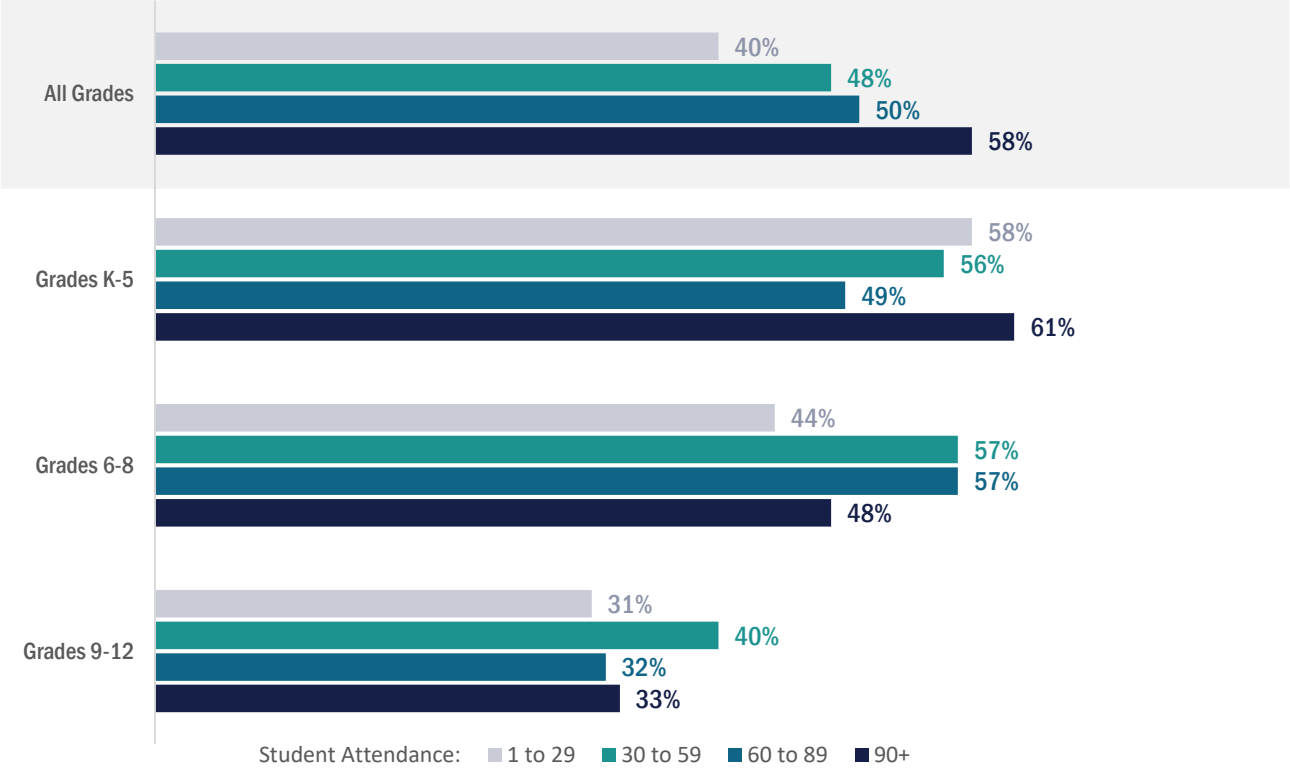


Table 18: Attendance Gradations for Lower Performing Students by English/Language Arts Increases – 2023-2024

English/Language Arts: Percentage of participants who received an F or D grade at the end of the fall semester and increased their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	309/766	40%	131/271	48%	90/181	50%	199/343	58%
K-5[a]	85/146	58%	55/98	56%	43/88	49%	165/270	61%
6-8	106/239	44%	39/68	57%	39/68	57%	32/67	48%
9-12	118/381	31%	30/76	40%	8/25	32%	2/6	33%

[a] Statistically significant association.

Math Lower Performing Participants by 21st CCLC Participation

To examine improvement, participants who received an F or D grade in math at the end of the fall semester were identified. Next, the percentage of participants who increased their grade from fall to spring was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 38: Attendance Gradations for Lower Performing Students by Math Improvement – 2023-2024

A higher percentage of 21st CCLC participants attending **90+ days** and **60-89 days** who received an F or D grade at the end of the fall semester increased their grade from fall to spring compared to those attending 1-29 days and 30-59 days for all grade levels.

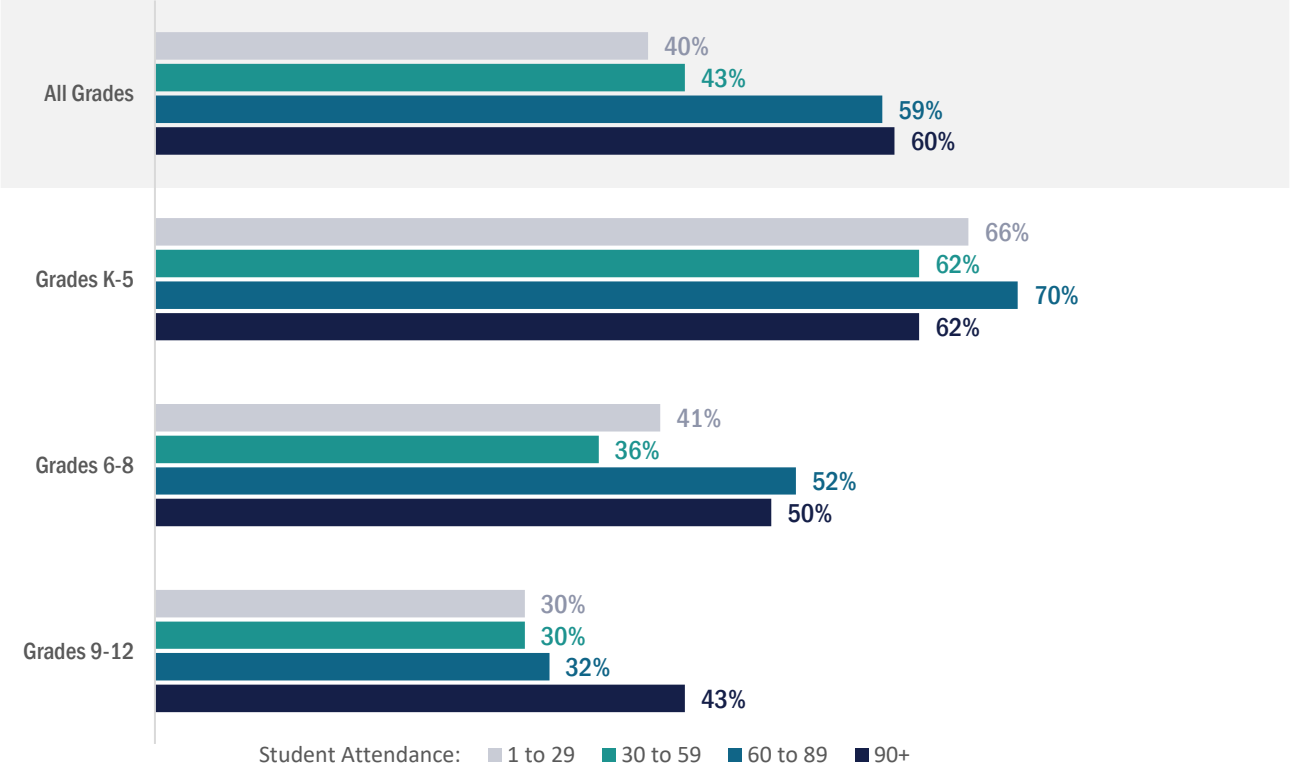


Table 19: Attendance Gradations for Lower Performing Students by Math Increases – 2023-2024

Math: Percentage of participants who received an F or D grade at the end of the fall semester and increased their grade from fall to spring

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	375/930	40%	140/326	43%	124/210	59%	252/423	60%
K-5	119/181	66%	65/105	62%	78/111	70%	208/334	62%
6-8	121/292	41%	51/141	36%	37/71	52%	41/82	50%
9-12	135/457	30%	24/80	30%	9/28	32%	3/7	43%

[a] Statistically significant association.

State Assessment Proficiency by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' English/language arts and math proficiency from spring 2024 and disaggregated by the number of years of attendance (0 years, 1 year, 2 years, 3 years, or 4 years).

English/Language Arts Multi-year Analysis: Grades 3-8

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($p < .001$). For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Figure 39: Multi-year Attendance (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2023-2024

For grades 3-8, students attending 60 or more days for **4 years** were more likely to pass the assessment compared to students who attended regularly in fewer years.

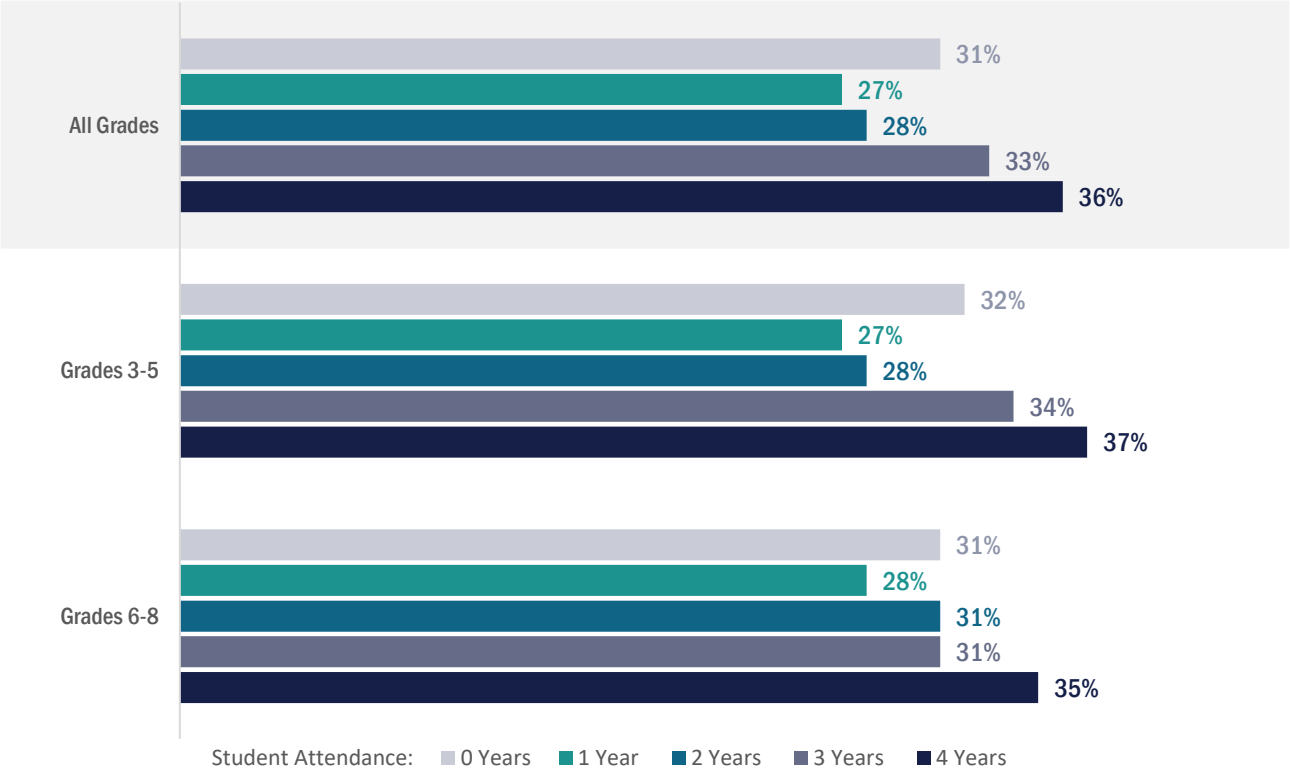


Table 20: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	1141/3628	**31%**	545/1996	**27%**	350/1234	**28%**	252/764	**33%**	188/521	**36%**
3-5[a]	536/1692	**32%**	376/1388	**27%**	257/930	**28%**	188/554	**34%**	147/402	**37%**
6-8	605/1936	**31%**	169/608	**28%**	93/304	**31%**	64/210	**31%**	41/119	**35%**

[a] Statistically significant association.

Math Multi-year Analysis: Grades 3-8

There was a significant association between years of 60 or more days attendance and ILEARN Math proficiency ($p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN Math proficiency for students in grades 3-5 ($p < .001$). For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Figure 40: Multi-year Attendance (Grades 3-8) by Math ILEARN Proficiency – 2023-2024

Students attending 60 or more days for **3 years** or **4 years** were more likely to pass the assessment compared to students who attended regularly for fewer years.

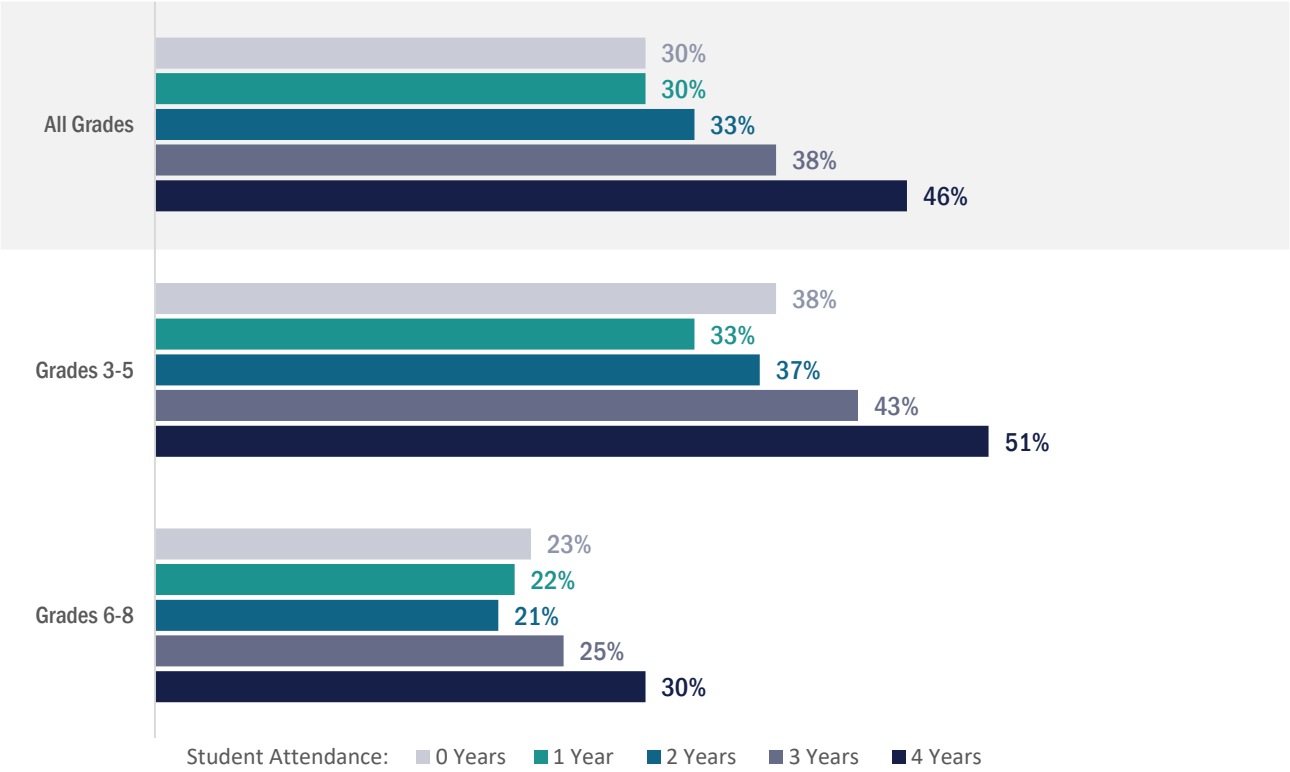


Table 21: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2023-2024

Math: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	1099/3623	30%	590/1992	30%	407/1235	33%	290/765	38%	241/521	46%
3-5[a]	647/1693	38%	456/1385	33%	343/930	37%	238/555	43%	205/402	51%
6-8	452/1930	23%	134/607	22%	64/305	21%	52/210	25%	36/119	30%

[a] Statistically significant association.

English/Language Arts & Math 2024 Final Average Grades by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2024 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: students who did not attend 60 days during any year = zero years.

Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

Multi-year Analysis: Grades 3-8

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years had significantly higher spring grades than students who never attended regularly ($p < .001$), attended regularly in one year ($p < .001$), attended regularly in two years ($p < .001$), or attended regularly in three years ($p = .001$). Students who never attended regularly had significantly lower spring grades than students who attended regularly in one year ($p = .002$), attended regularly in two years ($p < .001$), or attended regularly in three years ($p = .001$). Effect sizes were small.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years had significantly higher spring grades than students who never attended regularly ($p < .001$), attended regularly in one year ($p < .001$), attended regularly in two years ($p < .001$), or attended regularly in three years ($p = .004$). Students who never attended regularly had significantly lower spring grades than students who attended regularly in one year ($p < .001$), attended regularly in two years ($p < .001$), or attended regularly in three years ($p < .001$). Effect sizes were small.

Figure 41: Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades – 2023-2024

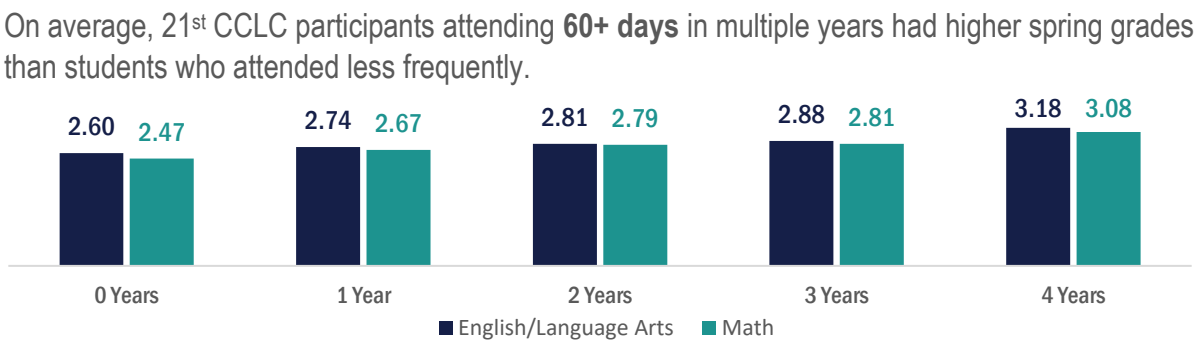


Table 22: Multi-year 60+ Days Participation (Grades 3-8) by Average Final Grades – 2023-2024

English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades

2023-2024	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
English/ Language Arts[a]	3175	**2.60**	1715	**2.74**	894	**2.81**	537	**2.88**	424	**3.18**
Math[a]	3008	**2.47**	1712	**2.67**	874	**2.79**	523	**2.81**	409	**3.08**

[a] Statistically significant.
*See Appendix B for a detailed description of results.

Multi-year Analysis: Grades 9-12

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+ days) and final average English/language arts grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 4% of the variance in final average grades for students in grades 9-12. Students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p < .001$) and two to four years ($p = .001$). Effect sizes were small to medium.

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+ days) and final average math grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p < .001$) and two to four years ($p = .004$). Effect sizes were small.

Figure 42: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades – 2023-2024

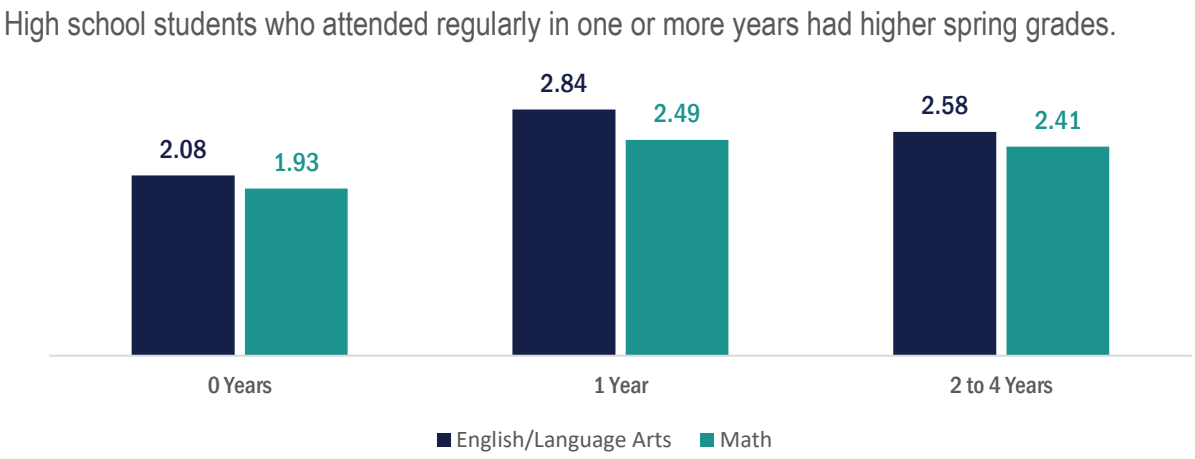


Table 23: Multi-year 60+ Days (Grades 9-12) by Average English/Language Arts & Math Final Grades – 2023-2024

English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
English/Language Arts[a]	1396	**2.08**	228	**2.84**	110	**2.58**
Math[a]	1317	**1.93**	225	**2.49**	102	**2.41**

[a] Statistically significant.

*See Appendix B for a detailed description of results.

High School Course Completion by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days in programming was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, and math credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

Annual Credits Obtained Multi-year Analysis: Grades 9-12

When controlling for the number of courses taken ($p < .001$), there was a significant relationship between years of regular attendance and total credits obtained ($p < .001$) for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 2% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p < .001$) and two to four years ($p < .001$). Effect sizes were small.

When controlling for the number of ELA courses taken ($p < .001$), there was a significant relationship between years of regular attendance and ELA credits obtained ($p < .001$) for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in ELA credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p < .001$). Effect sizes were small to medium.

When controlling for the number of math courses taken ($p < .001$), there was a significant relationship between years of regular attendance and math credits obtained for grades 9-12 ($p = .002$). The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p = .003$). Effect sizes were small.

Figure 43: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Credits Earned – 2023-2024

Students in grades 9-12 who attended regularly for at least one year earned significantly more total credits compared to students who had never attended regularly.

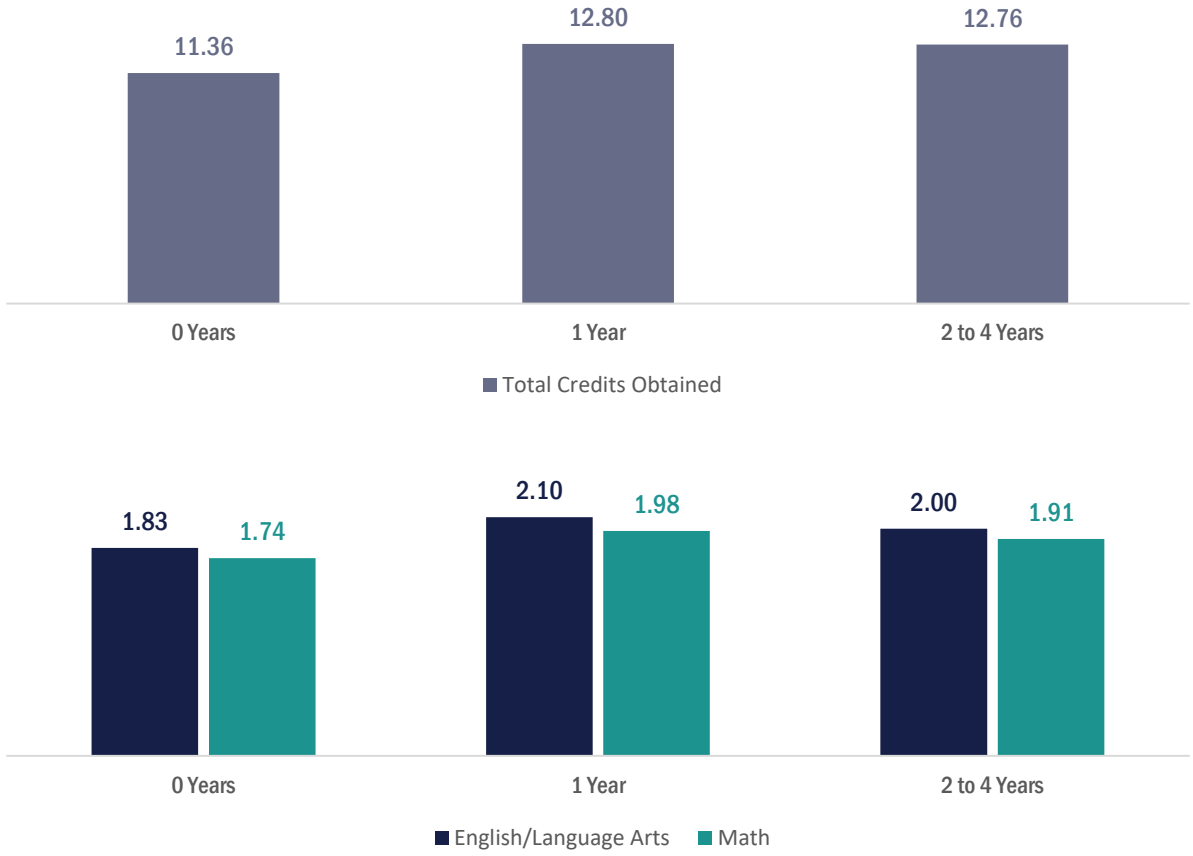


Table 24: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2023-2024

Total, English/Language Arts, and Math: 21st CCLC participants attending 60+ days across multiple years by average credits obtained

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
Total[a]	1528	11.36	252	12.80	120	12.76
English/Language Arts[a]	1520	1.83	251	2.10	120	2.00
Math[a]	1460	1.74	235	1.98	112	1.91

[a] Statistically significant.

*See Appendix B for a detailed description of results.

Descriptive Analysis: High School Graduation and 21st CCLC Participation

High School Graduation

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and graduation outcomes. Graduation data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 12th grade participants for whom a successful Student Test Number (STN) match was available. This included 94% (340/361) of 12th grade 21st CCLC participants.

High School Graduation

Graduation: Data from the IDOE Graduate Report (DOE-GR) were available for the evaluation. Annually, graduation data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. Based on IDOE (2020) guidelines, a successful graduate is defined as meeting any of the following:

1. Students earning a diploma before October 1 following an academic year.
2. Students attending an adult secondary credit (ASC) program to obtain credit toward their diploma during the evening or after school hours AND enrolled at the high school.
3. Students completing their graduation requirements EARLY; whether a year early OR semester early.
4. Students who graduated in a previous year and were omitted from the DOE-GR submission.
5. Students completing their graduation requirements while attending an alternative education program or adult secondary credit program not located in the issuing diploma high school.
6. Students completing their graduation requirements while attending their last year of school in a foreign country as an exchange student.
7. Students completing their graduation requirements while attending somewhere other than the issuing diploma high school for other reasons.

High School Graduation Rate

Across all attendance levels, 95% (322/340) of 12th grade 21st CCLC participants (i.e., attending one or more days of school year programming) graduated from high school. Across various subgroups, the majority of 21st CCLC students graduated.

Figure 44: Graduation Rate by Participant Demographics – 2023-2024

Nearly all 21st CCLC participants in 12th grade graduated from high school. This trend was consistent across sex, education program, and lunch status.

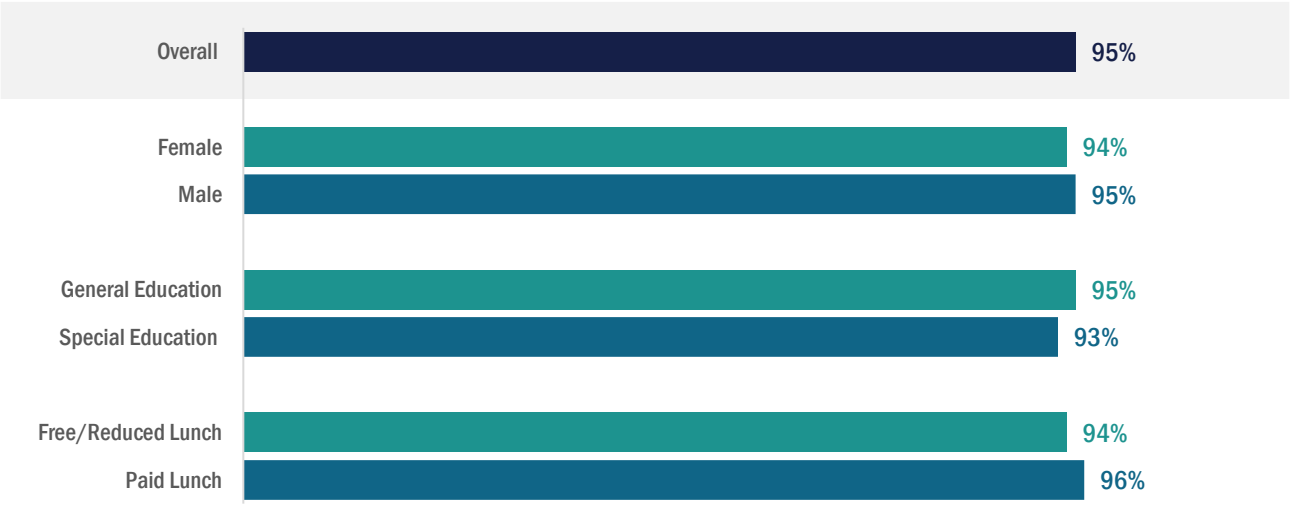
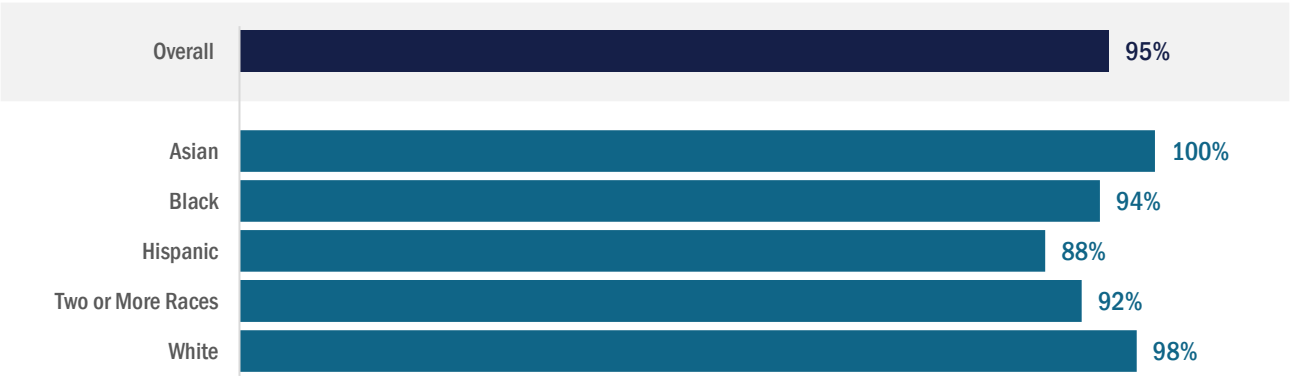


Figure 45: Graduation Rate by Race/Ethnicity[8] – 2023-2024

The majority of 21st CCLC participants in 12th grade graduated from high school. This trend was consistent across all racial/ethnic groups.



[8] Note: In the Cayen system, race and ethnicity are entered into the same variable. As a result, both race and ethnicity are reported together throughout the evaluation report (see Appendix B for more detailed discussion).

High School Graduation by 21st CCLC Participation

The percentage of 21st CCLC participants who graduated was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

A lower percentage of 21st CCLC 12th grade participants attending 1-29 days graduated compared to those attending 30-59 days and 60+ days.

Figure 46: Student Attendance Gradations by Graduation Rate – 2023-2024

Table 25: Student Attendance Gradations by Graduation – 2023-2024

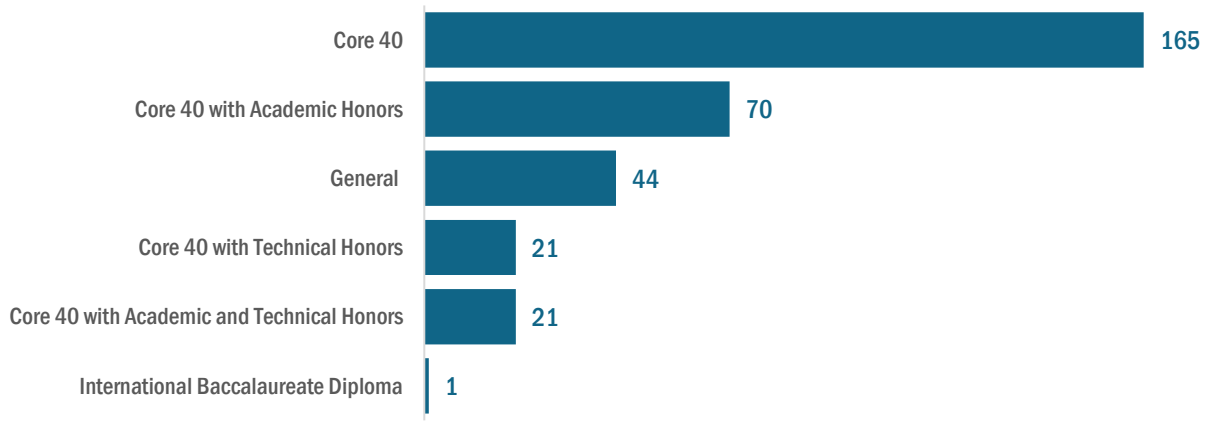
Graduation: Percentage of 21st CCLC participants graduating on schedule

2021-2022	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
Grade 12	237/254	93%	47/48	98%	36/36	100%

Graduation Type

As noted above, 95% (322/340) of 12th grade students graduated. Of these, 51% of students (165/322) earned a Core 40 diploma with no additional honors. The second largest group of graduates earned a Core 40 with Academic Honors diploma (22%; 70/322), followed by the General diploma (14%; 44/322).

Figure 47: Graduation Type – 2021-2022



Descriptive Analysis: Behavioral Improvement and 21st CCLC Participation

Teacher-Reported Behavioral Improvement by 21st CCLC Participation

As part of the United States Department of Education (USDOE) requirements for providing 21st CCLC programs, centers are required to administer surveys to teachers regarding participants who attend afterschool programs. The purpose of the teacher survey is to ask regular school day teachers to report on the extent to which certain behaviors exhibited by a center's attendees improved or did not improve during the reporting period. In Indiana, grantees may choose one of two versions of the survey for each of their sites: a K-12 survey or 6-12 survey. Many items overlap between the K-12 and 6-12 surveys

In 2024, a total of 13,478 teacher surveys were collected. This included 13,378 K-12 surveys and 100 grade 6-12 surveys. As part of the survey, teachers were asked to rate the extent to which participants changed in various behaviors from the beginning of the school year. If a student did not need to improve in a selected behavior, teachers were asked to note this on the rating scale. The majority of participants were identified as needing improvement on both the K-12 and 6-12 surveys.

Table 26: Teacher-Reported Behaviors Needing Improvement – K-12 Survey - 2023-2024

Percentage of participants reported by teachers as needing to improve in specific school-related behaviors

School-Related Behaviors (K-12 Survey)	2023-2024 (N=13,378)
Participating in class[a]	68%
Getting along well with other students[a]	61%
Behaving well in class[a]	60%
Academic performance[a]	75%
Helping others[a]	61%
Completing assignments, even when challenging[a]	72%
Responsible decision-making[a]	68%
Self-confidence	73%
Accepting responsibility for their actions	64%
Identifying their own emotions	65%
Homework completion[a]	73%

[a] Included on both K-12 and 6-12 surveys.

Table 27: Teacher-Reported Behaviors Needing Improvement – 6-12 Survey - 2023-2024

Percentage of participants reported by teachers as needing to improve in specific school-related behaviors

School-Related Behaviors (6-12 Survey)	2023-2024 (N=100)
Participating in class[a]	69%
Getting along well with other students[a]	63%
Behaving well in class[a]	60%
Academic performance[a]	71%
Helping others[a]	61%
Completing assignments, even when challenging[a]	73%
Responsible decision-making[a]	67%
Coming to class prepared to learn	64%
Being receptive to feedback on assignments	59%
Time management	72%
Homework completion[a]	77%

[a] Included on both K-12 and 6-12 surveys.

Teachers were asked to indicate if they believed students had benefited from participating in the afterschool program.

Table 28: Teacher-Reported Benefit by Attendance Gradation – 2023-2024

Percentage of participants attending 45+ and 60+ days who benefited from participating in the afterschool program, as reported by teachers

	2023-2024	
	>=45 Days	>=60 Days
K-12 Survey	94%	95%
6-12 Survey	86%	88%

Teachers were asked to rate improvement on a three-point scale (1 - Behavior Declined, 2 - No Change in Behavior, or 3 - Behavior Improved). The figure below depicts improvement for participants attending 60 or more days in the program who needed to improve. Tables 28 and 29 include participants who attended 30 or more and 60 or more days.

Figure 48: Teacher-Reported Improvement (K-12 Survey and 6-12 Survey) – 2023-2024

At least 6 out of 10 participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in **self-confidence and academic performance for K-12 students**.

Table 29: Teacher-Reported Improvements by Attendance Gradation – K-12 Survey – 2023-2024

Percentage of participants attending 45+ and 60+ days (and identified as needing to improve by their teachers) who improved school-related behaviors

K-12 Survey	2023-2024	
	>=45 Days	>=60 Days
Participating in class	58%	59%
Getting along well with other students	50%	51%
Behaving well in class	49%	49%
Academic performance	61%	62%
Helping others	54%	54%
Completing assignments, even when challenging	55%	56%
Responsible decision-making	48%	48%
Self-confidence	64%	65%
Accepting responsibility for their actions	50%	52%
Identifying their own emotions	55%	55%
Homework completion	58%	59%

Table 30: Teacher-Reported Improvements by Attendance Gradation – 6-12 Survey – 2023-2024

Percentage of participants attending 45+ and 60+ days (and identified as needing to improve by their teachers) who improved school-related behaviors

6-12 Survey	2023-2024	
	>=45 Days	>=60 Days
Participating in class	44%	46%
Getting along well with other students	35%	34%
Behaving well in class	45%	48%
Academic performance	47%	47%
Helping others	27%	22%
Completing assignments, even when challenging	38%	39%
Responsible decision-making	23%	24%
Coming to class prepared to learn	40%	42%
Being receptive to feedback on assignments	38%	39%
Time management	26%	27%
Homework completion	43%	44%

School Day Attendance by 21st CCLC Participation (GPRA 3)

To examine the relationship between 21st CCLC participation and school day attendance, a subset of participants was examined. IDOE successfully matched school day attendance data with 15,271 (92%) of the 16,594 K-12 students who attended 21st CCLC programming during the school year. This subset was further filtered to include only participants with minimum enrollment periods of 162 days, which is consistent with IDOE accountability (see Appendix B for methodology). In 2024, school day attendance data were available for 13,820 K-12 participants attending at least one day in the 21st CCLC program during the school year.

School Day Attendance

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Effects were small.

For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .03$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .03$). Effects were small.

For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 4% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p = .02$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Effects were small.

For 9-12 students, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was medium, with afterschool attendance level explaining approximately 7% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Students attending 30-59 days attended a significantly greater percentage of days

enrolled compared to students attending 1-29 days ($p < .001$). Effects were small to medium. Detailed analyses are described in Appendix B.

Figure 49: Participant Attendance Gradations by School Day Attendance Rate – 2023-2024

For all grade levels, 21st CCLC participants attending 21st CCLC programs more frequently had significantly higher levels of school day attendance in 2023-2024 compared to participants who attended programs less.

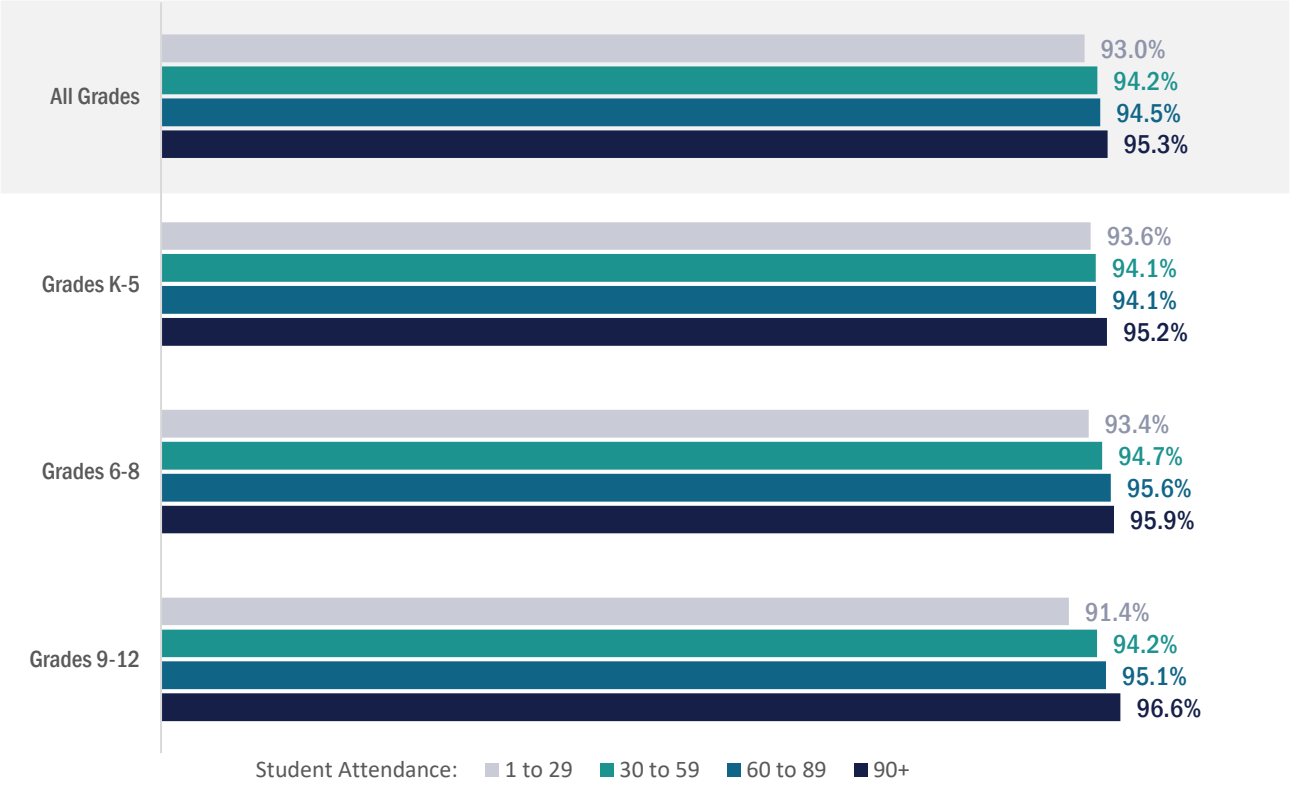


Table 31: Participant Attendance Gradations by School Day Attendance Rate – 2023-2024

School day attendance rate for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
All Grades[a]	5192	**93.0%**	2181	**94.2%**	1524	**94.5%**	4650	**95.3%**
K-5[a]	2260	**93.6%**	1244	**94.1%**	1044	**94.1%**	4109	**95.2%**
6-8[a]	1583	**93.4%**	632	**94.7%**	372	**95.6%**	455	**95.9%**
9-12[a]	1316	**91.4%**	289	**94.2%**	100	**95.1%**	42	**96.6%**

[a] Statistically significant.

Chronic Absenteeism

When examining all grade levels, there was a significant association between afterschool attendance and chronic absenteeism ($p < .001$). Students attending more than 90 days were less likely to be chronically absent compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and chronic absenteeism for students in grades K-5 ($p < .001$), grades 6-8 ($p < .001$), and grades 9-12 ($p < .001$). For students in grades K-8, this association was driven by students attending 60-89 and 90+ days. For students in grades 9-12, this association was driven by students attending 30-59, 60-89, and 90+ days. These students were less likely to be chronically absent compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 50: Participant Attendance Gradations by Chronic Absenteeism Rate – 2023-2024

For all grade levels, 21st CCLC participants attending 21st CCLC programs more frequently had significantly lower levels of chronic absenteeism in 2023-2024 compared to participants who attended programs less.

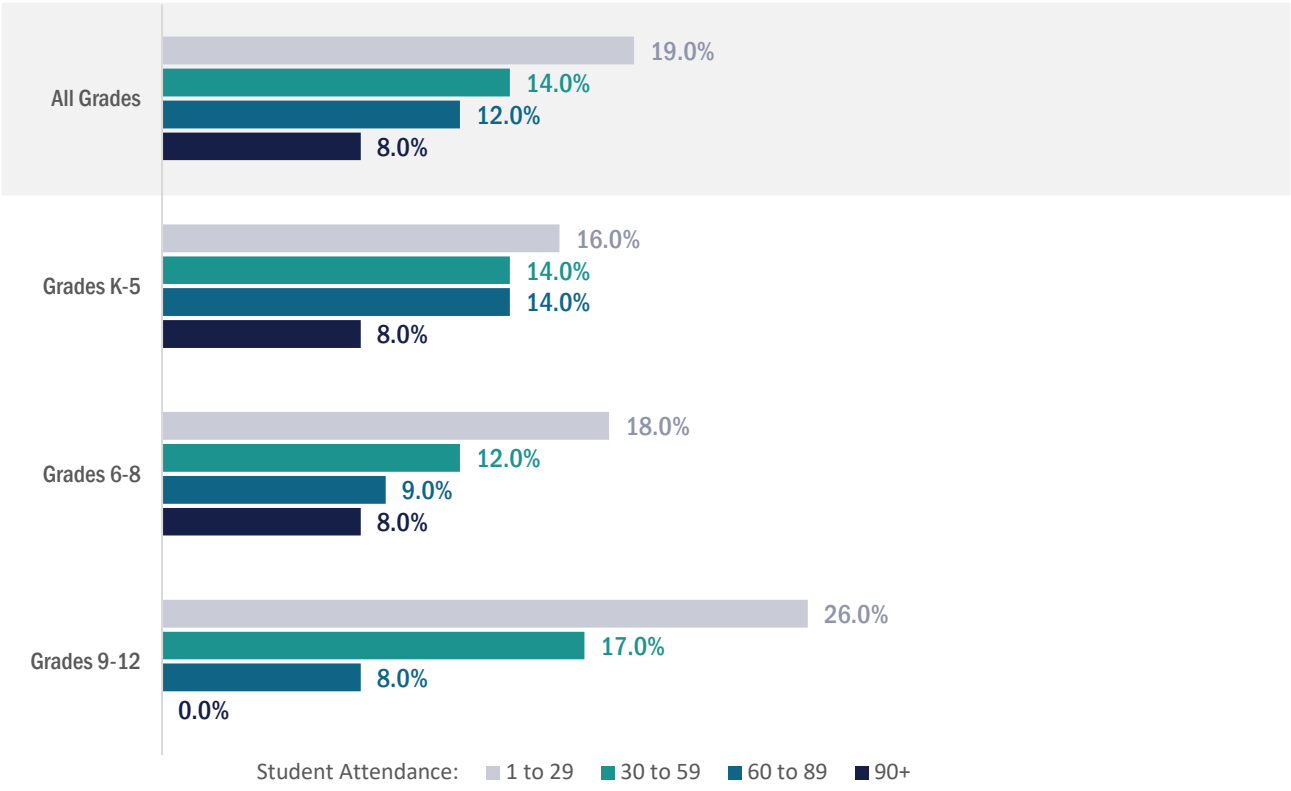


Table 32: Participant Attendance Gradations by Chronic Absenteeism Rate – 2023-2024

Chronic Absenteeism: Percentage of 21st CCLC participants chronically absent by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	994/5159	**19%**	295/2165	**14%**	185/1516	**12%**	377/4606	**8%**
K-5[a]	369/2260	**16%**	168/1244	**14%**	145/1044	**14%**	343/4109	**8%**
6-8[a]	286/1583	**18%**	77/632	**12%**	32/372	**9%**	34/455	**8%**
9-12[a]	339/1316	**26%**	50/289	**17%**	8/100	**8%**	0/42	**0%**

[a] Statistically significant.

School Day Attendance Rate Improvement (GPRA 3)

GPRA 3 examines the percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year (2021-2023) and demonstrated an improved attendance rate in the current school year (2023-2024). For federal reporting Indiana defines *improvement* as a 3% or more increase in attendance rate from the previous year.

Figure 51: Attendance Gradations for by Attendance Rate Improvement – 2023-2024

For grades 1-12, a higher percentage of 21st CCLC participants attending **60+ days** who had an attendance rate lower than 90% in 2022-2023 improved their attendance rate in 2023-2024 compared to those attending less frequently.

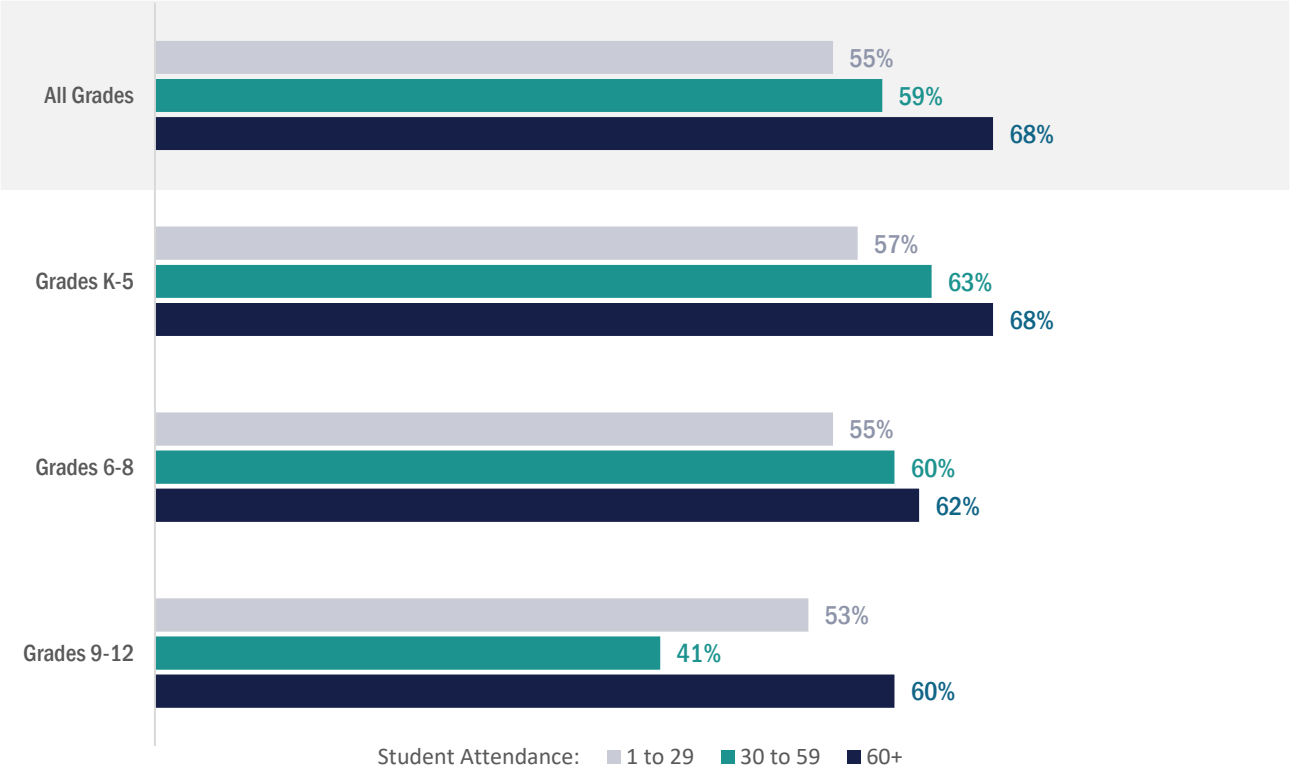


Table 33: Attendance Gradations by Attendance Rate Improvement – 2023-2024

School Day Attendance: The percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year (2021-2023) and demonstrated an improved attendance rate in the current school year (2023-2024)

2023-2024	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades[a]	629/1145	**55%**	224/382	**59%**	495/733	**68%**
1-5	239/420	**57%**	135/215	**63%**	433/633	**68%**
6-8	178/325	**55%**	64/106	**60%**	56/90	**62%**
9-12[a]	212/400	**53%**	25/61	**41%**	6/10	**60%**

[a] Statistically significant association.

School Discipline by 21st CCLC Participation (GPRA 4)

To examine the relationship between 21st CCLC participation and school behavior, a subset of participants was examined. IDOE successfully matched school behavior data with 15,120 (98%) of the 15,421 K-12 students who attended 21st CCLC programming during the school year. Data were available for in-school and out-of-school suspensions.

In-School Suspension (GPRA 4)

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($p < .001$). Specifically, students attending 90 or more days and 60 to 89 days were less likely to be suspended compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 52: Participant Attendance Gradations by In-School Suspension Rate – 2023-2024

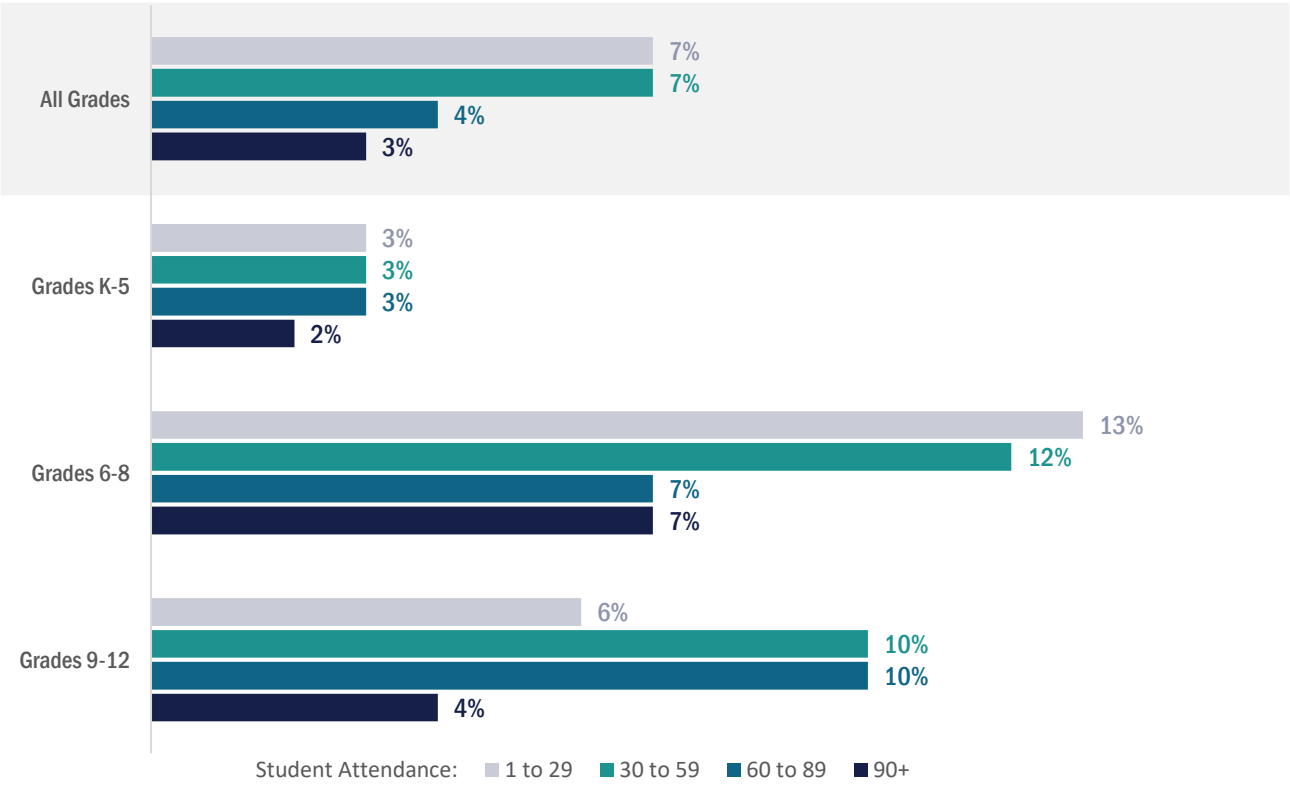


Table 34: Student Attendance Gradations by In-School Suspension Rate – 2023-2024

Behavior: Percentage of 21st CCLC participants receiving at least one in-school suspension

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	392/5642	7%	158/2424	7%	64/1657	4%	143/4938	3%
K-5	76/2445	3%	43/1435	3%	33/1155	3%	105/4407	2%
6-8[a]	225/1744	13%	83/678	12%	28/397	7%	36/486	7%
9-12	91/1453	6%	32/311	10%	6/105	10%	2/45	4%

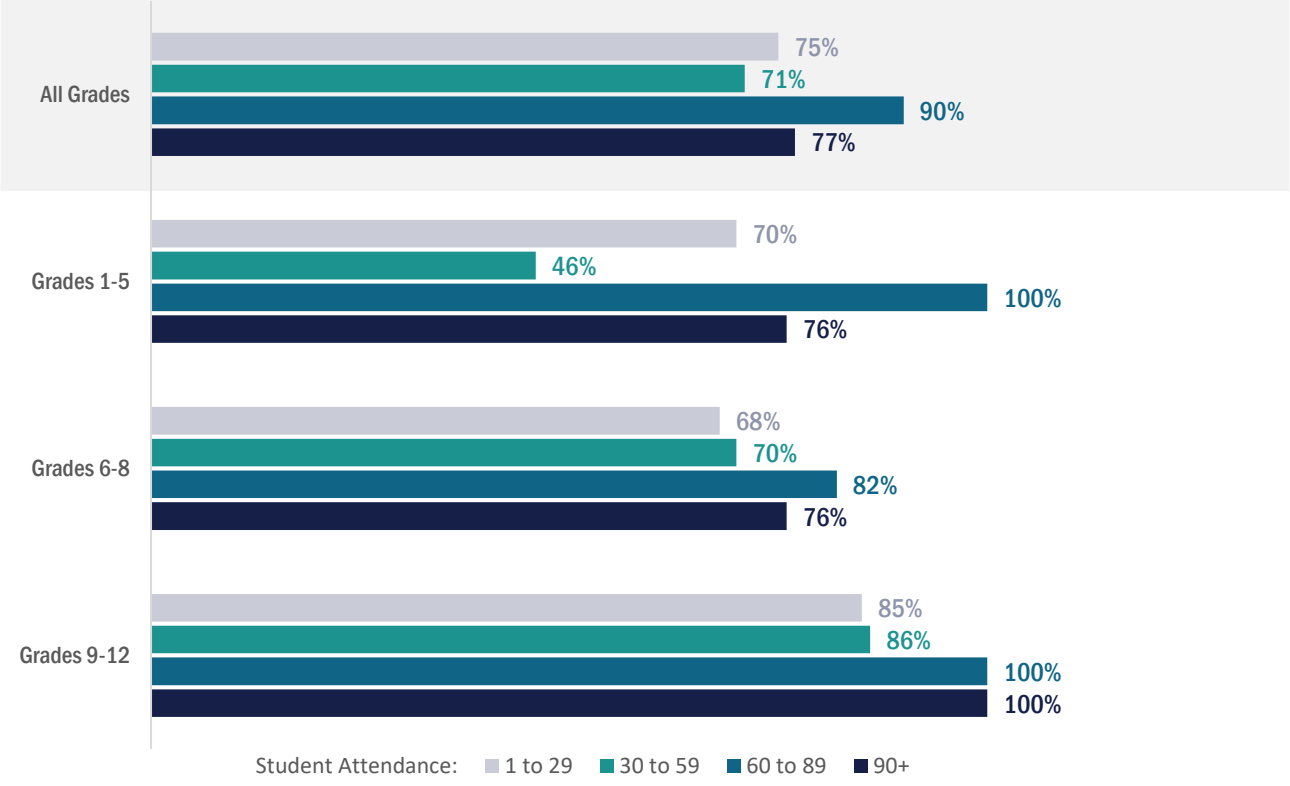
[a] Statistically significant association.

In-School Suspension Decreases from Prior Year (GPRA 4)

GPRA 4 examines the percentage of students in grades 1-12 who attended 21st CCLC programming during who experienced a decrease in in-school suspensions compared to the previous school year.

Figure 53: Participant Attendance Gradations by In-School Suspension Decreases – 2023-2024

For all grade levels, students who had been suspended in the prior and attended at higher levels were more likely to decrease their suspensions compared to those who attended less frequently.



Note: Due to small sample sizes, results should be interpreted with caution.

Table 35: Student Attendance Gradations by In-School Suspension Decreases – 2023-2024

Behavior: Percentage of 21st CCLC participants who decreased suspensions compared to the prior year

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	233/311	75%	79/111	71%	35/39	90%	66/86	77%
1-5[a]	26/37	70%	6/13	46%	14/14	100%	41/54	76%
6-8	103/152	68%	49/70	70%	18/22	82%	22/29	76%
9-12	104/122	85%	24/28	86%	3/3	100%	3/3	100%

[a] Statistically significant association.

Out-of-School Suspension

When examining all grade levels, there was a significant association between afterschool attendance and out-of-school suspensions ($p < .001$). Specifically, students attending 90 or more days were less likely to be suspended compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 54: Participant Attendance Gradations by Out-of-School Suspension Rate – 2023-2024

21st CCLC participants attending at higher levels were less likely to receive an out-of-school suspension in 2024 compared to participants attending less frequently for all grade levels.

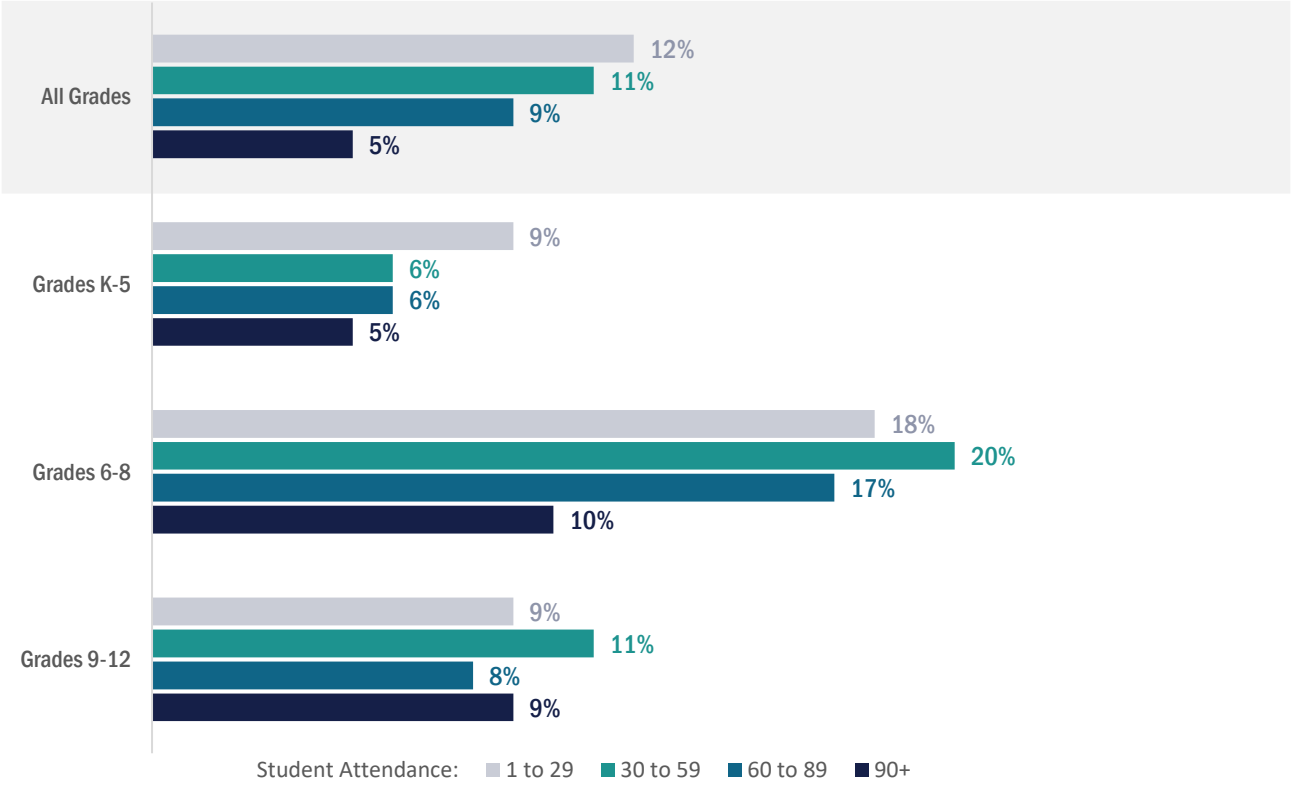


Table 36: Student Attendance Gradations by Out-of-School Suspension Rate – 2023-2024

Behavior: Percentage of 21st CCLC participants receiving at least one out- of-school suspension

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	678/5642	12%	255/2424	11%	146/1657	9%	265/4938	5%
K-5[a]	220/2445	9%	87/1435	6%	72/1155	6%	214/4407	5%
6-8[a]	321/1744	18%	133/678	20%	66/397	17%	47/486	10%
9-12	137/1453	9%	35/311	11%	8/105	8%	4/45	9%

[a] Statistically significant association.

Descriptive Analysis: Behavior and 21st CCLC Participant Subgroups

School Day Attendance by Multi-Year 21st CCLC Participation

Analyses were conducted to examine the relationship between multiple years of participation in 21st CCLC and school day attendance. The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was then linked with participants' school day attendance data from 2023-2024 and disaggregated by the number of years (zero years, one year, two years, three years, or four years) students attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis (see Appendix B for school day attendance methodology). Note: students who did not attend 60 days during any year = zero years.

Multi-year Analysis – School Day Attendance Rate: Grades 3-8

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance ($p < .001$). The effect was small, with years of regular attendance explaining approximately 4% of the variance in school day attendance for 3-8 students. Students who had never attended regularly attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($p < .001$), two years ($p < .001$), three years ($p < .001$), and four years ($p < .001$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$) and two years ($p < .001$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$). Students attending regularly for two years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p = .001$). Effect sizes were small.

Figure 55: Multi-year Attendance (Grades 3-8) by School Day Attendance Rate – 2023-2024

On average, 21st CCLC participants attending **60+ days** during multiple years had the highest school day attendance rates.

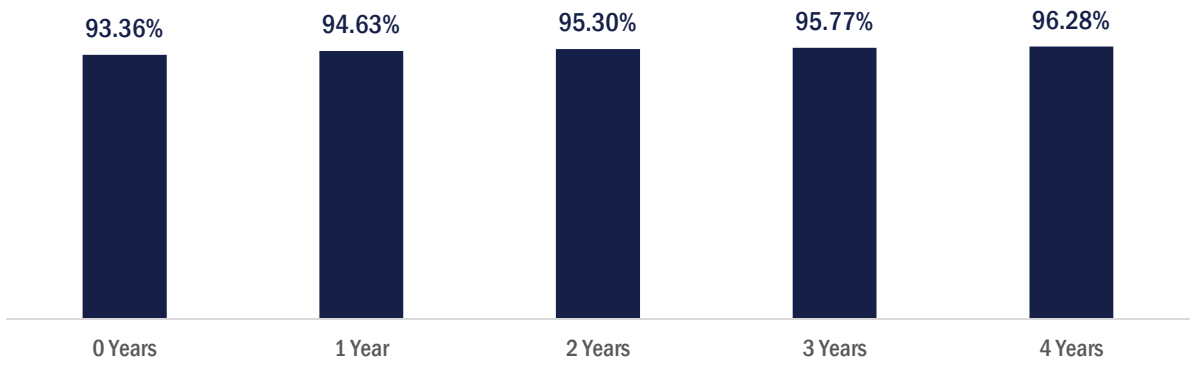


Table 37: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate – 2023-2024

School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate

2023-2024	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
Attendance Rate[a]	3752	**93.36%**	2041	**94.63%**	1254	**95.30%**	783	**95.77%**	525	**96.28%**

[a] Statistically significant.

*See Appendix B for a detailed description of results.

Multi-year Analysis – School Day Attendance Rate: Grades 9-12

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance ($p < .001$). The effect was small, with years of regular attendance explaining approximately 4% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students who had never attended regularly attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($p < .001$) and students attending regularly for two to four years ($p < .001$). Effect sizes were small.

Figure 56: Multi-year Attendance (Grades 9-12) by School Day Attendance Rate – 2023-2024

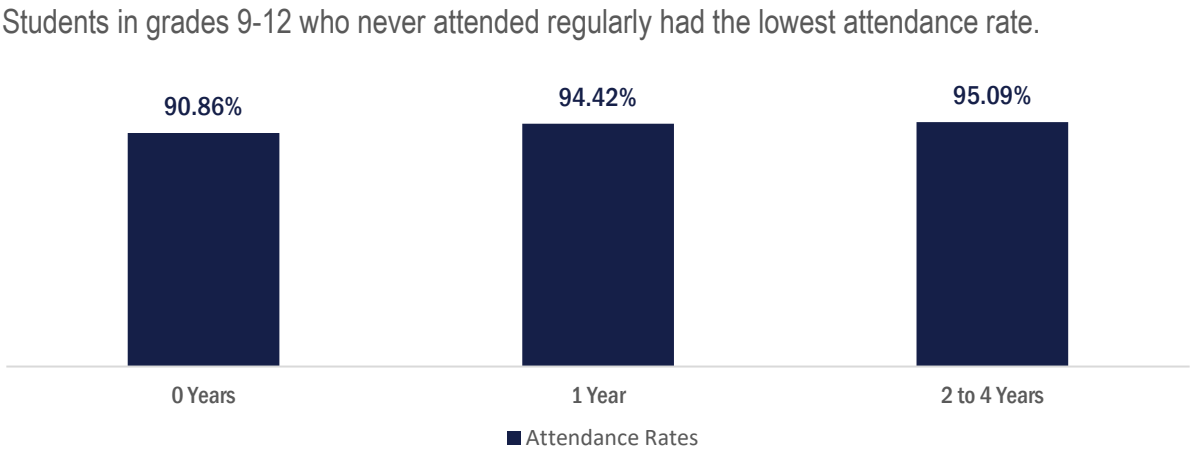


Table 38: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate – 2023-2024

School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
School Day Attendance Rate[a]	1531	90.86%	250	94.42%	121	95.09%

[a] Statistically significant.

*See Appendix B for a detailed description of results.

School Discipline by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years) they attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

In-School Suspension Rate Multi-year Analysis: Grades 3-8

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for two or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). A review of the standardized residuals suggests that this association was driven by students who never attended regularly. Specifically, these students were more likely to be suspended compared to students who attended more frequently. Detailed results are described in Appendix B.

Figure 57: Years Attended by In-School Suspension Rate – 2023-2024

For grades 3-8, 21st CCLC participants attending **60 or more days** for **1 year**, **2 year**, **3 years** or **4 years** were less likely to receive an in-school suspension compared to those attending 60 or more days in fewer years.

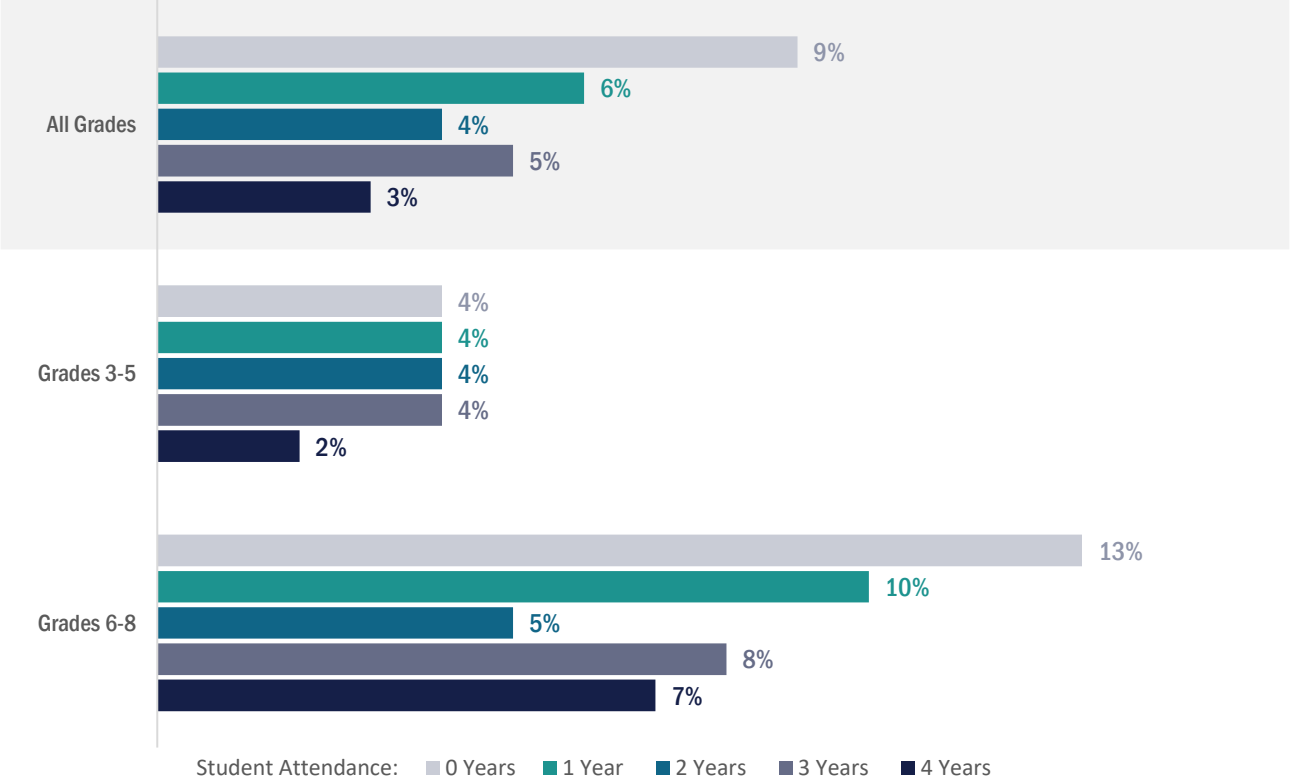


Table 39: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2023-2024

In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	332/3804	**9%**	123/2105	**6%**	52/1271	**4%**	38/789	**5%**	18/538	**3%**
3-5	67/1791	**4%**	57/1465	**4%**	35/955	**4%**	22/575	**4%**	10/416	**2%**
6-8[a]	265/2013	**13%**	66/640	**10%**	17/316	**5%**	16/214	**8%**	8/122	**7%**

[a] Statistically significant association.

In-School Suspension Rate Multi-year Analysis: Grades 9-12

When examining grade levels 9-12, no significant relationships were observed; however, when viewed descriptively, students who attended during multiple years were less likely to receive an in-school suspension.

Figure 58: Multi-Year Attendance (Grades 9-12) by In-School Suspension Rate – 2023-2024

Participants attending **60 or more days** for **1 year** or **2-4 years** were less likely to receive an in-school suspension compared to participants who never attended regularly.

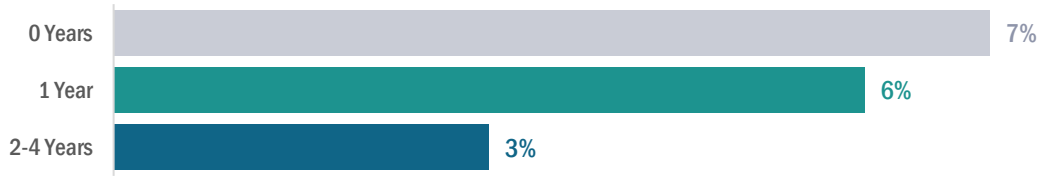


Table 40: Multi-Year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2023-2024

In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate

2023-2024	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
In-School Suspension Rate	113/1538	**7%**	15/254	**6%**	3/122	**3%**

Out-of-School Suspension Rate Multi-year Analysis: Grades 3-8

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days during at least one year. Specifically, these students were less likely to be suspended compared to students who never attended 60+ days.

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p = .003$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grades 6-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). A review of the standardized residuals suggests that this association was driven by students who attended 60 or more days for two and three years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Figure 59: Years Attended by Out-of-School Suspension Rate – 2023-2024

For grades 3-8, participants attending **60 or more days** for **4 years, 3 Years, 2 Years,** and **1 Year** were less likely to receive an out-of-school suspension compared to those who never attended 60+ days.

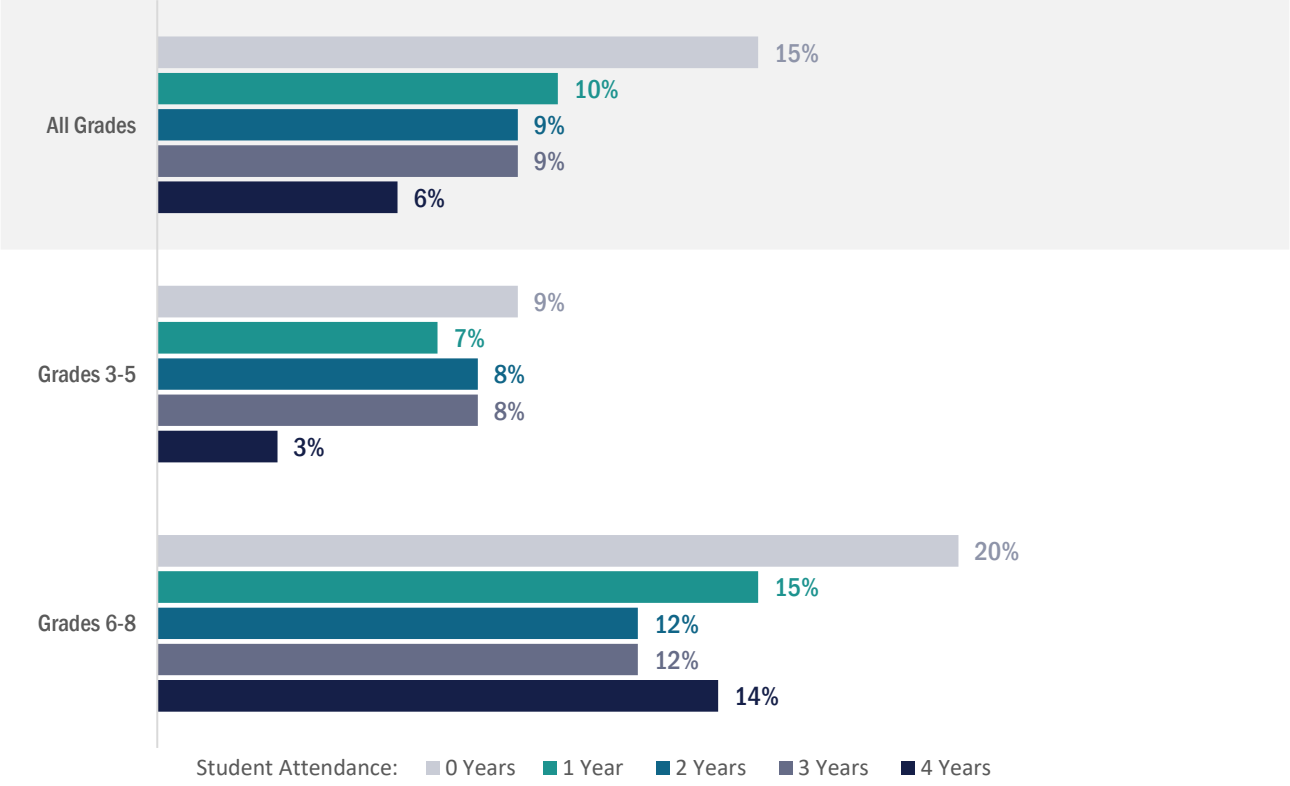


Table 41: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2023-2024

Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	550/3804	**15%**	201/2105	**10%**	116/1271	**9%**	68/789	**9%**	30/538	**6%**
3-5[a]	157/1791	**9%**	106/1465	**7%**	79/955	**8%**	43/575	**8%**	13/416	**3%**
6-8[a]	393/2013	**20%**	95/640	**15%**	37/316	**12%**	25/214	**12%**	17/122	**14%**

[a] Statistically significant.

Out-of-School Suspension Rate Multi-year Analysis: Grades 9-12

When examining grade levels 9-12, no significant relationships were observed.

Figure 60: Multi-year Attendance (Grade 12) by Out-of-School Suspension Rate – 2023-2024

Students attending **regularly** during at least one year were the least likely to receive an out-of-school suspension.

Table 42: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2023-2024

Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.

2023-2024	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
Out-of-School Suspension Rate	159/1538	**10%**	15/254	**6%**	10/122	**8%**

[a] Statistically significant.

Matched-Groups Analysis

Matched-Groups Analysis: Academic Performance and 21st CCLC Participation

Matched-Groups Analysis and Academic Performance

A series of analyses were completed to examine the impact of 21st CCLC participation on selected English/language arts (ELA) and math outcomes. Specifically, ILEARN data were utilized to examine academic achievement in English/language arts and math. The assessments were administered in the spring of 2024. ILEARN proficiency and growth (based on student growth percentile (SGP) and ILEARN growth targets) were reported. All data were provided by IDOE.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (students attending less frequently) that were balanced on key demographics, including prior academic performance. Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior ILEARN performance was utilized as a matching variable, only students in grades 4 to 8 were included in the analysis.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Overall sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). Because there were fewer students who attended 90 or more days, there were smaller matched groups for these analyses. A summary of the matched groups created for these analyses is included in the table that follows.

Table 43: Sample Size for Matched Groups: Academics – 2023-2024

2023-2024	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Academics[a]	1883	1883	1687	1687	1399	1399

[a] Students in grades 4-8 were included in the academic matched-groups analyses.

30-Day Matched-Groups

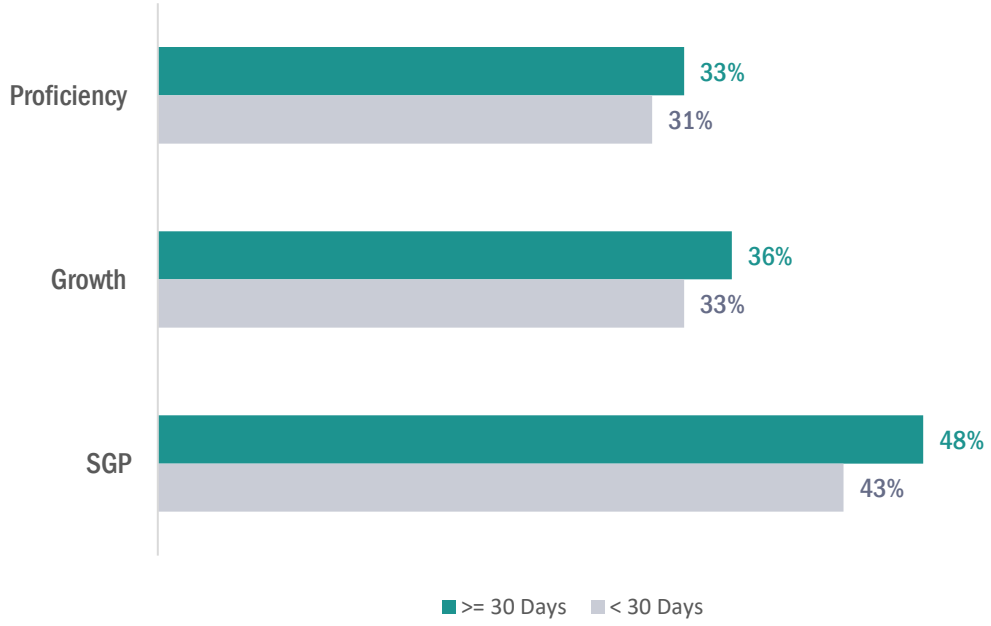
Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. These groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

English/Language Arts

Students who attended for 30 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (p = .01), and score at or above proficiency.

Figure 61: 30-Day Matched Groups for ILEARN ELA – 2023-2024

Students who attended for **30 or more days** were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50, and score at or above proficiency. However, only the SGP was statistically significant.

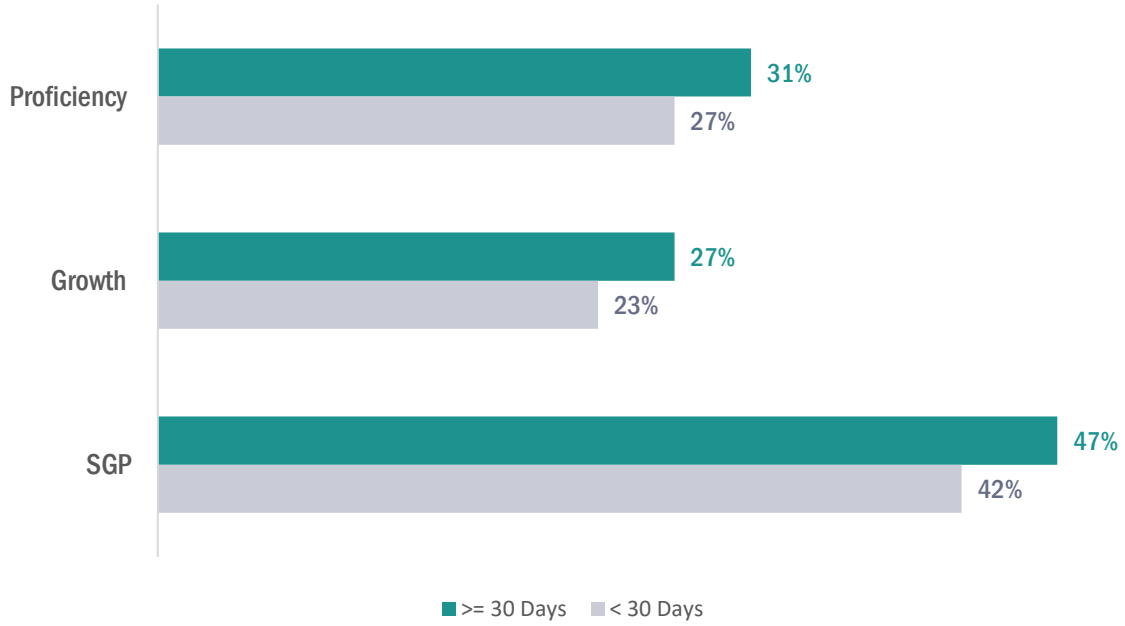


Math

Students who attended for 30 or more days were statistically significantly more likely to pass the ILEARN math (p = .01), meet their ILEARN math growth targets (p = .01), and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (p = .01).

Figure 62: 30-Day Matched Groups for ILEARN Math – 2023-2024

Students who attended for **30 or more days** were significantly more likely to pass the ILEARN math, meet their ILEARN math growth targets, and earn an SGP greater than or equal to 50.



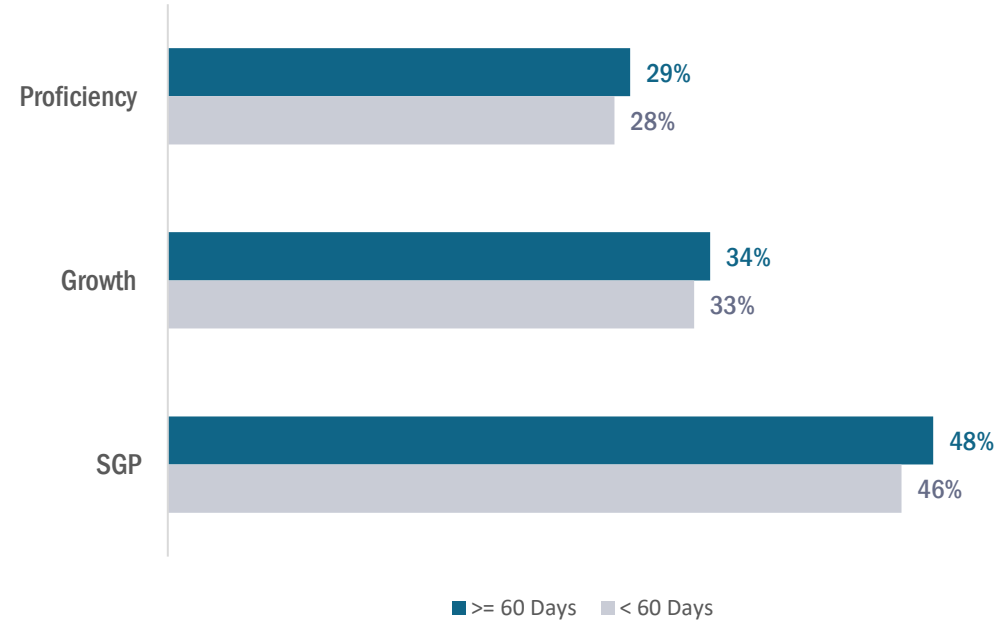
60-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 60 days or more and (2) students attending fewer than 60 days. As with the 30-day matched groups, these groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

English/Language Arts

Students who attended for 60 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Figure 63: 60-Day Matched Groups for ILEARN ELA – 2023-2024

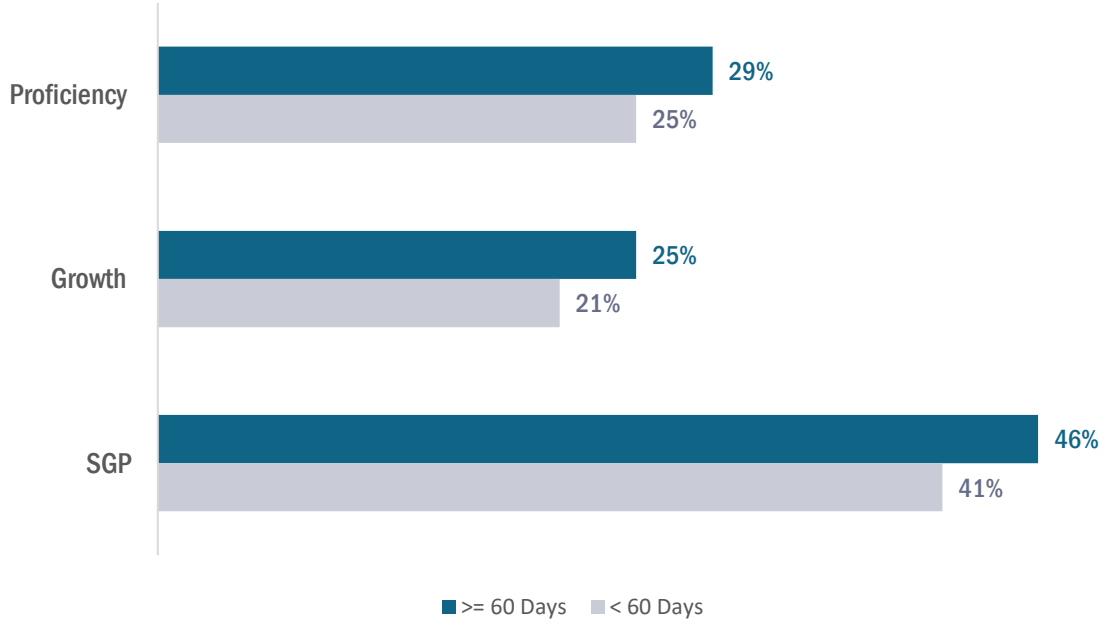


Math

Students who attended for 60 or more days were statistically significantly more likely pass the ILEARN math (p = .01), to meet their ILEARN growth target (*p* = .01), and to earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (*p* = .01).

Figure 64: 60-Day Matched Groups for ILEARN Math – 2023-2024

Students who attended for **60 or more days** were significantly more likely to pass the ILEARN math, meet their growth target, and earn an SGP greater than or equal to 50.



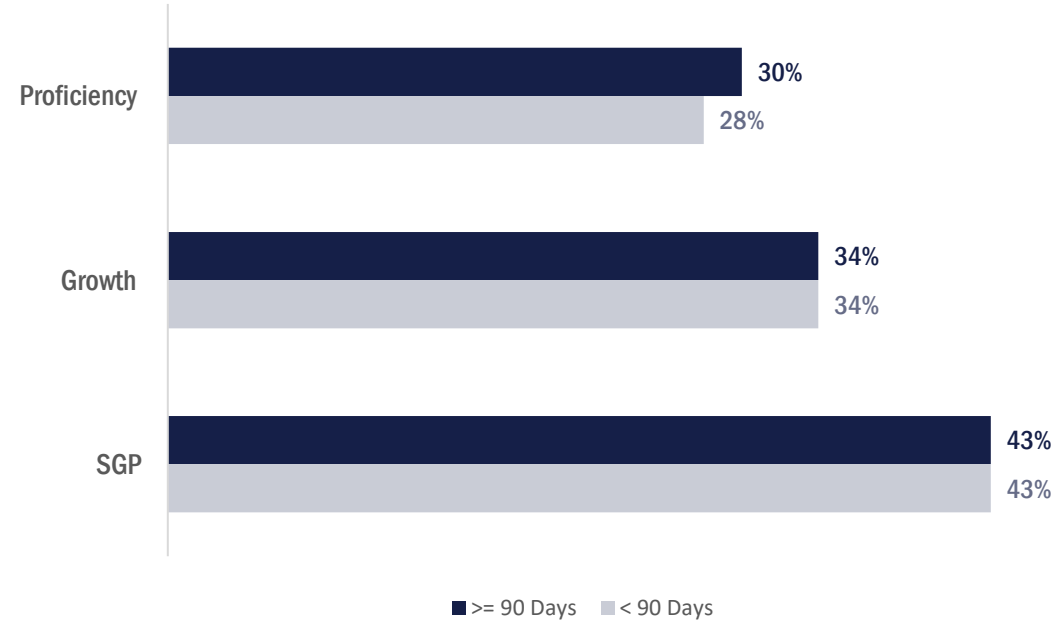
90-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

English/Language Arts

Students who attended for 90 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Figure 65: 90-Day Matched Groups for ILEARN ELA – 2023-2024

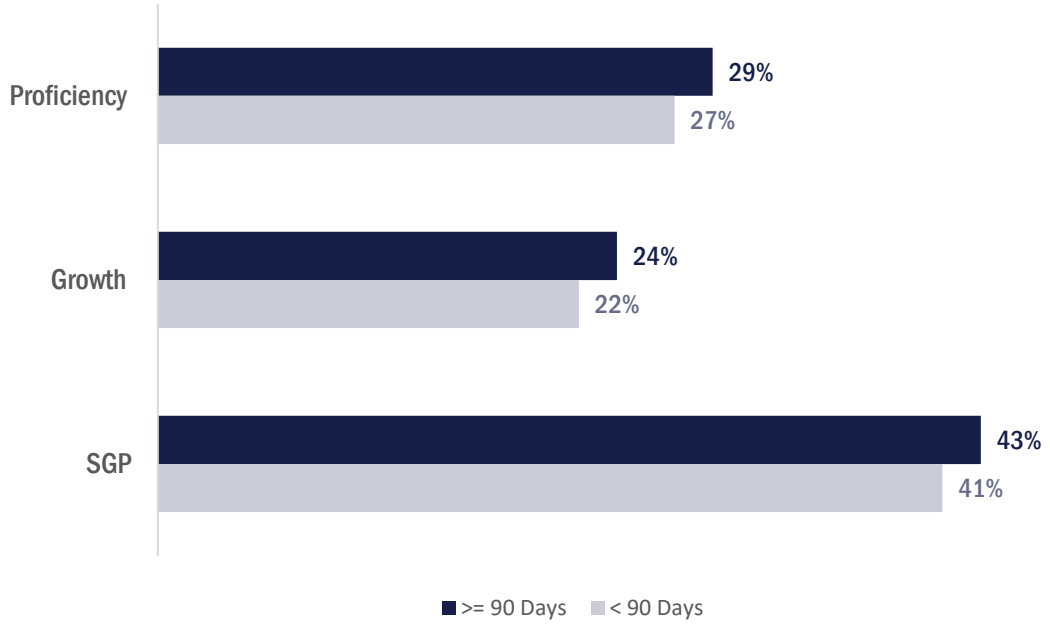


Math

Students who attended for 90 or more days were more likely to meet their ILEARN math growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Figure 66: 90-Day Matched Groups for ILEARN Math – 2023-2024

Students who attended for **90 or more days** were more likely to meet their ILEARN math growth targets, earn an SGP greater than or equal to 50, and score at or above proficiency. However, these differences were not statistically significant.



Matched-Groups Analysis: Discipline and 21st CCLC Participation

Matched-Groups Analysis and Discipline

A series of analyses to examine the impact of 21st CCLC participation on selected in-school suspension (ISS) and out-of-school suspension (OSS) indicators were conducted. The numbers of ISS and OSS received for each participant were provided by IDOE. Based on these data, students who received an ISS or OSS were flagged. Analyses examined associations between participation levels and suspensions.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (students attending less frequently) that were balanced on key demographics (including prior year disciplinary data). Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior year suspensions were utilized as a matching variable, students in grades 1 to 12 were included in the analysis.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). A summary of the matched groups created for these analyses is included in the table that follows.

Table 44: Sample Size for Matched Groups: Discipline – 2023-2024

2023-2024	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Discipline[a]	3254	3254	3168	3168	2955	2955

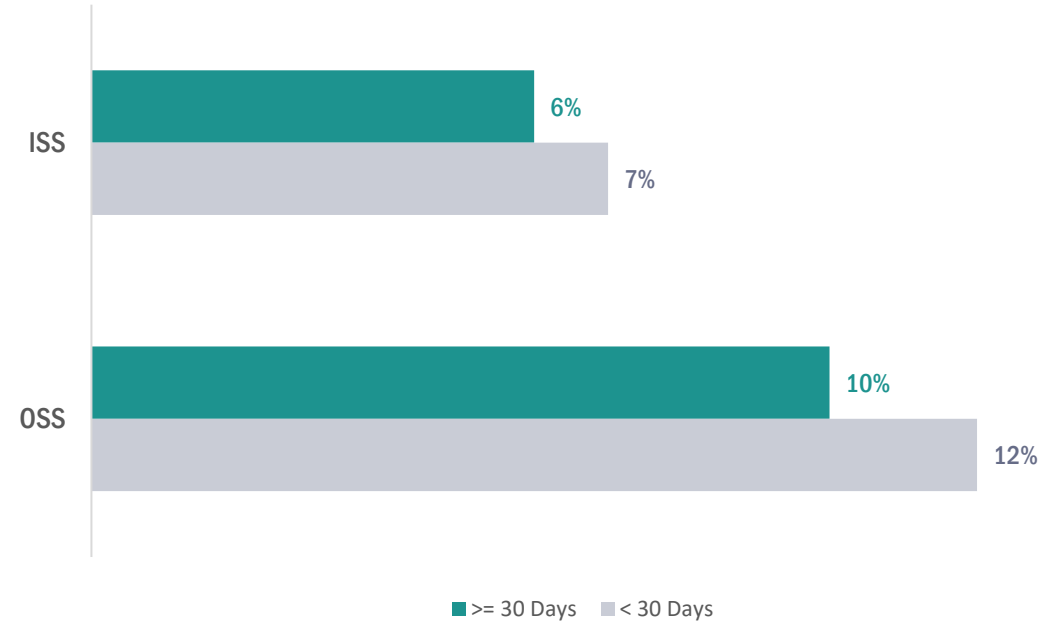
[a] Students in grades 1-12 were included in the disciplinary matched-groups analyses.

30-Day Matched-Groups

Propensity score matching was used to identify two groups of participants: (1) students attending for 30 days or more and (2) students attending fewer than 30 days. These groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 30 or more days were less likely to receive out-of-school suspensions (p = .01) compared to those who attended less frequently.

Figure 67: 30-Day Matched Groups for ISS and OSS – 2023-2024



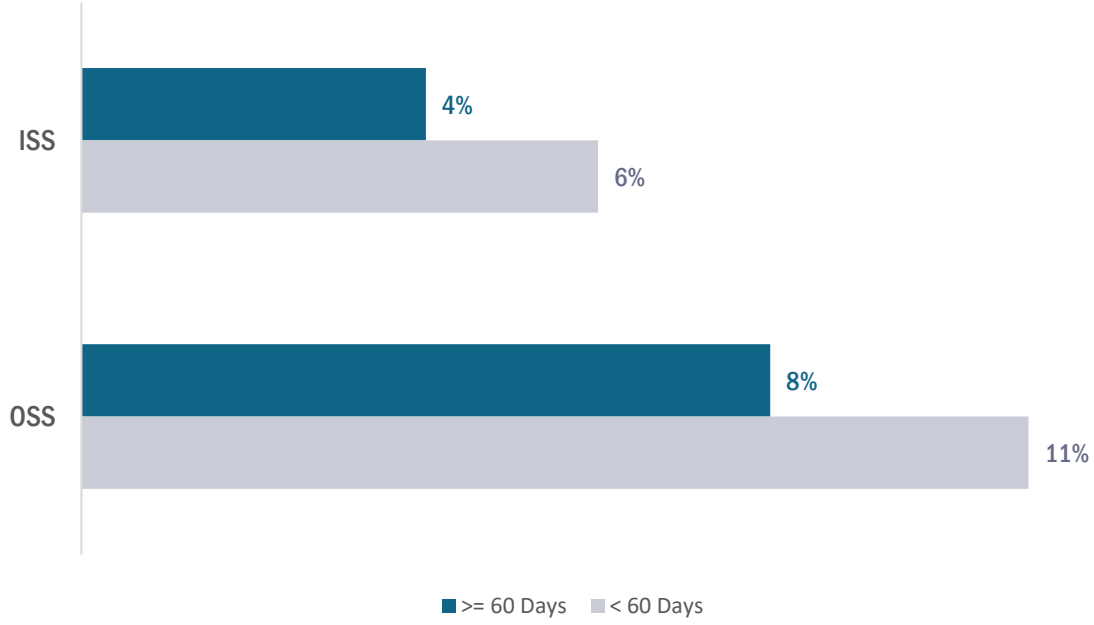
60-Day Matched-Groups

Propensity score matching was used to identify two groups of participants: (1) students attending for 60 days or more and (2) students attending fewer than 60 days. As with the 30-day matched groups, these groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 60 or more days were less likely to receive in-school (p = .003) and out-of-school suspensions (p = .003) compared to those who attended less frequently.

Figure 68: 60-Day Matched Groups for ISS and OSS – 2023-2024

Students who attended for **60 or more days** were significantly less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently.



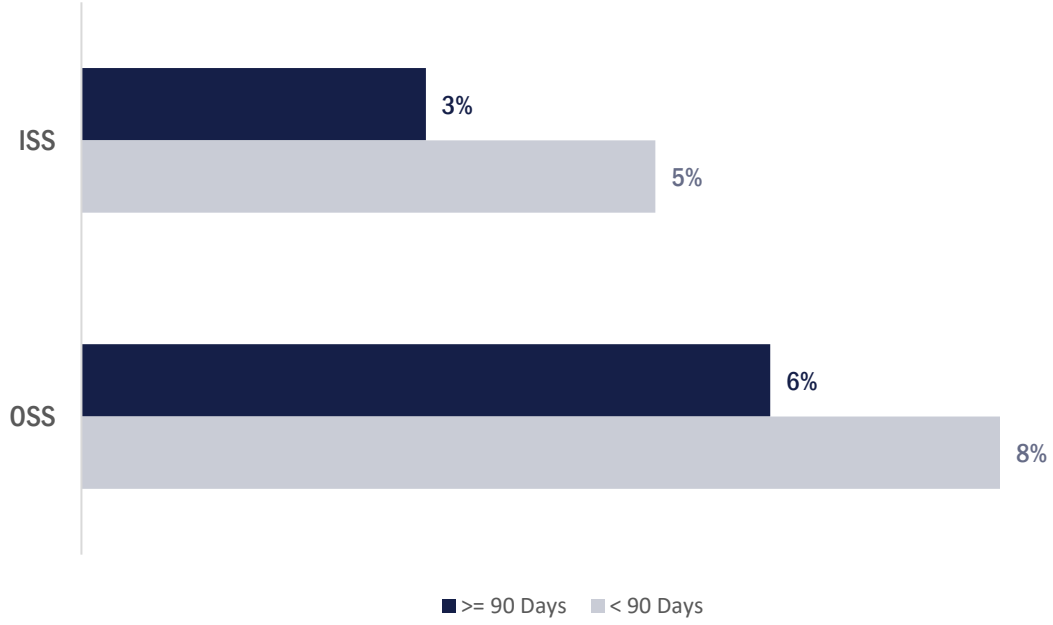
90-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 90 or more days were less likely to receive in-school suspensions (p = .002) and out-of-school suspensions (p = .02) compared to those who attended less frequently.

Figure 69: 90-Day Matched Groups for ISS and OSS – 2023-2024

Students who attended for **90 or more days** were significantly less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently.



Matched-Groups Analysis: School Attendance and 21st CCLC Participation

Matched-Groups Analysis and Chronic Absenteeism

A series of analyses were completed to examine the impact of 21st CCLC participation on chronic absenteeism. The number of school days enrolled, attended, and absent were provided by IDOE. Chronically absent students were identified based on Indiana's definition[9].

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (students attending less frequently) that were balanced on key demographics, including prior school enrollment and attendance. Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior year enrollment and attendance were utilized as matching variables, only students in grades 1 to 12 were included in the analysis.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Overall sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). Because there were fewer students who attended 90 or more days, there were smaller matched groups for these analyses. A summary of the matched groups created for these analyses is included in the table that follows.

Table 45: Sample Size for Matched Groups: Academics – 2023-2024

2023-2024	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Attendance[a]	2952	2952	2768	2768	2630	2630

[a] Students in grades 1-12 were included in the school attendance matched-groups analyses.

[9] In Indiana, a student is considered chronically absent after missing 10 percent or more of school days. This includes both excused and unexcused absences. Retrieved from https://www.in.gov/doe/chronic-absenteeism/

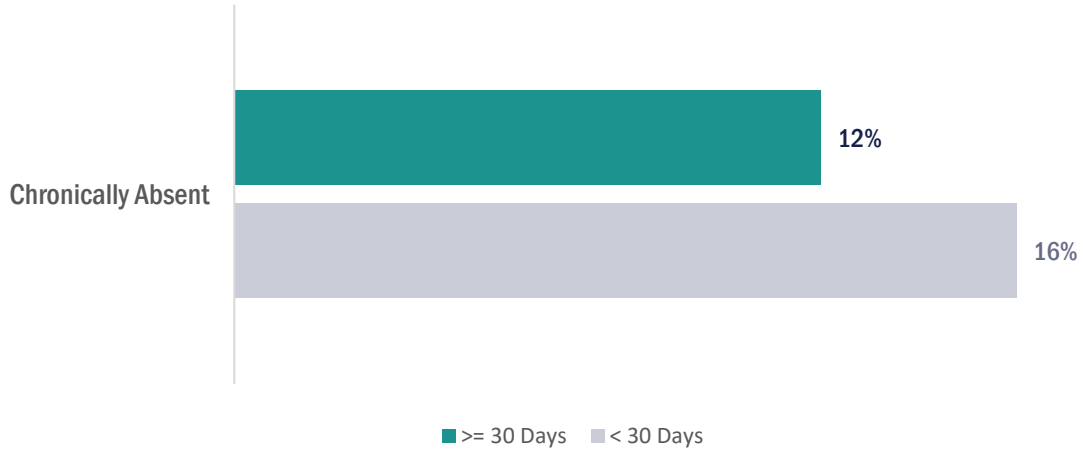
30-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 30 days or more and (2) students attending fewer than 30 days. These groups were balanced on key demographics and prior year attendance. See Appendix B for detailed analyses.

Students who attended for 30 or more days were less likely to be chronically absent ($p < .001$) compared to those who attended less frequently.

Figure 70: 30-Day Matched Groups for Chronic Absenteeism – 2023-2024

Students who attended for **30 or more days** were significantly less likely to be chronically absent compared to those who attended less frequently.

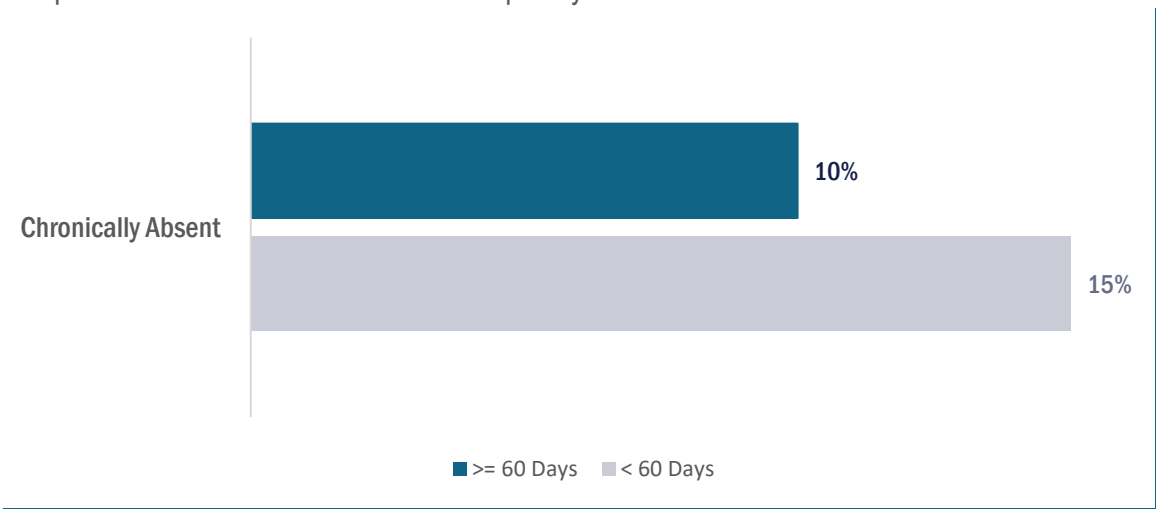


60-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 60 days or more and (2) students attending fewer than 60 days. These groups were balanced on key demographics and prior year attendance. See Appendix B for detailed analyses.

Students who attended for 60 or more days were less likely to be chronically absent ($p < .001$) compared to those who attended less frequently.

Figure 71: 60-Day Matched Groups for Chronic Absenteeism – 2023-2024



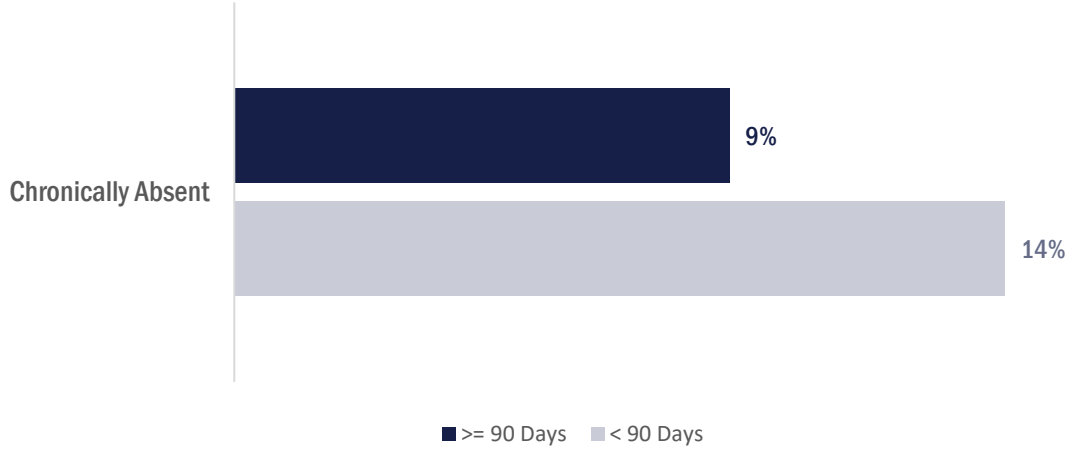
90-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics and prior year attendance. See Appendix B for detailed analyses.

Students who attended for 90 or more days were less likely to be chronically absent ($p < .001$) compared to those who attended less frequently.

Figure 72: 90-Day Matched Groups for Chronic Absenteeism – 2023-2024

Students who attended for **90 or more days** were significantly less likely to be chronically absent compared to those who attended less frequently.



Summary of Indiana 21st CCLC Performance Measures

Summary of Indiana 21st CCLC Performance Measures

Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Interpersonal/Behavioral, and Family Engagement outcomes. Specifically, each site is required to track and report on four to six Academic measures, two to four Interpersonal/Behavioral measures, and two Family Engagement measures. Within Academics, all sites are required to track English/language arts and math report card grades. Site-level results are reported in the Executive Summary of the yearly local evaluation reports required for each 21st CCLC grantee.

In fall 2024, 195 sites provided an executive summary detailing progress toward performance measures to the Indiana Department of Education (IDOE). For the 2023-2024 grant year, 21% of sites (*n* = 41) were unable to report on one or more measures due to various data limitations. Data were compiled and analyzed by the state evaluation team. Key findings are reported in the following sections.

Sites Reporting

Of the sites reporting performance measures, 65% served students in elementary school only, 17% served middle school only, and 5% served high school only. The remaining 13% provided services to students of mixed grade-level groups: K-12 (2%), elementary/middle schools (9%), and middle/high schools (2%).

Sites providing executive summaries were relatively evenly split between Cohort 10 (48%) and Cohort 11 (52%).

Over half (61%) of sites met their targets for regularly attending participants (RAPs). To be a regularly attending participant in 2023-2024, a student must have attended at least 45 days of school year programming. For additional characteristics of 21st CCLC sites providing performance measure data, see Tables C27-29 in Appendix C.

Figure 73: 21st CCLC Students Served

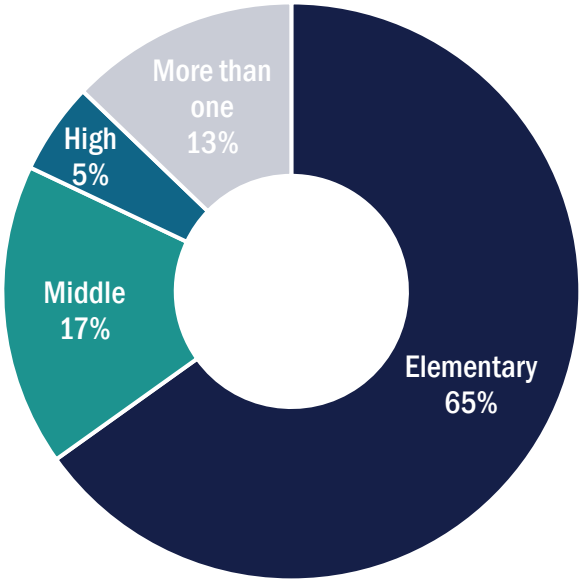
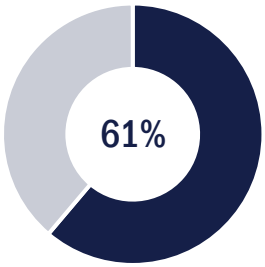
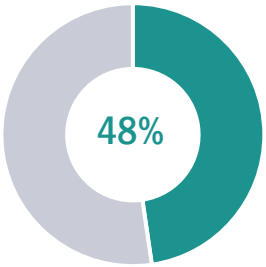


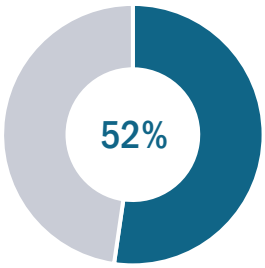
Figure 74: 21st CCLC Site Characteristics



Of sites met their RAP targets in 2023-2024.



Of sites were in Cohort 10.



Of sites were in Cohort 11.

Performance Measures Met

As noted above, each 21st CCLC site sets unique performance measures and targets for Academic, Interpersonal/Behavioral, and Family Engagement categories. As a result, this section aggregates all performance measures and provides an overview of the total number met. For additional performance measure data, see Tables C30-35 in Appendix C.

Academic Performance Measures

Four to six Academic performance measures were required for each site, and each site created unique measures with support from their local evaluator. Example measures included the percentage of students earning a B or higher or increasing their English/language arts grade from fall to spring and the percentage of students improving academic performance, as reported by classroom teachers. Data sources utilized by sites included, but were not limited to, report card grades, standardized test scores/proficiency, and the IDOE Teacher Survey.

- Across all sites, 79% of Academic performance measures were met (639/806).
- Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 81% of English/language arts grade measures (183/225) and 79% of math grade measures (178/225) were met.

Interpersonal/Behavioral Performance Measures

Two to four Interpersonal/Behavioral performance measures were required for each site, and each site was given the opportunity to create unique measures. Example measures included the percentage of students reporting increased optimism about their school day and the percentage of students improving classroom behavior, as reported by classroom teachers. Data sources utilized by sites included, but were not limited to, the IDOE Teacher Survey, student surveys, afterschool staff surveys, and parent surveys.

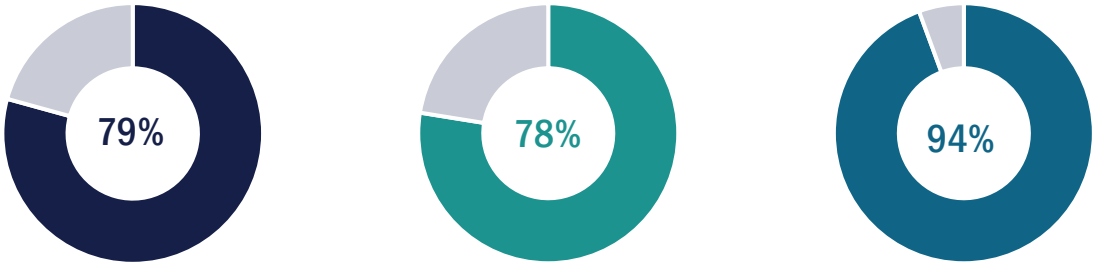
- Of the 503 Interpersonal/Behavioral performance measures set by sites, 78% (390/503) were met.

Family Engagement

Two Family Engagement performance measures were required for each site, and unique measures were created by each site. Example measures included the percentage of parents attending school-sponsored family sessions and the percentage of parents reporting an increase in time spent reading with their child. Data sources utilized by sites included, but were not limited to, afterschool staff surveys, parent surveys, and family event attendance.

- Across all sites, 94% of all Family Engagement performance measures (320/339) were met.

Figure 75: Performance Measures Met Across All Sites



Of all sites met their Academic performance measures.

Of all sites met their Interpersonal/Behavorial performance measures.

Of all sites met their Family Engagement performance measures.

Figure 76: Percent of Performance Measures Met by Site Type

	# of Sites	Academic	Interpersonal/Behavioral	Family Engagement
Elementary School	127	83%	81%	93%
Middle School	33	76%	69%	98%
High School	10	40%	74%	100%
More Than One	25	74%	71%	95%
Cohort 10	93	76%	74%	95%
Cohort 11	102	82%	81%	94%
Not Met RAP Target	73	75%	78%	94%
Met RAP Target	115	82%	77%	95%

Case Studies

Youth Voice and Choice Case Study

2023-2024

To better understand the practices employed by high performing 21st CCLC grantees, cases studies were completed with four grantees whose programs had demonstrated success integrating student voice and choice into their 21st CCLC programming. The case studies were designed to complement the breadth of data gathered and analyzed as part of the statewide evaluation by providing a deeper dive into the practices employed by high performing grantees, with a focus on identifying best practices that could be shared. The case studies centered on the following research questions:

Q1. How do grantees integrate student voice and choice into 21st CCLC?

Q2. How does voice and choice benefit program participants?

Q3. What strategies are used to collect feedback from students who participate in 21st CCLC programs?

Q4. What lessons have been learned that can improve the integration of voice and choice into 21st CCLC programs across Indiana?

Grantees were selected by IDOE and the state evaluator with input from local evaluators and key stakeholders. Each participating grantee participated in a 60-90 minute interview with a member of the evaluation team. Semi-structured interviews were conducted using an interview guide developed in collaboration with IDOE. Interviews were recorded, transcribed, and then analyzed for key themes. Participating 21st CCLC grantees are listed below:

21st CCLC Grantees

Anderson Community Schools
Burmese American Community Institute
Monroe Community Schools
Youth Link Southern Indiana

Interviews were analyzed using the framework method (Richie & Spencer, 1994) to identify key themes and subthemes. For the purposes of this study, key themes were those mentioned by 40% or more of grantees. Key themes, along with associated subthemes and illustrative quotes, are discussed in the following sections. Content is ordered based on the frequency with which it was mentioned among participants (i.e., themes and subthemes described by the greatest number of participants are listed first, followed by less common themes).

Anderson Community Schools

Anderson Community Schools (ACE Clubs) serve youth at three 21st CCLC sites: Eastside Elementary (Grades 3-5), Anderson Intermediate (Grade 6), and Highland Middle (Grades 7-8). The program keeps youth voice and choice as a focus providing a variety of clubs and activities that students can select depending on the week.

Each day, students begin with snack and attendance in the cafeteria, followed by 30 minutes of academic support. They then transition into their chosen club activities, which rotate based on student interest, staff availability, and site-specific offerings.

Voice and Choice in Action: At the heart of Anderson Community Schools afterschool programs is a strong commitment to listening to students and understanding their evolving interests. Student input is gathered in multiple ways—through informal conversations, periodic surveys, and an online form in Google Classroom where students can submit ideas, feedback, and club suggestions throughout the year.

To further support student involvement, staff host a monthly planning meeting, typically on the first Monday of each month. These meetings bring together students and club leaders to collaboratively plan upcoming activities, share ideas, and discuss preferences. This structure ensures that programming remains flexible and responsive to students' changing interests and needs, helping them feel heard, valued, and engaged in shaping their afterschool experience.

The site also credits their strong collaborations with community partners, local colleges, churches, and the YMCA which help provide space, resources, staffing, and access to local businesses and mentors who are integral to providing students with enhanced quality and variety of programming, especially in STEM. The site closely collaborates with staff members to identify passion projects and personal interests among staff which has led to popular club offerings such as Pickleball, Theater, and Choir.

Observed Benefits of Youth Voice and Choice: The program has seen clear benefits from incorporating student voice and choice. When students are engaged in activities they enjoy, behavioral issues decrease significantly. Staff have observed that students are more focused, cooperative, and enthusiastic when they have a say in what they participate in.

There have also been notable academic improvements. Because academic support is seamlessly built into the program, students can receive help with assignments and then return to their chosen clubs. This flexible structure encourages students to take initiative in their learning while still enjoying enrichment activities.

Additional benefits include:

- Increased Motivation and Attendance: Students are more likely to attend the program regularly when they are excited about the activities offered.
- Stronger Relationships: When students feel heard and valued, they build deeper connections with staff, creating a more trusting and supportive environment.
- Empowered Learners: Students are more independent and confident, knowing they have the freedom to make choices about how they spend their time after school.

"Voice and choice to me means that we are listening to what the students want… We listen to what they are talking about and what they are interested in…[when we offer what they want] we know they will be more engaged."

Successes:

1. Expanded Offerings: A wide range of clubs tailored to student interests keep programming fresh and engaging.
2. Stronger Relationships: Staff-student connections have deepened, leading to improved behavior and trust.
3. Academic Support: A relaxed tutoring environment empowers students to take ownership of their learning and seek help when needed.

Lessons Learned:

- Relationships are foundational to a successful afterschool program.
- Community partnerships are essential for expanding offerings and providing high-quality programming.
- Collaborative planning and incorporating student input ensures programming remains relevant and engaging for youth.
- Combining academic activities with student interests has helped to keep students positively engaged during academic time. (e.g., combining math and Minecraft).

Burmese American Community Institute

The Burmese American Community Institute (BACI) provides afterschool programming and summer programming for high school students across two 21st CCLC Upward College programming sites. The organization is structured and designed to provide high quality support to ensure students achieve high school graduation and help to prepare them for college, trade school, or other career pathways. The program takes a holistic community school approach, in that they are not only supporting students, but they are also building the support between the families, schools, and the broader Central Indiana community among Burmese American and immigrant populations.

Voice and Choice in Action: Students are involved in the program design and delivery through active participation in planning. Specifically, the sites utilize a Student Body Government (Student Council) elected by peers to guide programming decisions. Staff work closely with the Student Council to develop opportunities that are aligned with student interests and program goals of the eight learning components. Upward College Learning Components: 1) College Readiness & Preparation; 2) Academic Success, Tutoring Mentoring; 3) Career Exploration & Job Shadowing; 4) Youth Leadership and Character Building; 5) Emotional Health and Wellness & Life Skills; 6) Cultural and Community Exchange; 7) Physical Exercise & Sports; and 8) Family & Community Engagement.

Approximately 5-10 clubs are offered each semester and students have the freedom to select which clubs and sessions they attend, with flexibility built into the program to encourage exploration, leadership, and personal growth. However, students are encouraged to be intentional in their choices—committing to a club means more than just showing up. It teaches them the value of seeing a project or club through from start to finish and being a dependable member of a team. This intentionality helps students build essential life skills such as time management, collaboration, and perseverance, while also deepening their engagement and sense of ownership in the program.

"The Student Body Government provides an outlet and a sounding board for the youth within the program… Students take these positions seriously. The council meets monthly to discuss the program with our site manager and mentors. These conversations help guide decisions and planning within the programs."

Observed Benefits of Youth Voice and Choice: The program has seen clear and measurable benefits from incorporating student voice and choice. Student engagement in programming continues to increase. The program sees increases in enrollment annually which means more students are able to explore their interests while working toward academic goals, creating a balance between enrichment and academic achievement.

Additional benefits include:

- Increased Retention: Students are more likely to attend regularly when they have a say in what is offered and are excited about the activities offered.
- Stronger Relationships: Including students in the planning process has helped to build stronger relationships and connections among students and staff.

- Increased Participation and Communication: Students who feel "heard and seen" are more likely to engage in activities and express their opinions which has led to increased participation and improved communication.

Successes:

1. College application rates have increased exponentially over the years from 40% of students applying for college to 90% of students applying for college.
2. College scholarship applications rates have increased with ~ 70% of participating students submitting scholarship applications.
3. Enrollment numbers continue to increase annually with more students wanting to participate in this program.
4. Student Body Government (Student Council) process provides the opportunity to instruct students about voice and choice, democratic voting, decision-making, prioritization, expressing opinions, debating, and listening to others. This has been a driving factor for student engagement.

Lessons Learned:

- Empower staff by training, trusting, and giving them flexibility to be creative while meeting the needs of the students and goals of the program.
- Strong partnerships between students, parents (families), and staff create a cohesive community of support that is essential for student success.
- Collect feedback, talk with your stakeholders, and use data to drive planning and decision-making.

"The return on investment in afterschool programming is immense and long-lasting. BACI's success has been in part due to the ripple effect-alumni returning as mentors and leaders, reinvesting in the community, and creating a reputation and legacy-that motivates youth to dream big."

Monroe County Community Schools

Monroe County Community Schools operate fourteen afterschool sites, with seven funded through 21st CCLC grants. The program emphasizes STEM/STEAM learning, offering daily activities in science, math, and literacy. With the number of operating sites, MCCS site supervisors are granted the freedom to tailor programming and enrichment activities to meet the needs of their students and families – each reflect the unique culture of students and families in the school-community. The program also benefits from its location in Bloomington, Indiana, which provides access to a strong network of community organizations, local universities, and enrichment resources. This unique setting allows the program to recruit college students—primarily education majors—who bring fresh energy, creativity, and enthusiasm while gaining valuable firsthand experience. Additionally, partnerships with community organizations and higher education institutions offer diverse enrichment activities and support services that enhance programming and meet the needs of students and families.

Voice and Choice in Action: Both staff and student perspectives are considered when implementing voice and choice at MCCS. Each day begins with snack and recess, followed by "circle time" where all students and staff are together and share about their day, talk about activities, interests, and are able to check-in with each other. These authentic conversations are foundational in building relationships and helping students feel comfortable. After circle time, students can participate in center-based activities and special programming from community partners (e.g., theater, soccer, STEM). Free play and board games are also incorporated to support social development and provide opportunities for voice and choice.

As mentioned above, site supervisors are given ownership and autonomy in planning activities tailored to their students' interests and needs. All supervisors meet once a month to share ideas and information which generates teamwork and engagement among sites.

Student feedback is collected via comment cards, informal conversations, surveys, and circle time. Youth's response to voice and choices is overwhelmingly positive. "Youth are excited when they see something they suggested is part of the daily plan. This increases engagement and it is so fun to see how happy they are."

"Youth are excited when they see something they suggested is part of the daily plan. This increases engagement and it is so fun to see how happy they are."

Observed Benefits of Youth Voice and Choice: Since incorporating student voice and choice into programming, sites have seen significant improvements in youth participation and engagement. Students are excited to attend, often expressing that they "don't want to leave" and eagerly look forward to returning the next day. This enthusiasm has extended beyond the program, fostering a stronger understanding and appreciation of afterschool among school-day administrators, teachers, and parents. Parents report that their children are eager to share details about activities and projects at home, while students also communicate their excitement to their regular school-day teachers. As a result, school administrators and teachers frequently visit program sites to observe programming and activities firsthand. This has led to a stronger link between school-day and afterschool staff.

Additional benefits include:

- Increased Attendance: Students are more likely to attend the afterschool program regularly when they are excited about the activities offered. "Students want to be in afterschool."
- Sense of Community: Improved sense of community among our afterschool youth. Students are able to find other youth in the program with similar interests across grade levels.
- Leadership Opportunities: Voice and choice provides opportunities for youth to become leaders "student experts" for clubs and activities that are aligned with their interests.

Successes:

1. Centers-based activities and special programming provided by outside community partners has allowed the program to provide variety of activities to meet wide range of interests among students (e.g., Legos, STEM, Theater, Soccer, Board Games, Minecraft).
2. Older youth have been able to become leaders and helpers with younger students during certain activities. "It has been wonderful to see how 'student experts' emerge when students are able to share their skills and knowledge on topics in which they are interested."
3. Staffing model utilizes college education majors. All staff members are non-school system employees. These staff members bring new community collaborations and a youthful perspective to the afterschool program.

Lessons Learned:

- Staff flexibility and autonomy when planning programming are essential. Each school has different cultures and communities that they have established, so one set of planning or curriculum would not "fit" or work the same for each school.
- Student voice can be as simple as incorporating student interest and themes into existing activities (e.g., math activities that include Minecraft, literacy and storytelling with DD). "Students are so engaged, they don't realize they are learning."
- Relationships are key. Strong relationships between staff and students allow coordinators to create programming that is engaging for youth. Even if activities do not work out or are not received well, coordinators are able to pivot to other activities and interests among students because of that strong relationship.
- After-school programming is a place for youth to explore and try new things. The centers-based approach allows youth to explore new subjects, interests, and skills – "because you never know what they may end up liking."

Youth Link Southern Indiana

Youth Link Southern Indiana (Formerly Communities In Schools of Clark County) operates seven 21st CCLC sites across two school districts in Clark County – Clarksville Schools and Greater Clark County Schools. The program serves four elementary sites (Clarksville Elementary, Northaven Elementary, Parkwood Elementary, and Wilson Elementary) from 3 pm to 6:15 pm and three secondary sites from 3 pm to 5:30 pm (Jeffersonville High School, Parkview Middle, and River Valley Middle).

After school programming has been a constant in Clark County for many years and is well regarded within the community, schools, and families for providing safe, fun, and engaging programming for youth. Several program features that are unique to Youth Link include embedded school-day liaisons-school-day staff who serve as liaisons at each site fostering relationships with school staff and administrators, dual EDL and afterschool programming that allow all students to benefit from shared activities and enrichments, and collaborations with a variety of enrichment providers that create fun and exciting activities for youth.

Voice and Choice in Action: At Youth Link, "voice and choice mean we are listening to youth, valuing their interests, and incorporating that feedback into programming." Youth Link maintains a consistent routine while offering meaningful choices based on feedback from youth. The daily routine includes snacks, academic time, dinner meals, enrichment programming with community partners, and free time with built-in opportunities for choice.

At the elementary sites, students have center-based options (Legos, board games, arts, and crafts) along with access to a reading library where students can pick reading materials based on their interests (comics, graphic novels, picture books). New books, games, and activities are introduced based on student feedback, and students can select from a variety of options.

At the secondary sites, voice and choice is essential for retention. "Creating a space where students feel safe, heard, and empowered leads to higher engagement and retention." At the secondary level, older youth have more input into the planning process and have designated "choice days." Staff are able to develop strong relationships by getting to know students and their families. Feedback is collected via surveys and informal conversations. While not every student likes the activities, staff encourage all students to try new things, which can lead to unexpected interests and new experiences. "Afterschool teaches students life lessons. Everything is not going to be your favorite, but respecting group activities, trying new things, and understanding that some things are required."

Observed Benefits of Youth Voice and Choice: The impact of incorporating voice and choice in afterschool programming is immense. The site reported students were typically more engaged, had higher participation levels, and displayed fewer behavior issues. This also led to a boost of confidence and a sense of belonging, in that students were able to make new connections, try new things, and form bonds over similar interests and activities. Voice and choice also led to the emergence of youth leaders – for example, the site shared about a student who was enthusiastic about robotics and started teaching their peers during robotics activities.

"During the school day, students don't get to make a lot of decisions, which is why they enjoy coming to afterschool where they do get to make choices and decisions. Our students give feedback about things they do, rewards and treats, field trips, types of books they want to read, what games we play."

Additional Benefits Include:

- Personal Growth: The variety of activities allows students to try new things, learn new skills, and find new interests in a safe and comfortable environment.
- Cross-Grade Level Interactions and Friendships: Voice and choice allowed students to interact with other youth who may not normally be in the same friend groups. During programming, youth were observed bonding over shared interests and activities and forming new connections.
- Strengthening Relationships: Overall, staff were more familiar with students' interests due to communicating and interacting with students on a regular basis and collecting student feedback. "Our students are not afraid to tell us what they like and especially what they don't like."

Successes:

1. The program uses student feedback to guide enrichment offerings. Over the years, enrichment offerings have included Louisville Zoo, Yoga, Mr. Science, Brick Mobile Lego Engineering, Kentucky Science Center, Drama by George, Martial Arts, and more.
2. Retention of well-trained staff has been another overwhelming success. Program coordinators and site staff receive ongoing professional development on how to support voice and choice in programming.
3. Staff consistency allows for those strong partnerships with schools and teachers and helps to build trusting relationships with students and parents. These partnerships and relationships grow stronger each year.

Lessons Learned:

- Youth Link's afterschool programs have developed a consistent approach for balancing academic support and providing fun enrichment opportunities for students. Students who have been participants in the program for multiple years know what to expect and understand the importance of balancing homework time with club enrichments.
- Flexibility is key to success across all grade levels. Each site is unique, and staff have the flexibility to create programming aligned to the interests and needs of their youth.
- Voice and choice vary by age group. Younger students often need additional structure to their choices; however, opportunities to incorporate their interests are always priority when providing a variety of options.

Appendices

Appendix A: 21st CCLC Grantees

Table A1: 21st CCLC Grantees by Cohort

	2022-2023
Grantee	Cohort
Anderson Community School Corporation	Cohort 10, Cohort 11
AYS	Cohort 11
Ball State University	Cohort 11
Barbara B Jordan YMCA	Cohort 10
Bartholomew Consolidated School Corporation	Cohort 10
Bauer Family Resources	Cohort 10
Big Brothers Big Sisters of Northeast Indiana, Inc.	Cohort 11
Blue River Services, Inc.	Cohort 10, Cohort 11
Boys & Girls Clubs of Adams County	Cohort 11
Boys & Girls Clubs of Bloomington	Cohort 10
Boys & Girls Clubs of Elkhart County	Cohort 10
Boys & Girls Clubs of Fort Wayne	Cohort 10, Cohort 11
Boys & Girls Clubs of Harrison-Crawford Counties	Cohort 10, Cohort 11
Boys & Girls Clubs of Huntington County	Cohort 10, Cohort 11
Boys & Girls Clubs of Lawrence County	Cohort 11
Boys & Girls Clubs of Seymour	Cohort 11
Boys & Girls Clubs of St. Joseph County	Cohort 10
Boys & Girls Clubs of Wayne County	Cohort 10, Cohort 11
Boys and Girls Clubs of Indianapolis	Cohort 10
Bremen Public Schools	Cohort 11
Burmese American Community Institute	Cohort 10
Clinton Central School Corporation	Cohort 11
Cloverdale Community Schools Corporation	Cohort 10
Crawfordsville Community School Corporation	Cohort 11
Decatur County Family YMCA	Cohort 10
Edna Martin Christian Center	Cohort 11
Evansville Vanderburgh School Corp	Cohort 10, Cohort 11
Family and Children First, Inc.	Cohort 10
Gary Community School Corporation	Cohort 11
Health & Science Innovations	Cohort 10
Hobart Family YMCA	Cohort 10
Hoosier Uplands	Cohort 10, Cohort 11

	2022-2023
Grantee	Cohort
Indiana Alliance of Boys & Girls Clubs	Cohort 10
Indiana Alliance of Boys & Girls Clubs	Cohort 10
Indiana Math and Science Academy North	Cohort 11
Indiana Parenting Institute Inc St Joseph County	Cohort 10
John H. Boner Community Center	Cohort 11
Lafayette School Corp	Cohort 10
Martin Luther King Community Multi-Service Center	Cohort 10, Cohort 11
Medora Community Schools c/o Blue River Services	Cohort 11
Michigan City Area Schools/Safe Harbor	Cohort 10, Cohort 11
Mississinewa Community School Corporation	Cohort 11
Monroe County Community School Corporation	Cohort 10, Cohort 11
Mother Theodore Catholic Academies	Cohort 10
MSD of Pike Township	Cohort 10, Cohort 11
MSD of Shakamak	Cohort 10
MSD of Warren Township	Cohort 10
Muncie Community Schools	Cohort 10
Muncie Public Library	Cohort 10
New Albany-Floyd County	Cohort 10
Paramount Schools of Excellence	Cohort 11
Perry Central Community School Corporation	Cohort 11
Scott County School District 1 (Austin Learning Center)	Cohort 11
Starke County Youth Club	Cohort 10
Steuben County Literacy Coalition	Cohort 10, Cohort 11
Switzerland County School Corporation	Cohort 10
Tell City-Troy School Corp	Cohort 11
The Center for Whitley County Youth	Cohort 10
Thrive	Cohort 11
Training Center Incorporated	Cohort 10
Vigo County School Corporation	Cohort 11
YMCA of Greater Indianapolis	Cohort 10
YMCA of Southwestern Indiana	Cohort 11
Youth Link Southern Indiana	Cohort 10, Cohort 11

Appendix B: Methodology & Analysis

Mixed quantitative and qualitative methods were used to describe and explore the relationship between 21st CCLC program participation and various academic and behavioral outcomes. This section provides additional detail to support analyses presented throughout this report.

Dependent Measures

ACCESS for ELLs: ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. LEAs and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection). Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2021).

Average Final Grades: Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). An average grade was calculated for all students who had grades entered on an A to F scale. In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

Course Completion: Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. Annually, course completion data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. The evaluation focused on *dual credits* and *high school credits*. IDOE defines dual credit courses as those that provide both high school credit and transcripted college credit from a post-secondary institution. Only credits from state-approved courses may provide dual credits.

Department of Education (DOE) Teacher Survey: Teacher-perceived school-related behaviors were assessed utilizing the DOE Teacher Survey, which is a required data element for Indiana 21st CCLC. The survey measures teacher perceptions of student improvement in 11 areas of behavior on the K-12 survey and in 10 areas of behavior on the middle and high school instrument.

Graduation: Data from the IDOE Graduate Report (DOE-GR) were available for the evaluation. Annually, graduation data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. Based on IDOE (2020) guidelines, a successful graduate is defined as meeting any of the following:

1. Student graduated in a previous year and was omitted from the DOE-GR submission.
2. Students attending an Adult Secondary Credit (ASC) program to obtain credit toward their diploma during the evening or after school hours AND enrolled at the high school.
3. Students completing their graduation requirements EARLY; whether a year early OR semester early.
4. Students completing their graduation requirements while attending an alternative education program or adult secondary credit program not located in the issuing diploma high school.
5. Students completing their graduation requirements while attending their last year of school in a foreign country as an exchange student.
6. Students completing their graduation requirements while attending somewhere other than the issuing diploma high school for other reasons.
7. Students earning a diploma before October 1 following an academic year.

Indiana 21st CCLC Academic Performance Indicators: Academic Performance Indicators were examined across various levels of program participation: (a) *High Academic Performance Indicator* defined as the percentage of 21st CCLC participants earning a B or better on their spring semester grade; and (b) *Satisfactory Academic Performance Indicator* defined as the percentage of 21st CCLC participants earning a C or better on their spring semester grade.

In-School Suspension: IDOE's discipline data layout (DOE-ES) defines in-school suspensions as incidents in which a "student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system" (n.p.). If "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student during the suspension, it is classified as an in-school suspension.

Out-of-School Suspension: If no "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student, the suspension in classified as an out-of-school suspension.

School Day Attendance: School day attendance records were provided by IDOE. School day attendance was based on the percentage of school days attended out of the total number of days enrolled (based on a minimum enrollment of 162 days). Prior to calculating attendance rates, frequencies on all enrollment and days attended were conducted. Some participants had enrollment periods that exceeded 180 days, which is the minimum instructional requirement for Indiana. To control for differences in school enrollments, each distribution was reviewed separately to determine the maximum cutoff based on extreme changes in data availability. For 2023-2024, the range for inclusion was 162 to 206 days.

Spring Final Grades: Spring grades from traditional grading scales (A to F, A+ to F) for math and English/language arts were utilized.

Data Availability

All data associated with this evaluation were provided by IDOE or derived from the Cayen Afterschool Attendance System, which grantees are required to utilize.

Table B1: Available Data from Cayen/IDOE

Outcome/Attendance Level	2023-2024 (N =16,096)[a]			2023-2024 (N =14,887)[a]		
	Number Available	Percent Available	Total Students	Number Available	Percent Available	Total Students
Reading Spring Final Grade (A to F, A+ to F)						
1-29 days	4261	69%	6157	2426	46%	5315
30-59 days	1856	69%	2679	1429	54%	2670
60-89 days	1202	65%	1842	1137	58%	1947
90+ days	3108	57%	5418	2533	51%	4955
Total	10427	65%	16096	7525	51%	14887
Math Spring Final Grade (A to F, A+ to F)						
1-29 days	4005	65%	6157	2173	41%	5315
30-59 days	1805	67%	2679	1395	52%	2670
60-89 days	1172	64%	1842	1133	58%	1947
90+ days	3141	58%	5418	2482	50%	4955
Total	10123	63%	16096	7183	48%	14887
DOE Teacher Survey						
1-29 days	3292	53%	6157	3893	73%	5315
30-59 days	1421	53%	2679	2088	78%	2670
60-89 days	1040	56%	1842	1536	79%	1947
90+ days	3084	57%	5418	4122	83%	4955
Total	8837	55%	16096	11639	78%	14887
School Day Attendance[bc]						
1-29 days	5192	84%	6157	4967	93%	5315
30-59 days	2181	81%	2679	2495	93%	2670
60-89 days	1524	83%	1842	1764	91%	1947
90+ days	4650	86%	5418	4450	90%	4955
Total	13547	84%	16096	13676	92%	14887
ILEARN ELA (grades 3-8)[c]						
1-29 days	3135	89%	3532	2312	65%	3581
30-59 days	1406	86%	1626	1037	61%	1688
60-89 days	1012	87%	1161	630	56%	1134
90+ days	2590	89%	2895	1425	55%	2594
Total	8143	88%	9214	5404	60%	8997
ILEARN Math (grades 3-8)[c]						
1-29 days	3131	89%	3532	2301	64%	3581
30-59 days	1406	86%	1626	1032	61%	1688
60-89 days	1010	87%	1161	625	55%	1134
90+ days	2589	89%	2895	1420	55%	2594
Total	8136	88%	9214	5378	60%	8997
WIDA ACCESS for ELLs Assessment[c]						
1-29 days	461	7%	6157	349	7%	5315
30-59 days	157	6%	2679	163	6%	2670
60-89 days	149	8%	1842	187	10%	1947
90+ days	497	9%	5418	374	8%	4955

Outcome/Attendance Level	2023-2024 (N =16,096)[a]			2023-2024 (N =14,887)[a]		
	Number Available	Percent Available	Total Students	Number Available	Percent Available	Total Students
Total	1264	8%	16096	1073	7%	14887
High School Graduation (grade 12)[c]						
1-29 days	249	91%	273	49	89%	55
30-59 days	48	100%	48	36	97%	37
60-89 days	27	93%	29	33	92%	36
90+ days	7	78%	9	6	86%	7
Total	331	92%	359	124	92%	135
Course Completion (grades 9-12)[c]						
1-29 days	1442	94%	1540	305	65%	468
30-59 days	310	94%	330	194	88%	220
60-89 days	104	95%	109	158	84%	189
90+ days	44	76%	58	56	72%	78
Total	1900	93%	2037	713	75%	955
School Discipline[c]						
1-29 days	5686	92%	6157	5159	97%	5315
30-59 days	2443	91%	2679	2585	97%	2670
60-89 days	1668	91%	1842	1870	96%	1947
90+ days	4983	92%	5418	4837	98%	4955
Total	14780	92%	16096	14451	97%	14887

[a] Students attending school year programming. [b] The evaluation utilized an attendance rate calculated using days enrolled and days present. For both years, students enrolled 162-206 were retained for the analysis. [c] Data were provided by IDOE.

Race and Ethnicity

As noted elsewhere in the report, race and ethnicity are not entered separately in the Cayen system. Specifically, in a student registration dropdown menu labeled *Ethnicity*, Indiana Cayen users may select from the following categories: American Indiana/Alaskan Native, Asian, Black (Not of Hispanic origin), Hispanic, Native Hawaiian or Other Pacific Islander, Other/Unknown, Two or More Races, or White (Not of Hispanic origin). While the distinctions between race and ethnicity are understood, data availability hindered robust reporting of these demographics throughout the report.

Propensity Score Matching

PROPENSITY SCORE DEVELOPMENT: Propensity scores (i.e., the conditional probability of treatment assignment) were created using a logistic regression model that incorporated observable covariates or proxies theoretically related to participation in 21st CCLC programming and/or the academic outcomes explored (Austin, 2011; Caliendo & Kopeinig, 2008; D'Agostino, 1998; Rosenbaum & Rubin, 1983). The selection of covariates was informed by relevant literature and theory, institutional selection processes, and empirical methods (Austin, 2011; Blundell, Deardeb, & Sianesi, 2005; Caliendo & Kopeinig, 2008; Sianesi, 2004). Based on Naftzger et al. (2016), site- and student-level variables were included.

Student Level

USDA (2016a, 2016b) Urban Influence Code (Student Demographic, Indicator of Rural vs. Urban)
Free/Reduced Lunch Status (Student Demographic, Indicator of Socioeconomic Status)
Race (Student Demographic)
Limited English Proficiency (Student Demographic)

Special Education (Student Demographic)
Ethnicity (Student Demographic)
Sex (Student Demographic)
Spring 2023 ILEARN English/Language Arts Scale Score (Indicator of Prior Academic Achievement)
Spring 2023 ILEARN Math Scale Score (Indicator of Prior Academic Achievement)
2022-2023 Suspensions (Indicator of Prior Behavior)

Site Level
Average Number of School Year Days Attended
Number of Students Receiving Free/Reduced Lunch

To account for missing data, the missing indicator method was used to model the relationship between the pattern of missing data and propensity to participate in 21st CCLC (Naftzger et al., 2016; Rosenbaum & Rubin, 1984). The model was fit separately for each definition of treatment condition (30+ days, 60+ days, 90+ days) (Naftzger et al., 2016), with exact matches on grade level.

MATCHING: To balance the treatment and comparison groups, the research team utilized nearest neighbor matching (with caliper) using the R-Essentials SPSS extension (D'Agostino, 1998; Ho, Imai, King, & Stuart, 2007). Simply, this process involved matching a treatment individual to the comparison individual with the most similar propensity scores (D'Agostino, 1998; Stuart, 2010). The use of the caliper was employed to reduce the number of poor matches utilized in the analysis (Stuart, 2010). A caliper width of 0.15 of the standard deviation of the propensity score was used (Austin, 2011; Rosenbaum & Rubin, 1985; Cochran & Rubin). Unmatched cases were excluded from the analysis.

These procedures yielded balanced samples. Multivariate and univariate tests revealed no evidence of imbalance. The overall balance chi-square tests (Hansen & Bowers, 2010) were nonsignificant, which indicated that no variable or linear combination of variables was significantly unbalanced after matching. Relative multivariate imbalance statistics (Iacus, King, & Porro, 2011) suggested improved balance following matching for each model. Finally, no standardized differences between treatment and control means exceeded .10 for any covariates, which indicated small differences between groups following matching and was consistent with recent recommendations (Ho, Imai, King, & Stuart, 2007).

LIMITATIONS: Based on the findings of Cook, Shadish, and Wong (2008) and Glazerman, Levy, and Meyers (2003), Somers et al. (2013) provide recommendations that quasi-experimental studies should employ to reduce bias and replicate randomized control trials. Specifically, Somers et al. (2013) suggest that to control bias effectively, a comparison group should 1) contain prescreened individuals with motivation and incentives (or deterrents) to participate that are similar to those of the treatment group, 2) contain individuals from close geographical proximity to the treatment group (e.g., regional), and 3) include those who have similar pretest scores on the outcome of interest compared to the treatment group. By utilizing a population of students who attended afterschool programs in Indiana-based programs (as opposed to including non-participants and/or students from other states), the current study satisfies the first two criteria, and prior-year ILEARN and/or behavior data were utilized to satisfy the third criterion. Because 2023 ILEARN data were utilized as a matching variable for academic analyses, matching was only completed for grades 4 through 8. For behavior analyses, prior year suspension data were used as a matching variable, and therefore, kindergarten students were excluded from the analysis. It should be noted that while propensity score matching was used to create comparison groups that were similar to

the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013).

Contextualizing Effect Sizes

Where applicable, effect sizes (odds ratios, Cohen's *d*, and omega-squared (ω^2)) were reported. Omnibus, univariate ANOVA, and ANCOVA effect sizes were reported using omega-squared (ω^2), Cohen's *d* for *t*-tests and post-hoc comparisons, and odds ratios for Pearson's chi-square (Field, 2009). Cohen's (1988) guidelines were utilized to interpret the magnitude of effect for the omega square (.01 is small, .06 is medium, and .14 or greater is large) and Cohen's *d* (.2 is small, .5 is medium, and .8 or greater is large) (Weinfurt, 1995). Interpretation of odds ratios were guided by Chen, Cohen, and Chen (2009). Finally, Coe's (2002) recommendations for interpreting effect sizes were employed where appropriate.

While these guidelines are utilized consistently across a variety of settings, it is also important to contextualize effect sizes contained in this report within the field of education. The literature provides a variety of alternative approaches that may be examined to contextualize evaluation findings in education. For example, Kraft (2018) notes that in education settings, standardized mean differences of .20 to .25 have been described as "of policy interest" (Hedges & Hedberg, 2007), "substantively important" (What Works Clearinghouse, 2014, p. 23), and "having educational significance" (Bloom et al., 2008). Moreover, the work of Hill et al. (2008) suggests that the effect of one year of in-school and out-of-school learning was .31 standard deviation units for reading and .42 for math. Finally, findings from evaluations of 21st CCLC outside of Indiana may be examined for additional context. While the effects described in the report were generally smaller than the education thresholds cited above, these descriptions may provide additional support when interpreting the results of this evaluation.

Table B2: Interpretations of Effect Sizes (Coe, 2002)

Cohen's *d*	Percentage of Control Group Below the Average Person in Treatment Group
0.0	50%
0.1	54%
0.2	58%
0.3	62%
0.4	66%
0.5	69%
0.6	73%
0.7	76%
0.8	79%
0.9	82%
1.0	84%
1.2	88%
1.4	92%
1.6	95%
1.8	96%
2.0	98%
2.5	99%
3.0	99.9%

Detailed Analysis Supporting Main Report Sections

Descriptively, data were analyzed using frequencies, descriptive statistics, and crosstabulations. To test the statistical significance of relationships, inferential statistics, including Pearson's chi-square, one-way analysis of variance (ANOVA), one-way analysis of covariance (ANCOVA), and independent-samples *t*-tests were utilized. Bonferroni, Tukey, Sidak, or Games-Howell post-hoc tests were employed, where applicable, and based on statistical assumptions. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

To ease interpretation, detailed text was minimized throughout this document. This section provides additional calculations supporting prior results, as applicable. In some cases, duplicated tables may have been inserted for clarity.

English/Language Arts & Math ILEARN Proficiency by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' spring 2019 ILEARN proficiency and disaggregated by the number of years (zero years, one year, two years, three years, or four years). To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

ILEARN English/Language Arts

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($\chi 2(4, N = 8143) = 23.71, p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($\chi 2(4, N = 4966) = 22.37, p < .001$). For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B3: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2023-2024

English/Language Arts: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	1141/3628	31%	545/1996	27%	350/1234	28%	252/764	33%	188/521	36%
3-5	536/1692	32%	376/1388	27%	257/930	28%	188/554	34%	147/402	37%
6-8	605/1936	31%	169/608	28%	93/304	31%	64/210	31%	41/119	35%

ILEARN Math

There was a significant association between years of 60 or more days attendance and ILEARN Math proficiency ($\chi 2(4, N = 8136) = 70.63, p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN Math proficiency for students in grades 3-5 ($\chi 2(4, N = 4965) = 50.08, p < .001$) For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B4: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2023-2024

Math: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	1099/3623	**30%**	590/1992	**30%**	407/1235	**33%**	290/765	**38%**	241/521	**46%**
3-5	647/1693	**38%**	456/1385	**33%**	343/930	**37%**	238/555	**43%**	205/402	**51%**
6-8	452/1930	**23%**	134/607	**22%**	64/305	**21%**	52/210	**25%**	36/119	**30%**

English/Language Arts & Math Final Average Grades by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and average final spring grades, a one-way analysis of variance (ANOVA) was utilized to examine the relationship between levels of afterschool attendance and final average report card grades. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

English/Language Arts Final Average Grades

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12, Welch's $F(3, 4010.03) = 97.08$, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.95$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.47$, $p < .001$, $d = .39$), 30-59 days ($M = 2.76$, $p < .001$, $d = .17$), and 60-89 days ($M = 2.81$, $p = .003$, $d = .13$). Moreover, students attending 1-29 days had lower grades than students attending 30-59 days ($p < .001$, $d = .22$) and 60-89 days ($p < .001$, $d = .26$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5, Welch's $F(3, 2173.96) = 4.98$, $p = .002$, $\omega^2 = .003$. The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days ($M = 3.01$) had significantly higher final grades on average compared to students attending 1 to 29 ($M = 2.88$, $p = .001$, $d = .12$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 6-8, Welch's $F(3, 1008.81) = 11.82$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Post-hoc comparisons revealed that students attending 1 to 29 days ($M = 2.36$) had significantly lower final grades on average compared to students attending 30 to 59 days ($M = 2.65$, $p < .001$, $d = .22$), 60 to 89 ($M = 2.71$, $p < .001$, $d = .27$), and 90+ days ($M = 2.57$, $p = .02$, $d = .16$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 9-12, Welch's $F(3, 164.71) = 14.27$, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 3.02$) had significantly higher final grades on average compared to students attending 1 to 29 ($M = 2.12$, $p < .001$, $d = .63$), 30 to 59 days ($M = 2.43$, $p = .003$, $d = .45$), and 60 to 89 days ($M = 2.27$, $p = .002$, $d = .57$). Students attending 30 to 59 days had significantly higher final grades on average compared to students attending 1 to 29 ($p = .004$, $d = .21$), Effect sizes were small to medium.

Table B5: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2023-2024

English/Language Arts: 21st CCLC participants by average final grades

2023-2024	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades	4261	2.47	1856	2.76	1202	2.81	3108	2.95	10427
K-5	1516	2.88	913	2.95	747	2.93	2651	3.01	5827
6-8	1446	2.36	641	2.65	356	2.71	407	2.57	2850
9-12	1285	2.12	302	2.43	99	2.27	48	3.02	1734

Math Final Average Grades

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12, Welch's $F(3, 3913.36) = 133.85$, $p < .001$, $\omega^2 = .04$. The effect was small, with afterschool attendance level explaining approximately 4% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.93$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.34$, $p < .001$, $d = .46$), 30-59 days ($M = 2.64$, $p < .001$, $d = .24$), and 60-89 days ($M = 2.75$, $p < .001$, $d = .16$). Students attending 1-29 days had significantly lower final grades on average compared to students attending 60-89 days ($p < .001$, $d = .31$) and 30-59 days ($p = .01$, $d = .22$). Effect sizes were small to medium.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5, *Welch's* $F(3, 2120.66) = 8.64$, $p < .001$, $\omega^2 = .004$. The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.98$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.79$, $p < .001$, $d = .17$), and students attending 30-59 days ($M = 2.94$) had significantly higher final grades on average compared to students attending 1-29 days ($p = .01$, $d = .13$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8, Welch's $F(3, 975.87) = 12.67$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Post-hoc comparisons revealed that students attending 1-29 days ($M = 2.24$) had significantly lower final grades on average compared to students attending 30-59 days ($M = 2.43$, $p = .03$, $d = .16$), 60-89 days ($M = 2.58$, $p < .001$, $d = .25$), and 90+ days ($M = 2.62$, $p < .001$, $d = .28$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 9-12, $F(3, 1640) = 5.79$, $p = .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.81$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 1.97$, $p = .001$, $d = .59$), 30-59 days ($M = 2.17$, $p = .02$, $d = .44$), and 60-89 days ($M = 2.09$, $p = .02$, $d = .50$). Effect sizes were small to medium.

Table B6: Student Attendance Gradations by Math Average Final Spring Grade – 2023-2024

Math: 21st CCLC participants by average final grades

2023-2024	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades	4005	2.34	1805	2.64	1172	2.75	3141	2.93	10123
K-5	1362	2.79	894	2.94	737	2.91	2694	2.98	5687
6-8	1410	2.24	625	2.43	338	2.58	403	2.62	2776
9-12	1219	1.97	286	2.17	97	2.09	42	2.81	1644

English/Language Arts & Math Final Average Grades by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' final average English/language arts and math grades from spring 2024 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Because K-2 participants were not able to attend a full four years, these grade levels were excluded from the analysis. Due to small sample sizes for high school students, years two through four were collapsed. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 30 days during any year = zero years.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades, *Welch's F*(4, 1686.38) = 33.16, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years ($M = 3.17$) had significantly higher spring grades than students who never attended regularly ($M = 2.60$, $p < .001$, $d = .47$), attended regularly in one year ($M = 2.74$, $p < .001$, $d = .39$), attended regularly in two years ($M = 2.81$, $p < .001$, $d = .34$), or attended regularly in three years ($M = 2.88$, $p = .001$, $d = .28$). Students who never attended regularly had significantly lower spring grades than students who attended regularly in one year ($p = .002$, $d = .11$), attended regularly in two years ($p < .001$, $d = .17$), or attended regularly in three years ($p = .001$, $d = .22$). Effect sizes were small.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades, *Welch's F*(4,1626.19) = 35.44, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years ($M = 3.08$) had significantly higher spring grades than students who never attended regularly ($M = 2.47$, $p < .001$, $d = .47$), attended regularly in one year ($M = 2.67$, $p < .001$, $d = .35$), attended regularly in two years ($M = 2.79$, $p < .001$, $d = .25$), or attended regularly in three years ($M = 2.81$, $p = .004$, $d = .23$). Students who never attended regularly had significantly lower spring grades than students who attended regularly in one year ($p < .001$, $d = .16$), attended regularly in two years ($p < .001$, $d = .24$), or attended regularly in three years ($p < .001$, $d = .26$). Effect sizes were small.

Table B7: Multi-year 60+ Days Participation (Grades 3-8) by Average English/Language Arts & Math Final Grade – 2023-2024

English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades

2023-2024	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
English/ Language Arts	3175	**2.60**	1715	**2.74**	894	**2.81**	537	**2.88**	424	**3.18**
Math	3008	**2.47**	1712	**2.67**	874	**2.79**	523	**2.81**	409	**3.08**

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades, *Welch's F*(2, 242.49) = 36.65, $p < .001$, $\omega^2 = .04$. The effect was small, with afterschool attendance level explaining approximately 4% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 2.08$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.84$, $p < .001$, $d = .54$) and two to four years ($M = 2.58$, $p = .001$, $d = .35$). Effect sizes were small to medium.

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades, $F(1, 1641) = 18.94$, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.93$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.49$, $p < .001$, $d = .40$) and two to four years ($M = 2.41$, $p = .004$, $d = .34$). Effect sizes were small.

Table B8: Multi-year 60+ Days Participation (Grades 9-12) by Average English/Language Arts & Math Final Grade – 2023-2024

English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
English/Language Arts	1396	**2.08**	228	**2.84**	110	**2.58**
Math	1317	**1.93**	225	**2.49**	102	**2.41**

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Course Completion by 21st CCLC Participation

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9th to 12th grade participants for whom a successful STN match was available. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Total Credits

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12, $F(3, 1895) = 13.99$, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in total credits obtained. Post-hoc comparisons revealed that students attending 1-29 days ($M = 11.34$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 12.48$, $p < .001$, $d = .25$), 60-89 days ($M = 12.45$, $p = .03$, $d = .32$), and 90+ days ($M = 13.77$, $p < .001$, $d = .61$). Effect sizes were small to medium.

Table B9: Participant Attendance Gradations by Total Credits Obtained – 2023-2024

Total credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1442	11.34	310	12.48	104	12.45	44	13.77

ELA Credits

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12, $F(3, 1886) = 8.50$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in math credits obtained. Students attending 1-29 days ($M = 1.82$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 2.04$, $p < .001$, $d = .19$) and 90+ days ($M = 2.20$, $p = .02$, $d = .35$). Effect sizes were small.

Table B10: Participant Attendance Gradations by ELA Credits Obtained – 2023-2024

ELA credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1437	1.82	307	2.04	103	1.99	44	2.20

Math Credits

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12, $F(3, 1802) = 6.69$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in math credits obtained. Students attending 1-29 days ($M = 1.72$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 1.98$, $p = .001$, $d = .22$). Effect sizes were small.

Table B11: Participant Attendance Gradations by Math Credits Obtained – 2023-2024

Math credits obtained for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1375	1.72	290	1.98	101	1.95	41	2.02

High School Course Completion by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, and math credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

Total Credits

When controlling for the number of courses taken ($p < .001$), there was a significant relationship between years of regular attendance and total credits obtained, $F(2, 1896) = 20.60$, $p < .001$, $\omega^2 = .02$ for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 2% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 11.36$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 12.80$, $p < .001$, $d = .36$) and two to four years ($M = 12.76$, $p < .001$, $d = .40$). Effect sizes were small.

English/Language Arts Credits

When controlling for the number of ELA courses taken ($p < .001$), there was a significant relationship between years of regular attendance and ELA credits obtained, $F(2, 1887) = 12.08$, $p < .001$, $\omega^2 = .01$ for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in ELA credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.83$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 2.10$, $p < .001$, $d = .26$). Effect sizes were small to medium.

Math Credits

When controlling for the number of math courses taken ($p < .001$), there was a significant relationship between years of regular attendance and math credits obtained for grades 9-12, $F(2, 1803) = 6.46$, $p = .002$, $\omega^2 = .01$. The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.74$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 1.98$, $p = .003$, $d = .20$). Effect sizes were small.

Table B12: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2023-2024

Total, English/Language Arts, Math, & Science: 21st CCLC participants attending 60+ days across multiple years by average credits obtained.

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
Total	1528	**11.36**	252	**12.80**	120	**12.76**
English/Language Arts	1520	**1.83**	251	**2.10**	120	**2.00**
Math	1460	**1.74**	235	**1.98**	112	**1.91**

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

School Day Attendance by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and school day attendance, a subset of participants for whom IDOE successfully matched STN was examined. This subset was further filtered to include only participants with specific school enrollment periods. A one-way analysis of variance (ANOVA) was utilized to examine the relationship between levels of afterschool attendance and school day attendance. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12, *Welch's F*(3, 5004.66) = 129.94, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days ($M = 94.14$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.95$, $p < .001$, $d = .38$), 30-59 days ($M = 94.29$, $p < .001$, $d = .21$), and 60-89 days ($M = 94.54$, $p < .001$, $d = .17$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .23$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .19$). Effects were small.

- For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 2883.82) = 61.80, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 94.49$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 93.58$, $p < .001$, $d = .35$), 30-59 days ($M = 94.09$, $p < .001$, $d = .26$), and 60-89 days ($M = 94.12$, $p < .001$, $d = .26$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .03$, $d = .10$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .03$, $d = .09$). Effects were small.
- For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 1190.94) = 39.72, $p < .001$, $\omega^2 = .04$. The effect was small, with afterschool attendance level explaining approximately 4% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.91$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 93.36$, $p < .001$, $d = .41$) and 30-59 days ($M = 94.74$, $p < .001$, $d = .25$). Students attending 60-89 days ($M = 95.60$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .35$) and 30-59 days ($p = .02$, $d = .18$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .22$). Effects were small.
- For 9-12 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 1190.94) = 39.72, $p < .001$, $\omega^2 = .07$. The effect was medium, with afterschool attendance level explaining approximately 7% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students attending 90+

days (*M* = 96.56) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days (*M* = 91.38, *p* < .001, *d* = .54) and 30-59 days (*M* = 94.20, *p* < .001, *d* = .38). Students attending 60-89 (*M* = 95.12) days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days (*p* < .001, *d* = .39). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days (*p* < .001, *d* = .30). Effects were small to medium.

Table B13: Participant Attendance Gradations by School Day Attendance Rate – 2023-2024

School day attendance rate for 21st CCLC participants by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
All Grades	5192	**92.95%**	2181	**94.24%**	1524	**94.54%**	4650	**95.27%**
K-5	2260	**93.58%**	1244	**94.09%**	1044	**94.12%**	4109	**95.22%**
6-8	1583	**93.36%**	632	**94.74%**	372	**95.60%**	455	**95.91%**
9-12	1316	**91.38%**	289	**94.20%**	100	**95.12%**	42	**96.56%**

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Chronic Absenteeism by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and chronic absenteeism, a subset of participants for whom IDOE successfully matched STN was examined. This subset was further filtered to include only participants with specific school enrollment periods. A one-way analysis of variance (ANOVA) was utilized to examine the relationship between levels of afterschool attendance and chronic absenteeism. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

When examining all grade levels, there was a significant association between afterschool attendance and chronic absenteeism ($\chi2(3, N = 13{,}446) = 255.53$, $p < .001$). Students attending more than 90 days were less likely to be chronically absent compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and chronic absenteeism for students in grades K-5 ($\chi2(3, N = 8657) = 99.17$, $p < .001$), grades 6-8 ($\chi2(3, N = 3042) = 48.26$, $p < .001$), and grades 9-12 ($\chi2(3, N = 1747) = 36.44$, $p < .001$). For students in grades K-5 and grades 6-8, standardized residuals suggest that this association was driven by students attending 60-89 and 90+ days. For students in grades 9-12, standardized residuals suggest that this association was driven by students attending 30-59, 60-89, and 90+ days. These students were less likely to be chronically absent compared to students who attended less frequently.

Table B14: Participant Attendance Gradations by Chronic Absenteeism Rate – 2023-2024

Chronic Absenteeism: Percentage of 21st CCLC participants chronically absent by attendance gradations

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	994/5159	**19%**	295/2165	**14%**	185/1516	**12%**	377/4606	**8%**
K-5	369/2260	**16%**	168/1244	**14%**	145/1044	**14%**	343/4109	**8%**
6-8	286/1583	**18%**	77/632	**12%**	32/372	**9%**	34/455	**8%**
9-12	339/1316	**26%**	50/289	**17%**	8/100	**8%**	0/42	**0%**

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

School Day Attendance by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2024. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2024 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 60 days during any year = zero years.

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(4, 2430.58) = 87.43, $p < .001$, $\omega^2 = .04$. The effect was small, with years of regular attendance explaining approximately 4% of the variance in school day attendance for 3-8 students. Post-hoc comparisons revealed that students who had never attended regularly ($M = 93.36$) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M = 94.63$, $p < .001$, $d = .21$), two years ($M = 95.30$, $p < .001$, $d = .32$), three years ($M = 95.77$, $p < .001$, $d = .39$), and four years ($M = 96.28$, $p < .001$, $d = .47$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .37$) and two years ($p < .001$, $d = .23$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .26$). Students attending regularly for two years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p = .001$, $d = .15$). Effect sizes were small.

Table B15: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate– 2023-2024

School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate

2023-2024	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
Attendance Rate	3752	**93.36**	2041	**94.63**	1254	**95.30**	783	**95.77**	525	**96.28**

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(2, 323.04) = 42.15, $p < .001$, $\omega^2 = .04$. The effect was small, with years of regular attendance explaining approximately 4% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students who had never attended regularly ($M = 90.86$) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M = 94.42$, $p < .001$, $d = .36$) and students attending regularly for two to four years ($M = 95.09$, $p < .001$, $d = .42$). Effect sizes were small.

Table B16: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate 2023-2024

English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate

2023-2024	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
School Day Attendance Rate	1531	90.86	250	94.42	121	95.09

In-School Suspension by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and in-school suspensions, a subset of participants for whom IDOE successfully matched STN was examined. Pearson's chi-square analyses were conducted to examine the relationship between levels of 21st CCLC participation (1-29 days, 30-59 days, 60-89 days, 90+ days) and receiving at least one in-school suspension. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($\chi 2(3, N = 14{,}661) = 101.48$, $p < .001$). Students attending more than 90 days and 60-89 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and in-school suspensions for students in grades 6-8 ($\chi 2(3, N = 3103) = 19.23$, $p < .001$). For students in grades 6-8, standardized residuals suggest that this association was driven by students attending 60-89 and 90+ days. These students were less likely to be suspended compared to students who attended less frequently.

Table B17: Student Attendance Gradations by In-School Suspension Rate – 2023-2024

Behavior: Percentage of 21st CCLC participants receiving at least one in-school suspension

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	392/5642	7%	158/2424	7%	64/1657	4%	143/4938	3%
K-5	76/2445	3%	43/1435	3%	33/1155	3%	105/4407	2%
6-8	225/1744	13%	83/678	12%	28/397	7%	36/486	7%
9-12	91/1453	6%	32/311	10%	6/105	10%	2/45	4%

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

In-School Suspension by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 8507) = 56.04$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for two or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 3305) = 24.59$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students who never attended regularly. Specifically, these students were more likely to be suspended compared to students who attended more frequently.

Table B18: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2023-2024

In-School Suspension: Percentage of 21st CCLC participants attending 60+ days across multiple years by in-school suspension rate

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	332/3804	9%	123/2105	6%	52/1271	4%	38/789	5%	18/538	3%
3-5	67/1791	4%	57/1465	4%	35/955	4%	22/575	4%	10/416	2%
6-8	265/2013	13%	66/640	10%	17/316	5%	16/214	8%	8/122	7%

When examining grade levels 9-12, no significant relationships were observed; however, when viewed descriptively, students who attended during multiple years were less likely to receive an in-school suspension.

Table B19: Multi-year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2023-2024

In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.

2023-2024	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
In-School Suspension Rate	113/1538	7%	15/254	6%	3/122	3%

Out-of-School Suspension by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and out-of-school suspensions, a subset of participants for whom IDOE successfully matched STN was examined. Pearson's chi-square analyses were conducted to examine the relationship between levels of 21st CCLC participation (1-29 days, 30-59 days, 60-89 days, 90+ days) and receiving at least one out-of-school suspension. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

When examining all grade levels, there was a significant association between afterschool attendance and out-of-school suspensions ($\chi2(3, N = 14{,}661) = 146.27$, $p < .001$). Specifically, students attending more than 90 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and out-of-school suspensions for students in grades K-5 ($\chi2(3, N = 9442) = 45.99$, $p < .001$) and 6-8 ($\chi2(3, N = 3305) = 24.04$, $p < .001$). For students in grades K-5 and 6-8 standardized residuals suggest that this association was driven by students attending 90 or more days. These students were less likely to be suspended compared to students who attended less frequently.

Table B20: Student Attendance Gradations by Out-of-School Suspension Rate – 2023-2024

Behavior: Percentage of 21st CCLC participants receiving at least one out-of-school suspension

2023-2024	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	678/5642	12%	255/2424	11%	146/1657	9%	265/4938	5%
K-5	220/2445	9%	87/1435	6%	72/1155	6%	214/4407	5%
6-8	321/1744	18%	133/678	20%	66/397	17%	47/486	10%
9-12	137/1453	9%	35/311	11%	8/105	8%	4/45	9%

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Out-of-School Suspension by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years) students attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 8507) = 73.27$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days during at least one year. Specifically, these students were less likely to be suspended compared to students who never attended 60+ days.

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 5202) = 16.12$, $p = .003$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grades 6-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 3305) = 22.34$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students who attended 60 or more days for two and three years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Table B21: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2023-2024

Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate

2023-2024	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	550/3804	15%	201/2105	10%	116/1271	9%	68/789	9%	30/538	6%
3-5	157/1791	9%	106/1465	7%	79/955	8%	43/575	8%	13/416	3%
6-8	393/2013	20%	95/640	15%	37/316	12%	25/214	12%	17/122	14%

When examining grade levels 9-12, no significant relationships were observed.

Table B22: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2023-2024

Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.

2023-2024	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
Suspension Rate	159/1538	10%	15/254	6%	10/122	8%

Matched-Groups Analysis

A series of analyses were completed to examine the impact of 21st CCLC participation on selected English/language arts (ELA), math, and disciplinary outcomes. Specifically, ILEARN data were utilized to examine academic achievement in English/language arts and math, and ISS and OSS rates were used to examine school discipline.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (i.e., students attending less frequently) that were balanced on key demographics, including prior academic performance. Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior ILEARN performance was utilized as a matching variable, only students in grades 4 to 8 were included in the academic analyses. Because prior year suspensions were utilized as a matching variable, students in grades 1 to 12 were included in the disciplinary analyses.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Overall sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). Because there were fewer students who attended 90 or more days, there were smaller matched groups for these analyses. A summary of the matched groups created for these analyses is included in the table that follows.

Table B23: Sample Size for Matched Groups: Academics – 2023-2024

2023-2024	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Academics[a]	1883	1883	1687	1687	1399	1399
Discipline[b]	3254	3254	3168	3168	2955	2955
Attendance[c]	2952	2952	2768	2768	2630	2630

[a] Students in grades 4-8 were included in the academic matched-groups analyses.

[b] Students in grades 1-12 were included in the disciplinary matched-groups analyses.

[c] Students in grades 1-12 were included in the school attendance matched-groups analyses.

Matched-Group Analysis: Academics – ILEARN ELA

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 3224) = 6.40$, $p = .01$), and score at or above proficiency.

Table B24: ILEARN ELA Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance

ILEARN ELA Outcome		≥ 30 Days n/N	≥ 30 Days %	< 30 Days n/N	< 30 Days %	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	555/1688	**33%**	514/1652	**31%**	1.20	.27	1.08
	Growth Target[b]	620/1724	**36%**	570/1714	**33%**	2.78	.10	1.13
	SGP[c]	785/1641	**48%**	687/1583	**43%**	6.40	.01	1.20

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Table B25: ILEARN ELA Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance

ILEARN ELA Outcome		≥ 60 Days n/N	≥ 60 Days %	< 60 Days n/N	< 60 Days %	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	435/1495	**29%**	396/1438	**28%**	.88	.35	1.08
	Growth Target[b]	522/1528	**34%**	496/1500	**33%**	.41	.52	1.05
	SGP[c]	705/1465	**48%**	630/1376	**46%**	1.56	.21	1.10

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Table B26: ILEARN ELA Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance

		≥ 90 Days		< 90 Days				
ILEARN ELA Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	354/1247	**28%**	309/1200	**26%**	2.16	.14	1.14
	Growth Target[b]	435/1261	**35%**	431/1252	**34%**	.00	.97	1.00
	SGP[c]	591/1220	**48%**	540/1159	**47%**	.82	.37	1.08

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

Matched-Group Analysis: Academics – ILEARN Math

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were statistically significantly more likely to pass the ILEARN math ($\chi 2(1, N = 3334) = 7.59$, $p = .01$), meet their ILEARN math growth targets ($\chi 2(1, N = 3438) = 6.33$, $p = .01$) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 3219) = 7.45$, $p = .01$).

Table B27: ILEARN Math Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 30 Days		< 30 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	522/1686	**31%**	439/1648	**27%**	7.59	.01	1.24
	Growth Target[b]	456/1724	**27%**	390/1714	**23%**	6.33	.01	1.22
	SGP[c]	761/1638	**47%**	659/1581	**42%**	7.45	.01	1.21

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were statistically significantly more likely pass the ILEARN math ($\chi2(1, N = 2928) = 6.69$, $p = .01$), to meet their ILEARN growth target ($\chi2(1, N = 3028) = 6.28$, $p = .01$), to earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi2(1, N = 2837) = 7.48$, $p = .01$).

Table B28: ILEARN Math Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 60 Days		< 60 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	437/1493	**29%**	359/1435	**25%**	6.69	.01	1.24
	Growth Target[b]	374/1528	**25%**	310/1500	**21%**	6.28	.01	1.24
	SGP[c]	647/1463	**46%**	563/1374	**41%**	7.48	.01	1.14

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were more likely to meet their ILEARN math growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Table B29: ILEARN Math Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 90 Days		< 90 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Proficiency[a]	359/1246	**29%**	323/1199	**27%**	1.07	.30	1.10
	Growth Target[b]	305/1261	**24%**	274/1252	**22%**	1.88	.17	1.14
	SGP[c]	530/1220	**43%**	479/1159	**41%**	1.09	.30	1.09

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

Matched-Group Analysis: Discipline

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were less likely to receive out-of-school suspensions ($\chi2(1, N = 5976) = 6.80$, $p = .01$) compared to those who attended less frequently.

Table B30: Suspension Rate by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

		≥ 30 Days		< 30 Days				
Discipline Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	ISS	187/2998	**6%**	200/2978	**7%**	.57	.45	.92
	OSS	300/2998	**10%**	361/2978	**12%**	6.80	.01	.81

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were less likely to receive in-school ($\chi2(1, N = 5714) = 8.71$, $p = .003$) and out-of-school suspensions ($\chi2(1, N = 5714) = 9.01$, $p = .003$) compared to those who attended less frequently.

Table B31: Suspension Rate by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

		≥ 60 Days		< 60 Days				
Discipline Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	ISS	122/2868	**4%**	170/2846	**6%**	8.71	.003	.70
	OSS	235/2868	**8%**	299/2846	**11%**	9.01	.003	.76

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were less likely to receive in-school suspensions ($\chi2(1, N = 5358) = 10.06$, $p = .002$) and out-of-school suspensions ($\chi2(1, N = 5358) = 5.30$, $p = .02$) compared to those who attended less frequently.

Table B32: Suspension Rate by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

		≥ 90 Days		< 90 Days				
Discipline Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	ISS	82/2690	**3%**	126/2668	**5%**	10.06	.002	.63
	OSS	172/2690	**6%**	214/2668	**8%**	5.30	.02	.78

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Matched-Group Analysis: School Attendance

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were less likely to be chronically absent ($\chi2(1, N = 5891) = 21.88$, $p < .001$) compared to those who attended less frequently.

Table B33: Chronic Absenteeism Rate by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

Attendance: Percentage of 21st CCLC participants by chronic absenteeism

		≥ 30 Days		< 30 Days				
Attendance Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Chronic Absenteeism	355/2943	**12%**	481/2948	**16%**	21.88	< .001	.70

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were less likely to be chronically absent ($\chi2(1, N = 5511) = 36.01$, $p < .001$) compared to those who attended less frequently.

Table B34: Chronic Absenteeism Rate by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

Attendance: Percentage of 21st CCLC participants by chronic absenteeism

		≥ 60 Days		< 60 Days				
Attendance Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Chronic Absenteeism	268/2751	**10%**	416/2760	**15%**	36.01	< .001	.61

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were less likely to be chronically absent ($\chi2(1, N = 5240) = 30.51$, $p < .001$) compared to those who attended less frequently.

Table B35: Chronic Absenteeism Rate by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

Attendance: Percentage of 21st CCLC participants by chronic absenteeism

		≥ 90 Days		< 90 Days				
Attendance Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2023-2024	Chronic Absenteeism	236/2621	**9%**	363/2619	**14%**	30.51	< .001	.61

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Appendix C: Data Tables

Program Context

Program context data were entered by program staff into the Cayen AfterSchool (Cayen) data collection software during the 2023-2024 grant year. Data were entered as part of normal 21st CCLC implementation using policies and procedures determined by IDOE. Data accuracy and quality are determined by grantees, IDOE, and various subcontractors (e.g., technical assistance providers, local evaluators). Program context contained in this report reflects the raw data exported from Cayen in summer 2024. No alterations were made by the state evaluation team in the preparation of this report.

Program Context: 2023-2024

Table C1: 21st CCLC Indiana Counties

	2023-2024	
County	Students	Percent
Adams County	255	1.5%
Allen County	247	1.5%
Bartholomew County	186	1.1%
Clark County	197	1.2%
Clinton County	211	1.2%
Crawford County	135	0.8%
Decatur County	62	0.4%
Delaware County	190	1.1%
Elkhart County	498	2.9%
Floyd County	185	1.1%
Grant County	397	2.3%
Greene County	158	0.9%
Harrison County	200	1.2%
Huntington County	329	1.9%
Jackson County	219	1.3%
LaGrange County	45	0.3%
Lake County	307	1.8%
LaPorte County	418	2.5%
Lawrence County	473	2.8%
Madison County	793	4.7%
Marion County	3,273	19.2%
Marshall County	73	0.4%
Martin County	32	0.2%

	2023-2024	
County	Students	Percent
Monroe County	729	4.3%
Montgomery County	749	4.4%
Morgan County	257	1.5%
Ohio County	49	0.3%
Orange County	117	0.7%
Perry County	1,632	9.6%
Putnam County	110	0.6%
Scott County	176	1.0%
St. Joseph County	703	4.1%
Starke County	254	1.5%
Steuben County	260	1.5%
Switzerland County	188	1.1%
Tippecanoe County	198	1.2%
Tipton County	94	0.6%
Vanderburgh County	1,630	9.6%
Vigo County	454	2.7%
Washington County	202	1.2%
Wayne County	276	1.6%
Whitley County	69	0.4%
Total	*17,030*	

Table C2: Grantee Types

	2023-2024	
	Grantees	Percent
College/University	1	1.6%
Community Based Organization	36	57.1%
School District	25	39.7%
Other	1	1.6%
Total	*63*	

Table C3: Activity Frequencies and Time Spent

	2023-2024			
	Frequency	Mean Days	Mean Hours	Mean Hours/Day
Academic Enrichment	747	76.9	117.6	1 hr 51 min
Healthy and Active Lifestyle	599	70.2	73.6	1 hr 23 min
STEM	437	39.6	69.2	1 hr 48 min
Well-rounded Education Activities (e.g., credit recovery or attainment)	230	41.3	55.8	2 hr 18 min
Cultural Programs	221	59.8	74.6	1 hr 53 min
Literacy Education	171	44.8	58.2	1 hr 21 min
Career Competencies and Career Readiness	76	69.8	124.8	1 hr 52 min
Assistance to Students Who Have Been Truant, Suspended, or Expelled	26	8.9	7.0	0 hr 38 min
Telecommunications and Technology Education	20	30.0	44.2	2 hr 0 min
Drug and Violence Prevention and Counseling	19	47.4	88.3	1 hr 38 min
Parenting Skills and Family Literacy	8	27.8	26.9	1 hr 30 min
Activities for English Learners	3	31.0	62.0	2 hr 0 min
Missing	1	1.0	10.0	10 hr 0 min
Total	*2,558*			

Table C4: Student Attendance Gradations by Grade Level

	2023-2024				
Grade Level	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Pre-K	24.4% (n=33)	10.4% (n=14)	7.4% (n=10)	57.8% (n=78)	135
K	26.1% (n=342)	7.0% (n=92)	7.3% (n=95)	59.6% (n=781)	1,310
1	20.8% (n=356)	9.1% (n=156)	6.4% (n=110)	63.6% (n=1,089)	1,711
2	29.3% (n=579)	6.9% (n=137)	6.7% (n=132)	57.0% (n=1,125)	1,973
3	30.6% (n=677)	7.2% (n=160)	5.3% (n=118)	56.8% (n=1,258)	2,213
4	32.3% (n=692)	7.6% (n=163)	7.5% (n=160)	52.6% (n=1,126)	2,141
5	39.8% (n=708)	9.8% (n=175)	7.8% (n=139)	42.6% (n=759)	1,781
6	45.0% (n=646)	11.3% (n=162)	9.1% (n=130)	34.6% (n=496)	1,434
7	56.0% (n=696)	10.9% (n=136)	10.3% (n=128)	22.8% (n=283)	1,243
8	61.1% (n=617)	8.2% (n=83)	10.4% (n=105)	20.3% (n=205)	1,010
9	76.9% (n=556)	8.9% (n=64)	7.2% (n=52)	7.1% (n=51)	723
10	72.6% (n=395)	9.7% (n=53)	8.3% (n=45)	9.4% (n=51)	544
11	76.9% (n=330)	8.4% (n=36)	7.2% (n=31)	7.5% (n=32)	429
12	75.8% (n=273)	7.2% (n=26)	6.4% (n=23)	10.6% (n=38)	360
Total	***40.6% (n=6,900)***	***8.6% (n=1,457)***	***7.5% (n=1,278)***	***43.3% (n=7,372)***	*17,007*

Table C5: Student Attendance by GPRA and Grade Level Groupings

Hours	2023-2024 Grade Level Groupings Pre-K	K-5	6-8	9-12	Total
1-15 hours	0.3% (n=9)	33.5% (n=897)	32.0% (n=856)	34.1% (n=912)	2,674
16-45 hours	0.6% (n=15)	54.8% (n=1,392)	27.9% (n=710)	16.7% (n=424)	2,541
46-90 hours	0.4% (n=11)	58.8% (n=1,457)	26.5% (n=656)	14.2% (n=352)	2,476
91-135 hours	0.9% (n=15)	61.2% (n=983)	26.8% (n=430)	11.1% (n=179)	1,607
136-180 hours	1.5% (n=20)	67.8% (n=928)	23.5% (n=322)	7.2% (n=99)	1,369
181-270 hours	1.2% (n=24)	80.8% (n=1,562)	15.1% (n=291)	2.9% (n=56)	1,933
271-540 hours	1.0% (n=29)	87.6% (n=2,592)	10.3% (n=305)	1.1% (n=32)	2,958
>540 hours	0.8% (n=12)	91.0% (n=1,318)	8.1% (n=117)	0.1% (n=2)	1,449
Total	*0.8% (n=135)*	*65.4% (n=11,129)*	*21.7% (n=3,687)*	*12.1% (n=2,056)*	*17,007*

Table C6: Attendance by Term

	2023-2024 Students	Percent
Summer 2023	2,589	15.2%
School Year 2023-2024	16,096	94.5%
Total	*17,030*	

Note: Students may attend programming in the summer and/or school year based on when 21st CCLC programming is offered at their site.

Table C7: Attendance by Student Race/Ethnicity Categories[10]

Race/Ethnicity	2023-2024 Student Attendance Gradation <30	30-44	45-59	60+	Total
American Indian or Native Alaskan	47.1% (n=16)	11.8% (n=4)	2.9% (n=1)	38.2% (n=13)	34
Asian	55.4% (n=144)	6.9% (n=18)	17.3% (n=45)	20.4% (n=53)	260
Black (not of Hispanic origin)	46.2% (n=1,788)	8.8% (n=341)	8.2% (n=318)	36.8% (n=1,423)	3,870
Hispanic	38.6% (n=766)	6.7% (n=132)	6.4% (n=127)	48.3% (n=959)	1,984
Native Hawaiian or Pacific Islander	40.0% (n=20)	8.0% (n=4)	10.0% (n=5)	42.0% (n=21)	50
White (not of Hispanic origin)	38.9% (n=3,650)	8.7% (n=820)	7.3% (n=683)	45.1% (n=4,241)	9,394
Two or More Races	37.0% (n=516)	9.7% (n=135)	7.1% (n=99)	46.2% (n=644)	1,394
Another Race/Unknown*	47.7% (n=21)	6.8% (n=3)	0.0% (n=0)	45.5% (n=20)	44
Total	***40.6% (n=6,921)***	***8.6% (n=1,457)***	***7.5% (n=1,278)***	***43.3% (n=7,374)***	*17,030*

*Another Race/Unknown includes students with missing race/ethnicity fields. Missing data included 2 students (0.01% of total students).

[10] Note: In the Cayen system, race and ethnicity are entered into the same variable. As a result, both race and ethnicity are reported together throughout the evaluation report (see Appendix B for more detailed discussion).

Table C8: Student Attendance Gradations by Free/Reduced Lunch (FRL)

	2023-2024				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Paid Lunch	44.7% (n=2,204)	8.1% (n=402)	6.9% (n=340)	40.3% (n=1,989)	4,935
FRL	39.0% (n=4,651)	8.8% (n=1047)	7.7% (n=923)	44.5% (n=5,310)	11,931
Total	***40.6% (n=6,855)***	***8.6% (n=1,449)***	***7.5% (n=1,263)***	***43.3% (n=7,299)***	*16,866*

Table C9: Student Attendance Gradations by Limited English Proficiency (LEP)

	2023-2024				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Non-LEP	40.3% (n=6,418)	8.6% (n=1,369)	7.6% (n=1,205)	43.5% (n=6,929)	15,921
LEP	38.8% (n=376)	8.9% (n=86)	7.0% (n=68)	45.3% (n=439)	969
Total	***40.2% (n=6,794)***	***8.6% (n=1,455)***	***7.5% (n=1,273)***	***43.6% (n=7,368)***	*16,890*

Table C10: Student Attendance Gradations by Special Education (SE)

	2023-2024				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Non-SE	40.1% (n=5,864)	8.7% (n=1,273)	7.7% (n=1,120)	43.5% (n=6,367)	14,624
SE	48.4% (n=932)	8.3% (n=159)	7.2% (n=139)	36.2% (n=697)	1,927
Total	***41.1% (n=6,796)***	***8.7% (n=1,432)***	***7.6% (n=1,259)***	***42.7% (n=7,064)***	*16,551*

Table C11: Student Attendance Gradations by Sex

	2023-2024				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Female	40.6% (n=3,567)	8.9% (n=783)	7.4% (n=648)	43.0% (n=3,778)	8,776
Male	40.6% (n=3,348)	8.2% (n=674)	7.6% (n=629)	43.6% (n=3,596)	8,247
Total	***40.6% (n=6,915)***	***8.6% (n=1,457)***	***7.5% (n=1,277)***	***43.3% (n=7,374)***	*17,023*

Table C12: Student Attendance Gradations by Student's Primary Language

	2023-2024				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
English	37.3% (n=4,252)	8.1% (n=929)	7.0% (n=794)	47.6% (n=5,434)	11,409
Non-English	47.5% (n=2,669)	9.4% (n=528)	8.6% (n=484)	34.5% (n=1,940)	5,621
Total	***40.6% (n=6,921)***	***8.6% (n=1,457)***	***7.5% (n=1,278)***	***43.3% (n=7,374)***	*17,030*

Table C13: Student Attendance Gradations 2014-2015 through 2023-2024

	2014-2015		2015-2016		2016-2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	8,671	40.1%	8,698	39.3%	8,026	37.9%
30-44	2,193	10.1%	2,125	9.6%	2,094	9.9%
45-59	1,606	7.4%	1,537	6.9%	1,488	7.0%
60+	9,158	42.3%	9,783	44.2%	9,542	45.1%
Total	*21,628*		*22,143*		*21,150*	

	2017-2018		2018-2019		2019-2020	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	9,089	38.0%	10,004	44.2%	11,048	49.1%
30-44	2,328	9.7%	2,020	8.9%	2,040	9.1%
45-59	2,036	8.5%	1,861	8.2%	1,808	8.0%
60+	10,475	43.8%	8,725	38.6%	7,595	33.8%
Total	*23,928*		*22,610*		*22,491*	

	2020-2021		2021-2022		2022-2023	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	6,897	30.7%	6,267	39.6%	6,396	38.5%
30-44	1,779	7.9%	1,338	8.4%	1,452	8.7%
45-59	1,390	6.2%	1,332	8.4%	1,297	7.8%
60+	5,851	26.0%	6,902	43.6%	7,461	44.9%
Total	*15,917*		*15,839*		16,606	

	2023-2024	
	Frequency	Percent
<30	6,921	40.6%
30-44	1,457	8.6%
45-59	1,278	7.5%
60+	7,374	43.3%
Total	*17,030*	

Table C14: Average Participants Per Site by Year

	Annual Trends				
	Number of Sites	Minimum	Maximum	Mean	Std. Deviation
2014-2015	202	9	582	107.1	89.5
2015-2016	202	11	650	109.6	94.7
2016-2017	199	18	686	106.3	94.2
2017-2018	250	5	595	100.3	95.3
2018-2019	214	6	941	105.7	111.1
2019-2020	220	11	557	102.2	97.9
2020-2021	228	1	513	69.81	76.13
2021-2022	198	11	558	80.0	82.1
2022-2023	198	3	590	83.9	86.0
2023-2024	192	4	625	88.7	90.0

Table C15: Annual Participants and Sites by Year

	Annual Trends	
	Number of Sites	Number of Participants
2014-2015	202	21,628
2015-2016	202	22,143
2016-2017	199	21,150
2017-2018	250	23,928
2018-2019	214	22,610
2019-2020	226	22,491
2020-2021	228	15,917
2021-2022	198	15,839
2022-2023	198	16,606
2023-2024	192	17,030

Table C16: Staff Type

	2023-2024	
	Frequency	Percent
Administrators	84	6.4%
College Students	142	10.8%
Community Members	124	9.5%
High School Students	87	6.6%
Other Non-Teaching School Staff	219	16.7%
Parents	13	1.0%
School Day Teachers	392	29.9%
Subcontracted Staff	48	3.7%
Youth Development Workers	8	0.6%
Other	193	14.7%
Total	*1,310*	

Table C17: Staff Wage Type

	2023-2024	
	Frequency	Percent
Hourly	1,059	80.8%
Salary	128	9.8%
Volunteer	19	1.5%
Missing	104	7.9%
Total	*1,310*	

Table C18: Full-Time or Part-Time Status

	2023-2024	
	Frequency	Percent
Full-Time	222	16.9%
Part-Time	982	75.0%
Missing	106	8.1%
Total	*1,310*	

Table C19: Certified Teacher

	2023-2024	
	Frequency	Percent
Certified Teacher	369	28.2%
Not Certified Teacher	877	66.9%
Missing	64	4.9%
Total	*1,310*	

Table C20: School District Employee

	2023-2024	
	Frequency	Percent
School District Employee	429	32.7%
Not School District Employee	817	62.4%
Missing	64	4.9%
Total	*1,310*	

Table C21: Years of Experience

	2023-2024	
	Frequency	Percent
0 Years	29	2.2%
1-5 Years	309	23.6%
6-10 Years	107	8.2%
11-15 Years	50	3.8%
16-20 Years	32	2.4%
21-25 Years	15	1.1%
26-30 Years	18	1.4%
31-35 Years	3	0.2%
36+ Years	5	0.4%
Missing	742	56.6%
Total	*1,310*	

Table C22: Staff Average Years of Out-of-School-Time Experience

	2023-2024		
	Mean Years of Experience	Frequency	Percent of Category Total
Administrators	11.2	49	58.3%
College Students	2.2	85	59.9%
Community Members	6.2	36	29.0%
High School Students	1.6	30	34.5%
Other Non-Teaching School Staff	6.7	81	37.0%
Parents	1.3	6	46.2%
School Day Teachers	10.1	179	45.7%
Subcontracted Staff	8.3	15	31.3%
Youth Development Workers	12.0	8	100.0%
Other	6.5	79	40.9%
Missing	- -	742	56.6%
Total	*7.2*	*1,310*	

Table C23: Staff Race/Ethnicity

	2023-2024	
	Frequency	Percent
American Indian/Alaskan Native	1	0.1%
Asian	20	1.5%
Black (not of Hispanic origin)	224	17.1%
Hispanic	58	4.4%
White (not of Hispanic origin)	863	65.9%
Two or More Races	30	2.3%
Another Race/Unknown*	114	8.7%
Total	*1,310*	

*Another Race/Unknown includes staff/volunteers with missing race/ethnicity fields.
Note: Staff include paid staff and volunteer staff.

Table C24: Staff Sex

	2023-2024	
	Frequency	Percent
Female	1,039	79.3%
Male	232	17.7%
Missing	39	3.0%
Total	*1,310*	

Table C25: Staff Education Level

	2023-2024	
	Frequency	Percent
Less than High School	54	4.1%
High School Diploma or GED	297	22.7%
Some College or Associate's Degree*	269	20.5%
Bachelor's Degree	415	31.7%
Some Master's or Doctorate-Level Courses	24	1.8%
Master's or Doctorate Degree	131	10.0%
Missing	120	9.2%
Total	*1,310*	

*The Some College or Associate's Degree education field is combined in the Cayen dataset and cannot be disaggregated.

Table C26: Staff by Year

	Annual Trends	
	Number of Staff	Number of Participants
2016-2017	1,587	21,150
2017-2018	1,951	23,928
2018-2019	1,779	22,610
2019-2020	2,194	22,491
2020-2021	1,391	15,917
2021-2022	1,489	15,839
2022-2023	1,427	16,606
2023-2024	1,310	17,030

Performance Measures

Table C27: 21st CCLC Students Served

	2023-2024	
	Grantees	Percent
Elementary School	127	65.1%
Middle School	33	16.9%
High School	10	5.1%
K-12 School	4	2.1%
Elementary/Middle School	17	8.7%
Middle/High School	4	2.1%
Total	*195*	

Note: In the body of the report, K-12 school, elementary/middle school, and middle/high school are combined into more than one school.

Table C28: 21st CCLC Cohorts

	2023-2024	
	Grantees	Percent
Cohort 10	93	47.7%
Cohort 11	102	52.3%
Total	*195*	

Table C29: Regularly Attending Participants (RAP) Targets

	2023-2024	
	Grantees	Percent
Did Not Meet RAP Target	73	39%
Met RAP Target	115	61%
Total	*188*	

Table C30: Academic Performance Measures (PMs) by Students Served

	2023-2024									
		Academic PMs			ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Elementary School	127	461	555	83.1%	129	155	83.2%	130	155	83.9%
Middle School	33	85	112	75.9%	24	31	77.4%	22	31	71.0%
High School	10	12	30	40.0%	4	8	50.0%	2	8	25.0%
K-12 School	4	14	19	73.7%	5	6	83.3%	5	6	83.3%
Elementary/Middle	17	58	78	74.4%	18	22	81.8%	16	22	72.7%
Middle/High School	4	9	12	75.0%	3	3	100.0%	3	3	100.0%
Total	*195*	*639*	*806*	*79.3%*	*183*	*225*	*81.3%*	*178*	*225*	*79.1%*

Table C31: Interpersonal/Behavioral and Family Engagement Performance Measures (PMs) by Students Served

	2023-2024						
		Interpersonal/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Elementary School	127	268	329	81.5%	214	230	93.0%
Middle School	33	57	83	68.7%	57	58	98.3%
High School	10	17	23	73.9%	13	13	100.0%
K-12 School	4	9	13	69.2%	8	8	100.0%
Elementary/Middle School	17	34	48	70.8%	24	26	92.3%
Middle/High School	4	5	7	71.4%	4	4	100.0%
Total	*195*	*390*	*503*	*77.5%*	*320*	*339*	*94.4%*

Table C32: Academic Performance Measures (PMs) by Cohort

	2023-2024									
	Academic PMs				ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Cohort 10	93	302	395	76.5%	85	107	79.4%	87	107	81.3%
Cohort 11	102	337	411	82.0%	98	118	83.1%	91	118	77.1%
Total	***195***	***639***	***806***	***79.3%***	***183***	***225***	***81.3%***	***178***	***225***	***79.1%***

Table C33: Interpersonal/Behavioral and Family Engagement Performance Measures (PMs) by Cohort

	2023-2024						
		Interpersonal/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Cohort 10	93	189	256	73.8%	161	170	94.7%
Cohort 11	102	201	247	81.4%	159	169	94.1%
Total	***195***	***390***	***503***	***77.5%***	***320***	***339***	***94.4%***

Table C34: Academic Performance Measures (PMs) by Regularly Attending Participant (RAP)

	2023-2024									
	Academic PMs				ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Did Not Meet RAP Target	73	218	290	75.2%	62	82	75.6%	60	82	73.2%
Met RAP Target	115	421	516	81.6%	121	143	84.6%	118	143	82.5%
Total	***188***	***639***	***806***	***79.3%***	***183***	***225***	***81.3%***	***178***	***225***	***79.1%***

Table C35: Interpersonal/Behavioral and Family Engagement Performance Measures (PMs) by Regularly Attending Participant (RAP)

	2023-2024						
		Interpersonal/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Did Not Meet RAP Target	73	148	189	78.3%	111	118	94.1%
Met RAP Target	115	242	314	77.1%	209	221	94.6%
Total	***188***	***390***	***503***	***77.5%***	***320***	***339***	***94.4%***

Appendix D: References

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