

# Washington 21st Century Community Learning Centers

## Brief on the 2021–22 Student and Teacher Surveys

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Allison Belmont and Samantha Sniegowski

December 2022



Advancing Evidence.  
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# Introduction

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The 21st Century Community Learning Centers (21st CCLC) are out-of-school time programs, many of which occur on school campuses. With the continued impact of the COVID-19 pandemic on 21st CCLC programs, the evaluation team from the American Institutes for Research® administered a brief survey in spring 2022 to students who participated in programming, as well as to the school-day teachers of elementary student participants, to learn about the experiences and feelings of students and teacher perceptions of student engagement in learning in the classroom.

In this report, we describe the results of the student and teacher surveys, from which the evaluation team hoped to gain insights into the following questions:

1. What were the experiences of students attending 21st CCLC programming in the 2021–22 program year?
2. How did students' expectations for programming compare with their actual experiences?
3. Did student experiences in programming differ between students in middle school and high school settings?
4. To what extent did student learning engagement in the classroom change during the 2021–22 program year?

This report begins with a summary of findings for the main survey topics, which is followed by a more in-depth discussion of data and analyses of student and teacher responses to the survey items.

## Summary of Findings

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In spring 2022, 753 students (693 students in Grades 6–8 and 60 students in Grades 9–12) responded to a student survey, and school-day teachers completed 1,421 surveys about their students in Grades K–5.

### STUDENT PROGRAM EXPERIENCES

- The vast majority of student respondents (92%) said they attended 21st CCLC programming mostly or completely in person, and more than 80% of the student respondents said they participated in 21st CCLC programming at least once per week.
- More than one third of the student respondents thought their afterschool program helped them make new friends, find out what they like to do, or feel good about themselves.
- About three fourths of the student respondents felt their afterschool program provided them with things to do that they enjoyed, helped them get better at something or were interested in, or helped them feel connected to caring adults on most days or every day.
- The vast majority of student respondents got to choose how they spent their time (84%) or which activities to participate in (77%).
- Students were asked to describe a positive program experience. Common themes included the following:
  - Making new friends/socializing with other students
  - Spending time with friends
  - Playing games or sports
  - Participating in fun activities and projects
  - Participating in hands-on activities/creating something
  - Cooking/participating in activities with food
  - Going on field trips
  - Receiving academic support
  - Spending time with a supportive/caring adult
  - Self-improvement/getting better at something
  - Being in a happy/safe environment
  - Experiencing something new
  - Helping someone
- Students described what they gained or learned from this positive experience. Common themes included the following:
  - Learning something new
  - Improved academic skills
  - Forming new friendships
  - Improved self-confidence
  - Improved social skills
  - Making connections with other students or staff

- Feeling happy and having fun
- Showing empathy and kindness for others
- Having new experiences
- Students described how they applied what they gained or learned to the challenges of this year. Common themes included the following:
  - Used new skills outside the program (e.g., at home, with friends)
  - Self-improvement
  - Talked to new people
  - Used skills during the school day
  - Improved on schoolwork/grades
  - Persevered/overcame challenges or fears
  - Used to cope with stress/feel happy
  - Pursued interests further/tried new things

### **STUDENTS' EXPECTATIONS FOR PROGRAMMING EXPERIENCES**

- For many experiences, such as getting help with homework, working on projects, playing games or sports, or making new friends, a larger percentage of student respondents reported that they actually did this in their afterschool program than the proportion that hoped to do so.
- About two thirds of the student respondents had their expectations met for many experiences (e.g., try new things, play games or sports, make new friends, become better at doing things I'm interested in, have lots of fun).

### **MIDDLE SCHOOL AND HIGH SCHOOL PROGRAMMING EXPERIENCES**

- Middle school and high school students' reports of 21st CCLC program attendance frequency were similar, with nearly 65% of student respondents in both age groups reporting that they attended programming several times a week.
- In-person 21st CCLC participation was common for both middle school (93%) and high school (87%) students.
- Almost half of the middle school respondents and more than one third of the high school respondents thought their programs helped them make new friends.
- A large percentage of middle school respondents (70% or more) felt their afterschool programs provided them with things that they enjoyed, helped them get better at something, and that they were interested in. A large percentage of high school students indicated having a broad range of experiences offered.
- For many experiences, such as having lots of fun, becoming better at doing things they're interested in, and making new friends, about two thirds of the middle school and high school respondents had their expectations for programming met. Almost half of the middle school and high school students hoped to go to a new place but did not.

### **CHANGES IN STUDENT LEARNING ENGAGEMENT IN THE CLASSROOM**

- According to school-day teachers, about half of all students made improvements in their learning engagement, whereas roughly 20% of students saw no change.



## Measure and Sample

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In this section, we provide information related to the measure and sample for the student and teacher surveys.

### Student Survey

As part of the evaluation efforts each year, the American Institutes for Research typically administers a survey called the Youth Motivation, Engagement, and Beliefs survey in mid to late spring. The survey administration process typically collects information in an online format at the student level, including identifiable information, such as student school identification numbers, to connect survey responses with other data points to answer specific evaluation questions. However, the COVID-19 pandemic affected many aspects of programming, including the availability of data points that we have typically relied on to answer the evaluation questions. The Youth Motivation, Engagement, and Beliefs survey was no exception to the effects of COVID-19. Varying program learning environments and overwhelmed staff made it very difficult to collect information from students in the same format as in the past, which was based on in-person programming. Also, to better understand youth experiences in programming as they related to the pandemic, we revisited our evaluation questions and the associated measures.

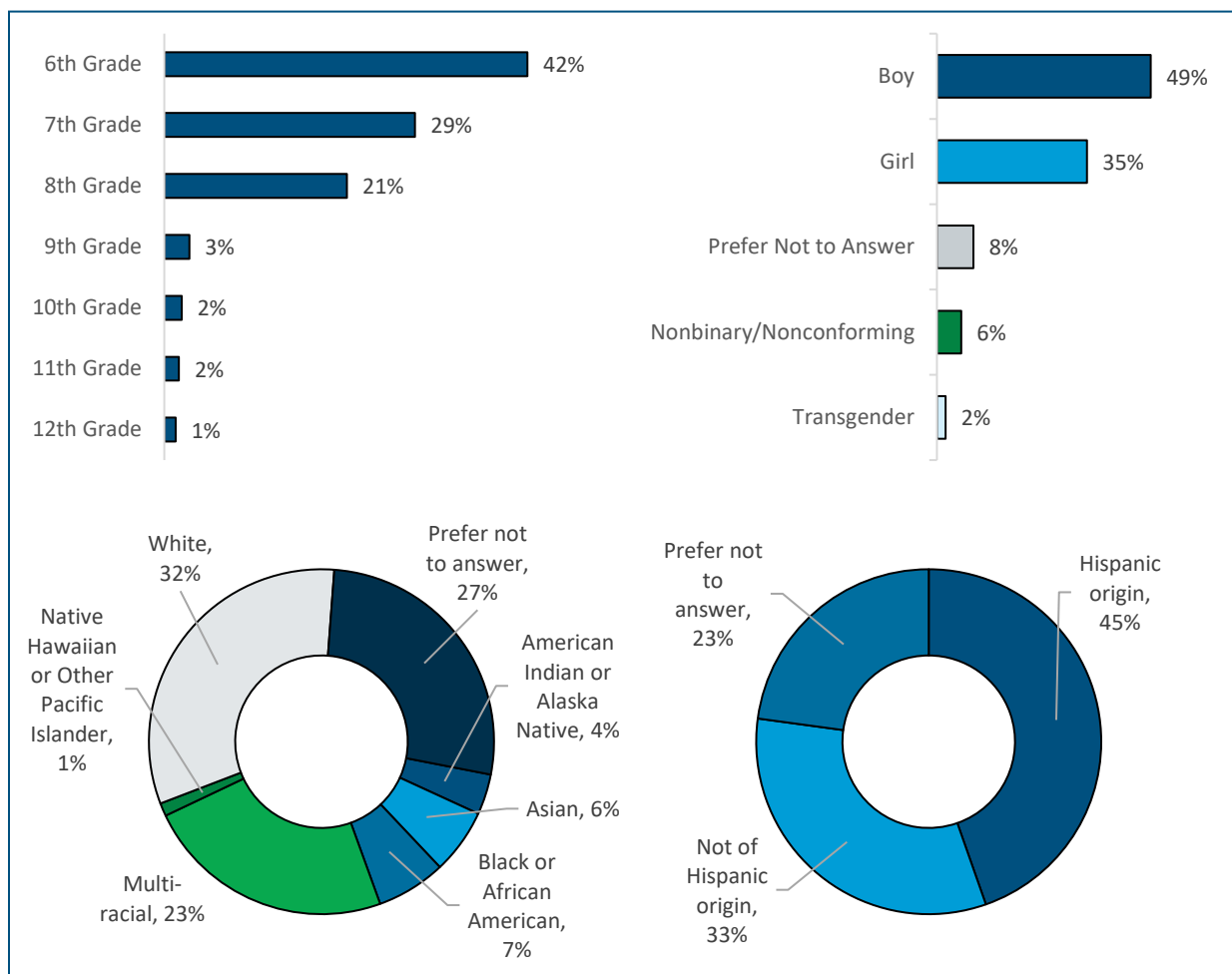
As a result and in collaboration with the Office of Superintendent for Public Instruction, the evaluation team constructed a youth experience survey aimed at capturing how students in Grades 6–12 experienced programming in 2021–22 (see Appendix A for a copy of the survey). We also opted to collect student survey responses anonymously within each center to make the survey administration process easier on program staff. Therefore, we administered an online survey via a center-specific link emailed to each project director. Each project director was asked to distribute the link to their program staff, who could either administer the survey in person using similar protocols as in prior years for survey data collection or send the link to student participants and/or their parents asking them to complete the survey.

The survey window was April 22 through July 15, 2022. Prior to opening the survey, project directors received parent passive-consent forms to send to parents and guardians, giving them the opportunity to opt their child out of the survey if they wished.

Given the nature of the survey administration approach and the variation in how programs were delivered, we fully expected a lower response rate than in past survey administrations. The survey was originally developed and distributed to centers for students in Grades 6–12 to complete. A select number of centers requested that their fourth- and fifth-grade students be

allowed to complete the survey for local evaluation purposes. Because the survey was not presented to fourth and fifth graders across all centers, however, we limited our analyses to students in Grades 6–12, resulting in a sample of 753 students (693 students in Grades 6–8 and 60 students in Grades 9–12). Exhibit 1 presents student-reported demographic information, which illustrates the population of students responding to the survey.

**Exhibit 1. The majority of survey respondents were middle school students and identified as male or female. About one third of the respondents identified as White, and almost half of the respondents were of Hispanic origin.**



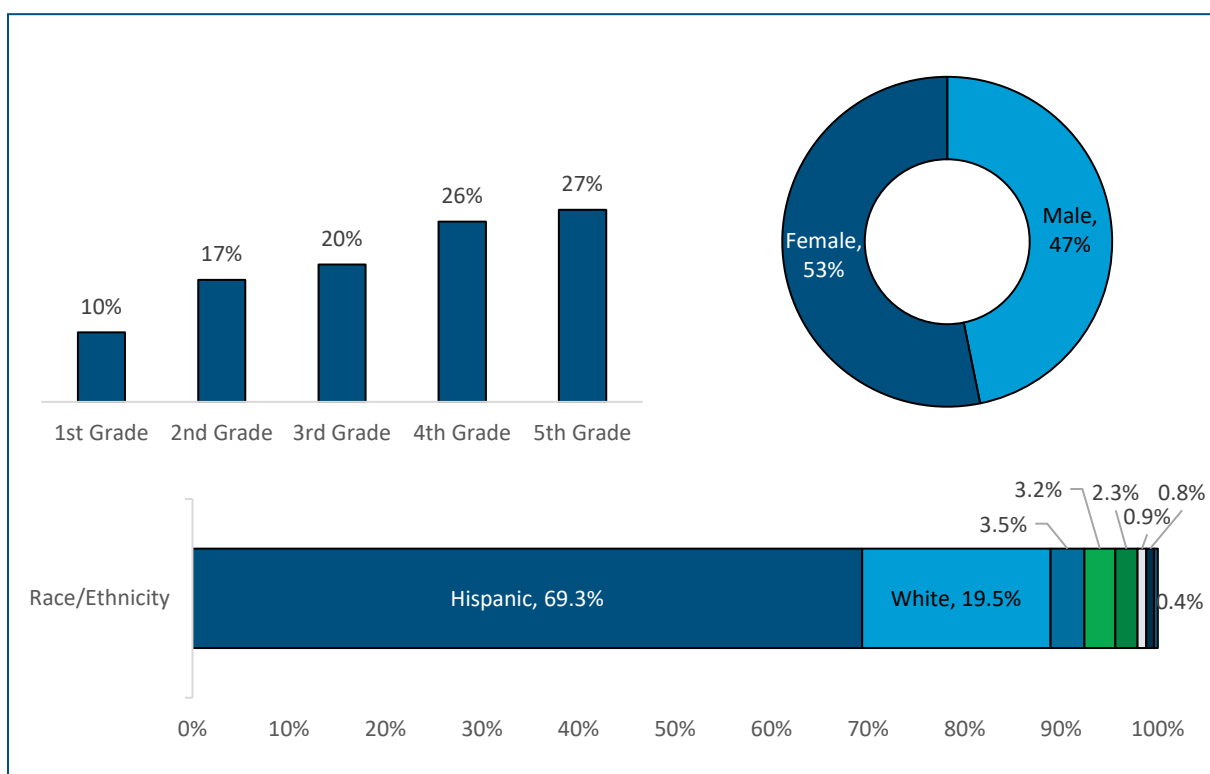
Note. N = 737 to 753 students.

## Teacher Survey

School-day teachers were asked to report their perceptions on the learning engagement of students in Grades K–5 who participated in 21st CCLC programming, indicating whether a student’s behavior improved, declined, did not change, or did not need to improve (see Appendix B for a copy of the teacher survey). Teacher surveys were administered in the online data portal

through which program staff submit other data about their program, such as operations, staffing, activities, and student and parent attendance to the program. Program staff identified school-day teachers associated with students who were eligible for the survey (students in Grades K–5 and who had at least one day of program attendance). Teachers were invited to the online data portal and once signed in were presented with a list of students about whom they were asked to complete a teacher survey, which resulted in 1,421 completed surveys. Exhibit 2 highlights demographic information for the domain of students for which teachers submitted a survey. For this survey, we were able to link individual students back to their demographic data from the state data warehouse. Therefore, the categories presented here are slightly different from those reported for the student survey. Teacher surveys also have limitations, such as the teacher response being subjective and open to interpretation between teachers, teachers potentially having limited exposure to students; and the burden of another data collection effort on an already long list of things the teacher must do. As such, readers should interpret the results with caution.

**Exhibit 2. The majority of students for which teachers completed a survey were in fourth and fifth grade, were female, and Hispanic.**



*Note.*  $N = 1,421$  student-level teacher responses. White and Hispanic students comprised nearly 89% of the students in this sample. Additional race and ethnic groups existed and are as follows: Data not reported (3.5%), Black or African American (2.3%); Asian (0.9%); American Indian or Alaska Native (0.8%); and Native Hawaiian or Other Pacific Islander (0.4%).

## Answers to the Evaluation Questions

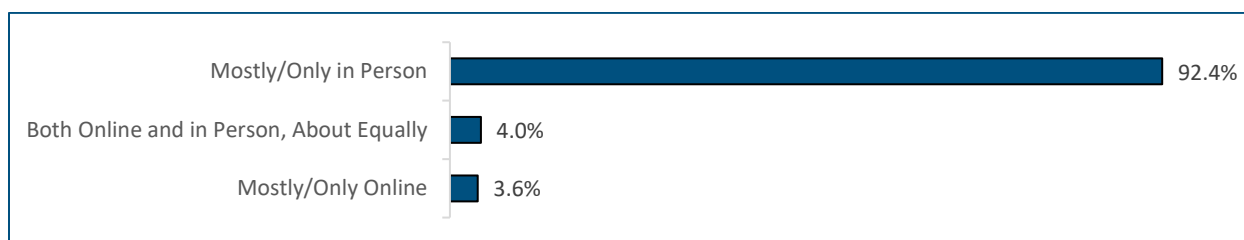
### Evaluation Question 1: What were the experiences of students attending 21st CCLC programming in the 2021–22 program year?

In this section, we provide details on student-reported program attendance, including the mode of attendance and how frequently they attended, as well as program experiences.

#### *Student Reports of Program Attendance*

Students were asked about the environment (online, in person, or a combination of both) in which they participated in 21st CCLC programming in the 2021–22 program year. More than 90% of the respondents reported attending 21st CCLC programming mostly or only in person, whereas a very small percentage (3.6%) attended mostly or only online (Exhibit 3).

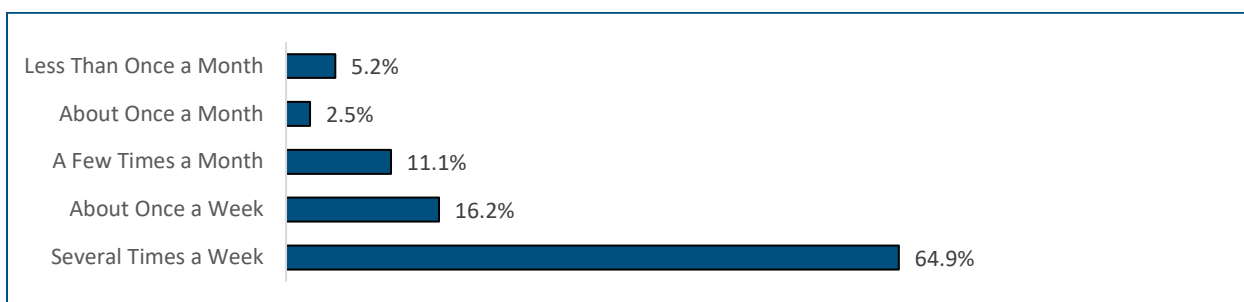
#### **Exhibit 3. The vast majority of students reported that they attended 21st CCLC programming mostly or completely in person.**



Note. N = 753 students.

The survey also asked students how often they participated in 21st CCLC programming. Respondents reported frequent participation, with 65% attending several times each week and 16% participating about once per week (Exhibit 4).

#### **Exhibit 4. More than 80% of the respondents participated in 21st CCLC programming at least once per week.**

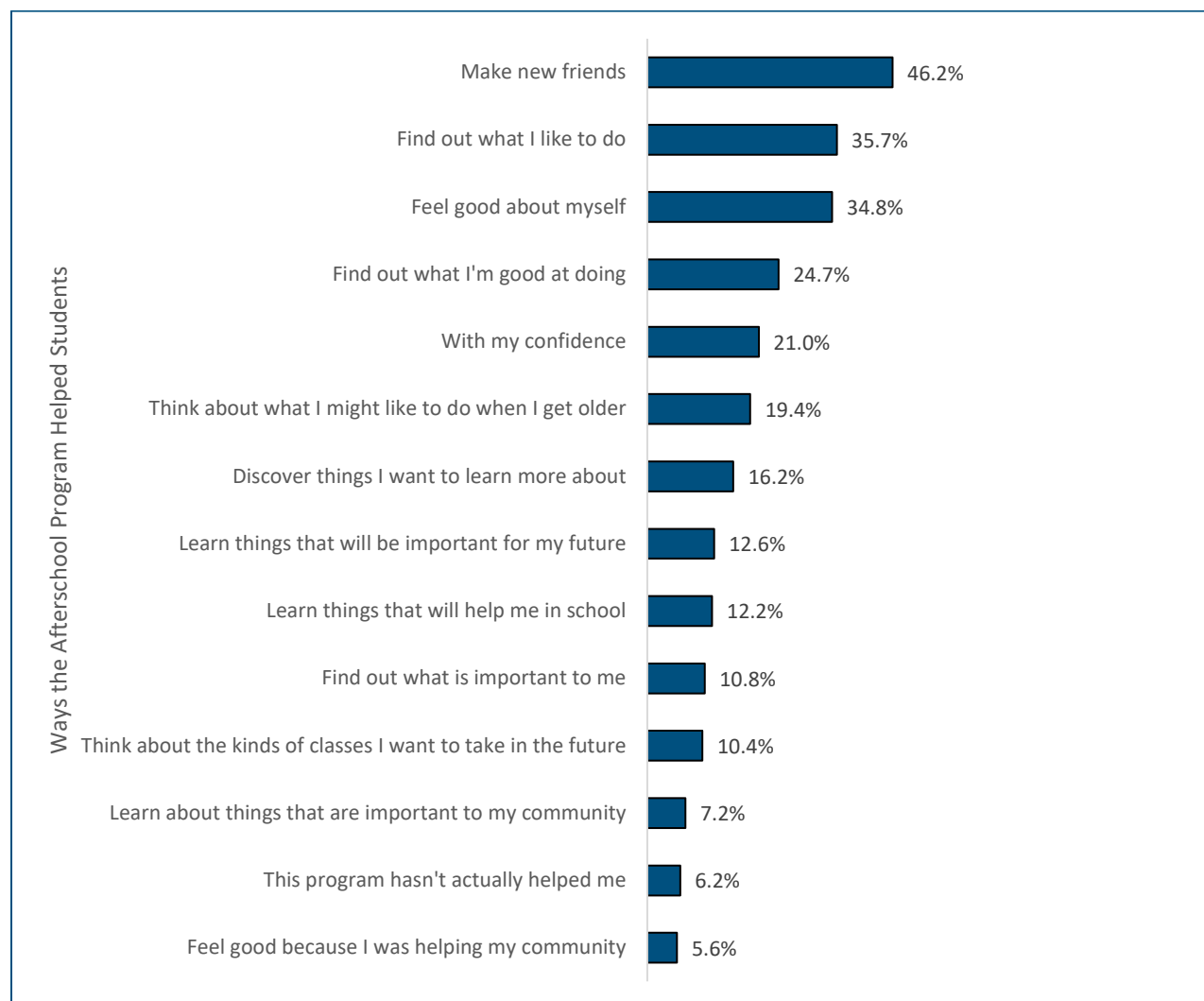


Note. N = 747 students.

### Student-Reported Program Experiences

The survey asked students to select up to three areas in which they felt their afterschool program had helped them specifically (Exhibit 5). Almost half of the respondents believed their program helped them make new friends (46%), whereas more than one third of the respondents believed it helped them discover what they like to do (36%) or feel good about themselves (35%). Students were less likely to think that their program helped them learn about things important to their community (7%) or feel good because they were helping their community (6%).

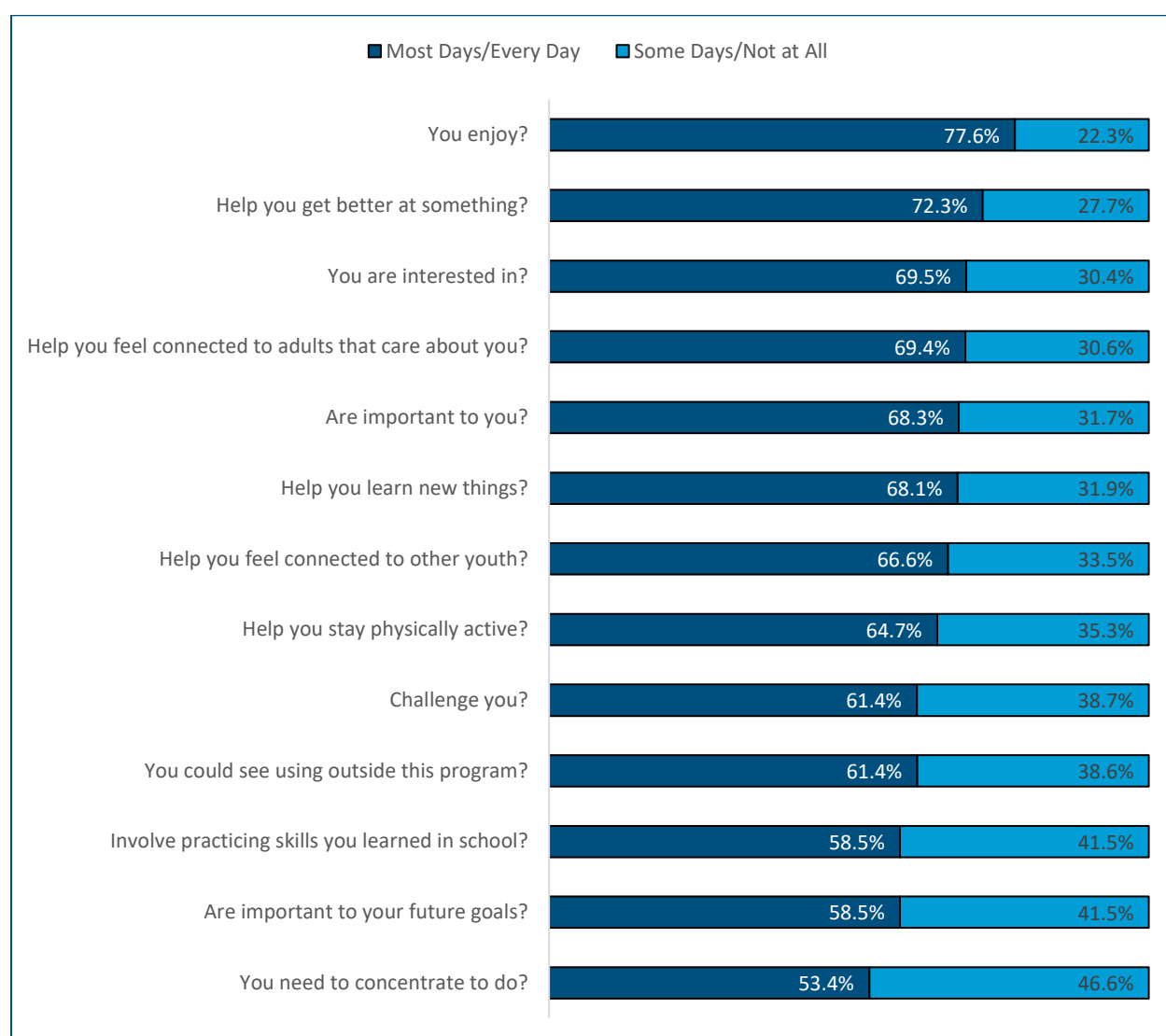
**Exhibit 5. More than one third of the respondents thought their afterschool program helped them make new friends, find out what they like to do, or feel good about themselves.**



*Note.*  $N = 753$  students. Students could select up to three response options, so the response options are not mutually exclusive.

Students also reported on the frequency with which their afterschool program provided them with certain opportunities, such as things they are interested in, enjoy, or are challenged by, as well as things that help them feel connected to other youth or adults. Most commonly, students had the opportunity to do something that (a) they enjoyed (78%), (b) helped them improve at something (72%), (c) they were interested in (70%), or (d) helped them feel connected to caring adults (69%) most days or every day (Exhibit 6).

**Exhibit 6. About three fourths of the respondents felt their afterschool program provided them with things to do that (a) they enjoyed, (b) helped them get better at something, (c) they were interested in, or (d) helped them feel connected to caring adults most days or every day.**



*Note.* For this set of items, *N* ranges from 721 to 739 students.

Next, the survey asked students how often they could take on leadership roles or make decisions in their afterschool program, such as choosing which activities to do, planning or leading activities, or making decisions for the program. The majority of respondents reported getting to choose how to spend their time (84%) or choosing which activities to do (77%) sometimes or often, whereas 71% said they could suggest their own ideas for new activities. About half of the respondents reported being able to lead an activity, being in charge of doing something to help the program, or helping make decisions or rules for the program (Exhibit 7).

**Exhibit 7. The vast majority of respondents could choose how they spend their time or which activities to participate in.**



*Note.* For this set of items, *N* ranges from 710 to 733 students.

***Experiences and Feelings About Programming***

Finally, the survey asked students to provide open-ended responses to elaborate on their experiences and feelings during the 2021–22 school year. Each question is highlighted in the following subsections, with a discussion of the main themes in students’ responses.

**Positive Program Experiences**

The survey asked students to describe a positive experience they had in the program during the past year. Predominantly, respondents indicated that the social aspect of 21st CCLC programming was a positive experience for them. A large number of respondents noted having the opportunity to make new friends or socialize with other students whom they may not spend time with typically. Many students also responded that they enjoyed having time to spend with friends. One student said, “I’ve made many new friends and met a lot of kind people around me.”

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I got to have fun with my friends and experience what it's like to be a part of something."

—Student response

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Students also indicated that they experienced a wide range of fun activities and projects, such as games (e.g., chess, dodgeball, water games, video games), sports (e.g., basketball, soccer, football), and hands-on activities through which students could create or make something (e.g., painting, sewing, robotics, science experiments, building structures). Students also noted enjoying outdoor activities, such as biking, skateboarding, roller-skating, and helping in the school garden. Food was commonly mentioned, especially when students learned how to cook different foods or how to follow a recipe. Students also had positive experiences going on field trips such as rock climbing, ice skating, or to the park. One student commented, "I went on field trips to places where I've never been before," whereas another said, "It's very exciting because there were a lot of projects and activities I got to do and it was fun."

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"Being a part of a community of people who share similar likes is a good feeling. You get a chance to meet people outside of your own grade level and learn what you might want to do in the future after learning a new skill."

—Student response

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Another common positive experience for students involved receiving homework or academic help. Students mentioned receiving help in subjects such as mathematics or reading. One student noted, "They helped me with my homework," and another commented that "a positive experience that I had during this program was all the help I could get if I needed something."

Many respondents commented on their positive experiences with the program staff. Students described the staff as kind, helpful, and supportive individuals. One student said that "the teacher is always going out of her way to not only help me but every student she can," whereas another appreciated having "an adult mentor that listened to me." In addition to the staff, students noted that they experienced a happy and safe environment while participating in programming, describing the people as nice, kind, and respectful. One student shared that "I feel wanted here." Another student said the program "helped me feel welcome and have fun at school."

Respondents also had positive feelings about experiencing something new or getting better at something by attending programming. They noted learning how to cook, crochet, or make jewelry for the first time or improving at a particular sport or art. Students also identified ways in which saw improvement in themselves in terms of becoming happier, more confident, or learning to be kinder to others. In addition, students reported positive experiences when they



could help someone. One student said a positive experience was “leading younger children in activities,” whereas another student enjoyed “being able to share my own skills.”

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“A positive experience I’ve had in the program this year is being accepted for who I am.”

—Student response

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### **What Was Gained or Learned From Positive Experiences**

Building on the previous section, students were asked what they gained or learned from their positive experience. Many students commented that they had learned something new through their program experiences. New skills ranged from learning how to draw or cook; learning how to play a new game; or learning new technical skills, such as how to operate a camera or build a circuit board. Students also gained new knowledge on topics ranging from exercise and the solar system to robotics and how to identify poison oak. Other students noted their academic gain, describing how they improved on specific mathematics or reading skills or with completing their homework.

Several respondents described the social skills they gained and the new connections and friendships they made with other students or staff. One student said, “I have gained some social skills and how to speak to people without being shy.” Students noted that they learned how to make friends, be more social, or formed closer bonds with the people in their program. Another student commented, “I was able to make new friendships and bonds.” Students also noted how they learned to show more empathy and kindness toward others. Students said they learned that “it is important to be kind and respectful” and “everyone is accepted and valuable.”

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“I learned how to communicate better with people.”

—Student response

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Some respondents noted the important self-confidence they gained from their experiences. Students described how they learned to feel good about themselves and to be comfortable being themselves in front of others. One student said, “I learned to speak up, which I’ve never tried before.” Another student commented, “I gained confidence and feel proud about myself.” Several respondents also simply stated that they had gained happiness from their program experiences.

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“I got better confidence in myself, and I learned how to be more able to work in a group environment.”

—Student response

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## Applying What Was Gained or Learned

The survey then asked students to describe how they applied what they gained or learned to the challenges of that year. Many students described how they used their new skills or knowledge outside the program. Some students used their new skills at home, cooking for their family or teaching their siblings or friends how to play a new game. Other students continued to pursue their interests in other sports leagues or theater groups.

In addition, students noted how the things they gained also transferred to the school day, applying what they had learned to group projects; class presentations; and other aspects of their mathematics, reading, or social studies classes. One student said, “I applied the social skills I gained from Clubhouse to how to socialize at school, which helped me become better at communicating my problems.” Another student shared, “I have applied many things I have learned, like the knowledge of how to speak in public and perform a monologue, which helped in some assignments.” Students also noted improvements in their grades, study skills, and turning in homework on time.

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“I have learned to work with other people through [the] program and now in my classes.”

—Student response

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Similarly, the theme of social interaction continued to be prevalent in students’ responses. Students said they continued to talk to people, get to know new people, and make new friends. Furthermore, students shared the self-improvement they continued to experience, saying that “I felt braver in school,” “I focus more,” and “instead of acting up, I stop to think about my choices.”

Many students also noted their perseverance and ability to overcome challenges or fears. Students mentioned that they try their best to do new things and to never give up when things get hard. One student commented, “It has showed me that if I put effort into something, I will be rewarded.” Students also used their experiences to cope with stress and find happiness. One student said that they use “art as a way to concentrate and be happy,” whereas another student said, “I learned how to do crafts that are fun [and] that help me relax.”

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“When I had a big challenge ahead of me, I persevered through it even if it was hard.”

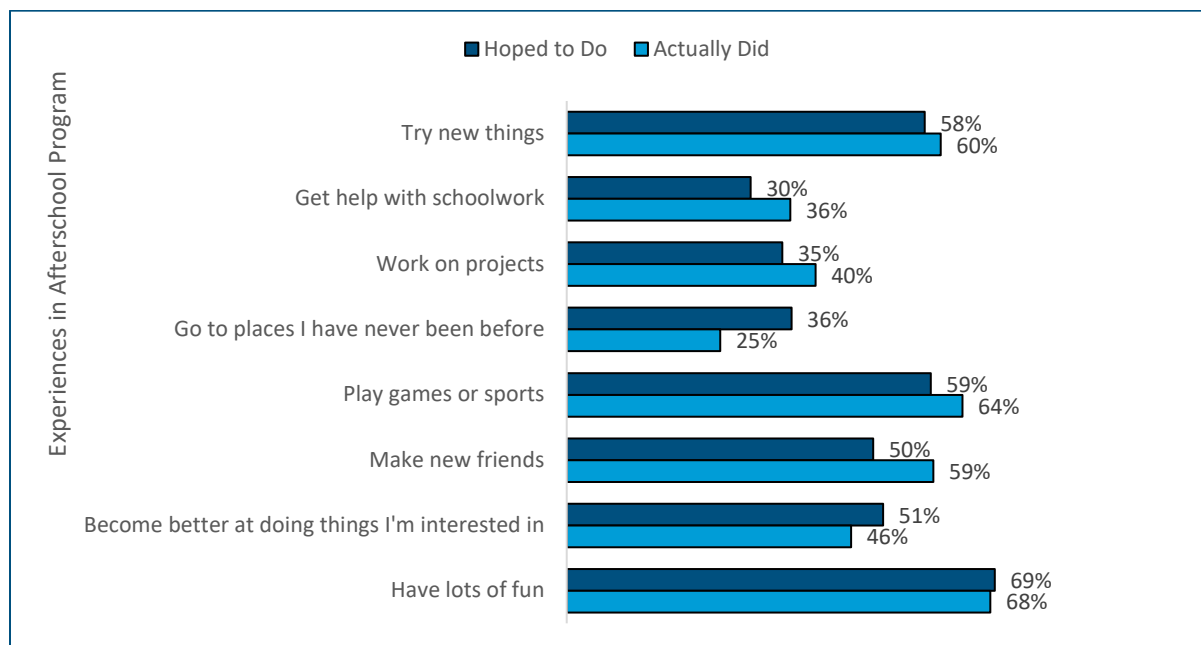
—Student response

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## Evaluation Question 2: How did students' expectations for programming compare with their actual experiences?

To learn about how students' expectations for 21st CCLC programming compared with their actual experiences, the survey asked students to think back to the beginning of the school year and report about things that they hoped they would do in their afterschool program, as well as report on how they actually spent their time during the 2021–22 program year. To explore this, we first compared the proportion of students who responded that they expected a particular experience, as well as the proportion of those who responded that they had a certain experience, to gain an understanding of the overall experience in programming. About two thirds of the respondents hoped to have lots of fun in their afterschool program, and this same proportion of students reported that this turned out to be the case. For several experiences, such as getting help with homework, working on projects, playing games or sports, or making new friends, a larger percentage of students reported that they actually did this in their afterschool program than the proportion who reported hoping to do so. For going to places they had never been before and becoming better at doing things they're interested in, a smaller proportion of students reported having those experiences than the proportion who indicated they hoped to do so (Exhibit 8).

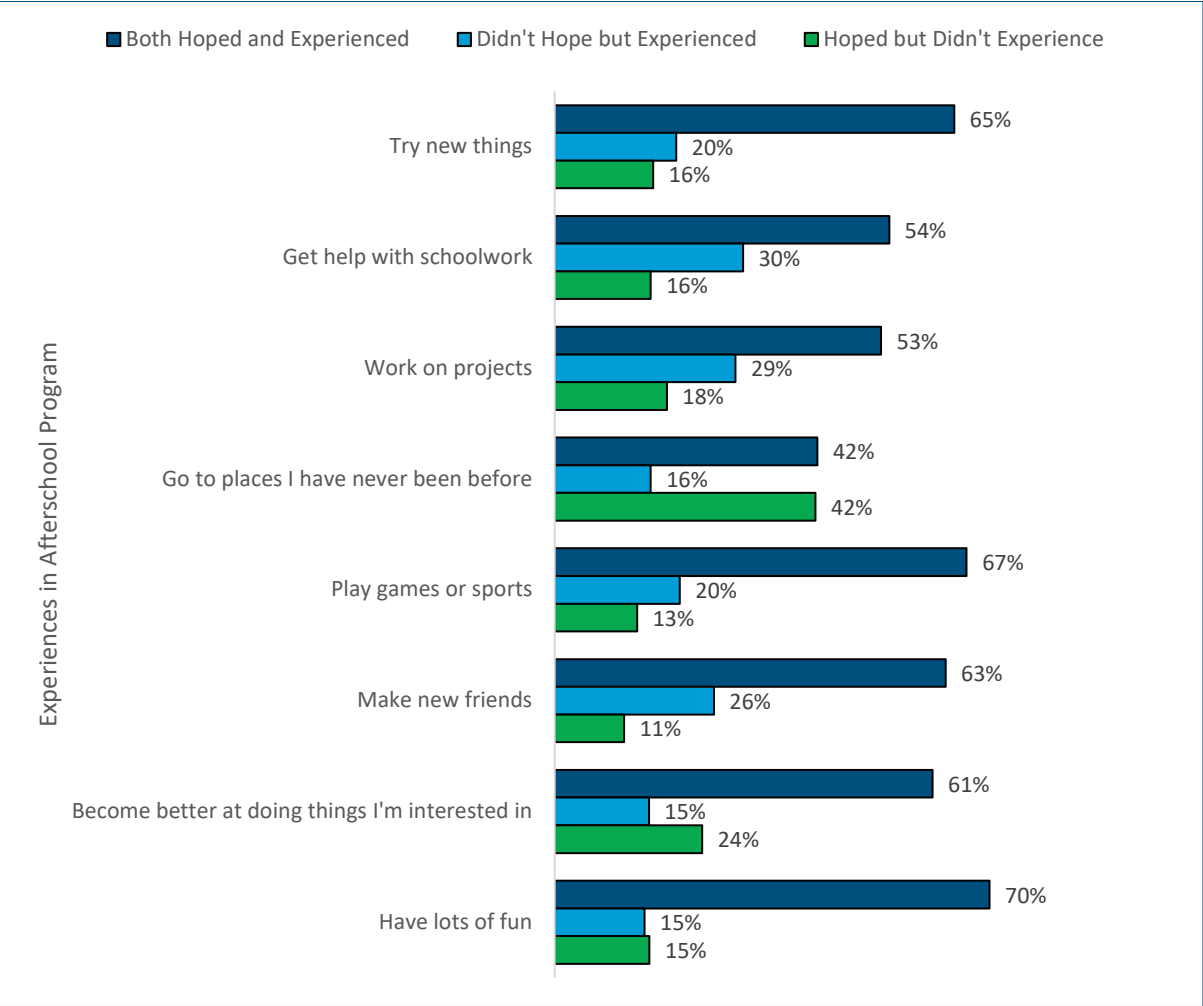
**Exhibit 8. Overall, the proportion of students who reporting having a particular experience was larger than the proportion of students who reported hoping to have a particular experience, except for going to new places and becoming better at doing things they're interested in.**



Note. N = 753 students.

We also explored whether students who hoped to have a particular experience did in fact have that experience (i.e., a student’s expectations were met), whether students didn’t express hope for a particular experience but ended up experiencing it, and whether students hoped to have a particular experience but did not (i.e., a student’s expectations were not met). For many types of experiences, about two thirds of the respondents had their expectations met (e.g., try new things, play games or sports, make new friends, become better at doing things I’m interested in, have lots of fun). Interestingly, about one quarter to one third of respondents did not hope to have a certain experience but ended up having it (e.g., get help with schoolwork, work on projects, make new friends). In terms of going to new places, 42% of respondents hoped to have this experience but did not (Exhibit 9).

**Exhibit 9. For many types of experiences, about two thirds of the respondents had their expectations for programming met. Almost half of them hoped to go to a new place but did not.**



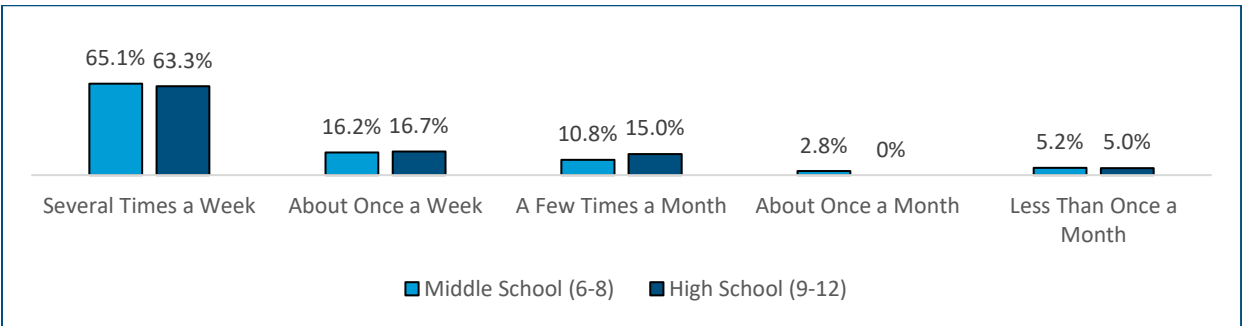
Note. For this set of items, N ranges from 322 to 608 students.

Evaluation Question 3: Did student experiences in programming differ between students in middle school and high school settings?

For some data points, we examined middle school and high school results separately to see what differences might exist between the two age group. With the small sample size of high school students reporting ( $n = 60$  students<sup>1</sup>), readers should use caution when examining the data presented in this section. Readers should avoid making causal conclusions; they should reflect on these data points and ask what additional questions emerge from reviewing the data.

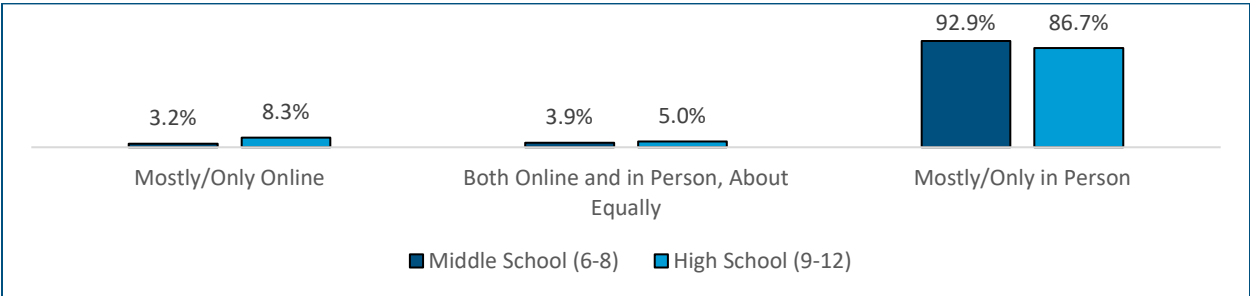
When analyzing student-reported frequency of participation, middle school and high school students participated at relatively similar levels of frequency. Regardless of grade level, the vast majority of respondents indicated that they attended programming mostly or only in-person (87% or more). See Exhibits 10 and 11.

Exhibit 10. Middle school and high school students attended 21st CCLC programming with similar levels of frequency.



Note. Middle school:  $N = 687$  students; high school:  $N = 60$  students.

Exhibit 11. Regardless of grade level, most students reported participating in programming mostly or only in-person.

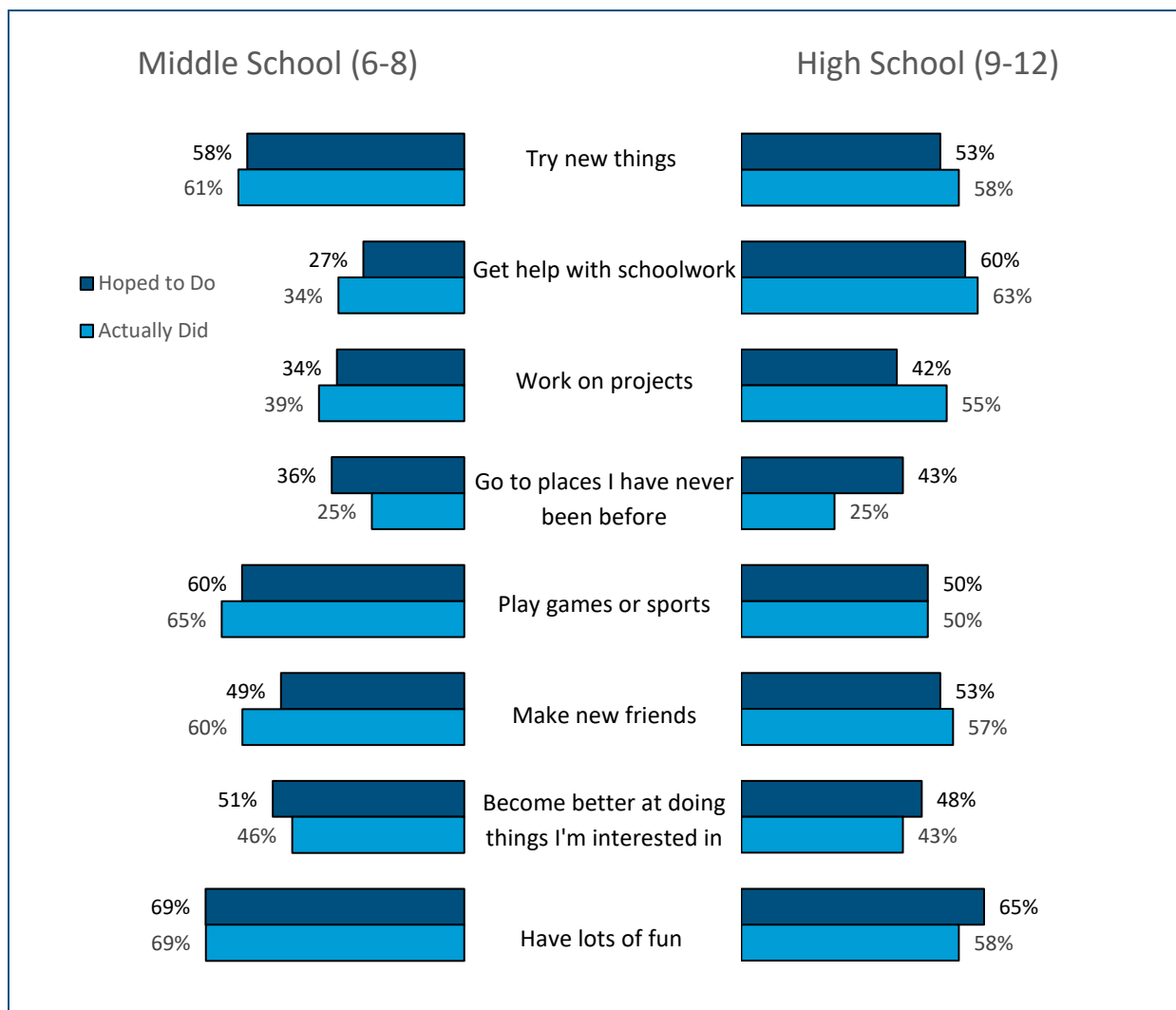


Note. Middle school:  $N = 693$  students; high school:  $N = 60$  students.

<sup>1</sup> These 60 students represent 14 sites; however, more than half of these students represented only three sites.

Middle school and high school students had differing expectations for their afterschool programs. For example, approximately one fourth of middle school respondents (27%) hoped to get help with schoolwork, but almost two thirds of high school respondents (60%) hoped for this experience. Actual experiences for the two school levels differed as well. Only 39% of middle school students worked on projects in their afterschool programs, but more than half of high school students (55%) did. For both middle school and high school students, a larger percentage of students reported that they actually had certain experiences in their afterschool program than the proportion who reported hoping to do so when it came to trying new things, getting help with schoolwork, working on projects, or making new friends. Furthermore, for both middle school and high school students, a larger proportion of students hoped to visit new places or become better at doing things they're interested in than the proportion who actually did those things. For high school students specifically, a smaller proportion reported having fun in programming than the proportion who hoped to have fun (Exhibit 12).

**Exhibit 12. Overall, the proportion of middle school and high school students who reported actually having a certain experience was larger than the proportion who reported hoping to have a certain experience, except for going to new places, becoming better at doing things they're interested in, and having lots of fun.**

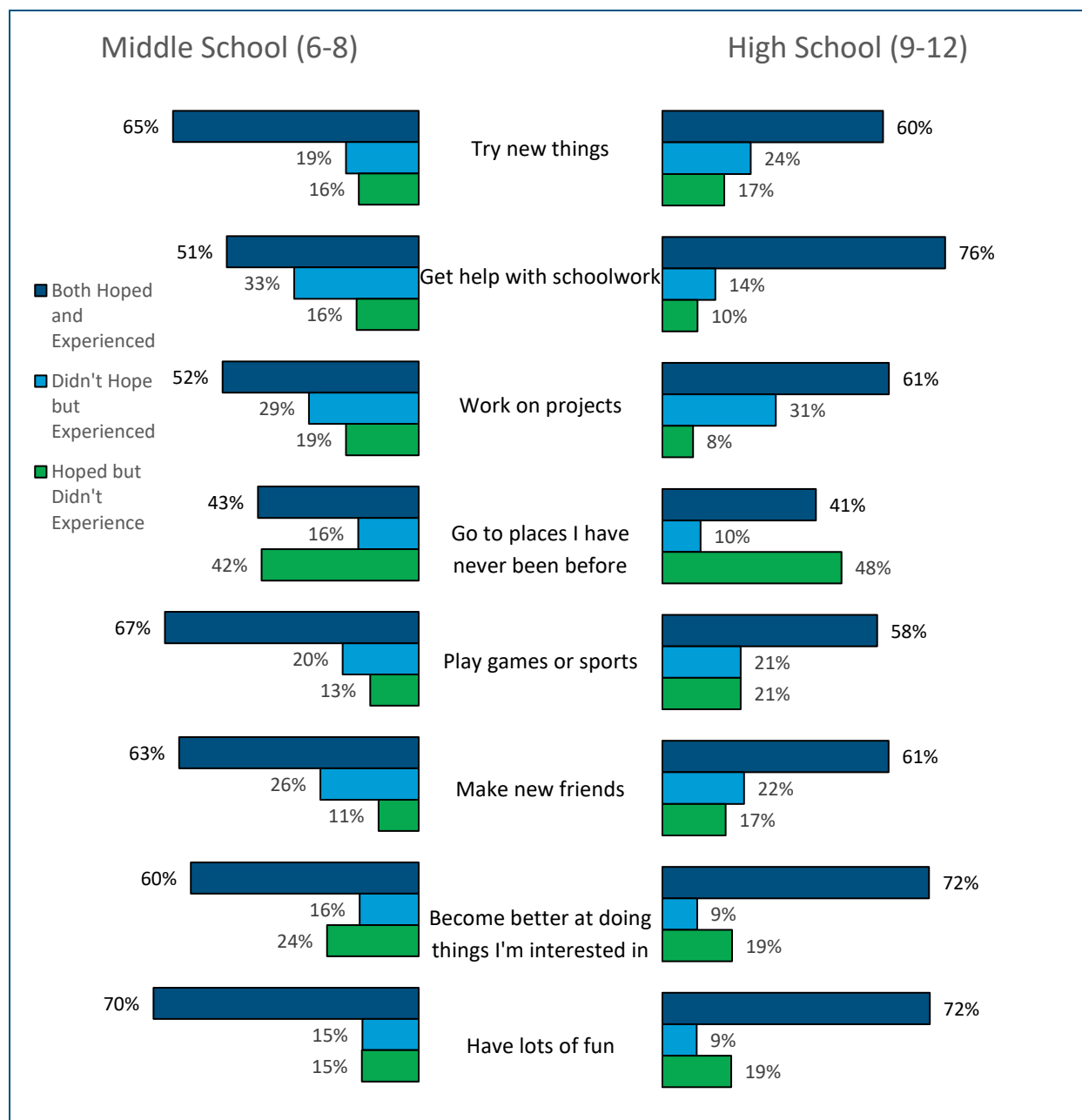


Note. Middle school: N = 693 students; high school: N = 60 students.

Again, we explored whether students had their programming expectations met, this time by considering middle school and high school students separately (Exhibit 13). For high school students, about three fourths of those respondents who hoped to get help with schoolwork (76%), become better at doing things they're interested in (72%), or have lots of fun (72%) did in fact report having those experiences. Interestingly, only 51% of middle school respondents both hoped and did receive help with schoolwork, whereas 33% did not hope for help with schoolwork but ended up receiving it. About two thirds of middle school respondents reported that their expectations for programming were met when it came to many experiences,

including trying new things (65%), playing games or sports (67%), and having lots of fun (70%). Almost half of high school and middle school respondents reported hoping to visit a new place but did not have that experience (48% and 42%, respectively).

**Exhibit 13. For many types of experiences, such as having lots of fun, becoming better at doing things they're interested in, and making new friends, about two thirds of middle school and high school respondents had their expectations for programming met. Almost half of middle school and high school respondents hoped to go to a new place but did not.**

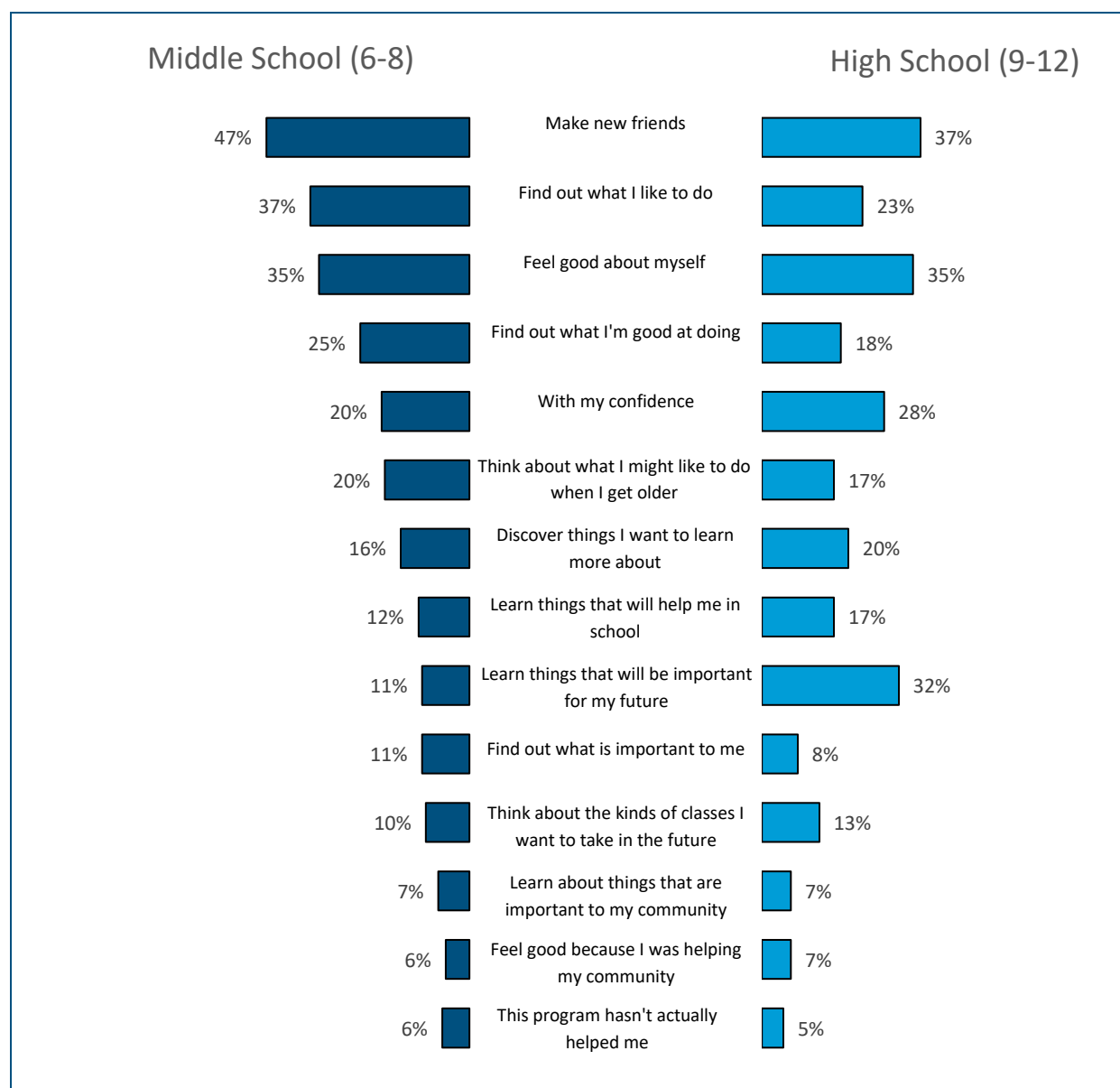


*Note.* For this set of items, middle school *N* ranges from 280 to 565 students and high school *N* ranges from 32 to 43 students.



There were some notable differences when comparing how middle school and high school students felt their afterschool programs helped them. A larger percentage of middle school respondents thought their programs helped them make new friends, find out what they like to do, or are good at doing compared with high school students, whereas a larger percentage of high school respondents believed their programs helped them learn things that will be important for their future or helped with their confidence (Exhibit 14).

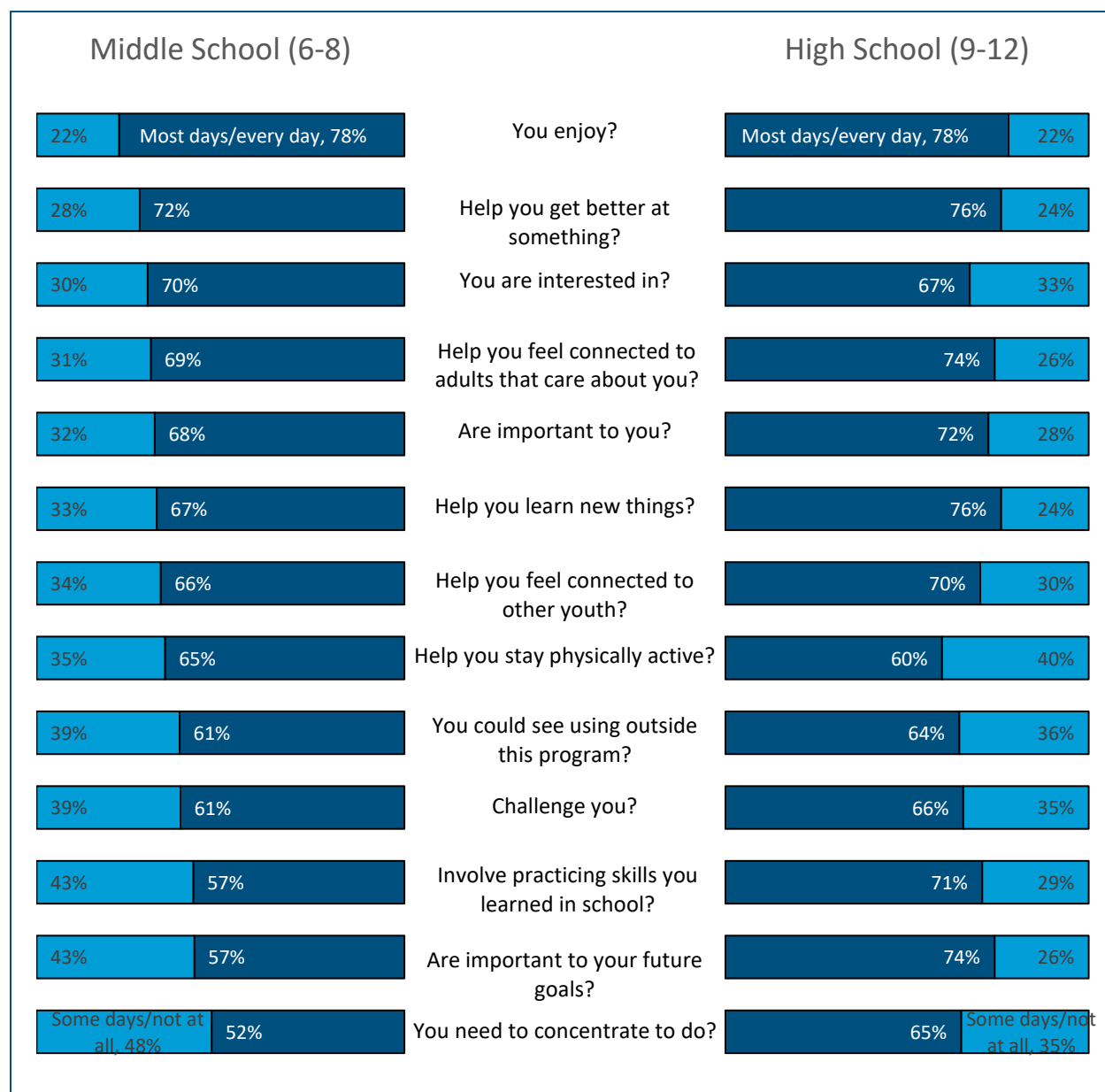
**Exhibit 14. Almost half of the middle school respondents and more than one third of high school respondents thought their programs helped them make new friends.**



*Note.* Middle school:  $N = 693$  students; high school:  $N = 60$  students. Students could select up to three response options, so the response options are not mutually exclusive.

Again, some notable differences are visible when reviewing the data points for middle school and high school students. A large percentage (70% or more) of middle school respondents felt that their afterschool programs provided them with things that (a) they enjoyed, (b) helped them get better at something, and (c) they were interested in. A large percentage of high school respondents indicated having a broader range of experiences offered (Exhibit 15).

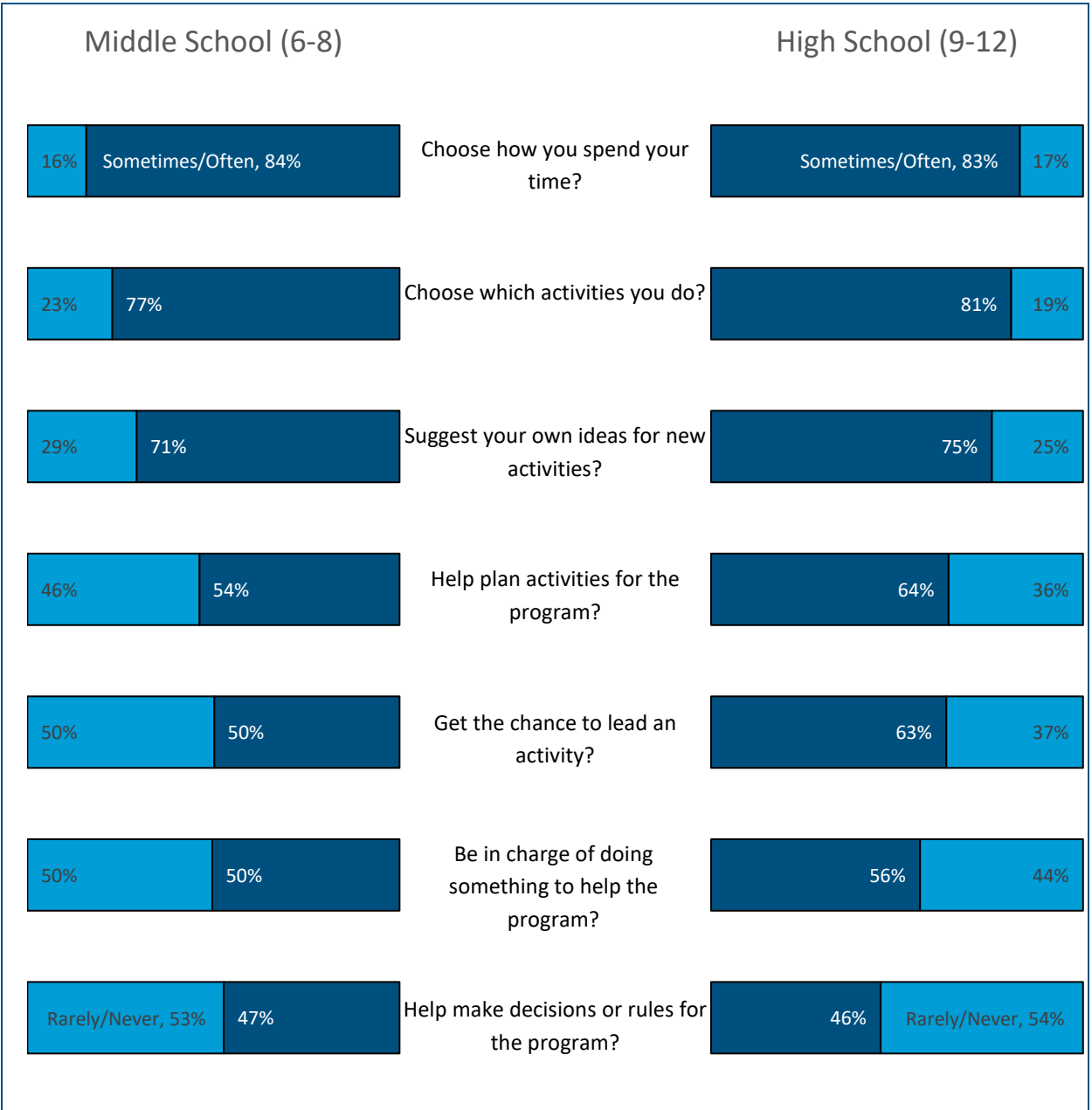
**Exhibit 15. Middle school and high school students experienced certain opportunities in their afterschool programs at varying levels of frequency.**



*Note.* For this set of items, middle school *N* ranges from 664 to 680 students and high school *N* ranges from 57 to 59 students.

In relation to the frequency to which students had opportunities that support a sense of agency and ownership, a large percentage of both middle school and high school respondents indicated the program sometimes or often allowed them to choose how to spend their time as well as which activities they do and also suggest ideas for new activities (Exhibit 16).

**Exhibit 16. Overall, high school respondents reported having more leadership opportunities than middle school respondents.**

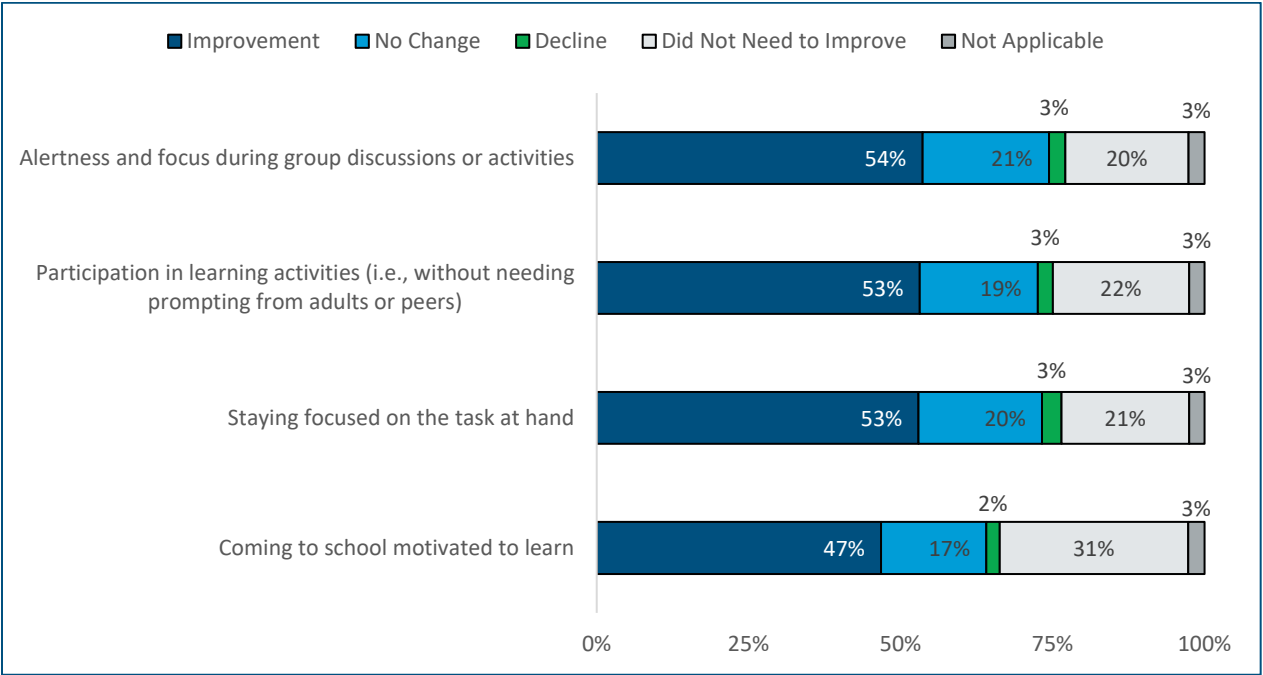


*Note.* For this set of items, middle school *N* ranges from 652 to 674 students and high school *N* ranges from 57 to 59 students.

Evaluation Question 4: To what extent did student learning engagement in the classroom change during the 2021–22 program year?

Overall, teachers reported they saw improvement for about half of their students in their motivation to learn, focus on the task at hand, focus during group discussions or activities, and participation in learning activities (Exhibit 17).

Exhibit 17. About half of all respondents made improvements in their learning engagement, whereas roughly 20% of students saw no change.



Note. N = 1,421 students.

Conclusion

Through a brief online survey, students shared their feelings and experiences during the past program year. Online or hybrid program offerings were more common in 2019–20 when health and safety concerns from the ongoing pandemic were more heightened, but the vast majority of students have returned to attending programming in person. As seen from the survey items and open-ended responses provided by students, great emphasis is placed on the social interactions that take place during 21st CCLC programming, and one can infer that the return to in-person programming has enabled students to develop friendships and connections with other students.

It is encouraging to see that in many ways, students' actual experiences in programming tended to meet or exceed their expectations; students are having the opportunity to try new things, make new friends, and have lots of fun. It is noteworthy, however, that middle school and high school students had differing expectations for what their afterschool experiences would entail. It remains important that programming at different school levels match the needs and interests of the student population being served.

When considering opportunities for leadership and decision making, the majority of students are choosing how they spend their time and deciding which activities to participate in. There is room for students to have even more leadership responsibility opportunities, allowing them to lead activities and make decisions for the program, especially for middle school participants.

Overall, the social, emotional, and academic gains from participating in 21st CCLC programming are prevalent in students' open-ended responses. Looking forward to next steps, it would be valuable to review the results of this survey with the Office of Superintendent for Public Instruction and other 21st CCLC stakeholders to gain input on key findings and then determine whether additional data collection is warranted. Future data collection efforts for consideration include a parent survey to gain parent insights into 21st CCLC programming. Through further data collection and discussion, additional valuable information may be gained about the emotions and experiences of students and their families in ever-evolving 21st CCLC programming.

## Appendix A. Student Survey

Please answer the following questions about your experience in your 21st CCLC out-of-school-time programming.

**During this school year, in what ways have you participated in 21st CCLC out-of-school-time programming?**

- ☐ ONLY online
- ☐ MOSTLY online
- ☐ BOTH online and in person, about equally
- ☐ MOSTLY in person
- ☐ ONLY in person
- ☐ I have not participated in 21st CCLC out-of-school activities this school year.

**Whether in person or online, about how often have you participated in 21st CCLC out-of-school-time activities this year?**

- ☐ Several times a week
- ☐ About once a week
- ☐ A few times a month
- ☐ About once a month
- ☐ Less than once a month

**Thinking back to the start of the school year, what were some things you hoped you would do in this afterschool program?**

	<i>I hoped to . . .</i>
a. Try new things	<input type="checkbox"/>
b. Get help with schoolwork	<input type="checkbox"/>
c. Work on projects	<input type="checkbox"/>
d. Go to places I have never been before	<input type="checkbox"/>
e. Play games or sports	<input type="checkbox"/>
f. Make new friends	<input type="checkbox"/>
g. Become better at doing things I'm interested in	<input type="checkbox"/>
h. Have lots of fun	<input type="checkbox"/>
i. Other (please describe)	

**Now think about your time spent in the afterschool program so far this year. What things did you do in this afterschool program this year?**

	<i>I did . . .</i>
a. Try new things	<input type="checkbox"/>
b. Get help with schoolwork	<input type="checkbox"/>
c. Work on projects	<input type="checkbox"/>
d. Go to places I have never been before	<input type="checkbox"/>
e. Play games or sports	<input type="checkbox"/>
f. Make new friends	<input type="checkbox"/>
g. Become better at doing things I'm interested in	<input type="checkbox"/>
h. Have lots of fun	<input type="checkbox"/>
i. Other (please describe)	

**How has this program helped you specifically? Pick up to THREE areas where you think the program has helped you the most. This program has helped me . . .**

<i>Pick three</i>	
a. Feel good about myself	<input type="checkbox"/>
b. With my confidence	<input type="checkbox"/>
c. Make new friends	<input type="checkbox"/>
d. Find out what is important to me	<input type="checkbox"/>
e. Find out what I'm good at doing	<input type="checkbox"/>
f. Find out what I like to do	<input type="checkbox"/>
g. Discover things I want to learn more about	<input type="checkbox"/>
h. Learn things that will help me in school	<input type="checkbox"/>
i. Learn things that will be important for my future	<input type="checkbox"/>
j. Think about the kinds of classes I want to take in the future	<input type="checkbox"/>
k. Think about what I might like to do when I get older	<input type="checkbox"/>
l. Learn about things that are important to my community	<input type="checkbox"/>
m. Feel good because I was helping my community	<input type="checkbox"/>
n. This program hasn't actually helped me	<input type="checkbox"/>

**Is this afterschool program providing you with things to do that . . .**

	Not at all	Some days	Most days	Every day
a. You are interested in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. You enjoy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. You need to concentrate to do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Are important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Are important to your future goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. You could see using outside this program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Help you feel connected to other youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Help you feel connected to adults that care about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Challenge you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Help you learn new things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Involve practicing skills you learned in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Help you get better at something?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Help you stay physically active?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**When you are at this program, how often . . .**

	Never	Rarely	Sometimes	Often
a. Do you get to choose how you spend your time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do you get to suggest your own ideas for new activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do you get to choose which activities you do?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Do you get to help plan activities for the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Do you get the chance to lead an activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Do you get to be in charge of doing something to help the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Do you get to help make decisions or rules for the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Describe a positive experience you had in the program this year.**

**What did you gain or learn from this experience?**

**How have you applied what you gained or learned to the challenges of this year?**

*Please tell us a little bit more about yourself.*

**What grade are you in?**

- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

**What is your gender identity?**

- ☐ Girl
- ☐ Boy
- ☐ Transgender
- ☐ Nonbinary/nonconforming
- ☐ Prefer not to answer

**What is your race?**

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Multiracial
- ☐ Prefer not to answer

**What is your ethnicity?**

- ☐ Hispanic origin
- ☐ Not of Hispanic origin
- ☐ Prefer not to answer

## Appendix B. Teacher Survey

*This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year—Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they **demonstrated Improvement**, **No Change**, or **Decline**. If you believe the behavior described in a given question is not applicable to the student for whom you are completing the survey, please select **Not Applicable**.*

Name of student: \_\_\_\_\_

Grade/school: \_\_\_\_\_

To what extent has your student changed their behavior in terms of	Did not need to improve	Improvement	No change	Decline	Not applicable
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staying focused on the task at hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alertness and focus during group discussions or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in learning activities (i.e., without needing prompting from adults or peers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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