California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program

Independent Evaluation

Final Report

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EXECUTIVE SUMMARY

In 2002, the California Legislature established the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program (*California Education Code* sections 8420-8428 and 8484.8(h)) as part of the California 21st Century Community Learning Centers (21st CCLC) Program. The 21st CCLC Program was initiated as a federal program in 1996. The federal No Child Left Behind Act of 2001 transferred authority for the 21st CCLC Program to the state departments of education. California is unique among the states in having earmarked a small portion of its 21st CCLC Program funds specifically for the design, development, and evaluation of high school after school programs.

This report on the ASSETs Program is submitted as part of the independent evaluation called for in *Education Code* (sections 8425, 8428, and 8484.8(h)). It is shaped, in part, by questions developed for the evaluation by the California Department of Education (CDE) and contained in the request for proposals (RFP) for the evaluation of the High School ASSETs Program (California Department of Education 2004), which are as follows:

- What is the impact of the 21st Century High School ASSETs Program on participating schools, and what benefits do participating students receive?
- To what extent do ASSETs projects address and integrate a youth development approach within the program design and implementation?
- What factors contribute to the effectiveness of the 21st Century High School ASSETs Program as measured in relation to Questions 1 and 2?
- What unintended consequences have resulted from the implementation of the 21st Century High School ASSETs Program?

Since 2003, CDE has awarded 43 grants under the ASSETs Program, grants that support after school activities at 57 high schools in the state. Each grant is awarded for up to a five-year period and comprises five one-year grants. Eligible grantees include local education agencies (LEAs) for high schools, city and county governments, county offices of education, non-profit community-based organizations

(CBOs), public or private entities (which could include faith-based organizations and private schools), and a consortium of two or more of these agencies, organizations, or entities. In addition to meeting federal guidelines for school eligibility for these funds, priority is given in California to projects that serve students who attend schools ranked in the lowest three deciles of the Academic Performance Index (API).

The ASSETs Program is part of a statewide effort to address the underachievement of California youth by providing opportunities to become well-adjusted adults and constructive citizens of the state and nation. California's Superintendent of Public Instruction, Jack O'Connell, remarked that 1.7 million high school students are not reaching academic levels needed to succeed in the workplace, in college, or as effective citizens. "We can no longer limit the adult opportunities for our students because of our failure to provide them both challenges and support in high school. There is an urgent need to improve, regardless of limitations placed upon us by the budget" (O'Connell 2004).

Key Findings

Meeting the challenges of providing after school services to high school students requires a project's openness to student voice, its flexibility, and a willingness to experiment. It is not possible to use a "one-size-fits-all" approach to programming. An activity that may work well at one site could be inappropriate at another site and fail to attract student interest because these interests vary from location to location. ASSETs Program grantees have been excellent incubators of ideas and, even four years into offering after school activities, Cohort 1 grantees were still learning about how to operate an after school program that draws high school students and maintains their interest and participation.

The approaches that grantees adopted for their projects have been shaped by the contexts of the schools and communities where they are located (urban Los Angeles, for instance, contrasted with rural area of Fresno County). The diversity of these contexts means that ASSETs Program grantees have been developing multiple approaches to providing after school activities for high school students. The projects have been serving as incubators of ideas on how to organize and implement activities that use time after school effectively. Not surprisingly, projects have learned from each other as they tackled common issues and addressed the challenge of implementing after school programs for youth.

Our analyses of the data from ASSETs Program grantees indicated that certain common elements appear needed to develop after school programs for high school students. These elements include:

- A strong link to students' regular academic school day;
- Youth involvement in the design, development, promotion, operation, and evaluation of the activities;
- Staff who are qualified to help students with academics and have enthusiasm for working with youth; and
- Structural supports for students' developmental needs.

Such elements help after school programs provide high school students a platform that supports them as they transition into young adulthood, develop academic skills, prepare for further education and the world of work, and pursue activities they find both interesting and meaningful.

The following is a summary of the key findings highlighted throughout the report.

School and Participant Demographics

- Over 27,900 students attended ASSETs Program-supported after school activities during the 2005-06 year.
- Students were largely from minority ethnic groups, with 56 percent of students Hispanic or Latino and almost 17 percent African American, consistent with the demographic characteristics of the ASSETs Program high schools.
- Overall, 26 percent of students attending after school projects were English learners.
- Students from all grade levels attended after school projects. However, projects were more likely to attract students in grades 9 and 10 and less likely to draw students in grades 11 and 12.

Project Attendance

- An average of 31 percent of students enrolled in a high school participated in a project. However, participation rates ranged up to 91 percent.
- The average number of days that a student attended a project was 26.
- Average student attendance was 30 days or more at 15 projects.
- For the 40 projects with available data, attendance grew from 2004-05 to 2005-06 by 84 percent and the number of students attending for 30 days or more grew 37 percent. However, some of these projects were not in operation the entire 2004-05 year.
- Projects had different criteria for counting a student as attending for one day. Some projects counted the number of activities a student attended while others considered the amount of time a student participated in activities.

Project Activities

- The ASSETs Program provided projects wide latitude to offer activities that both supported student learning and matched students' needs.
- Projects employed multiple strategies with their academic assistance components including study groups, credit reclamation courses, "shadow" classes, and tutoring.
- Educational enrichment activities fell into many broad categories: college and career preparation, leadership, mentoring, technology, the visual and performing arts, physical education and recreation, and academics.

Impact of ASSETs Programs on Students and Schools

- For both the English language arts (ELA) and mathematics portions of the California High School Exit Exam (CAHSEE), after school participants passed at a significantly higher rate than similarly situated students not involved in projects. This

finding held true for all participants, those who attended 10 days or more, and those who attended 30 days or more.

- Among after school students, students who passed the CAHSEE attended activities a greater number of days than after school students who did not pass.
- Results on the California Standards Tests in English-language arts were mixed. After school participants in grade 11 who attended 30 or more days showed greater change in the percent of students scoring at the proficient and advanced levels than non-participants at their schools and students statewide. At grade 10, students who attended greater numbers of days after school were less likely to score at the proficient and advanced levels.
- Students benefited from the academic assistance they received during after school activities. After school activities also increased students' awareness of options available once they graduated from high school and facilitated forming positive relationships with adults and peers.
- After school projects provided resources to students and schools that otherwise would not have been available.

Integration of a Youth Development Approach

- ASSETs Program grantees provided positive developmental settings for after school participants in multiple ways.
- Lessons related to youth development that grantees reported learning included the following:

  Appropriate structure to the after school space and time better enabled students to complete their schoolwork.

  Positive relationships provide youth a place to which they will return;

  High expectations allow students to grow;

  Safe environments foster positive interactions with students.

Factors Facilitating the Effectiveness of After School Programs

- After school staff sought ways to become involved in campus life.
- Teachers were an important link to students and were involved as after school activity leaders and other key tasks such as publicizing activities and recruiting students.
- Almost every project had credentialed teachers leading after school activities. Up to 75 percent of the after school staff at a site was school day teachers.
- Projects involved youth by asking youth for their feedback using surveys and focus groups, including them on advisory boards, and paying attention to the informal feedback students provided.

Unintended Consequences

- Projects faced challenges in the key areas of staffing and student recruitment, often responding to the challenges in positive ways.
- Community-based organizations found multiple ways to work successfully with high schools. At times, they were frustrated by limited access to school facilities.
- Converting high schools into smaller learning communities sometimes challenged after school projects, which now coordinate their work with multiple administrators at a single building.

Key Definitions

The following key concepts, values, and terms associated with the ASSETs Program are referenced throughout this document. They are defined below to provide necessary clarification and establish a common understanding.

Grantee: Refers to the fiscal agent that received an ASSETs Program grant from CDE. A grant supports comprehensive after school services for students from at least one eligible high school.

Project: Refers to the site where activities funded by the ASSETs Program take place for the students from the eligible high school(s). This is usually a high school campus where programming occurs. Multiple projects for multiple eligible high schools may be associated with a single grantee.

After school program: Refers to the program of scheduled services and activities that occur after the regular school day.

Community learning center: The term is defined in federal law as an entity that: (A) assists students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during nonschool hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and (B) offers families of students served by such center opportunities for literacy and related educational development.[1]

[1] *Elementary and Secondary Education Act,* as amended by the No Child Left Behind Act of 2001*,* Title IV, Part B. Section 4201.

I. INTRODUCTION

The California 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) Program is part of the 21st Century Community Learning Centers (21st CCLC) Program. Since the launch of the federal 21st CCLC Program in 1996, funding has helped establish community partnerships to provide community learning centers at school sites across the nation. These sites seek to keep children safe in the after school hours, and to provide academic enrichment, homework centers and tutors, family literacy services, and a range of cultural, developmental, and recreational opportunities.

The No Child Left Behind (NCLB) Act of 2001 transferred administration of the 21st CCLC Program to individual state education agencies and focused the program's emphasis on academic enrichment to help students meet state and local academic standards. Additionally, NCLB expanded state and local accountability and flexibility.

Shaped by the California *Education Code* (sections 8420-8428 and 8484.8(h)), the ASSETs Program has a broad, overarching goal: "to create incentives for establishing locally driven after school enrichment programs that partner schools and communities to provide academic support and safe, constructive alternatives for high school pupils in the hours after the regular school day."[2] The California Legislature reauthorized the ASSETs Program in 2006 by passing Senate Bill 638, which indicated that an additional purpose of the Program is to assist pupils in passing the high school exit examination.

While the federal 21st CCLC Program has funded activities at high schools since its inauguration, California is unique among the states in that it established legislation to earmark a small portion of the funds it receives from the federal 21st CCLC Program specifically for the design, development, and evaluation of high school after school programs. Grantees are required to provide three components to support high school students:

- An academic assistance component to include academic enrichment activities that support meeting and exceeding the state academic standards such as tutoring,

[2] California *Education Code* section 8421.

homework assistance, preparation for the high school exit examination, and college preparation;

- An enrichment activities component that may include an array of areas including community service, service learning, opportunities to mentor and tutor younger pupils, career and technical education, job readiness, computer and technology training, arts, physical fitness, and recreation activities; and

- A family literacy component.

Furthermore, grantees are to embed their program components within a developmental framework that supports the acquisition of personal and social assets that promote adolescent well-being and a successful transition to adulthood. This is a significant point and showing the ASSETs Program recognizes that high school students are developmentally distinct from elementary and middle grades children. As a result, effective after school programs that target high school students must take the developmental needs, skills, and interests of early to mid-adolescence into consideration (Partee 2003).

The California Department of Education (CDE) awarded grants to three cohorts of projects based on budget authority during three fiscal years (FY) since FY 2002-03. Eligible grantees included local education agencies (LEAs) for high schools, city and county governments, county offices of education, community-based organizations (CBOs), public or private entities (which could include faith-based organizations (FBOs) and private schools), and a consortium of two or more of these agencies, organizations, or entities. In addition to the federal requirement that the schools be eligible for Title I funding, state priority was given to programs that served students who attended schools whose scores on the Academic Performance Index were ranked in the lowest three deciles (California *Education Code* section 8422(a)). The California 21st Century High School ASSETs Program grant is awarded for up to a five-year period and comprises five one-year grants subject to annual reporting requirements.

CDE has awarded 43 grants under the ASSETs Program through three competitions, beginning with FY 2002-03 funding. ASSETs Program grantees serve students attending 57 high schools located in central, northern, and southern California. Table 1 shows the number of grantees in each cohort, the

Table 1
Type and number of organizations receiving ASSETs Program funding by grant cohort[3]

Grant Cohort and Type of Organization	Number of Grantees	Number of High Schools
Cohort 1		
LEA of High School	6	8
County Offices of Education	1	4
Public Entity (city/county govt., higher ed.)	2	3
Private Entity (CBO, FBO, private education)	0	0
Cohort 2		
LEA of High School	3	4
County Offices of Education	2	3
Public Entity (city/county govt., higher ed.)	1	2
Private Entity (CBO, FBO, private education)	4	4
Cohort 3		
LEA of High School	16	20
County Offices of Education	1	1
Public Entity (city/county govt., higher ed.)	1	1
Private Entity (CBO, FBO, private education)	6	7
Total	43	57

Source: California Department of Education

type of organization that received funding, and the number of high schools supported by the ASSETs Program.[4]

The first cohort of nine grantees provided funds for six LEAs, one county office of education, and two public entities that included a city agency. Together, these grantees have operated activities at 15 high schools since the 2003-04 school year. The second cohort of ASSETs Program grants commencing in fall 2004 had fewer LEAs and more private entities as grantees. Cohort 3, whose awards were announced in January 2005, contains the largest number of grantees with 16 LEAs of high schools, one county office of education, one public entity, and six private entities that included CBOs.

[3] A listing of grantees funded by the ASSETs Program will be found at http://www.cde.ca.gov/fg/fo/r8/cclchs06result.asp

[4] The number of high schools refers to the schools as they were constituted at the time that the grantee applied for ASSETs Program funding. Since that time, seven of the high schools that received support were divided into smaller learning communities.

Geographically, the ASSETs Program grantees were located in both urban and rural areas in both northern and southern California. Schools hosting a project were located in 14 counties. Table 2 indicates how many of these high schools were located in each county.

The ASSETs Program operates in the context of great interest among policy makers, educators, and youth development advocates in both high school reform and after school programs for older youth. Ongoing interest in high school reform is driven by the recognition that schools need to prepare students so they graduate prepared to enter both post-secondary education and the world of work. Within California, this interest is manifested by the State Superintendent's High Performing High Schools Initiative (California Department of Education 2005), an analysis issued by the Legislative Analyst's Office (Hill 2005), and reports prepared by multiple groups (Education Trust-West 2004; Horowitz 2005; Walcott, Owens-West and Makkonen 2005). Nationally, the Bill and Melinda Gates Foundation is supporting programs designed to help increase high school graduation rates and to prepare students for college and work. Lastly, the

Table 2
Number of High Schools Receiving Funding by County

County	Number of High Schools
Alameda	4
Contra Costa	2
Fresno	7
Los Angeles	14
Monterey	1
Riverside	2
Sacramento	3
San Bernardino	1
San Diego	12
San Francisco	5
San Mateo	1
Santa Clara	2
Santa Cruz	2
Stanislaus	1

Source: California Department of Education

National Center for Education and the Economy recently released a report calling for major restructuring of high schools (2007).

For a number of years, there have been concerns about how we organize learning time for students (National Education Commission on Time and Learning, 1994). Interest in after school programs for high school students is an extension of this concern that emerged from desires to expand the availability of settings where students may learn and develop their skills while promoting safety for youth and their communities. While after school activities have been available to high school students for many decades (Hipps, 2004), one might ask whether a formal program of after school activities will draw this age group. Pittman (2002), for instance wondered whether high school after school is an oxymoron or opportunity. Observing the launch of the ASSETs Program, she observed:

> *In California and around the country, high school after school presents an opportunity to build on high school reform efforts to start a coordinated dialogue about expanding learning opportunities for teens in schools and in communities, both during and after school.*

Cutting across both high school reform initiatives and extended learning time programs for older youth is the notion of *rigor*, *relevance*, and *relationships*. The Forum for Youth Investment (2005) observed that research has shown youth seek experiences where they may establish meaningful relationships with adults and peers. At the same time, these older students want to participate in activities that they believe are meaningful uses of their time and develop their skills, often in rigorous ways.

California's efforts to establish after school programs for high school students are not unique (Birmingham and White 2005). However, the state has moved into relatively uncharted territory because there are so few after school programs targeting high school students. As a result, grantees within the ASSETs Program cannot simply adopt models that others have developed previously.

ASSETs Program grantees face the challenge of providing after school experiences that draw high school students. They target students in an age group where there are multiple demands on their time—friends, jobs, family responsibilities, and the developmental tasks associated with moving into later adolescence. To attract these youth, after school programs must find ways to provide rigor, relevance, and relationships, for these are key to holding students' interest. ASSETs Program grantees developed their initial programs and then,

once in operation, modified and fine-tuned them in response to the experience and feedback from students and other stakeholders.

The approaches that grantees adopted for their projects have been shaped by the contexts of the schools and communities where they are located (urban Los Angeles, for instance, contrasted with rural areas of Fresno County). The diversity of these contexts means that ASSETs Program grantees have been developing multiple approaches to providing after school activities for high school students. The projects have been serving as incubators of ideas on how to organize and implement activities that use time after school effectively. Not surprisingly, projects have learned from each other as they tackled common issues and addressed the challenge of implementing after school programs for youth.

II. EVALUATION APPROACH AND METHODOLOGY

The California *Education Code* Section 8428 calls for an independent evaluation of the ASSETs Program with interim and final evaluation reports due to the California Legislature after years two and three of the program, respectively. In response, CDE contracted with WestEd to provide the independent evaluation of the state ASSETs Program. This section of the report discusses our evaluation approach to the ASSETs Program, identifying the factors that framed it. We follow this discussion with a review of the evaluation methodology we used during the 2005-06 program year.

A. Evaluation Approach

WestEd developed a multi-year, mixed-methods evaluation of the ASSETs Program that was grounded in the requirements of the federal legislation for the 21st CCLC Program, the California *Education Code* for the ASSETs Program, and the research literature on after school programs. Designing the evaluation required taking several factors into consideration:

- Questions developed for the evaluation by CDE and contained in the RFP for the evaluation of the ASSETs Program (California Department of Education 2004), which are as follows:
    - What is the impact of the 21st Century High School ASSETs Program on participating schools, and what benefits do participating students receive?
    - To what extent do ASSETs projects address and integrate a youth development approach within the program design and implementation?
    - What factors contribute to the effectiveness of the 21st Century High School ASSETs Program as measured in relation to Questions 1 and 2?
    - What unintended consequences have resulted from the implementation of the 21st Century High School ASSETs Program?

- The California *Education Code*, which calls for the evaluation to consider outcomes for students who participate in the ASSETs Program compared to "similarly situated" students; and

- The research and evaluation literature about after school programs, which discusses the features of quality after school programs and cautions about focusing on student outcomes too early in the life cycle of an after school program.

We shaped the evaluation activities that contributed to the Interim Evaluation Report on the recognition that ASSETs Program grantees were in an early developmental phase and their programs needed time to mature. Chung and Hillsman (2005), for instance, suggested caution when initially evaluating after school programs, observing that it is important not to ask about long-term program outcomes too soon:

> *Long-term outcomes should be assessed only after the program has had the opportunity to implement its activities with qualified staff and resources, which may take two or three years.*

Chung and Hillsman recommended looking at a program's short-term outcomes during its initial implementation phase, instead of looking at long-term outcomes.

Kane (2004) also urged using short-term indicators when evaluating after school programs that are in their initial phases of development. In his analysis of the evaluations of four after school programs, he discussed measuring whether after school programs have statistically significant impacts on academic achievement. He noted that nationally normed standardized achievement tests may not be sensitive enough to detect increases in student performance related to participation in after school programs. As an alternative in evaluation, he noted, "identifying intermediate outcomes on the road to student achievement—including parental involvement and homework completion, as well as other outcomes, such as teacher perceptions of student engagement—may be all we can expect" (p. 4).

WestEd drew upon the comments of researchers like Kane, Chung, and Hillsman when structuring the evaluation of the ASSETs Program. For the *Interim Evaluation of the 21st Century High School ASSETs Program* (Hipps, Diaz and

Wingren 2006), we recognized that it was too soon in the program's life to examine whether ASSETs Program grantees were achieving their longer-term outcomes. Following Kane's (2004) suggestion, we structured the Interim Evaluation to focus on intermediate outcomes that we would expect grantees to achieve as they progressed towards longer-term objectives such as boosting student achievement and supporting positive youth development.

We derived intermediate outcomes from the research and evaluation literature on after school programs. This literature discusses areas associated with quality after school programs. The areas include the following:

- Coordinating the regular school day and after school programs (U.S. Department of Education and U.S. Department of Justice 2000; Reisner and others 2004; National Governors Association Center for Best Practices 2005);
- Having quality after school staff members (Birmingham and White 2005; Rublin, Douglas and Halverson 2004; McComb and Scott-Little 2003; National Governors Association Center for Best Practices 2005);
- Establishing linkages between the after school program and community organizations (U.S. Department of Education and U.S. Department of Justice 2000; National Governors Association Center for Best Practices 2005); and,
- Creating environments that support positive youth development (National Research Council and Institute of Medicine 2002), which is fostered by multiple elements including:
  - safe places (Hall and others 2003; U.S. Department of Education and U.S. Department of Justice 2000);
  - caring relationships with adults (National Institute for Out-of-School Time 2004);
  - high expectations (Education Trust-West 2004); and
  - youths feeling that they matter (Pittman 2002).

The *Final Evaluation Report* is a companion to the *Interim Evaluation*, with the findings in both reports complementing each other. The *Final Evaluation Report* is responsive to the questions that CDE identified in the evaluation RFP. Additionally, it continues the *Interim Evaluation's* consideration of who participated in after school activities supported by the ASSETs Program and the nature of those activities. Lastly, data collection for the Final Evaluation Report occurred as Cohort 1 grantees were in their fourth year of operation, a point in their lifecycle where it is appropriate to begin examining data related to the impact of the ASSETs Program on participating schools and students.

B. Evaluation Methodology

Data for the Final Evaluation Report came from multiple sources and included each of the grantees participating in the ASSETs Program. They completed the *ASSETs Program Evaluation Guidebook, 2005-06* prepared by WestEd under contract to CDE. Then, WestEd staff conducted site visits in spring 2006 to a sample of grantees. We supplemented data from the *Evaluation Guidebook* and site visits with information on high school enrollment available from the CDE DataQuest Web site[5] and data that grantees reported to the U.S. Department of Education (ED) about the 2005-06 program year through the federal data reporting system for the 21st CCLC Program.

ASSETs Program Evaluation Guidebook, 2005-06

WestEd began working with CDE in 2004, with input from the grantees, to develop a reporting system that would allow ASSETs Program grantees to annually report to CDE on their activities, participants, and outcomes. The California *Education Code* governing the ASSETs Program, CDE assessment system, and the literature on after school programs helped shape this reporting system. The *Evaluation Guidebook, 2003-04* is one element of the system, collecting information about grantee characteristics related to quality after school programs and asking for comprehensive information about grantees. Specific areas covered in the guidebook included:

- **Student Data** (demographics and level of participation)

[5] http://data1.cde.ca.gov/dataquest

- **Program Data** (assessed needs and goals, activities linked to goals and standards)
- **Grantee Activities** (extent of school year, summer, and infrequent activities)
- **Links to Regular School Program** (link from program to school-day curriculum)
- **Program Staffing and Administration** (characteristics of staff)
- **Professional Development** (training of staff for after school programming)
- **Family Literacy Component** (extent of parent/family services and participation)
- **Institutional Capacity** (systems in place to institutionalize programming)
- **Youth Involvement** (extent of youth program leadership and decision making)
- **Youth Development** (physical, intellectual, psychological, emotional, and social)
- **Advisory Group** (implementation of external support structure)
- **Sustainability** (approach to sustain programming beyond funding period)
- **Collaborating Organizations** (partnering agencies and services provided)
- **Evaluation Narrative** (challenges, supporting data, and next steps)

The first cohort of grantees agreed to field test the *Evaluation Guidebook* using data from their first full year of operation, 2003-04. Then, all grantees completed the *Evaluation Guidebook* covering 2004-05 and one for 2005-06. The *Evaluation Guidebook* for 2005-06 was a slightly revised version of the one that WestEd initially developed for 2003-04. All but two grantees that included three

high schools submitted the *ASSETs Program Evaluation Guidebook, 2005-06*.[6] However, we reviewed a total of 42 *Evaluation Guidebooks* because several grantees submitted a guidebook for each of the schools that were participating in the ASSETs Program. Additionally, large districts that received multiple grants through the ASSETs Program choose to submit a single *Evaluation Guidebook* to report on each of their grants.

Student Outcome Data

As a part of their reporting about the 2005-06 program year, ASSETs Program grantees submitted data on each of the students who participated in their projects. Data were limited to information that would already be a part of school and LEA data systems and included:

- Demographic data;
- Number of days attending the ASSETs Program-funded project;
- Scale scores and performance levels from the California Standards Tests administered in 2005 and 2006;
- Scores from the California High School Exit Exam (CAHSEE), 2004-05 and 2005-06; and
- Absence and suspension data for the regular school year, 2004-05 and 2005-06.

CDE received student data from all but five grantees, who provided services at eight high schools. One of these grantees was in Cohort 1 and served two high schools.

CDE requested that each Cohort 1 grantee submit data about every student enrolled at the school during the 2005-06 academic year. Data about all of the students attending a school were sought to allow WestEd's evaluation to be responsive to a key evaluation question—how outcomes for participants compare to "similarly situated" students not involved in the ASSETs Program. "Similarly

[6] The *ASSETs Program Evaluation Guidebook, 2005-06* including instructions for reporting student data may be downloaded from the CDE website: http://www.cde.ca.gov/ls/ba/cp/assets05evalguide.asp.

situated" was defined here as students attending the same schools as ASSETs Program participants but not attending the after school project. All but four of the 15 Cohort 1 schools submitted data on both project participants and other students.

While the attendance data indicate how many days a student participated in an after school project, they do not indicate which activities the student attended. In general, projects do not maintain that level of detail in their attendance records because they do not have sufficient staffing to do so. As a result, while we do know the number of days a student attended a project, we do not have sufficient information to attribute any changes on an outcome measure to participation in a particular activity.

Site Visits, Spring 2006

From April-October, 2006, WestEd evaluators conducted site visits to selected ASSETS projects. One or two evaluators, depending on the size of the grantee, conducted visits that lasted one to two days. Site visits provided WestEd evaluators the needed opportunities to interact with project staff members and gather data about the 2005-06 project year. Additional in-depth data collection was made possible by speaking with key stakeholders of the after school project at each site.[7] Questions asked of interview and focus group respondents related to the following areas:

- Progress during the 2005-06 project year;
- The benefits to schools and students of after school activities;
- The role of after school activities in helping prepare students for the CAHSEE; and
- Facilitators to project implementation such as:

  Links between the regular school and after school programs;

[7] Interview and focus group protocols used during the 2006 site visits are included in Appendix A.

Youth development approaches present in the project; and

The coordination of the after school project with other programs at the school.

We sampled eight projects from all three cohorts for site visits. Four of the projects were in Cohort 1. We selected them because we found during our spring 2005 visits that they had many characteristics of quality after school programs. Two of the remaining four projects we visited were in Cohort 2 and located in the same districts as the two Cohort 1 projects. We sampled these Cohort 2 projects because we wanted to compare their development to the Cohort 1 projects. The last two projects we chose to visit belong to Cohort 3. We sampled them because the information they submitted in their *Evaluation Guidebook, 2004-05* indicated they were making substantial progress and we wanted to collect information about their activities.

In all, WestEd evaluators interviewed 8 project directors, 7 project coordinators, 7 principals, 52 students, and 5 collaborative partners. All interviews and focus groups were digitally recorded, with permission from the respondents. WestEd evaluators prepared a summary of each site visit to facilitate data analysis.

Federal Data Reporting System

In 1999, ED began asking each grantee that received funding under the 21st CCLC Program to submit an annual report. Each report includes data on students participating in a 21st CCLC Program grant, grantee activities, staffing, links to community organizations, links to the regular school program, and student achievement. The federal annual reporting system, managed for ED by Learning Point Associates, is formally known today as the 21st CCLC Profile and Performance Information Collection System (PPICS).

Each ASSETs Program grantee reported data using the federal reporting system, PPICS, for the 2005-06 program year. CDE provided WestEd a copy of these grantees' federal data, which we used to obtain information about project staffing.

III. EVALUATION FINDINGS

Our presentation of what we learned during our 2005-06 evaluation activities begins with three sections that provide data about:

- The characteristics of students attending the schools that hosted projects and the participating students;
- Attendance patterns at the projects; and
- The after school activities that were available to students.

The information in these sections provides a context related to the ASSETs Program. After reviewing these data, we provide information that responds to the questions asked by CDE about the ASSETs Program, as noted on page 7.

Many of the findings in this report are based on data reported by grantees in their *Evaluation Guidebooks*. When possible, our report of findings includes tables that indicate the number of projects that engaged in a certain practice. However, based on our site visits to grantees and our reviews of their *Evaluation Guidebooks,* we found that grantees were not the best advocates for their own projects. They often under-reported their own accomplishments. As a result, there are many times where this report indicates a practice was at some projects or many projects instead of indicating how many projects engaged in the practice. While we would have preferred to be more specific in these instances, we recognized that we only know what grantees reported in their *Evaluation Guidebooks.* If a grantee did not mention a specific practice, that did not necessarily mean the practice was not a part of the project. A grantee could follow the practice, but not have mentioned it in its *Evaluation Guidebook*. Thus, by presenting data in more general terms, we sought to avoid leading a reader to conclude that ONLY 15 or 25 or whatever number of projects engaged in a certain practice when, in fact, the practice could have been more widespread.

A. School and Participant Demographics

Overall, over 27,900 students participated in after school activities supported by the ASSETs Program.[8] These students represented about 29 percent of the total number of students enrolled at the high schools associated with the program. This section of the report reviews the demographic characteristics of these schools and the students who attended after school activities including student ethnicity, English language proficiency, and grade level.

To assist the reader, we begin each section with a brief description of "Key Findings," which summarizes the major points of the section. A discussion follows the presentation of key findings.

Key Findings:

- Over 27,900 students attended ASSETs Program-supported after school activities during the 2005-06 year.
- Students were largely from minority ethnic groups, with 56 percent of students Hispanic or Latino and almost 17 percent African American, consistent with the demographic characteristics of the ASSETs Program high schools.
- Overall, 26 percent of students attending after school projects were English learners.
- Students from all grade levels attended after school projects. However, projects were more likely to attract students in grades 9 and 10 and less likely to draw students in grades 11 and 12.

The ASSETs Program funded projects at small, medium, and large high schools. The diverse populations of these urban, suburban, and rural communities are largely reflected in the demographics at the schools and the participants of the after school projects. The projects reflect California *Education Code* Section 8423(a) criteria for equitable distribution of grants to awardees.

[8] CDE received data indicating that 27,925 students participated in after school activities. However, these data do not include students who attended after school projects at Kearny and San Diego High Schools in San Diego.

This section examines demographics of participating ASSETs Program schools and then compares their demographics to those of ASSETs Program participants.

School Demographics

Total student enrollment at the high schools participating in the ASSETs Program varied widely during 2005-06, ranging from 177 to over 5,300 students. A review of school enrollment data indicated:

- Under 1,000 students attended 13 schools;
- 13 schools enrolled between 1,000 and 2,000 students;
- 20 schools enrolled between 2,000 and 3,000 students;
- 4 schools enrolled between 3,000 and 4,000 students; and
- 5 schools enrolled over 4,000 students.

It is important to point out that at least six of these schools implemented smaller learning communities by the 2005-06 school year. As a result of moving to smaller learning communities, the total building enrollment may not accurately reflect the learning environment a student perceives. Appendix B presents the following data for each high school participating in the ASSETs Program:

- Total school enrollment and total number of ASSETs Program participants;
- Ethnic composition of total school and ASSETs Program participants; and
- Percent of English learners for both the total school and among ASSETs Program participants.

In addition to examining total school enrollment, we gathered data on both the ethnic make up of schools and the percent of English learners attending the school. Table 3 summarizes data from the CDE DataQuest Web site on the ethnic make up of each of these schools for the 2005-06 year. Ethnic minorities comprise over 50 percent of the student population at each ASSETs Program

high school. Hispanic students were the largest ethnic group at 43 of the 56 high schools. This finding is consistent with the fact that Hispanic students are the largest ethnic group attending California schools, representing nearly 48 percent of the state's students.[9] Additionally, Hispanic students were the largest group of students attending schools in 8 of the 13 counties where ASSETs Program high schools are located. At one high school in San Francisco, both Hispanic students and African American students were equally represented in the student body.

African American students were the largest group of students at six high schools while Asian students were the largest group at five schools, all located in northern California. There is only one school where White students were the largest ethnic group. However, even at that school, the majority of enrolled students were ethnic minorities.

Table 3
Number of Schools with Predominant Ethnic Group, 2005-06

Predominant Ethnic Group	Number of High Schools
Hispanic	43
African American	6
Asian	5
White	1
African and Hispanic or Latino Equally Represented	1
Total	56

Source: California Department of Education, http://dq.cde.ca.gov/dataquest

Table 4 provides data on the percent of English learners enrolled at each ASSETs Program high school. As one might expect, the percent of English learners at each high school differed widely, ranging from under 10 to over 50 percent. Statewide in 2005-06, 25 percent of California students were English learners.[10] However, at ASSETs Program high schools, English learner enrollment exceeded 30 percent at 29 of the 56 schools. In fact, English learner enrollment at ASSETs Program schools was greater than the state average of 25 percent at 36 sites.

[9] Source: California Department of Education, http://dq.cde.ca.gov/dataquest.
[10] *Ibid.*

Table 4
Percent of English Learner Enrollment at ASSETs Program Schools, 2005-06

Percent English Learner Enrollment	Number of High Schools
10 percent or less	2
11 to 20 percent	10
21 to 30 percent	15
31 to 40 percent	18
41 to 50 percent	8
Over 50 percent	3
Total	56

Source: California Department of Education, http://dq.cde.ca.gov/dataquest

Participant Demographics

This section reviews demographic data about youth involved with ASSETs projects. We review these students' ethnicity, English proficiency, and their grade levels. Over 27,900 students attended ASSETs-supported after school activities during the 2005-06 year.[11] Table 5 summarizes the demographic data about these students.

Student Ethnicity

Students were largely from minority ethnic groups, with 56 percent of students Hispanic and almost 17 percent African American. This finding is consistent with the demographic characteristics of the ASSETs Program high schools. Nine percent of participating students were Asian, Pacific Islanders, or Filipinos. Only five percent were White.

[11] WestEd evaluators tallied 27,925 ASSETs Program participants. However, this total does not include attendance data from San Diego or Kearny High Schools.

Table 5
Demographic Data of ASSETs Program Participants, 2005-06 (N=27,925)

Ethnicity of Participants	Percent[12]
African American	17%
Hispanic or Latino	56%
American Indian/Alaskan Native	Less than 1%
Asian, Pacific Islander, or Filipino	9%
White, not Hispanic	5%
Other	9%
Unknown	5%
English Learners	26%
Grade Level	
Grade 9	28%
Grade 10	28%
Grade 11	23%
Grade 12	18%
Grade Unknown	4%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06*, http://www.cde.ca.gov/ls/ba/cp., and federal data reporting system, 2005-06.

A review of school level data for each ASSETs Program high school (see Appendix B) showed that after school projects generally did a good job of attracting youth who were ethnically representative of their schools' ethnic composition. The ethnic make up of after school students was similar to the school at 37 of 53 sites with available data. There were seven schools (Encinal, Willow Glen, Crawford, Grant, Galileo, Castlemont, and Kennedy) where it appears that the ethnic composition of students who attended the after school project differs from the overall school. We could not determine whether the remaining projects served a representative cross-section of their schools because CDE received insufficient data from grantees about participants' ethnicity.

[12] Totals may exceed 100% due to rounding.

English Proficiency

Overall, 26 percent of students attending after school projects were English learners. A review of school level data on English learners indicated that there were 31 schools where the proportion of these students attending after school projects was approximately equal to their enrollment at the school. There were four sites (Encinal, Willow Glen, Grant, and Kennedy) where English learners were under-represented among after school youth. English learners appeared more likely to be involved in after school activities at six sites (West Valley, Crawford, Pajaro Valley, Watsonville, Luther Burbank, and East Palo Alto). There were insufficient data from 12 projects to judge the rate of English learner involvement in after school activities.

Student Grade Level

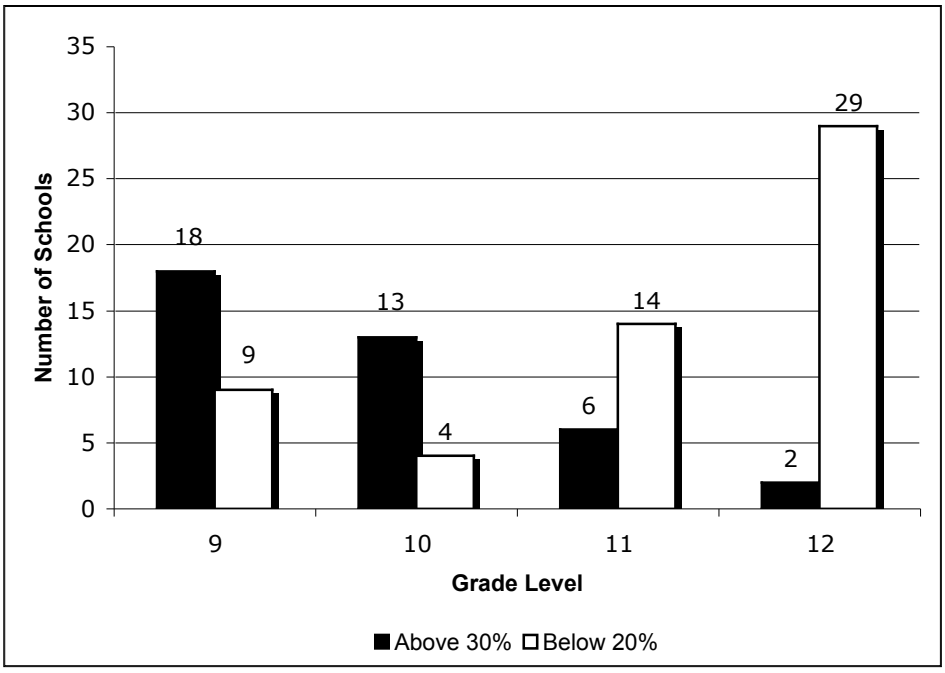
A review of grade level data indicates that high school students from all grade levels attended after school projects. This finding supports the idea that older youth are drawn to after school activities, not just students in grades K-8.[13] As the data in Table 5 indicate, however, the rate at which students attended after school projects declined as students grew older. Thus, we see ASSETs projects were more likely to attract students in grades 9 and 10 and less likely to draw students in grades 11 and 12. One reason why fewer participants were in grades 11 and 12 is because there are fewer juniors and seniors enrolled in California high schools than freshmen and sophomores. The lower rate of juniors and seniors also suggests these students were harder to recruit because they may have after school jobs and other responsibilities that limit their involvement in projects.

To show enrollment trends in after school activities, Figure 1 presents information about the number of sites where:

- More than 30 percent of students were involved in after school activities; and
- Less than 20 percent of students at each grade level were involved in after school activities.

[13] Appendix C presents school level data on the grade level of ASSETs Program participants.

Figure 1
Enrollment by Grade Level: Number of Schools with enrollment below 20 percent and enrollment above 30 percent



Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.

One would expect that if a project draws relatively evenly from each grade level, the proportion of students from any one grade level would range between 20 percent and 30 percent. However, Figure 1 shows over 30 percent of participants were in grade 9 at 18 schools. That number of schools decreases to just two schools with over 30 percent of students in grade 12. Concomitantly, the number of schools where fewer than 20 percent at a grade level participated increased from 4 schools at grade 10 to 29 schools at grade 12.

Currently, we do not have enough information to be able to say whether these grade level enrollment trends reflect decisions about which youth projects targeted for recruitment. We know that some projects are working to develop a school culture where students remain after their last class to attend after school activities. Such change might begin with students in grades 9 and 10 attending in their first years in high school continuing in after school activities as they approach graduation. However, when we look at attendance data from Cohort 1 schools, which were in their fourth year of ASSETs Program funding, we see a drop in participation as students become juniors and seniors at 8 of 13 schools where we have student data. Future data collection could explore grade level

attendance trends in more detail to better understand how grade level affects involvement in after school activities.

B. Project Attendance

Having examined students' demographic characteristics, we turn to data on student attendance in after school activities funded by the ASSETs Program. Our discussion examines the frequency of attendance during 2005-06 and compares these attendance rates to student attendance during the 2004-05 school year. Then, we consider the attendance policies of after school projects including:

- The criteria grantees used to count a student as in attendance;
- Whether students were required to participate in after school activities; and
- The incentives, if any, that grantees offered for students to attend after school projects.

Key Findings:

- An average of 31 percent of students enrolled in a high school participated in a project. However, participation rates ranged up to 91 percent.
- The average number of days that a student attended a project was 26.
- Average student attendance was 30 days or more at 15 projects.
- For the 40 projects with available data, attendance grew from 2004-05 to 2005-06 by 84 percent and the number of students attending for 30 days or more grew 37 percent. However, some of these projects were not in operation the entire 2004-05 year.
- Projects had different criteria for counting a student as attending for one day. Some projects counted the number of activities a student attended while others considered the amount of time a student participated in activities.

Frequency of Attendance

This section presents data about project attendance patterns. We drew attendance data primarily from individual student data that grantees submitted to CDE with their completed evaluation guidebooks. Grantees indicated how many days each participating student attended the project. We did not receive attendance data from five grantees.[14] For these grantees, we drew attendance data from the reports they submitted for the 2005-06 year using the federal data reporting system. We had concerns about the reliability of attendance data from a sixth grantee[15] so we did not include its student data in this report. Our analyses of attendance data seek to answer the following two questions:

- What percentage of students at a school attended an after school project?
- How frequently did students attend a project?

Table 6 presents summary data about the number of days students attended a project. Appendix D contains a school-by-school display of attendance data for 2005-06.

Percent of School Enrollment Participating in a Project, 2005-06

The percent of students at a high school who participate in after school activities is one indicator of a project's ability to engage students outside of the regular school hours. Looking across all after school projects, we found that an average of 31 percent of the students attending these schools participated. Underlying this average rate were variations in participation rates at individual schools. Participation was as high as 91 percent and as low as 1 percent. Figure 2 displays the distribution of project participation. One-half of the projects enrolled no more than 25 percent of a school's students. Another 25 percent

[14] The five grantees and their associated high schools that did not provide attendance data to CDE were Advancement Through Opportunity and Knowledge (Dominguez High), Children Youth and Family Collaborative (Crenshaw and Dorsey Highs), Hollywood Entertainment Museum (Compton High and East Los Angeles Community School), Korean Youth and Community Center (Los Angeles High), and University of California, Berkeley (Castlemont High).

[15] San Diego Unified School District (Kearny Complex and San Diego Complex).

Table 6
Summary Attendance Data, High School ASSETs Program, 2005-06

Number of Participating Students	27,925
Percent of School Enrollment Attending ASSETs Project	
Mean[16]	31%
Range	91% to 1%
Days of Participation	
Mean[17]	26 days
Standard Deviation[18]	41 days
Percent of Students Attending 10 Days or More[19]	44%
Percent of Students Attending 30 Days or More	17%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06,* http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.

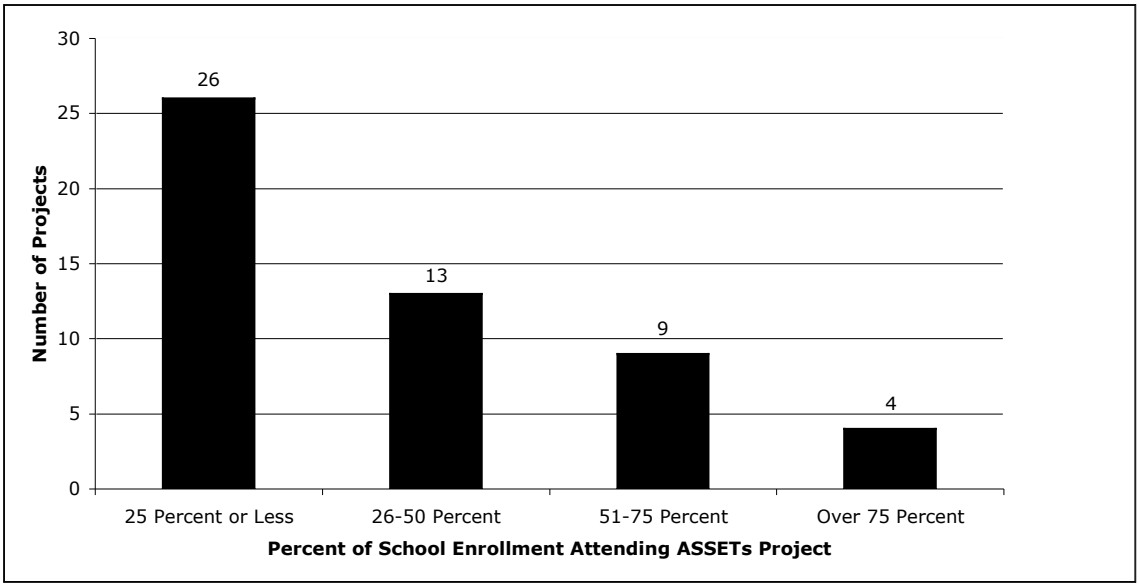
served between 26 and 50 percent of students. Of the remaining schools, 17 percent drew between 51 and 75 percent of students while eight percent attracted over 75 percent.

Reviewing these data, it is important to observe our focus on the percent of students who participated in a project is not meant to imply that a project should draw every youth on a high school campus. Projects have not necessarily sought to provide services to every student at a high school. Instead, these data provide an indication of a project's breadth of service at a school.

The San Diego State University Foundation is fiscal agent for the project at Hoover High School in San Diego. Part of the University's work with the City Heights Collaborative, this project served a greater proportion of a school's students than any other grantee and attracted over 90 percent of students at the school. The project, funded by multiple sources, is part of a coordinated effort to

[16] The federal data reporting system tracks both total number of participants and students attending 30 days or more. Grantees do not report average or standard deviation for days of attendance or the number of students attending 10 days or more. This statistic is based on data from 38 grantees with 48 sites.
[17] The federal data reporting system tracks both total number of participants and students attending 30 days or more. Grantees do not report average or standard deviation for days of attendance or the number of students attending 10 days or more. This statistic is based on data from 38 grantees with 48 sites.
[18] Ibid.
[19] Ibid.

Figure 2
Percent of Students Attending the ASSETs Project, 2005-06



Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.

provide students a seamless day that includes the after school hours. The level of funding that has been supporting this program was not available to all ASSETs Program grantees. Indeed, their ASSETs Program grant was the only source of funding that many grantees had to support after school activities.

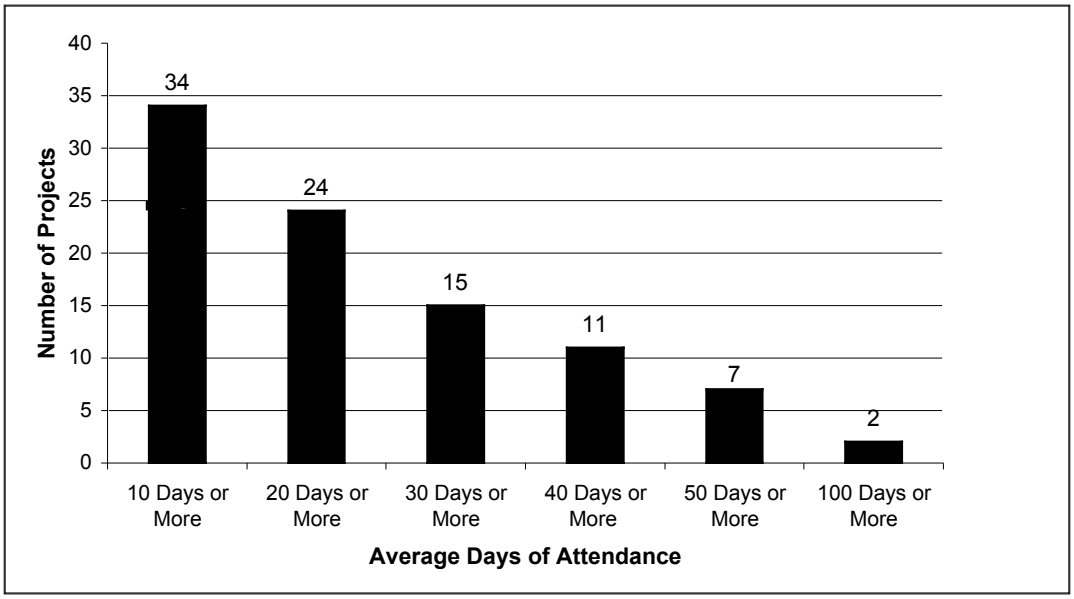
The Goodwill Industries of Santa Clara operates the smallest after school project funded by the ASSETs Program and served just 15 of the 1,300 students enrolled at its associated high schools. This project targets students dealing with "disabling cognitive, emotional and medical conditions." As a result, the project does not seek to serve the broader school community.

Number of Days of Participation

The number of days that a student attends an after school project provides information related to the project's ability to maintain student interest in the resources and activities it provides. Additionally, frequency of attendance is important because outcomes for youth improve as their level of participation in after school programs increases (Chaput, Little and Weiss 2004). As Table 6 indicated, the average number of days that students attended a project was 26 days. However, as one might surmise, the average number of days of attendance varied among schools from 4.2 to 164.4 days.

Figure 3 displays the number of schools where the average days attendance was equal to or greater than 10 days, 20 days, 30 days, 40 days, 50 days or 100 days. As one might expect, as the average number of days increased, there was a decrease in the number of schools whose average attendance reached that level.

Figure 3
Distribution of Average Days Attendance, Projects, 2005-06



Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.

Examining these trends, we can imagine students having different reasons for attending a project:

- Tanisha attended after school three or so days a week because it offered homework assistance and a place to complete her assignments for the next day. She also was a member of the cheerleading squad that met twice a week.
- Carlos used the computer lab that ASSETs Program funds allowed to remain open after school. He was present only on the days when he needed to type a paper or prepare a class presentation because his family did not have a computer at home and he needed the time out of class to finish his work.

- Matthew received tutoring twice a week to help him with math. After tutoring, he joined his friends in the weight room or played basketball.

Table 7 provides another view of the attendance patterns at projects, looking at the percent of participants who attended a project 10 or more days and who attended 30 or more days. Overall, 44 percent of students attended a project for at least 10 days and 17 percent attended at least 30 days. Table 7 shows the number of projects where 75 percent or more, 51 to 75 percent, 26 to 50 percent, or 25 percent or fewer participants attended 10 days or more and attended 30 days or more.

From Table 7, we see there were 15 schools where over 75 percent of participants attended the project at least 10 days. There were just 7 schools where over 75 percent of students participated for 30 days or more. In contrast, only 9 schools had 25 percent or fewer students attending less than 10 days. Lastly, there were 28 schools where no more than 25 percent of students attended the after school project for 30 days or more.

Table 7
Number of Days of After School Attendance, 2005-06

Percent of Students	Students Attended 10 Days or More	Students Attended 30 Days or More
Over 75 Percent	15 Schools	7 Schools
51 to 75 Percent	6 Schools	6 Schools
26 to 50 Percent	16 Schools	11 Schools
25 Percent or less	9 Schools	28 Schools

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp. and federal data reporting system, 2005-06

2005-06 Attendance Compared to 2004-05 Attendance

CDE asked ASSETs Program grantees to provide individual student data for both the 2004-05 and 2005-06 project years. Based on the data that projects submitted, we were able to compare the number of youth who participated in after school activities each year at 40 high schools. Table 8 summarizes the attendance data from both of these years. (See Appendix E for individual school data for 2004-05.) Overall, after school attendance at the 40 reporting schools

Table 8
Summary Attendance Data, 2005-06 Compared to 2004-05 (N=40 Schools)

Number of Students Attending	
2005-06	25,608
2004-05	13,896
Percent Increase, 2004-05 to 2005-06	84%
Number of Students Attending 30 Days or More	
2005-06	5,669
2004-05	4,153
Percent Increase, 2004-05 to 2005-06	37%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06

increased 84 percent from 2004-05 to 2005-06, growing from about 13,900 to over 25,600 students. Additionally, the percent of students involved 30 days or more increased 37 percent.

While growth in program participation was strong, it is important to point out that 2004-05 was the first grant year for Cohorts 2 and 3. In fact, some of the Cohort 3 grantees did not begin offering activities until the second semester of the school year. For example, Cohort 3 grantee Alameda Unified School District reported that delays in hiring staff for the project resulted in Encinal High School not offering activities until June 2005, the end of the school year. Thus, only 75 students were involved in the project, and none for more than 17 days. Some of the growth in attendance from 2004-05 to 2005-06 reflected the fact that 2005-06 was the first full year of operations for some projects.

We reviewed the attendance at Cohort 1 schools for another perspective on how attendance from 2005-06 compared to attendance in 2004-05. During 2005-06, these projects were in their fourth year of ASSETs Program funding. The results from the 11 schools with available data[20] (see Table 9) showed that 32 percent more students attended a project in 2005-06 than had attended in 2004-05. Additionally, attendance was up at 10 of the 11 Cohort 1 schools. However, the number of youth who were involved with activities for 30 days

[20] The high schools with data from both years were: Cabrillo, Caruthers, Central, Hoover, International Studies Academy, Mendota, O'Connell, Richmond, San Ysidro, Washington, and Watsonville.

Table 9
Summary Attendance Data, 2005-06 Compared to 2004-05, Cohort 1 (N=11 Schools)

Number of Students Attending	
2005-06	8,892
2004-05	6,740
Percent Increase, 2004-05 to 2005-06	32%
Number of Students Attending 30 Days or More	
2005-06	1,729
2004-05	2,792
Percent Increase, 2004-05 to 2005-06	-38%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06

or more declined both overall by 38 percent and at nine of the 11 schools. The number of students attending 30 days or more increased only at Cabrillo and O'Connell High Schools.

Based on interviews we conducted during spring 2006 site visits, we feel the attendance decreases at Cohort 1 schools were partly related to the learning process that these projects were still experiencing during their fourth year of providing extended day services. Hoover, San Ysidro, and Watsonville High Schools were working through issues related to changes in site coordinators and learning how to effectively staff that position.

Grantee Attendance Policies

Defining Attendance

The California *Education Code* for the ASSETs Program states, "The State Department of Education shall not establish minimum attendance requirements for individual pupils" (section 8421(g)). Structuring the Program in this way was based on a recognition that after school programming for high school is different than after school programs that target grades K-8. California's after school program for grades K-8, the After School Safety and Enrichment Program, has required students who participated in after school activities to attend at least four days each week. Instead of meeting an established minimum attendance requirement, ASSETs Program grantees are required to submit quarterly attendance reports to CDE with data about the following:

- Total number of daily program hours;
- Total number of program operation days;
- Total number of students served; and
- Total number of individual (unduplicated) students.[21]

The *Evaluation Guidebook* that grantees submitted to CDE asked the number days each participant attended the after school project. However, the *Guidebook* did not define one day of attendance. Instead, the *Evaluation Guidebook* asked grantees about their attendance policies and the criteria they used "to count a student as having attended the project for one day."[22] Additionally, the *Evaluation Guidebook* sought information about whether a project established a minimum number of hours that students were required to participate in order "to be counted as 'in attendance for one day'," whether certain students had to participate in certain after school activities, and whether some students were expected to participate in the project's academic assistance component.

Table 10 summarizes the attendance policies that ASSETs Program grantees reported when completing the *Evaluation Guidebook, 2005-06.* Reviewing grantees' definitions of one day of attendance, we found they counted either the number of activities that students attended or the amount of time they attended.

Most projects considered a student to have attended after school for one day if they participated in one or two activities. Projects expressed this criterion in two different ways. Of the 29 projects (57%) included in this category, 20 indicated their definition for one day of attendance was participation in a specific number of after school activities, almost always one activity. There were nine projects that *de facto* defined attendance as the number of attended activities.

[21] The Attendance Report Form for the ASSETs Program may be found at http://www.cde.ca.gov/ls/ba/cp/cclcforms.asp.
[22] *ASSETs Program Evaluation Guidebook, 2005-06,* page 2. The *Guidebook* may be downloaded from: http://www.cde.ca.gov/ls/ba/cp/assets05evalguide.asp.

Table 10
Criterion for Counting "One Day" of Attendance (N=51 Sites)

Criterion	Number of Sites
Activity Requirement	
Participation in a specific number of activities	20
Sign-in Requirement	9
Total Projects with Activity Requirement	29
Time Requirement	22

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, 2005-06, http://www.cde.ca.gov/ls/ba/cp.

However, they stated their requirement was a student's having signed an attendance form that indicated his/her presence at the activity.

The remainder of after school sites (22 sites or 43 percent) required a student to attend after school activities for a minimum length of time before the project counted the student as having been at the project for one day. The exact length of time the student must have been present before crossing the attendance threshold varied, depending on the project. The length of time that grantees reported included 60, 85, 90, 120, and 180 minutes, with 60 minutes being the most frequent threshold.

Attendance Requirements

Projects that received funding from the ASSETs Program were required to provide academic assistance and educational enrichment activities for students. Although the ASSETs Program encouraged projects to link both kinds of activities to the state's academic content standards, projects were free to establish their own policies about which students, if any, were required to participate in the academic assistance component. To better understand how projects approached this area, the *Evaluation Guidebook* asked grantees to discuss which students were expected to participate in the academic assistance component of their projects. Table 11 summarizes the projects' approaches.

Table 11
Project Policies on Participation in Academic Assistance (N=52 Sites)

Policy	Number of Sites
No student is required to participate in the project's academic assistance component. Participation is voluntary.	25
All students are required to participate in the project's academic assistance component.	14
Some students are required to participate in the project's academic assistance component.	13

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06*, http://www.cde.ca.gov/ls/ba/cp.

Reviewing project policies related to academic assistance, we see that projects adopted different strategies. The largest group of 25 projects (48%) did not have a specific requirement for student involvement in academic support activities. Many of these projects, however, encouraged students to participate in homework support, tutoring, or other academic activities if the site believed students would benefit from the assistance. Often specific groups of students were targeted for support and project staff worked with teachers, counselors, parents, and students to move them into support activities.

A second group of 14 projects (27%) required all students to be involved in academic assistance activities such as tutoring or homework assistance. Such attendance could be every day that the youth was involved with the project or just one or two times a week.

Thirteen projects (25%) required some, but not all students to receive some kind of academic assistance. Different individual projects required the following student groups to be involved in this area:

- Students whose grade point average was below C;
- Students who needed academic credits;
- Students who were or seen as "deficient" in English or Mathematics; and
- Students who had not yet passed the CAHSEE.

One site administered a CAHSEE "pre-test" to sophomores and required students who appeared close to passing the CAHSEE to attend academic support along with seniors who needed to pass at least one portion of the CAHSEE. The project noted:

> *For the sophomores, our specialized academic support serves as a booster shot prior to their first attempt at the CAHSEE – our goal is to enable as many as possible to pass both sections of the test on the first try.*

Targeting Academic Assistance

Each of the ASSETs Program grantees targeted specific groups of students for academic support. Information in their *Evaluation Guidebooks* indicated that projects used multiple criteria in this process that included quantitative data and referrals from teachers, counselors, and parents. Examples of the kinds of quantitative data that projects referred to when targeting students included the following:

- Grade point averages and report cards;
- Scores from the California Standards Tests;
- Scores on the CAHSEE; and
- The number of credits toward graduation that the student had accumulated.

Other considerations that some projects used to help target students were whether the student was at risk of dropping out, a youth in foster care, an athlete needing to maintain their grade point averages, and a newcomer to the school.

Incentives for Participation

Some ASSETs Program grantees offered incentives to students for participating in academic assistance activities. Reviewing the *Evaluation Guidebooks* that grantees submitted, we identified 23 sites (44%) that offered tangible incentives to students who attended regularly. Almost always, the incentive was academically oriented. For example, students could recover or earn extra credit for studying after school. In some instances, they made up

absences from the regular school days. The specific incentive was a function of the activity in which the student participated. At two projects, students earned the opportunity to go on field trips by regularly attending the after school project.

One CBO offered a variety of incentives to students participating in its after school project. Its teen success program included 60 hours of enrichment activities focused on academic, personal, and job skills. Students who completed this program received academic credit, service learning credits, and became eligible for paid internships.

C. Project Activities

ASSETs Program grantees provided a wide array of activities to the youth who attended extended day projects. Guidelines for the ASSETs Program call for projects to provide both academic assistance and educational enrichment activities. The academic assistance component is to provide a broad array of activities to help students meet state standards in academic subject areas and high school graduation requirements. The educational enrichment component is to offer additional services, programs, and activities designed to reinforce and complement the regular academic program of participating youth.

Key Findings:

- The ASSETs Program provided projects wide latitude to offer activities that both supported student learning and matched students' needs.
- Projects employed multiple strategies with their academic assistance components including study groups, credit reclamation courses, "shadow" classes, and tutoring.
- Educational enrichment activities fell into many broad categories: college and career preparation, leadership, mentoring, technology, the visual and performing arts, physical education and recreation, and academics.

Academic Assistance Component

In general, projects' academic assistance components provided support to help students succeed academically. The following statement from the

Evaluation Guidebook of Washington Union High School in Fresno easily could have been written by any ASSETs Program grantee:

> *Overall, Washington Union's after school academic enrichment component is designed to help students meet state academic standards in core academic subjects and requirements for high school graduation.*

Within a broad umbrella, the ASSETs Program provides projects wide latitude to meet such goals in diverse ways that are matched to students' needs and the resources of the school community. Key to the projects' assistance was their continually posing the question, "What do our students need academically and how can we assist them outside of regular school hours?"

Many of the after school projects approached their work conceptually by seeing the regular school and after school hours as a seamless continuum. In fact, eight sites spoke explicitly of their projects as either being an extension of the regular school day or offering a seamless school day. Several schools, for example, framed after school to their students as just additional periods to the school day. Rather than having six periods, their school schedules had eight periods, two of which were after the regular day. One of these sites scheduled activities for students during the "extra" class periods, sending a message to students that after school was just another part of what occurred on campus. Another site felt the after school time allowed the school to be more of a full-service environment for students. There, staff viewed time after the regular school day as an opportunity to engage students academically and build relationships with students in ways that were not possible in the regular school setting.

Reviewing the discussion of the academic assistance components in the *Evaluation Guidebooks*, we found there were multiple layers to what projects provided youth in their after school projects. Many projects spoke of providing general support and services to students after school, which took many forms. ASSETs Program funding allowed projects to make resources available after school that would not otherwise be available to students, such as libraries, computer labs, and media centers. Encinal High School in Alameda reported:

The computer/media lab, a vital resource to students who do not have computer access at home, was open after school for research purposes and for typing homework assignments and reports.

Projects not only provided places for students to engage in academic activities but also offered many different kinds of assistance to them, including tutoring, homework help, and walk-in support. Some projects also formed study groups that provided ongoing assistance to students. For example, Blair High School in Pasadena created a school study group for its male athletes. Meeting before or after school, depending on the season, athletes received targeted homework assistance from their coaches and learned important study techniques. As a result of the project, every student on the school's basketball team remained eligible to play during the school year.

Projects employed multiple strategies to assist students academically. At several sites, students were able to make up missing credit through credit reclamation courses. Working with a credentialed teacher after school, students lacking credits to graduate could complete the independent study curriculum. This approach allowed 22 students at Blair High School in Pasadena to graduate, boosting the school's graduation rate. In fact, during our site visit to Blair, we met a senior who participated in the credit reclamation process. She spoke of how she had not taken high school seriously during her first two years of high school. As a result, she entered her senior year lacking the credits she needed to graduate. During after school time, she made up the credits she lacked and enrolled in an out-of-state college to pursue a bachelor's degree.

Two schools used after school hours to "backfill" learning in areas where students were falling behind in their courses. At Pajaro Valley High School, all freshmen were required to take Algebra I. The after school project worked with the mathematics department head to identify the key concepts students needed to succeed in algebra. When assessments showed students did not understand concepts in their regular school algebra course, they participated in a "shadow" class scheduled during the after school project where they received help to master areas where they were weak. This approach allowed students to continue moving forward in algebra, even when they were having difficulty. As a result, 80 percent of the over 500 returning sophomores passed Algebra I as ninth graders.

Some ASSETs Program sites have adopted a case management approach to working with students and used data to pinpoint students' needs. Then, staff

members were assigned to work with a specific group of students. Oakland Unified described its approach as follows:

> *The most intensive level of service – academic coaching – was available to students with a GPA of 2.0 or lower. Academic Coaches (ACs) had caseloads of 20 or fewer students, and worked with students' teachers, sports coaches, parents, and school staff to develop and implement a consistent plan of action for each student. ACs also worked one-on-one with students on homework assignments to ensure that students complete their homework, do so well, and turn in their work to their teachers on time.*

Multiple providers worked with students during the academic assistance component of after school projects demonstrating the diverse resources that projects could access. Projects partnered with teachers from the regular day program, students attending local colleges and universities, Americorps members, and CBO staff as they offered academic support to students. A few sites also offered peer-to-peer tutoring, sometimes with older youth working with younger ones. Specific content areas where students received tutoring included mathematics (algebra, geometry, trigonometry, calculus), composition, social sciences, English, foreign languages (Spanish and German), social studies, social sciences, and computer technology.

Preparation for the CAHSEE

ASSETs Program grantees provided academic assistance activities that helped students prepare for the CAHSEE. Helping students prepare for the CAHSEE was particularly salient during the 2005-06 year since students in the class of 2006 were the first required to pass both the mathematics and English-language arts (ELA) portions of the exam in order to receive a high school diploma.

Most projects provided interventions to help students pass the CAHSEE. Where preparation was not a part of extended learning time activities, the school already provided support for students as part of its regular day program. Such was the case at one of the schools WestEd visited in spring 2006. The site director explained CAHSEE prep was already a distinct part of the school's day program. As a result, the project limited the amount of time that the after school

project focused explicitly on the CAHSEE. She explained, “It is hard to create something different after school that kids will attend.”

As one might expect with activities extending across over 50 high schools, there were many different ways that projects provided assistance related to the CAHSEE. These differences were manifest in the students that projects targeted for participation and the projects’ approaches to offering services. A site’s specific approach depended on what project and school staffs believed made most sense given a school’s specific needs and its available resources.

Seniors needing to pass at least one portion of the CAHSEE were an important group that projects targeted to attend support activities. However, other approaches to targeting students included inviting any student who had not passed by the end of grade 10 to special help and including sophomores with a good chance of passing the CAHSEE on their first attempt in preparation classes. Additionally, we found projects that targeted special needs students and English learners.

Projects provided CAHSEE-related services both after school and on Saturdays, depending on the location. Specific support classes after school were one or two hours long and were held from two to four times a week. Saturday classes lasted from two to three hours. Prep activities were available between 4 and 12 weeks with some projects offering classes two or three times a year in coordination with the schedule for CAHSEE administration.

Projects most frequently tapped regular day teachers to provide CAHSEE assistance. Some projects also used Americorps volunteers or local college and university students. There were also instances where a project teamed with its county’s Regional Occupational Program or the local community adult school.

The specific curricula that projects used as a part of their CAHSEE prep came from multiple sources and often included test taking strategies in addition to test-related content. Some projects drew on the preparation curriculum used during the regular school day. Other projects, including those administered by CBOs, worked with local high school teachers to develop a curriculum. A third group of projects purchased specific CAHSEE preparation materials for use in after school classes. These materials were procured from established publishers like Kaplan and Princeton Review. Several projects reported their curriculum included test preparation software. Interestingly, one of these projects noted that

its students preferred instruction from a person rather than the software, feeling they learned more through human contact.

Educational Enrichment

After school projects rest on the twin pillars of academic assistance and educational enrichment activities. Together, these provided the elements that attracted youth to after school programming and retained their ongoing engagement. Grantees provided a wide array of enrichment offerings that supported academic growth and youth development. This section of the report reviews how grantees conceptualized the educational enrichment component of their after school projects and the many activities that were a part of them.

The *Evaluation Guidebook* asked grantees to provide an overall description of the project's educational enrichment component. Most projects provided information about specific activities. However, several projects also provided a rationale for their activities. These rationale are worth reviewing because they succinctly summarize philosophies that grounded grantee approaches.

> *[Our project] strives to offer enrichment activities that engage participants in learning while strengthening their connections to one another, the program, and the school site.*

> *The education enrichment component was designed to provide students with knowledge and skills that address the academic, physical, emotional, social, mental, vocational, and community needs of the students. The enrichment component offered programs that promoted tolerance and respect for diversity, while mitigating discrimination of others. In addition the program provided an environment where students received mentoring from site directors, staff, faculty, and community stakeholders.*

> *The educational enrichment component is designed to enhance core curriculum and content areas and provide opportunity for students to participate in elected classes previously unavailable to the student population. The educational enrichment component provides skills to enhance the academic, vocational, and social success of the student population.*

All of these classes are designed to provide students with additional learning opportunities that are not always available in the regular high school setting.

We see in these statements how projects sought to augment students' regular school day experiences with learning activities that contributed to their development in multiple areas. The ASSETs Program allowed grantees to offer enrichment activities that expanded the learning opportunities available to students and that were consistent with local needs.

Reviewing the information that projects submitted about their educational enrichment components, we found that their activities related to many broad areas:

- College and career readiness;
- Leadership and mentoring;
- Technology;
- The visual and performing arts;
- Physical education and recreation; and
- Academics.

Table 12 presents examples of the activities that projects offered in each of these areas. Together, these examples show that projects found many ways of responding to the challenge of providing experiences that attracted high school students. As a result, youth were able to choose among a diverse set of offerings.

Table 12
Educational Enrichment Activities, 2005-06

College and Career Readiness
Senior seminar
High school survival skills
Knowledge of the A-G requirements
Career Pathways program
Job search skills
Internships
Leadership and Mentoring
Service learning
Peer to peer mentoring
Women's groups
Men's group
Mentoring for high school students
Mentoring by high school students
Community service projects
Technology
Video production
Digital storytelling
Web design
Silk screening
Microsoft skills
Robotics
Arts and Design
Dance
Choir
Guitar
Drumming
Circus arts
Screen play writing
Drama
Directing
Set and costume design
Video production
Digital film making
Disc jockeying
Cartooning
Culinary arts
Fashion design
Sewing
Jewelry making

Physical Education and Recreation
Weight lifting
Conditioning and agility
Yoga and pilates
Martial arts including karate and tae-kwon do
Basketball
Volleyball
Dodgeball
Golf
Soccer
Other Activities
Creative writing
School newspaper
Yearbook
French
Science/marine biology
Driver's education

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06*, http://www.cde.ca.gov/ls/ba/cp.

As they developed activities, grantees strived to respond to students' interests. Projects received students' input in several ways. Many projects surveyed students to identify the activities that youth would like available at their schools. We found projects where students served as advisors to the after school project. In this capacity, they suggested activities they believed their classmates would find attractive. One project coordinator we visited said that he told students that if they had an idea for an activity and could get at least ten classmates to participate, he would find an instructor to supervise it.

ASSETs Program grantees strived to keep their enrichment activities tied to California's content standards. Several projects reported that they ask instructors to develop a syllabus for their activities and demonstrate how they have incorporated content standards into their plans. Some sites used a project-based learning or thematic approach with their enrichment classes.

At Blair High School, enrichment classes worked towards a culminating project. For example, the school's choir director used after school to teach performance skills, an area that he could not include in classes he instructed during the regular school day. Students rehearsed an extensive musical review held at a local auditorium. In addition to performing, students assisted with production tasks such as costuming, set design, lighting, and choreography.

Students in the school's after school culinary arts program prepared a sit-down dinner with entertainment for 80 people that included their parents and invited guests. Youth prepared food, served guests, and cleaned up at the end of the evening.

D. Impact of the ASSETs Program on Students and Schools

This section of the report begins our discussion of the key questions posed by CDE for the ASSETs Program. Here, we examine the impacts that the ASSETs Program has had on students and the schools they attend. After considering the impacts of the ASSETs Program on students and schools, we will review how grantees integrated a youth development approach into their work, factors that facilitated the effectiveness of grantees' work, and the surprises and challenges that grantees encountered providing after school activities for students.

Our discussion begins by reviewing the relationship between project attendance and performance on the CAHSEE using data from six Cohort 1 grantees. These schools supplied CDE with data related to the CAHSEE from all their students. These data allowed us to compare the performance of after school participants on the CAHSEE to other students at their schools who were not involved with an after school project.

After reviewing data from the CAHSEE, we examine the relationship between participation after school and scores on the California Standards Tests (CSTs). These tests are administered annually to students in grades 9, 10, and 11. Our analyses paralleled the analysis of CAHSEE data in that we focused on Cohort 1 grantees and compared the performance of students who attended after school with non-attending students at their schools.

Lastly, we conclude this section by reviewing qualitative data related to impacts on students and schools. These data were from the *Evaluation Guidebooks* that ASSETs Program grantees completed for the 2005-06 year and our 2006 site visits.

Key Findings:

- For both the English language arts (ELA) and mathematics portions of the California High School Exit

Exam (CAHSEE), after school participants passed at a significantly higher rate than similarly situated students not involved in projects. This finding held true for all participants, those who attended 10 days or more, and those who attended 30 days or more.

- Among after school students, students who passed the CAHSEE attended activities a greater number of days than after school students who did not pass.
- Results on the California Standards Tests in English-language arts were mixed. After school participants in grade 11 who attended 30 or more days showed greater change in the percent of students scoring at the proficient and advanced levels than non-participants at their schools and students statewide. At grade 10, students who attended greater numbers of days after school were less likely to score at the proficient and advanced levels.
- Students benefited from the academic assistance they received during after school activities. After school activities also increased students' awareness of options available once they graduated from high school and facilitated forming positive relationships with adults and peers.
- After school projects provided resources to students and schools that otherwise would not have been available.

Caveat: We do not know which students actually participated in activities specifically designed to help students pass the CAHSEE since projects did not report which after school activities students attended. While we have general information about CAHSEE related activities, we do not have enough information to relate activities to outcomes.

Data on the CAHSEE

The California *Education Code* specified that the independent evaluation of the ASSETs Program should "include a comparison of outcome for participating pupils and similarly situated pupils who did not participate in a program."[23] While it may have been desirable to construct a matched comparison group of students

[23] California *Education Code* section 8428.

drawn from similar high schools that did not receive ASSETs funding, we were unable to do so because the data were not available to us.

To respond to the *Education Code*, CDE asked Cohort 1 projects to submit data on the CAHSEE for all the students attending their schools so it would be possible to compare outcomes for students who did and did not attend after school projects. However, comparing ASSETs participants to their classmates allowed us to control for the school context. Additionally, we included analyses of baseline academic skills to determine the equivalency of both groups of students.

Reviewing the data that schools submitted to CDE, we found that only 6 of the 15 Cohort 1 schools provided the data that were needed to compare the outcomes of student groups on the CAHSEE. In several instances, we had incomplete data from projects. As a result, we could not include these sites in our analyses.

Student performance on the CAHSEE is particularly salient because students in the high school class of 2006 were the first group of seniors required to pass the CAHSEE to obtain their diplomas. Anticipating the time when passing the CAHSEE would be a turnkey for a diploma, the *Education Code* stated that activities designed to help prepare students for the high school exit examination could be a part of a project's academic assistance component.[24]

Since many ASSETs Program grantees included activities to prepare students for CAHSEE in their educational enrichment components, we asked Cohort 1 schools to provide data about performance on the CAHSEE for all their students so we could examine whether passing the CAHSEE related to participation in after school activities. In our analyses, we considered three issues. First, we analyzed whether students who had yet to pass one or both sections of the CAHSEE attended the after school projects at their schools. Second, we compared students' baseline academic performance to determine whether the skill level of students who attended after school projects was similar to their classmates who were not involved in a project. Lastly, we compared the rates at which both groups of students passed the CAHSEE.

The data from grantees about students' participation in a project only indicated which students attended after school and for how many days. We do not know which students were involved with specific activities designed to help pass the CAHSEE. As a result, our ability to draw conclusions is limited.

[24] California *Education Code* section 8421(b)(1).

However, we believe there is value in reviewing the data to better understand which students were attending after school projects and performance related to an important academic outcome.

Participation Rates

Reviewing data about the rates at which students passed the CAHSEE we found there were differences between participating schools in the proportion of students who have yet to pass the CAHSEE that attended after school projects. The proportion of students at a school that needed to pass the ELA section of the exam who attended a project at least one day ranged from 21 percent to 90 percent. The number of these students attending a project 10 days or more ranged from 4 percent to 48 percent who had yet to pass the CAHSEE.

Among English learners, data from ASSETs Program grantees indicated that between 20 percent and 89 percent of students that had yet to pass the ELA portion of the CAHSEE attended a school's after school project at least one time. The percent of these students who attended the project 10 days or more ranged from 2 percent to 50 percent. Rates for students who had yet to pass the Mathematics portion of the CAHSEE were similar to those for the ELA section.

Academic Equivalence at Baseline

We compared the academic performance of students who participated after school to the performance of their classmates to provide a context for understanding any differences between these groups on the CAHSEE. If students who attended after school activities were educationally advantaged, it would limit our ability to link after school participation to higher rates of passing.

We looked at students' academic skill levels by comparing their performance on the English language arts portion of the California Standards Tests (CSTs). The CSTs are a component of California's Standardized Testing and Reporting (STAR) program. They were developed to assess how well students achieve state content standards in multiple subject areas and are administered annually to students in grades 2 through 11. At the high school level, all students at in grades 9, 10, and 11 take a grade-level test in English Language Arts (ELA). The mathematics test that these students complete, however, is matched to the specific class in which they were enrolled. Thus,

students could complete one of six different mathematics CSTs (California Department of Education 2006a).

For students who had yet to pass the CAHSEE, we examined the performance of after school participants and their classmates in grades 10, 11, and 12 by comparing their spring 2005 scale scores on the ELA portion of the CSTs. At each grade level, we calculated a t-test to determine whether there was a significant difference in academic performance between these two groups of students. We conducted separate analyses for students who had yet to pass the ELA portion of the CAHSEE and those who had yet to pass the mathematics portion. It would have been optimal to compare the academic performance of students who had yet to pass the CAHSEE mathematics test using a mathematics assessment. However, since students do not take a common mathematics test in high school, we used the best comparison we could identify, results from the ELA portion of the CSTs.

Table 13 shows the results of our analyses, results that were consistent for both students who had yet to pass the ELA portion of the CAHSEE and yet to pass the mathematics part. At grade 10, students who did not participate in after school activities had a significantly higher ELA scale scores than after school participants. For grades 11 and 12, there were no statistically significant differences in ELA scores between after school participants and their classmates. These findings support a conclusion that after school students were not educationally advantaged compared to their classmates. As a result, differences in the rates at which these groups of students passed the CAHSEE were not likely due to the higher academic skills of after school participants.

Table 13
Performance on CST English Language Arts

Students Who Had Yet to Pass CAHSEE English Language Arts					
	Average Scale Score, Spring 2005		T-test for Equality of Means		
Grade, 2005-06	After School Participants	Non-Participants	t	Degrees of Freedom	P-value
10	298.2	311.9	4.42	2,279	.00
11	257.1	258.4	0.26	564	.80
12	232.7	240.9	1.06	257	.29

Students Who Had Yet to Pass CAHSEE Mathematics					
	Average Scale Score, Spring 2005		T-test for Equality of Means		
Grade, 2005-06	After School Participants	Non-Participants	t	Degrees of Freedom	P-value
10	296.8	311.6	4.65	2,207	.00
11	265.2	262.2	0.61	635	.61
12	248.4	242.6	0.65	248	.52

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

CAHSEE Passing Rates

English Language Arts

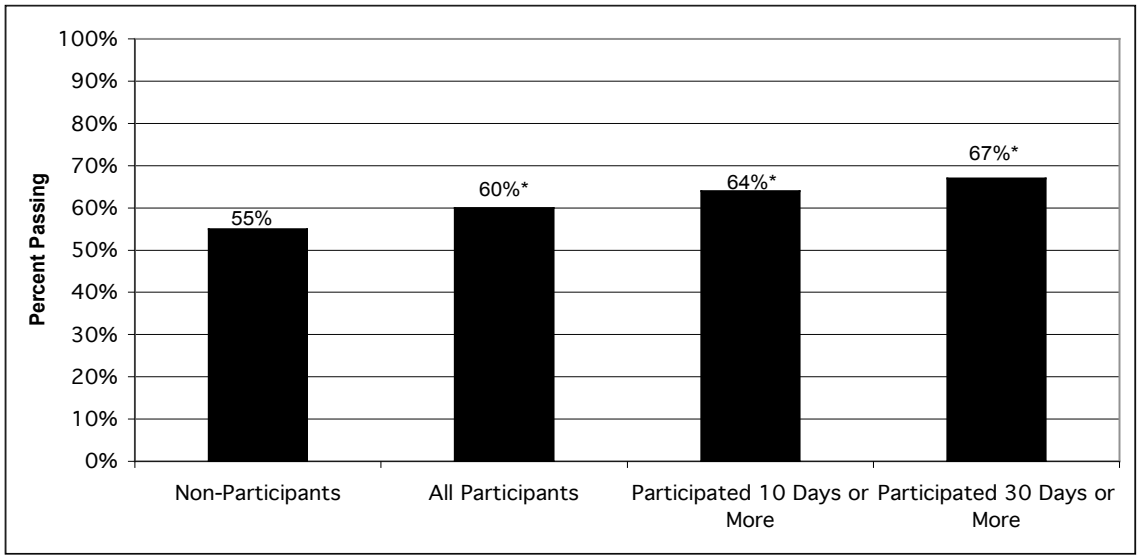
We calculated the percent of students who passed the CAHSEE ELA test from the student data that Cohort 1 grantees submitted to CDE when they completed the *Evaluation Guidebook, 2005-06*. In our analyses, we looked at whether students who had yet to pass the ELA test by the end of the 2004-05 year had passed it by the end of 2005-06, calculating chi-square statistics to determine significant differences between the passing rates of these two student groups. We conducted a one-tail test hypothesizing that after school participants would have a higher passing rate because the project provided additional academic assistance beyond the regular school day that non-participants did not receive. Alpha was set at the .05 level.

Figure 4 presents the percent of after school students who passed the ELA test compared to non-participants.[25] The chart contains data for all after school students as well as students who attended 10 or more days and 30 or more days. Overall, across the six schools that provided data, students who attended after school activities for at least one day had a significantly higher passing rate on the ELA test than other students who did not attend after school projects (60 percent compared to 55 percent). Additionally, the passing rate was higher for students who were involved in after school activities for 10 days or more and for 30 days or more.

[25] Complete statistical data on CAHSEE passing rates are presented in Appendix F.

As we observed earlier, we do not know which after school activities students attended. It would be useful to ask projects to identify students that

Figure 4
Passing Rates on CAHSEE ELA



*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

were involved in CAHSEE preparation activities and limit analyses to those students. In that way, one could better understand whether CAHSEE preparation provided through after school activities boosted passing rates. It is possible that the differences we found in passing rates between participants and other students resulted because there were differences in the academic skills of these two groups of students, with participants having better academic skills. That would explain why they had higher rates for passing the test. It could also be true that passing rates were higher because receiving any kind of academic assistance after school—homework assistance, tutoring, support for the CAHSEE, or another type of help—boosted performance on the CAHSEE.

Students take the CAHSEE for the first time in grade 10. Then, students who did not pass a section of this exam on their first try may retake the exam in grades 11 and 12. Table 14 shows the passing rates for students by grade level and the number of days that students attended a project. Reviewing passing rates by grade level, we found that for students who attended one of the six projects for at least one day, there was no significant difference in the passing

rates of after school participants and other students at grades 10 and 11. However, passing rates were significantly higher for participating students in grade 12. Fifty-two percent of the grade 12 students who needed to pass the CAHSEE ELA test and attended after school activities passed the test. In contrast, only 36 percent of non-attending seniors passed the ELA test.

When we considered the passing rates of students who attended a project 10 or more days or 30 or more days, we found that students in grade 10, grade 11, and grade 12 who attended 10 or more days had significantly higher passing

Table 14
Passing Rates on CAHSEE ELA by Grade Level

	Non-Participants		All Participants		Attended 10 or more days		Attended 30 or more days	
Group	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
All	1865	55%	1531	60%*	619	64%*	283	67%*
10	1302	63%	1180	65%	485	68%*	228	70%*
11	378	35%	242	38%	90	46%*	39	49%
12	185	36%	109	52%*	44	61%*	16	69%*

*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

rates on the ELA test than other students. Students in both grades 10 and 12 who attended after school for 30 days or more passed the ELA test at significantly higher rates than non-attending students.

Among English learners (Table 15), after school students passed the ELA test at a significantly higher rate than other students. The passing rate was 32 percent for students who attended after school for at least one day compared to 25 percent for other students. The passing rate for English learners who attended 10 or more days (39 percent) was significantly higher than the rate for non-

Table 15
Passing Rates on CAHSEE ELA, English Learners

	Non-Participants		All Participants		Attended 10 or more days		Attended 30 or more days	
Group	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
English Learners	759	25%	563	32%	214	39%*	78	35%*

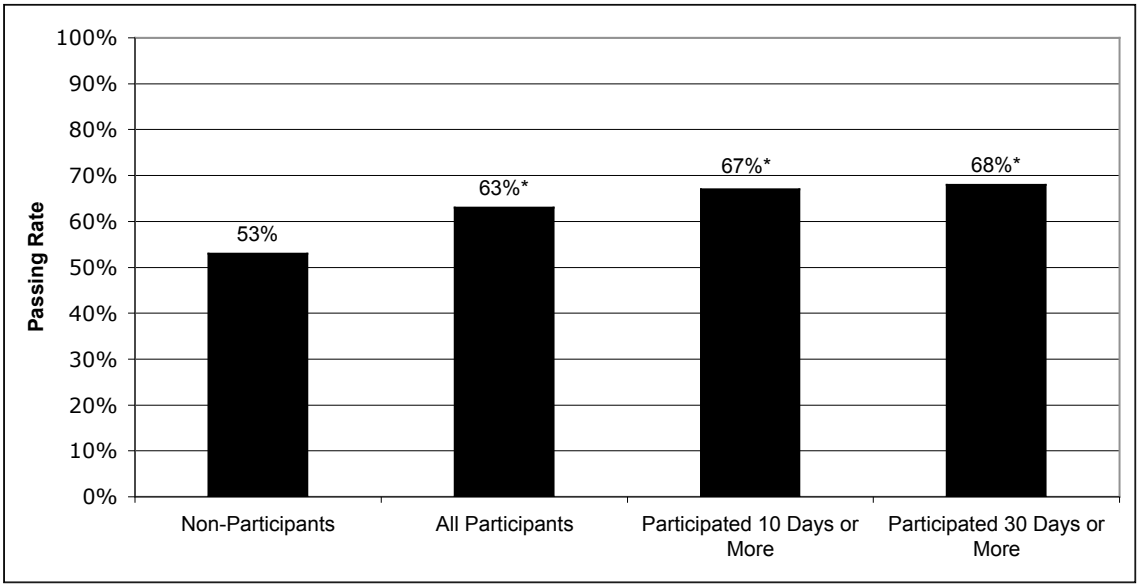
*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

attending students. The passing rate for English learners attending 30 days or more was 35 percent, again significantly higher than students not involved with after school projects.

Mathematics

The results of our analyses of the rates at which students passed the mathematics portion of the CAHSEE were similar to the results for ELA. Figure 5 presents the passing rates of participating and non-participating students across the six schools with data from the exit exam. The results were similar to those for the ELA test. After school participants were significantly more like to pass the mathematics test than non-participating students. Sixty-three percent of students attending after school passed the math test compared to 53 percent of non-participants. Additionally, passage rates increased as students were involved in after school activities for a greater number of days. The rate for students attending 10 days or more increased to 67 percent and to 68 percent for those attending 30 days or more.

Figure 5
Passing Rates on CAHSEE Mathematics



*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

An analysis of students' passage rates by grade level, shown in Table 16, showed that after school participants were significantly more likely to pass the mathematics test than other students at grades 11 and 12. Then, at grades 10, 11, and 12, after school students who attended 10 or more days and those who attended 30 or more days were significantly more likely to pass the mathematics test than non-participating students.

Table 16
Passing Rates on CAHSEE Mathematics by Grade Level

	Non-Participants		All Participants		Attended 10 or more days		Attended 30 or more days	
Group	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
All	1910	53%	1473	63%*	585	67%*	271	68%*
10	1306	61%	1099	64%	451	68%*	223	69%*
11	412	33%	281	60%*	101	66%*	36	61%*
12	192	41%	96	59%*	33	58%*	12	76%*

*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

Among English learners, results on the mathematics portion of the CAHSEE paralleled those on the ELA test, as shown in Table 17. After school students were significantly more likely to pass the math test (45 percent) than non-participants (34 percent). Additionally, the passage rates for English learners increased as they participated in ASSETs Program activities for a greater number of days. Fifty percent of English learners who attended after school for 10 days or more passed the test while 53 percent of those attending 30 days or more passed.

Table 17
Passing Rates on CAHSEE Mathematics, English Learners

	Non-Participants		All Participants		Attended 10 or more days		Attended 30 or more days	
Group	N	Percent Passing	N	Percent Passing	N	Percent Passing	N	Percent Passing
English Learners	727	34%	563	45%*	171	50%*	60	53%*

*Statistically significant difference from non-participants
Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

Passing and Frequency of Attendance

We compared the attendance patterns of after school participants who passed the CAHSEE during 2005-06 to participants who did not pass to develop an additional perspective on the impact of attending an after school project. More specifically, we compared the number of days that students who passed and did not pass attended after school activities. Table 18 indicates the average number of days attendance for both these groups of students who had yet to pass the ELA part and the mathematics part. On the ELA test, both overall and at grades 10, 11, and 12, after school participants who passed the ELA test averaged a greater number of days attending projects than participants who did not pass the ELA test. The differences between the two groups were significant both overall and at grade 11.

For the mathematics portion of the CAHSEE, both overall and at grade 10, participants who passed in 2005-06 attended after school a significantly greater number of days than participants who did not pass. At grade 11, participants who passed the test attended more frequently than students who did not pass. At grade 12, the opposite was true and students who did not pass the mathematics test attended a greater number of days. However, at both grades 11 and 12, these differences in days attended were not statistically significant.

Table 18
Average Days Attendance, After School Participants

Students Who Had Yet to Pass CAHSEE ELA by End of Spring 2005					
	Average Days Attendance		T-test for Equality of Means		
Group	Passed the CAHSEE, Spring 2006	Did Not Pass the CAHSEE, Spring 2006	t	Degrees of Freedom	P-value
All	22.1	17.7	2.51	1,529	.01
10	22.1	18.5	1.75	1,178	.08
11	24.3	15.3	2.13	240	.03
12	19.2	18.8	0.06	107	.95
Students Who Had Yet to Pass CAHSEE Mathematics by End of Spring 2005					
	Average Days Attendance		T-test for Equality of Means		
Group	Passed the CAHSEE, Spring 2006	Did Not Pass the CAHSEE, Spring 2006	t	Degrees of Freedom	P-value
All	21.7	17.5	2.29	1,474	.02
10	22.8	18.3	2.09	1,097	.04
11	18.2	14.3	1.08	279	.28
12	18.0	19.1	-0.14	94	.89

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook*, *2005-06*, http://www.cde.ca.gov/ls/ba/cp.

Data on the California Standards Tests

The California Standards Tests (CSTs), a component of California's Standardized Tests and Reporting (STAR) system, were developed to assess how well students are achieving the state's curriculum content standards in English-language arts and mathematics. In English-language arts, the CST is designed to address the content standards for a specific grade level. All students at a single grade level take the same tests. In mathematics, there are eight different CSTs that a high school student may complete. The specific test that is administered to a student depends on the specific mathematics course the student is enrolled in during the year. Results from the CSTs are reported in terms of five performance levels: advanced, proficient, basic, below basic, and far below basic. The state's goal is to have all students scoring at the advanced or proficient levels.

WestEd analyzed CST scores in English-language arts by grade level for the Cohort 1 high schools.[26] Working with scores from 2005 and 2006, and including only students who had CST results from both of those years, we compared the performance of students who participated after school to students from the same schools who did not attend after school. We also compared the performance of these two groups of students to students statewide. Following the analytic approach used to look at changes in CST scores statewide (CDE, 2006), we focused on the percent of students who scored at or above the proficient level. To understand whether the number of days a student attended an after school project affected performance on the English-language arts CST, we grouped after school students in several ways:

- All after school participants;
- Students who attended after school for 30 days or more;
- Students who attended after school for 40 days or more;
- Students who attended after school for 50 days or more; and,
- Students who attended after school for 60 days or more.

We did not conduct any analyses of results from CSTs in mathematics since students could complete so many individual tests.

Table 19 presents the result of our analyses. First, for high school students across California in 2006, 43 percent of students in grade 9 scored at or above proficient on the English-language arts CST. For grades 10 and 11, the percent of students scoring at or above proficient was 37 percent and 36 percent, respectively. Both after school participants and non-participants were much less likely to score at or above proficient than students statewide. This finding is consistent with the fact that ASSETs grants were awarded to low performing schools.

[26] Ten Cohort 1 high schools submitted CST scores for 2005 and 2006: Cabrillo, Caruthers, Central, Hoover, Kennedy, John O'Connell, Richmond, San Ysidro, and Watsonville High Schools, and International Studies Academy.

Table 19
Results from the English-Language Arts California Standards Tests

	N	Percent of Students Scoring at and Above Proficient: Spring 2005	Spring 2006	Change from 2005 to 2006
Grade 9				
State Total		43%	43%	0%
Non-participants	1389	15%	18%	3%
All Participants	857	20%	23%	3%
30 days or more	163	25%	26%	1%
40 days or more	130	28%	29%	1%
50 days or more	106	31%	31%	0%
60 days or more	89	31%	30%	-1%
Grade 10				
State Total		36%	37%	1%
Non-participants	1683	23%	17%	-6%
All Participants	1533	24%	18%	-6%
30 days or more	347	29%	21%	-8%
40 days or more	263	28%	21%	-7%
50 days or more	212	29%	20%	-9%
60 days or more	164	28%	20%	-8%
Grade 11				
State Total		36%	36%	0%
Non-participants	1359	13%	15%	2%
All Participants	1360	20%	22%	2%
30 days or more	343	22%	25%	3%
40 days or more	269	19%	22%	3%
50 days or more	222	15%	19%	4%
60 days or more	170	15%	16%	1%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06*; California Department of Education (2006), http://www.cde.ca.gov/ls/ba/cp.

Comparing all after school participants to the non-participants at the same grade level at their schools, a greater percentage of after school participants scored at or above proficient. The difference between these two groups was very small at grade 10, one percent, but larger at grades 9 and 11, five percent and seven percent, respectively.

We examined whether students who attended more days after school were more likely to score at or above proficient on the CST. Here, the results were mixed. The data in Table 19 show that at grades 9 and 10, students who attended more days after school tended to be more likely to score at or above proficient. At grade 11, however, the percent of students scoring at or above proficient declined as students attended over 50 days after school.

The last column of Table 19 shows the change from spring 2005 to spring 2006 in the percent of students scoring at or above proficient. Statewide, there was no change from spring 2005 to spring 2006 at grades 9 and 11. For grade 10, the percent of students increased from 2005 to 2006 by one percent.

We found among Cohort 1 schools that at each grade level the change between 2005 and 2006 was identical for both after school participants and non-participants. At grades 9 and 11, a greater percent of students scored at or above proficient in 2006 than in 2005. Thus, the achievement gap between these students and students statewide decreased to a small degree. Additionally, for after school participants at grade 11, the change from 2005 to 2006 increased positively as students attended 30 or more, 40 or more, and 50 or more days after school. At grade 10, in contrast, the change from 2005 to 2006 tended to be more negative as students attended a greater number of days after school.

Benefits to Students

Our site visits to ASSETs Program grantees provided opportunities to explore the benefits that attending after school projects offered students. Interviews with students, principals, and staff who worked with the after school projects identified a number of important areas where participating in after school activities had a positive impact on students: academics, exposure to life beyond high school, recreation, interpersonal skills, relationships, and safety. Innovation by Design and the Center for Teen Empowerment (2002) reported similar findings about the benefits of participating in after school programs. The benefits to students described in this section of the report include anticipated and unexpected benefits. The ASSETs Program anticipated students would benefit from academic assistance. However, the extent of benefit and the specific feedback we received from students, project staff, and school personnel constitute our unexpected findings in this area. Further, benefits are seen in many project components and also are discussed in other sections of this report.

Academic Assistance

When asked how they benefited from their after school project, the majority of students quickly pointed out its academic benefits. Students connected the skills they learned to immediate outcomes that included finishing homework, learning from another teacher, passing a class, and learning English.

Students saw after school tutoring as offering a number of positive options, particularly the opportunity to better learn material covered during the regular school day. Some students spoke of the advantage to spend extra time during tutoring with the teachers they had during the day. One boy commented,

> *I can speak with my teacher who tutors. That helps a lot. You can't always get your questions answered in class.*

For other students, after school tutoring was helpful to review material with someone who was not their regular teacher. For these students, the material seemed much clearer and they got more out of the session than during the regular day. Further, the tutorials supported homework completion and, at some projects, gave students credit toward graduation.

Participation in after school activities helped some students develop their English language skills. One student spoke about the help he received after school to learn English. He said,

> *I take tutoring for help. I didn't speak English. It's better to do homework and learn than to not progress [academically].*

In fact, student surveys administered during one school's ESL class, where many of the students were immigrants and refugees, revealed that all students who participated in the after school project reported learning English more quickly than their classmates. One student at another school serving predominately Latino immigrant students spoke of the academic importance the after school project played in students' life, particularly for students who were new to this country and unfamiliar with the schooling system and expectations for achievement. The after school project helped him understand that he needed to take school seriously.

Exposure to Life Beyond High School

Research has shown that high school students want tangible skills that they can begin using immediately or that connects with their life beyond high school. ASSETs Program grantees provided students with activities related to academic promotion, community involvement, employment opportunities, and recreational outlets. Such activities have exposed high school students to what life could be like after high school. Sites entertained the forum for students' future trajectories through formal and informal conversations with staff, guest speakers from the community, exposure to potential interests and hobbies, and job skill development events.

We visited one predominately African American high school that offered a mentoring and tutoring program for young men. Former graduates of the high school and current residents of the community were invited to speak about their careers. During our time at the school, we attended a session where two alumni businessmen talked about their work as real estate developers. Students were captivated by the presentation and asked questions about the men's career paths, required education and skills, and income. The speakers conveyed to students that they once sat in that very same classroom and were now successful entrepreneurs. The presenters communicated to the young men that success is possible and provided students with a career option that many had not considered prior to the presentation.

Another site had an "Eventcore" activity after school where students were trained to provide services for events in the school's theater throughout the year. These services included managing the house (ticket booth), ushering the audience, operating sound and lighting systems, and handling advertising. This outlet provided students with a backstage view, literally, of what it took to support theatrical performances. This activity allowed several students to explore their interests and identify a possible career track to pursue after high school. As an added perk, students earned academic credit for participating in the training and a modest income for working the theatrical events.

Project staff believed that the after school projects offered students avenues for exploring talents they otherwise would not have been able to explore. Several projects pointed to the varied ways in which they helped prepare youth for life after high school. Some staff spoke informally with students about the importance

of exploring interests so they would have a better idea of what careers to pursue after graduating.

The Contribution of After School to Relationships

Both students and adults we spoke with during site visits told us that students benefited from the relationships they developed while attending after school activities. Students told us that their participation allowed them to expand their circle of friends since they got to know people they would not otherwise have met. Furthermore, they talked about involvement after school helping them learn key interpersonal skills like leadership, teamwork, trust, and communication, even from an activity like playing dodgeball.

The adults with whom we spoke observed that after school activities were important because they provided students opportunities to connect to caring adults at the school. They saw such connections as "vitally important" for many students as they kept them connected to the school. Additionally, after school was a place where students were safe. As one teacher observed,

> *It's the safest, most active place for kids in the community.*

Benefits to the School

The benefits that after school projects offered schools were closely allied to the benefits that students received. During their interviews, students, principals, and after school staff told us that after school projects add to the activities available to students after the regular school day. At some schools, these activities were important because their communities did not offer many other resources for students. One school principal said,

> *Our kids don't have a whole lot else to do. They don't have private outlets, avenues of exposure to arts, music, dance, or the scouts.*

At a different school, the after school coordinator told us he incorporated activities into his project that had "fallen off the school plate," like the yearbook and school newspaper. The principal at a third location valued the after school project serving his site because staff cutbacks in his district had eliminated a vice principal at his school who could coordinate extra-curricular activities. He was

grateful to the after school project at his site and the CBO sponsoring it for the activities and support it provided for students.

Students were keenly aware that after school projects brought resources to the sites that would not be available otherwise. They told us that the available activities benefited their schools by giving students reasons to come to school. One participant in a focus group told us he knew a classmate who came to school because he wanted to be able to play soccer after school. Other students believed it was helpful to have activities like tutoring and homework help in an after school project because they helped students do better in school, especially athletes who had to keep up their grades to remain eligible to participate in school sports.

E. Integration of a Youth Development Approach

The ASSETs Program encourages grantees to implement activities that promote their positive development during out of school time. The inclusion of this focus on positive youth development is associated with the recognition that youth need environmental support as they transition from adolescence into young adulthood. In their comprehensive review of this process, the National Research Council and Institute of Medicine (Eccles and Gootman 2002) identified eight areas that are linked to youth development. They noted that while youth may not have supports in all eight areas in their environment, developmental outcomes are more positive when supports are available in at least some parts of their lives. These areas are:

- Physical and psychological safety;
- Appropriate structure;
- Supportive relationships;
- Opportunities to belong;
- Positive social norms;
- Support for efficacy and mattering;
- Opportunities for skill building; and,
- Integration of family, school, and community efforts.

In the *Interim Evaluation of the High School ASSETs Program* (Hipps, Diaz and Wingren 2006), we presented multiple examples of how Cohort 1 grantees incorporated best practices related to these areas into their projects. Our data collection for 2005-06 built upon that information. The *Evaluation Guidebook, 2005-06* asked grantees to provide examples of the ways that youth development principles were embedded within their projects. The site visits we conducted in 2006 also contributed to our understanding of grantees' efforts in this area.

Key Findings:

- ASSETs Program grantees provided positive developmental settings for after school participants in multiple ways.
- Lessons related to youth development that grantees reported learning included the following:

  Appropriate structure to the after school space and time better enabled students to complete their schoolwork.

  Positive relationships provide youth a place to which they will return.

  High expectations allow students to grow.

  Safe environments foster positive interactions with students.

Physical and Psychological Safety

A sense of physical and psychological safety is an important aspect of youth development. After school projects approached this area from multiple perspectives. First, they were concerned that students have a physically safe environment. While this was particularly important at sites that were in the inner city, safety was also a concern for rural projects. Ways that projects addressed this issue included having security staff on campus and connecting adult supervisors through walkie-talkies. In rural areas, some projects worked with their school districts to arrange for after school students to take a late bus home.

- Hoover High School in San Diego required each student to display an identification card while on campus during both regular school and after school hours. This practice allowed staff to quickly determine whether any youth walking around the campus was legitimately there or from the surrounding community. In fall 2006, after school staff used scanners attached to PDAs to scan ID cards and take attendance at after school activities.

Projects also promoted students' physical safety by providing education programs about nutrition and fitness. Sometimes, activities focused explicitly on these areas, with fitness a direct target of classes like weight lifting and other after school sports, and an indirect target in areas like dance. Projects provided examples where good nutrition was the prime focus of activities. Equally, however, nutrition was also embedded in classes such as the cooking class at Muir High School in Pasadena where students learned to read and analyze nutritional labels on foods and adjust recipes for healthier eating.

ASSETs Program grantees paid attention to the psychological needs of the students at their schools. One project, for instance, offered anger management classes. Others included activities that promoted diversity and tolerance, field trips to places like the Museum of Tolerance, or support to specific groups such as youth living in foster settings, specific ethnic groups, and gay/lesbian youth.

- The after school project at Coachella Valley High School held a Saturday Program in this rural community. The community's isolation fostered mistrust and turf-related problems between students. Fights, violence, and gang problems have resulted. The goal of the Saturday Program was to bring students together in supervised, fun, enriching activities that expanded their horizons, and increased understanding and trust.

Appropriate Structure

Settings with appropriate structure provide clear and consistent rules and expectations, adult supervision, guidance, and age-appropriate monitoring where clear boundaries are known and respected. As reported in the *Interim Evaluation Report* (Hipps, Diaz and Wingren 2006), grantees created drop-in programs, allowing youth to attend when they needed additional assistance with schoolwork, engaging enrichment activities, or a safe place to be after school. Projects continued to provide students with a structured setting while allowing them flexibility to be involved at a level that facilitated a sense of independence in achieving their goals.

After school projects fostered appropriate project structure for youth. Very commonly, grantees reported providing students with clear rules for behavior and explicit expectations of their performance. Their intention was to provide a consistent schedule of programming for students with consistent hours and consistent rules for behavior. Some projects posted rules and hours of operation on the wall in the after school room as a reminder of project expectations.

- The City of Richmond runs after school projects at two high schools. At both sites, they presented the rules for participation at the beginning of the year and when new participants entered the project. Additionally, their central project space in each of the schools allowed them to clearly post the rules of behavior and participation on the walls to ensure they were within student view.

Projects supported youth in developing their independence and flexing their power to make decisions about where to spend their time after school. Projects encouraged students to participate in activities that met their needs, whether academic or enrichment.

Projects also provided appropriate adult supervision for youth. Adults served as models of expected behavior and they also facilitated student involvement in developing rules for their and their peers' participation. One project convened a summer leadership institute where students were taught how to structure their clubs and activities. This effort contributed to the practice of age-appropriate monitoring of after school activities. Student involvement in

deciding rules for participation helped determine the roles students and adults had in the project.

- Skyline High School in Oakland encouraged students to help identify rules and expectations of the project. When students took on leadership roles in developing aspects of the project, they in turn allowed the project to offer age-appropriate monitoring of project activities. Adults provided students support in their roles as leaders.

Supportive Relationships

Caring and supportive relationships are formed in after school programs through stable opportunities to form relationships with peers and adults where interactions are warm, close, and mutually respected, and where adults readily provide predictable guidance and support for youth. Adults that provide youth with caring and compassion actively listen to and are interested in what young people have to say.

ASSETs Program grantees offered many examples of the ways they provided supportive relationships in their projects, and students attested to the positive relationships they had with adults as a result of their participation in the after school project. Grantees often trained staff in developing positive relationships with students, modeled compassionate ways of interacting with one another, nurtured mutual respect for listening to others ideas and their personal property, and encouraged personalized attention to youth.

Some projects prided themselves in their strong ability to develop caring relationships with students. Many projects saw themselves as one of the few supports students had beyond the school day, as some students came from broken families or homes where parents were unavailable to them because they worked multiple jobs.

- The Students Plus project at the Crawford Community Complex, serving mostly refugee students, made it a priority to learn about students' lives, situations at school, their classes and teachers, and their friends. Staff felt they knew more about students' school day than perhaps their parents who struggled with language barriers or lack of first hand experience in U.S. schools. Staff provided youth with a caring ear.

Projects also made sure the staff that worked in the after school project truly cared about students' well-being. Some hired resident teachers because they were in an excellent position to know what support opportunities were available to students and which ones best matched the needs of the student. In this instance, teachers were more likely to enjoy the material they were teaching because they had a mastery of it and this enjoyment transferred over to the positive, caring climate that teachers promoted in their activities.

Even the way in which activities were structured facilitated the nurturing of supportive relationships. Activities that provided personalized attention not only benefited students in gaining additional academic support for understanding their work, but students also experienced a sense of caring from the adult or peer providing the assistance.

- In one tutoring program, tutors were able to focus more on the needs of individual students requiring greater attention than they received during the regular school day. Through tutoring, students received a greater sense of caring from the tutor that carried over to their relationships with these tutors during the school day.

Opportunities to Belong

Opportunities for youth to participate in group activities can help fulfill a strong psychological need for belonging. Projects supporting this effort emphasized the inclusion of all students and maintained a social environment that recognized, appreciated, and encouraged individual differences in cultural values, gender, race/ethnicity, and sexual orientation. Several grantees created opportunities to belong by including youth in decision making, such as creating a name for the project, in advisory and leadership groups that provided a vision for how the after school project could function, and by allowing youth to weigh in on the day-to-day assignments and project deadlines in after school classes.

- The after school projects at Crenshaw and Dorsey High Schools in southern California provided youth with a variety of programming such as mentoring groups and youth circles of dialogue that helped them make connections to peers and staff. By participating, students took on responsibilities that gave them a sense of buy-in.

This translated into feeling like they belonged to the project for which they shared responsibility in creating.

Projects appreciated the cultural backgrounds and values that contributed to their diverse student population. Some schools provided cultural reclamation opportunities for the Native American students and Hmong students. Schools serving predominately Latino students often offered ballet folklorico or salsa classes to recognize their uniqueness in the community. Many of these dances provided a glimpse into the customs, dress, and events of Latin America's past and linked historical stories through hands-on learning.

- Coachella Valley High School's ballet folklorico class instructor was committed to supporting young girls self-esteem and remaining in school. Her class provided girls a high level of commitment and structure, the development of specialized dance skills, the physical endurance to perform the dance skits, and a greater sense of belonging to the dance group and the school community.

By and large, projects opened their activities to all students interested in participating while still acknowledging the contributions diverse social groups make to the social community.

Positive Social Norms

Most after school programming occurred on high school campuses. The mere location allowed an easy transition of the regular school day social norms to the after school project. Such projects maintained expectations and requirements for socially appropriate behavior and encouraged desirable and accepted values and morals. The majority of projects maintained the rules for behavior from the school day and embedded them in a more relaxed environment with increased flexibility in time management. Much of the positive behavior exhibited by staff carried over to the students.

- San Ysidro High School's Club de las Americas cultivated student leadership where students made decisions about activity offerings. Adults merely facilitated programming and did so modeling high expectations for active student involvement and

respectful interactions with others. In fact, students seek peer input into programming, valuing their contributions to shaping an environment for students and by students.

Projects that brought together adults and students in a structured environment for the purpose of working on a particular task often reaped the benefits of indirectly modeling positive social norms and even future life trajectories. Adults showed their strengths and modeled communication skills for students.

- At the Castlemont Community of Small Schools in Oakland, the project fostered opportunities for students and adults to express and share ideas in guided discussions with project staff and through tutoring sessions with college student volunteers. Providing the opportunity to work with college students who encourage youth that college is an option inspires hope and anticipation for project participants.

Support for Efficacy and Mattering

Projects that challenge youth to become involved in decision-making and their communities support youth in feeling they can make a difference in their lifetime. Projects do so by allowing for and supporting autonomy, valuing individual expression and opinions, focusing on improving student abilities, and encouraging and enabling youth to take on challenging responsibilities. Grantees supported youth efficacy and mattering by providing opportunities to be leaders, mentors, and contributors to their communities.

The leadership development component of many after school projects whole-heartedly encouraged youth to develop the confidence to voice their opinions and thinking critically. Projects supported efforts to ensure future life successes for youth who would soon graduate and increased student confidence in the power of their voice. One project's leadership strand challenged students to think beyond themselves and look for ways of improving the lives of their peers and community.

- Washington High School's Dare to Dream (D2D) project best represents this setting. Students who participate in D2D are empowered to make a difference in the lives of

their peers and community. As a result of a service learning project under D2D, the school's lunch menu was affected.

Helping students focus on achieving individual goals was a common practice of many projects. The after school project represented a space and time when students could receive individualized attention when they felt challenged by needing to complete class assignments accurately and on time or had difficulty making a passing grade.

- The after school project at Encina High School in Sacramento encouraged students to set individual goals. For example, students challenged themselves to raise their core class grades by one full letter grade. The focus on self-improvement rather than social comparison to their peers resulted in higher internalized motivation and a sense of capability.

Projects also supported youth to take on large-scale challenges that positively impacted their own lives and those of other people in the community. Some sites facilitated youth organizing on clean-up projects in the surrounding community, gardening and renovation of the school garden or a nearby park, and raising awareness and funds for those in need.

- At two sites in the Oakland Unified School District, projects helped youth organize themselves to identify and execute civic engagement that supported the Oakland community and beyond. In one activity students raised money to purchase supplies for Hurricane Katrina victims and took a trip to New Orleans to hand deliver supplies to those in need.

Opportunities for Skill Building

Projects that prepare youth with skills that young people deem as tangible are successful at keeping up project attendance and facilitating future life opportunities. All ASSETs Program grantees gave youth opportunities for skill building. Grantees offered opportunities to learn and build physical, intellectual, psychological, emotional, and social skills that facilitated well-being in the present and prepared individuals for healthy and competent functioning in the future.

The most commonly reported means for building student skills was through academic supports. Many projects focused on immediate needs for students to pass classes and graduate. Sites offered homework assistance, CAHSEE classes, and subject-specific tutorials.

- The Blair LEARNs project at Blair High School has been instrumental in helping to create expanded day programming that supports the needs and instructional demands placed on high school students. The peer-to-peer tutoring club supports multiple skill development. Students receive help from other high school students in advanced placement and other high-level math classes. Students receiving the assistance benefit from getting additional support in a subject area in which they need more time to develop. Students that provide tutoring benefit by reinforcing their knowledge and gaining skills that help them communicate what they know. Both sets of skills are essential for competent functioning in the future.

Projects also supported youth in thinking about their futures by providing job readiness workshops, technical skills, and social skill supports. These are skills students particularly deemed as necessary for making a living once they left high school and even to help support their families while still in school.

- Students at San Jose High Academy and Willow Glen High School were provided skill building in job training. The project gave students direction regarding a myriad of work habits and attitudes like attendance and punctuality, safety, appearance and hygiene, occupational interest, stress tolerance, productivity, interaction with co-workers, and acceptance of supervision.

Another way projects built student skills was through arts and recreation activities. Many students did not have the means to pay for enrichment activities where they could explore unknown talents or interests. For some, the after school project allowed students to think of themselves and their futures in a creative way not imagined before.

- The San Francisco Unified School District provided students opportunities for developing skills in arts and recreation. Class offerings included dance, murals,

drumming, and music. These activities allowed students to build their creative talents outside of the classroom.

Integration of Family, School, and Community Efforts

Environments where youth spend their time include the school, family, and community. A project that provides opportunities for students to have synergistic experiences that integrate transactions across these environments brings together the many worlds in which youth live. When they come together in a spirit of collaboration, they support youth development of behavior expectations and goals.

ASSETs Program grantees demonstrated unique ways in bridging the multiple environments most influential in youths' lives.

- Roosevelt High School's after school project convened meetings once a month with students, their parents, and other community members to discuss the issues that affect the community and possible solutions to these issues. Some examples of solutions they came up with to address issues of concern included fundraising for scholarships, beautifying the campus and community, sponsoring recognition banquets at the end of the academic year, and designing activities and events that promote cultural awareness and tolerance.

Some projects used their community partnerships to leverage the multiple supports available to youth in the community. These partnerships included local college campuses, police departments, churches, businesses, and community organizations. Through the collaborative efforts, projects tapped into resources that can be used to support youth development in many areas.

- The after school project at Dominguez High School partnered with the Los Angeles Police Department, parents, churches, the district, and local universities. The project maintains contact with parents and social workers to report the youth progress and also invites parents to participate in tutoring and enrichment activities or to just visit to understand what their children are involved in after school. The churches and college organizations provide tutors and help youth see them as valuable resources in their community.

Lessons Learned in Youth Development Opportunities

Grantees shared several lessons learned related to youth development that highlighted the importance of creating contexts that support students. By providing activities that supported the whole student, projects captured a side of students that often was missed during the regular school day because of strict curricular guidelines. Providing these supports after school was valuable because regular school day staff have difficulty providing them due to large class sizes and limited class time.

Grantees provided examples of how projects changed their thinking around youth development features and its impact on students. For example, one project reported that they learned how important it was to develop relationships with students to gain their continued participation.

> *The third lesson was about the importance of developing relationships with students and the value of positive role modeling. Students return to the after school program day after day when they feel like an adult knows them personally and cares about them. As a result of relationships with students on the part of teachers and tutors, program services helped students learn test-taking skills, develop content knowledge needed to perform well in their academics, and develop a positive attitude about school and their future. Program staff felt successful in making a strong impact on the lives of those students, but most importantly felt like they knew students personally and acted as positive leaders in students' lives that encouraged them to come back each day.*

Another grantee learned how valuable it was to have high expectations for students.

> *We learned that the students actually like being stretched in their abilities (despite complaints) and feel great when they have accomplished something they themselves did not believe was possible for them to do. When the level of expected behavior is raised, the students will rise to the occasion.*

An after school site pointed out how their most beneficial lesson was finding out how much providing a safe environment helped foster positive interactions.

> *The greatest and most beneficial lesson we learned was the value and respect our youth have of our program. The youth involved find our program as a safe and comfortable environment where they can express and accept help in academic and social development. This realization assists us everyday as students take on the responsibility of ensuring positive student behavior.*

Providing appropriate structure to the after school space and time facilitated students' completion of work. One grantee observed,

> *Youth did significantly better on academics when homework assistance was done in a semi-structured environment with youth being able to have conversations freely while staff roamed through the room.*

Including youth in the decision making process helped the project in a multitude of ways. Projects learned the following:

> *Youth tend to stay focused on the activities when they were co-facilitated by youth rather than a teacher giving a lecture.*

> *Student voice should not be ignored.*

F. Factors Facilitating the Effectiveness of After School Programs

Section II of this report, Evaluation Approach and Methodology, noted four questions that CDE posed about the ASSETs Program. One of those questions related to factors contributing to success of the ASSETs Program while another asked about unintended consequences. Although these may seem like separate issues, they are integrally linked. Successfully providing after school activities for high school students requires grantees to examine the academic assistance and educational enrichment activities they offer to be sure these are interesting to students, contribute to their academic success, connect to their lives beyond high school, and promote youth development.

Operating a successful project is an ongoing challenge. Even a project that is proceeding smoothly one year may be thrown off-stride the next if, for example, a key staff member leaves or the school gets a new principal. A successful after school project is always learning, and even in their fourth year of

operations, we found Cohort 1 grantees still struggled with staffing and programming issues.

The following discussion examines areas that are key to developing effective after school projects targeting high school students. These areas are the links between the regular school and after school programs and the steps that projects take to involve youth. This section also provides general information gleaned from all grantees. They speak to the factors facilitating project effectiveness and are meant to provide the reader examples of the ways ASSETs Program grantees successfully implemented their projects.

Key Finding:

- After school staff sought ways to become involved in campus life.
- Teachers were an important link to students and were involved as after school activity leaders and other key tasks such as publicizing activities and recruiting students.
- Almost every project had credentialed teachers leading after school activities. Up to 75 percent of after school staff at a site were school day teachers.
- Projects involved youth by asking youth for their feedback using surveys and focus groups, including them on advisory boards, and paying attention to the informal feedback students provided.

Linking the Regular School and After School Programs

Each after school project needs to create a relationship with the high school that its participants attend. Links between the two are important for many reasons. First, both the regular and after school programs share the common goal of contributing to the lives of youth. They are truly partners in an important task. As a result, coordination between regular school and after school helps ensure the focus is consistent. After school projects also need to work with regular school programs in a number of key areas including:

- Student recruitment, including targeting students who might particularly benefit from after school activities;
- Accessing facilities, arranging use of rooms at the school where activities may occur;
- Publicizing activity schedules to students;
- Developing content for academically oriented after school activities that support students' regular school programs; and
- Communicating about students' progress during both the regular day and after school hours.

Strong connections between the regular school and after school programs allow better coordination of available resources (National Governors Association Center for Best Practices 2005). The coordination of after school learning with the regular school program offers opportunities to both reinforce and further develop the skills students are learning during school hours. The added time and extra help that after school programs provide for students to learn academic content is associated with higher achieving rural schools (Bottoms, Presson and Han 2005). The flexibility of after school programs permits students to study topics of personal interest that are aligned with classroom learning. This is particularly important with high school students because after school is a time when school activities may be blended with community-based learning such as internships and community service projects (Pittman 2003). It also allows after school time to contribute in important ways to preparing students for post-secondary education and the world of work.

Our review of the linkages between after school projects and the regular school program considers two key elements that are important as schools and after school programs work together: communication between these two programs and teacher involvement in the after school program.

Communicating With the Regular School Program

Communication is an important ingredient that facilitates after school projects successfully working in tandem with students' regular school program. In our review of the *Evaluation Guidebooks* that ASSETs Program grantees submitted for the 2005-06 project year, we identified multiple strategies that after

school projects used to communicate with the regular school program. First, after school projects looked for places where they could become involved in the life of the school. After school staff attended faculty and department meetings, participated in professional development provided to teachers, and attended meetings of the school site council. In one instance, the after school coordinator chaired the school site council, a key position at the school. Participating in meetings like these allowed an after school project to develop a visible presence on the school campus and facilitated communication between the after school and regular school programs.

After school projects found many ways to share information about students with the regular school program. Such sharing is important to the process of coordinating after school assistance with students' regular academic programs and needs. The sharing process often began when students entered after school projects. Some grantees and schools had formal referral processes that provided after school projects with information about the academic needs of the student. As students attended after school activities, projects provided information about students' progress in different ways:

- Through a formal feedback form that after school staff provided teachers about students;
- Through weekly or monthly reports to teachers and principals;
- Via electronic mail contacts with teachers as needed; and
- Through face-to-face conversations held on a formal or informal basis.

At one school, both administrative and instructional staff worked with after school staff, sharing and jointly analyzing student data. There were other schools where after school staff had access to the school's data systems, just as any teacher or counselor working with students. This level of access to data greatly helped those providing services after school in understanding the needs of particular students.

Teacher Involvement in After School Projects

Teachers have been involved in after school projects in a variety of ways and played key roles in linking the regular school and after school programs. The *Evaluation Guidebooks* that grantees submitted provided examples of teacher involvement in areas where schools and after school projects beneficially worked together: publicizing after school activities, recruiting students, developing curriculum, and leading after school activities. This finding is not surprising since the majority of staff members at a high school are teachers. They are logical conduits for providing information to students and assisting them after school. Nationally, too, the highest proportion of staff members working with 21st CCLC programs is school day teachers (Naftzger and others 2006).

Data on project staffing that ASSETs Program grantees submitted in the 2005-06 year through the federal data reporting system indicated that almost every ASSETs Program grantee employed school day teachers in their after school project. These teachers supervised activities that were a part of both the academic assistance and educational enrichment portions of the projects. Only four sites did not include school teachers in their after school staffs. Three of these sites were operated by CBOs. The fourth location was at a school where the LEA employed a site director and youth development workers to provide activities during the after school hours.

There was a large variation in the number of teachers that ASSETs Program grantees reported working with their after school projects. The number of teachers at a given site ranged from 1 to 38 and represented between 3 percent and 70 percent of the total staff at a site that grantees reported worked with students after school. Table 20 provides data on teacher participation on staffs of after school projects. There were 15 sites where between 51 percent and 75 percent of the after school staff members were teachers from the regular school program. Teachers made up between one-quarter and one-half of their after school staff at 14 sites. Lastly, at the largest group of projects, 25 sites, teachers were no more than 25 percent of staff working with youth during the after school hours.

Table 20
Percent of after school staff who are regular day teachers

Percentage of Staff Who Are Teachers	Number of Sites
0 percent to 25 percent	25
26 percent to 50 percent	14
Over 50 percent	15

Source: Federal data reporting system, 2005-06

During site visits, after school coordinators and school principals mentioned that after school provided opportunities for students to work with teachers who were not their school day instructors. They felt this arrangement was beneficial in some cases because there were students who might connect better with a teacher they do not work with during the regular school day. At the same time, though, some students saw the opportunity to work after school with their regular classroom teachers as a plus.

One project reported in its *Evaluation Guidebook* that it was having difficulty attracting students to its academic assistance component. Talking with students, the project learned that students were not attending because they wanted tutoring and homework assistance from the teachers that instructed them during the school day. The project was able to recruit more of these teachers to staff the after school activities, which led to increased student participation. Projects at smaller high schools located in more rural areas reported that teachers involved with after school activities were familiar with students and their needs. This familiarity helped teachers tailor the academic assistance they provided to students' specific needs.

Other examples from the *Evaluation Guidebooks* indicated the value that projects have found in having teachers from the regular school program lead after school activities:

> *By staffing [after school] academic activities with primarily regular day teachers, strong connections to the curriculum and school's vision within that curriculum are maintained. . . . By having as many [after school] staff members as possible come from [the school's] regular day workforce, participants see the same individuals and know who to turn to for help or to make connections.*

We have found that when we use our own teachers (especially with academic tutoring) the number and progress of the students are more effective. Teachers help with getting more students involved because many students feel comfortable with their teachers.

All of the staff at [the school] are supportive of the 21st Century ASSETs Program. The principal of the school is on the advisory committee and the school teachers are the project staff. How do these connections help to strengthen services for students? These connections provide significance for the program and add to its depth and ability to reach out to students. We had 595 students involved in the after school program and part of that is because of the tie in with our regular teaching staff.

The collaboration between ASSETs Program staff and instructional day staff strengthens the continuity of the instruction and instructional support and tutoring received by students. Students are able to continue learning and receiving seamless academic support beyond the instructional day. Additionally the participation of teachers and administration in the after school design and implementation has strengthened the overall perception of the program and increased the value of services offered.

Teachers design the classes and help to recruit students. The after school classes allow extra time to explore challenging concepts in new and different ways. And students benefit from the continuity of receiving extra help from the same teacher who will grade their performance during the regular day.

There are clear advantages to involving teachers from the regular school day in after school programs. However, using teachers to staff after school activities presents multiple challenges related to time commitment and teacher pay. We discuss these issues more completely in Section G of this report on Unintended Consequences and Challenges.

Youth Involvement in After School Projects

When grantees applied for ASSETs Program funding, CDE asked them to "describe how the high school students have been and will be involved in the design and implementation of the [after school] program." Such involvement supports youths' feelings of efficacy and mattering and benefits after school projects. Projects gain important information about students' needs and interests that helps projects offer activities that interest youth and are relevant to their lives. Youth benefit through their involvement in planning and operating after school projects as they see that adults value their opinions and assistance. Additionally, as one grantee noted,

> *The incorporation of youth also tells students that the program is for them, and helps develop their sense of ownership in the program.*

The *Evaluation Guidebook, 2005-06* asked grantees to discuss their approaches for involving high school students in their after school projects and incorporating youth voice, including project design and implementation and participation on advisory boards. Grantees' responses showed that every after school project had some strategy to involve youth. Most projects had multiple ways. These strategies included:

- Gathering student opinions either formally through surveys or focus groups or informally;
- Convening a group of students that formally or informally advised the project;
- Including students on a project's formal advisory group that included other stakeholders.

Most ASSETs Program grantees reported that they gathered student input for their projects through surveys. The surveys allowed students to provide feedback about such areas as their satisfaction with activities, the benefits the project provided, feelings of safety at school, and connections with adults. In some instances, projects held focus groups with students either in addition to or instead of surveying students.

Student advisory boards were another widely used way of involving students in after school projects. These boards provided valuable input about project activities. Frequently, sites used the associated student body (ASB) at the school in an advisory role for after school activities. The ASB served as a central place where students brought comments related to after school programming. At one school, the after school coordinator was one of the ASB advisors, which helped link the ASB to the after school project. In many instances, the advisory group working with a project had a key role in a project's operation. Comments from two projects illustrated the extent of student involvement at some sites:

> *We have created a Student Advisory Board for our program that is responsible for recruiting students, recruitment workshops, putting on awareness events, and the end of the year awards ceremony. I call them the helm of the project. They decide what programs students want to do after school, what events they would like to put on, and what activities they would like to see implemented. Almost all decisions regarding the project come from this governing board.*

> *Our advisory board includes youth voice and student representation. We constantly listen and act on the voice and opinions of our students. They determine the type of activities, enrichment and learning styles we use for their academic and social development. Students determine all recreational activities, meals, and rewards that they can earn. Youth are currently peer tutors and leaders in our program. They actively promote our program with presentations and flyers and they monitor the program and student behavior.*

Advisory board members at one site received a small stipend for their role in the project. These student advisors were involved with the project in variety of ways including project design and implementation, recruiting students, organizing after school snacks, and identifying small fundraising opportunities. This group also organized a publicity campaign in early 2006 designed to educate their classmates about the importance of passing the CAHSEE.

Students were sometimes members of the formal advisory board of an after school project. They worked with school administrators, teachers, and stakeholders from the broader community to provide guidance and direction for the after school project. Advisory groups engaged in a number of different tasks, which included such things as finalizing the after school activities for the

semester, creating campaigns to recruit students, planning family literacy activities, and identifying additional sources to fund after school programming. At one school, group members regularly reviewed data on student performance and discussed instructional methods that would increase project impact.

Surveys, focus groups, and advisory boards were more formal ways of involving students in after school projects. Staff at these projects noted the informal feedback they received from students and used this to guide after school programming. After discussing formal approaches to youth involvement, one grantee commented about the informal ways in which it incorporates youth voice into its operations:

> *Finally, we allow for youth to voice themselves in the format and culture of our programs. The ASSETs office is accessible and youth feel comfortable enough with staff to speak up for themselves. In addition, staff is trained to always ask for input from students.*

Several grantees commented that their projects' activities promoted youth involvement. These service-learning activities allowed students to choose how they would focus their energies. Service-learning combines academics with civic engagement or community service and enables youth to find their voice and flex their leadership muscles (American Youth Policy Forum 2006). For instance, at one school, students determined the target of their campus beautification project. At another site, seniors were required to engage in a community service project and choose their own projects. Lastly, at Belmont High School in Los Angeles, students decided to apply for a *Create your Legacy* Grant sponsored by Ameriquest Mortgage. Students identified childhood obesity as the presenting problem and produced an eight-minute video. The project involved researching the topic, script writing, finding health professionals and teachers who would address the issue, and arranging the videotaping.

G. Unintended Consequences and Challenges

ASSETs Program grantees demonstrated creativity in providing projects to high school youth, with grantees at varying stages of project development during the 2005-06 year. Each grantee faced the challenges associated with providing an after school project. While some sites were robustly moving forward, others found themselves spinning their wheels to get the project staffed to provide services to the large numbers of students attending. Still others, believing they had the necessary project elements in place, struggled to bring students into the project on a consistent basis.

This section of the report provides information related to the learning curve that projects have faced in providing quality after school services. During site visits, evaluators asked respondents about both what had surprised them the most about their project and the major challenges they had encountered in their work. Additionally, the *Evaluation Guidebook* asked grantees to comment on the challenges they had faced.

Key Findings:

- Projects faced challenges in the key areas of staffing and student recruitment, often responding to the challenges in positive ways.
- CBOs found multiple ways to work successfully with high schools. At times, they were frustrated by limited access to school facilities.
- Converting high schools into smaller learning communities sometimes challenged after school projects, which now coordinate their work with multiple administrators at a single building.

Surprises

Perhaps the most surprising consequence to grantees was the sheer success of providing programming to high school youth. As mentioned previously, project provided services to youth in various formats. Providing after school programming for older youth has been identified as a challenge among

school and community agencies, as well as by the research literature from the field. When grantees sought ASSETs Program funding, their knowledge of the needs in their communities shaped their decisions to support youth beyond the regular school day. Ultimately, their belief in such programming proved to make a difference in the lives of their local youth.

The ability to create a positive culture of after school surprised many grantees. In this regard, having a sense of community, facilitating interactions that would not otherwise happen, and teaching in innovative ways that provided students flexibility resulted from this positive after school culture. At many sites there was high student participation in the after school project.

The after school coordinator at one site was especially surprised at the high number of students staying after school and the high number of activities his project was able to provide. His project served more students than the other high school after school projects in his district. He attributed this surprising success to ongoing student surveying about activities they wanted to attend. In fact, the project coordinator was surprised at how easy it was to facilitate the offering of activities when he involved students in coming up with ideas and bringing them to fruition. One example of this was the driver's education class offered after school. Students came to him wanting opportunities to take a driver's education class. They wanted to become more independent. The coordinator researched providers and left it to a group of students to ensure regular class attendance was required for a student to satisfactorily complete the class.

At another school that enrolled students from grades 7 through 12, some classes included students from across these grades. Without planning for it to happen, older students automatically became mentors to younger ones. This finding came as a surprise to project staff because they had not anticipated it. The arrangement also benefited both younger students and older students. At another site, students had the opportunity to take classes from teachers they did not have during the school day. One student talked about how learning math from the teacher after school made learning fun and that is what surprised him most about the after school project. He said,

> *I never had a teacher like that, who makes us interact more. Teachers show you new ways of doing something. They explain it differently.*

By learning from an adult in a way different from what they were accustomed, students thought teachers were “cool.”

Challenges that Grantees Encountered

Both our site visits to ASSETs Program grantees and their *Evaluation Guidebooks* provided information about the challenges that grantees encountered during the 2005-06 project year. We found the key issues that grantees reported related to staffing issues and student recruitment. After discussing these issues, we will focus on two additional areas. The first area relates to CBOs that received ASSETs Program funding while the second concerns providing after school activities at a site that once was a comprehensive high school but now contains several smaller learning communities.

Staffing Issues

Issues related to staffing presented major challenges to many ASSETs Program grantees and was evident in two different ways: staffing the position of after school coordinator and employing teachers from the regular school day to work with students after school. We found, from data that projects provided and our own observations over the past years, that the after school coordinator at sites may change regularly. Changes in this position stress a project because they disrupt relationships that had been established with a school’s teachers, principal, and students. The incoming coordinator has to establish credibility with these groups and the external providers who work with students through the after school project. We have watched projects develop momentum only to see their progress side-tracked when the coordinator changes positions.

We observed many reasons for changes in staff. Frequently, the site coordinator is a young, youth development worker who does not earn a large salary and works part-time. While the individual may be very good at establishing relationships with students, a real positive characteristic for someone in that position, the coordinator leaves because the position does not provide enough income to live in an urban area of California.

One site we visited regularly had a new site coordinator. The project had a year-round schedule. Initially, its coordinator was an hourly employee of a CBO

that worked with the project. The school had nine-week class sessions separated by vacation periods that lasted three to six weeks. Coordinators left because the position did not pay enough to sustain them during the school vacations. Faced with staffing issues, the grantee decided to tap a teacher from the regular school day to serve as after school coordinator. The teacher instructs classes for two periods and works with the after school project for the rest of the day. This change has benefited the schools by bringing stability to the coordinator position. Additionally, the school derives the pluses related to credibility with school staff and knowledge of the curriculum that come with having a teacher as after school coordinator (Hipps, Diaz and Wingren 2006). One teacher who became coordinator was very positive about the change in her status. She reported that she now had “the most rewarding and fun job I’ve ever had. The kids are so grateful.” She also found that working after school provided opportunities to interact with students in ways that did not happen in the regular classroom.

Although there are benefits associated with involving teachers from the regular school program in after school activities, after school projects found that involving teachers sometimes presented challenges. Working after school requires an additional time commitment from teachers who already have taxing, full-time positions. One school, for example noted that recruiting teachers to work after school was difficult because the site was a program improvement district and preparing for an accreditation visit in 2007. Teachers were reluctant to assume additional responsibilities beyond the school day. Other schools had difficulties attracting teachers from the regular day to the after school project because teachers were tired at the end of the day and needed to prepare for the next day or teachers were new to the profession. One site reported that 70 percent of the teachers were new and reluctant to work with students after school because of the effort required of a beginning teacher.

The data from projects included examples of how they responded to the need to involve teachers after school. Projects worked to limit the time commitment required of teachers who wanted to lead after school activities. At most sites, and perhaps with the exception of tutoring and homework help, after school activities met just two or three times a week. As a result, a teacher who was willing to lead an activity did not have to be after school every day.

Projects also addressed the issue of time demands by scheduling activities that lasted for 6 weeks rather than an entire semester. That kind of scheduling

allowed teachers who wished to provide after school activities to do so without their having to make a commitment for an entire semester. At some sites, having activities that met for just six or eight weeks increased their attractiveness to students. They liked being able to participate in an activity without committing an entire semester of time to it. This response parallels comments from one project's students about shorter sessions. In their *Evaluation Guidebook,* the project noted:

> *Surveys showed that students liked the six-week class sessions. They felt that meeting twice a week for two hours was the most amount of time that they want to commit. They felt that over two hours was too long and that if the classes were extended, they would not participate because it would take time away from their jobs, family responsibilities, and schoolwork. Students liked seeing their regular school day teacher doing something totally different in the after school program. They liked learning more about their teachers and thought it was a very positive experience.*

One project had difficulty recruiting mathematics teachers to work after school. In 2004-05, only five math teachers worked with the after school project. The project successfully increased the number to 12 math teachers for 2005-06. That project noted:

> *We have been able to bump [teacher involvement] up because we listened to the teachers. The teachers requested to work with their own students and because of that we shifted the way we do our Math tutoring. Now our Math tutoring is only for students who have their teachers volunteer. This excluded very few students and opened the doors to many others because now there are many more teachers who are willing to work.*

Teacher pay is an issue that many projects grapple with when teachers from the regular school day provide services after school. District contracts with teachers' unions often specify an hourly rate of pay that teachers are to receive when working outside the usual teacher day. The rate is sometimes too high for the limited budgets of after school projects. Grantees have dealt with the problem by hiring the teachers through a CBO or, in the case of non-LEA grantees, employing the teachers during after school hours as employees of the grantee.

This strategy has allowed grantees to hire a greater number of teachers. Additionally, as one grantee reported during a site visit, the teachers employed to work with students after school liked the arrangement because it allowed them to supplement their regular incomes. The teachers were young, beginning families, hoping to purchase homes in urban areas, and paying-off student loans. They welcomed the extra income that came from working with students after school.

Student Recruitment

After school projects for high school students face the key challenge of recruiting students to attend activities. Simply offering after school activities does not mean that they will be attended because students have multiple alternatives for spending their time once the school day ends. As a result, projects need to provide activities that students find relevant and give them opportunities to form positive relationships with adults and peers. Although overall attendance at projects increased from 2004-05 to 2005-06, some grantees provided information in their *Evaluation Guidebook* responses about the obstacles they faced attracting students.

Several projects indicated that they had difficulty drawing students because participating in after school activities was not a part of the overall culture of the school. A rural project observed:

> *The greatest challenge was getting the program off the ground and convincing students that this beneficial for them and the community. Student attendance and participation was low. Remedial programs were the only ones offered after school before so the view of after school needs to be altered. The perception should be of a safe, positive, encouraging, and fun place to go.*

These comments reflected observations made by other schools. The principal at one of the urban projects we visited told us much the same thing. After school attendance at her site was not as strong as she and the project staff would have liked because students did not think of remaining after school to participate in activities.

Projects believed students' attitudes toward after school would change as more students attended activities. As participating students became excited about after school offerings and talked with their friends about their experiences,

attendance would grow. More students would realize there were positive alternatives to going home and watching television and would want to take part in experiences that their friends saw as valuable and enjoyable.

Community-Based Organizations as Grantee

Several CBOs received funding under the ASSETs Program. The information that this grantee group provided in their *Evaluation Guidebooks* revealed that CBOs generally did an excellent job as the lead agency providing after school services for high school students. The relationship between the CBO and the school is an important ingredient that contributed the CBOs' successes, a point that CBOs recognized. Commenting on lessons learned during 2005-06, one CBO highlighted this point:

> *Our relationship with [our high school] can truly make or break our program . . . While certainly the school staff is extremely busy, I believe that the key to our success is through integration with school and school culture. In order to do so, we will need to continue to build our credibility and reputation among the faculty and staff.*

Schools and CBOs established multiple strategies for working together, using both formal and informal approaches to coordinating their work. Some CBOs used formal mechanisms to keep school teachers and counselors informed about the progress students were making during after school hours. For instance, one CBO developed a "Confirmation of Tutoring Form" to communicate with teachers. The CBO explained:

> *Confirmation of Tutoring forms are the program's way of communicating to teachers which students attend after school, what homework assignment a student completed, and the tutor's name. Confirmation of Tutoring forms are half sheets of paper that are completed by program volunteers when they finish helping a student with homework or classwork. The half slips are delivered the following day to the teacher's mailbox on campus. The goal is to inform teachers about difficult homework assignments and which students put in the extra time and effort to come to tutoring. The forms also hold the program accountable should there ever be a problem with how a particular assignment was completed.*

Informal strategies for working together included staying in contact through electronic mail and meeting with them informally.

In some instances, CBOs had offices on high school campuses. One CBO found co-location with the school very helpful to its work with students and teachers. Its *Evaluation Guidebook* included the following observation:

> *As a community based organization, we have been privileged to have facilities and office space on the high school campus. This has allowed us greater access to students, student records, school staff and resources. As a result of this relationship, our program staff is included in the school's staff development days, weekly staff meeting, and monthly meeting with site based services. Students in our program not only benefit from the plethora of services and resources the school offers but are exposed to our many resources and a community agency.*

When a CBO did not have offices at the high school, its after school staff traveled to the school during regular school hours to meet with teachers, administrators, and counselors. As another CBO noted:

> *After school program staff make frequent visits to the campus during the school day in order to speak with teachers regarding specific students, assignments, or general activities happening on the campus. Teachers are often bombarded with information and many do not check email regularly. After school program staff attempt to visit all teachers regularly to discuss student performance or academic needs based on their work after school. This face-to-face communication yields positive results. It allows the school day to connect with after school program staff DURING the school day when they are most engaged.*

The site coordinator from another CBO visited the school her project served several days a week to work on logistics, check-in with project providers, and make informal connections with school faculty and staff. She found these visits very important because they increased the visibility of the after school project, contributing to establishing it as an institution at the school.

Evaluation Guidebook responses highlighted a few areas where CBOs have had problems working with schools. Gaining sufficient classroom space was an issue in some instances. Some CBOs had limited access to a school's classrooms. For instance, one CBO serving a large urban school where total

enrollment exceeded 4,500 students indicated that it used 2.5 classrooms at the school and an outdoor area with four picnic tables. One might wonder whether this is the best physical arrangement for after school activities. The challenge of finding sufficient space was not limited to CBOs. We found one LEA that had difficulty finding space for after school programming at one of the high schools supported through the ASSETs Program.

We found there were discrepancies between grantees in the degree to which CBOs had access to student data and financial resources to support after school activities. Data about student performance in the regular school program helps the staff working with after school programs target the assistance they provide students. We found there were projects where CBOs providing after school services were able to access student data systems as readily as any teacher or counselor at a school. In contrast, some CBOs found it difficult to obtain student data. They could not directly access student data systems and needed to rely on staff from the regular school to provide any student data.

There were differences among CBOs in whether funds allocated to schools and districts through state and federal programs were available to support their after school activities. In most instances, the after school programs operated by CBOs were supported solely through grants awarded to the CBOs. However, there were two or three instances CBOs and the schools and districts with which they worked found ways to coordinate after school programming with funding available to public schools from programs like Title I and Supplemental Education Services, and CAHSEE Intensive Instruction and Services. While monies from these programs may not have been granted to the CBOs, coordination between schools and CBOs to support after school activities with these funds enhances the services available to students.

After School in Smaller Learning Communities

At least five high schools were transformed into educational complexes based on the smaller learning communities (SLCs) model after CDE awarded funding for after school activities. These grantees' experiences are worth noting because they illustrate challenges that arise providing extended learning opportunities in such contexts. The change to SLCs increased the level of coordination required of after school staff. Site coordinators needed to work and

establish credibility with as many as five principals in a complex where there was previously only a single principal.

We found that sites varied in how they viewed after school activities within the context of one building that housed multiple SLCs. In one district, staff associated with after school programming viewed out-of-school time as a way to bring students together from across the smaller units in the building. The district's after school coordinator felt that funds could be best used by providing resources that the regular school programs could not offer. Thus, ASSETs Program funds helped keep a computer lab and the building's library open to all students after school.

A grantee that provided after school activities in another district had a different experience when the school converted to SLCs:

> *Serving three schools on one site with different activities at each school was challenging. We began this project with the concept that the afterschool program would be the "common denominator" for the three schools, a central place where students from all schools could interact and work together. This was not the case as each of the principals was working to establish the individual identity of each of the schools. In the initial stages students resisted the small school concept. As the year progressed, students began to identify with their schools and it appeared that students were more likely to attend the afterschool program when activities were conducted at their school site.*

As these examples illustrate, there are multiple ways to approach after school when it is implemented within the context of SLCs, each with its own advantages. It is important to think through how after school activities will be provided where the school is structured into SLCs and how coordination between the regular school and after school projects will proceed.

IV. FINAL OBSERVATIONS

In 2002, Karen Pittman of the Forum for Youth Investment (Pittman 2002) posed the rhetorical question of whether after school programs for high school students was an oxymoron. As she explored this issue, she noted California's launch of the ASSETs Program and the opportunities it provided for rethinking after school programming.

The ASSETs Program is rooted in the recognition that after school programs for high school students are distinct from those that serve students in grades K through 8. Older students vote with their feet (American Youth Policy Forum 2006). We see this in the flexibility that ASSETs Program grantees have to structure their activities. Grantees were not required to serve the same group of students every day as is required for California's elementary after school program. Instead, program requirements were based on the tacit acknowledgement that high school students have multiple demands for their time including family responsibilities and jobs that might prevent students from attending after school programs everyday after school.

The structure of the ASSETs Program also recognized that after school for older students needs to be viewed as a part of a broader context that includes the regular school day. Together, they help prepare students for post-secondary education and the world of work as they facilitate the transition from adolescence into young adulthood. While this may seem like a tall order, it is consistent with various frameworks for addressing activities for high school students (Eccles and Gootman 2002; Noam and Tillinger 2004; Forum for Youth Investment 2003; Makkonen, Walcott and Owens-West 2005; Pennington 2006) that recognize what occurs during and outside the school day contributes to students' learning and development.

The findings of this report were based on qualitative and quantitative data collected from grantees that at most were in their fourth year of operation. Although each grantee was funded under the ASSETs Program and guided by a core set of requirements, grantees put projects in place that fit their individual contexts. The flexibility that grantees had to develop projects was very important to drawing students to after school activities for two reasons. First, all students do not have the same interests. An activity that might be popular at one school could

be poorly attended at another. As a result, each site needs to identify activities that draw the students from the school it serves. Sometimes, this process requires experimentation. Second, grantees do not have access to the same resources for providing programming. For instance, we see this looking at the number of community groups available to partner with a grantee in a rural area compared to an urban one.

The flexibility grantees require to implement their projects means that the ASSETs Program, in reality, is funding many different after school projects. While the projects share many common elements, each project has its own specific character and focus. As a result, the ASSETs Program has created a laboratory for learning how to effectively provide after school activities for high school students.

The data gathered by WestEd evaluators has shown that after school projects have had positive impacts on students and the schools they attend. Students have benefited from access to additional resources projects made available through an array of educational enrichment activities. These resources include tutoring, homework assistance, access to computer labs as well as other technology and media, and opportunities for involvement in recreation, service learning or community service opportunities, and career skill building and planning for accessing post-secondary education. Data from the CAHSEE showed after school participation was associated with higher passage rates. Students have also gained credits toward graduation and made up absences by attending courses after school. Lastly, the ASSETs Program has provided opportunities for students to form relationships with adults and classmates and develop skills like trust and teamwork.

For their part, schools benefited from after school projects in a number of ways. Community organizations and schools were able to provide more activities for students outside the regular school day and the number of adults who were in contact with students increased. As a result, more students were involved in school-related activities, and students felt more a part of the school. These results are consistent with the movement to create smaller high schools where students feel a connection to adults.

Working with both ASSETs Program grantees and CDE to develop the *Evaluation Guidebook*, WestEd gathered data related to quality practices for after school programs and student outcomes. This information allowed examining the impacts of the ASSETs Program and the factors that contributed to projects'

effectiveness. We are very grateful to grantees for the information they provided about both their after school projects and the students at their schools. They have contributed to our understanding of how to provide after school projects for high school students that foster positive development while preparing them for educational and career opportunities beyond high school. The work of these grantees has provided many examples that other schools or CBOs could adopt or adapt with their own high school students. In fact, ASSETs Program grantees have learned and are continuing to learn from each other's work.

Currently, grantees track the number of days that students participate in after school activities and report that data to CDE. CDE may wish to work with grantees to develop a common operational definition of attendance. Currently, one day of attendance may be 45 minutes or three hours of participation in after school activities. Alternatively, one day could mean the student attended one or two activities. A common definition of attendance would be helpful given the diversity in definitions that grantees have used.

We examined scores from the English-language arts portion of the California Standards Tests to see if participating in an after school project affected student achievement. We found the results were mixed. After school had positive associations with student achievement at grade 11. At grade 10, students who attended after school for a greater number of days tended to do less well on the CST. Impact at grade 9 was somewhere in between.

Reviewing these results, we wonder whether the CST is appropriate for measuring academic growth associated with after school participation. Kane (2004) discussed the difficulties associated with using norm-referenced standardized tests to measure achievement gains associated with attending an after school program. He noted how such tests are not well suited for detecting the level of change that an after school program contributes to student learning. We wonder if the CSTs are appropriately sensitive to changes in student achievement that they are able to inform us about the impacts of the ASSETs Program on students. CDE may want to explore whether the CSTs are an appropriate and valid outcome measure for this purpose.

WestEd evaluators have worked with after school programs for over a decade. From our work with after school projects, we know that keeping track of student attendance is a time consuming and sometimes difficult task. Yet we encourage CDE to explore with grantees the feasibility of putting data systems in

place that would allow tracking the specific activities in which students participated. Such tracking would enable projects to more closely link participation to student outcomes. Perhaps CDE may wish to work with a subset of grantees who voluntarily track attendance in all or a subset of their after school activities. Link participation in specific activities would help strengthen our understanding of the ways that after school programs have positive impacts on high school students and further demonstrate the value that after school projects bring to older youth. This information also would be helpful to both policy makers and advocates of out-of-school time programs in providing older youth positive and engaging ways to use their time.

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VI. APPENDICES

Appendix A
Site Visit Instruments, 2006

Student Participant Protocol

Benefits to school/students

1. What are the benefits of having the after school project at your school?

2. In what ways does the project help students academically? (probe: CAHSEE, graduation)

3. Why did you decide to attend the after school project?

4. What keeps you coming to the after school project? (probe: gains)

Youth development approaches

5. How much input do students have into the activities offered?

6. What opportunities do you have to help your community through the after school project? (probe: service learning, tutoring other students, internships)

7. Do you feel project staff cares about you and other students here? How so?

8. What after school activities allow you to have fun while still learning? Please explain.

9. What types of skills have you learned in the after school project?

Unintended consequences

10. What has surprised you most about this after school project?

Principal Protocol

Benefits to school/students

1. What are the benefits of having the after school project at your school?

2. In what ways does the project help students academically? (probe: CAHSEE, graduation)

3. What do students gain from their experience in the after school project?

4. How have your partners' resources benefited the project and school?

Facilitators to implementation

5. How is the project connected to the school's academic program? (probe: communication re: student needs, curriculum)

6. What other reforms are taking place in the school and community? How does the after school project fit into the reform(s)?

Unintended consequences

7. What has surprised you most about this after school project?

Project/Site Coordinator Protocol

Benefits to school/students

1. In what ways does the project help students academically? (probe: CAHSEE, graduation)

2. What do students gain from their experience in the after school project?

Youth development approaches

3. How much input do students have into the activities offered?

4. What opportunities do students have to help your community through the after school project? (probe: service learning, tutoring other students, internships)

5. What types of skills have students learned in the after school project?

6. What types of activities after school allow students to have fun while still learning? Please explain.

Facilitators to implementation

7. What opportunities are there for you to participate in professional development? (probe: Who else participates?)

8. What helps or hinders recruiting and retaining students in the project?

9. How have you used data (surveys, observations, test scores) to make changes to programming?

Unintended consequences

10. What have been the major challenges to implementing and operating the project? (probe: What successful? What not?)

Key Staff Protocol

These questions are meant for the project director or person responsible for overseeing the project who is knowledgeable of both the big picture and intricate project activities.

Benefits to school/students

1. What do students gain from their experience in the after school project?

2. How have your partners' resources benefited the project and school?

Facilitators to implementation

3. How is the project connected to the school's academic program? (probe: communication re: student needs, curriculum)

4. How do you decide which professional development trainings to offer/attend? (probe: selection of staff to attend)

5. What helps or hinders recruiting and retaining students in the project?

6. What other reforms are taking place in the school and community? How does the after school project fit into the reform(s)?

7. How have you used data (surveys, observations, test scores) to make changes to programming?

Unintended consequences

8. What have been the major challenges to implementing and operating the project? (probe: What successful? What not?)

9. What has surprised you most about this after school project?

These questions are meant for staff working closely with youth.

Benefits to school/students

1. In what ways does the project help students academically? (probe: CAHSEE, graduation)

Youth development approaches

2. How much input do students have into the activities offered?

3. What opportunities do students have to help your community through the after school project? (probe: service learning, tutoring other students, internships)

4. What types of activities after school allow students to have fun while still learning? Please explain.

5. What types of skills have students learned in the after school project?

Facilitators to implementation

6. What opportunities are there for you to participate in professional development? (probe: Who else participates?)

Unintended consequences

7. What have been the major challenges to implementing and operating the project? (probe: What successful? What not?)

8. What has surprised you most about this after school project?

Appendix B
Enrollment Data for High School and ASSETs Program, 2005-06

Enrollment Data for High School and ASSETs Program, 2005-06

Grantee	High School	Group	Total Enrollment,	Percent African American	Percent Hispanic or Latino	Percent American Indian or Alaskan Native	Percent Asian, Pacific Islander, or Filipino	Percent White, not Hispanic	Multiple or No Response	Percent English Language Learner
Advancement Through Opportunity and Knowledge	Dominguez	School	2,600	27%	70%	0%	2%	<1%	1%	40%
		Participants	382	52%	27%	0%	3%	0%	0%	3%
Alameda Unified	Encinal	School	1,118	23%	15%	1%	40%	20%	1%	20%
		Participants	195	36%	10%	1%	18%	10%	27%	7%
Children Youth and Family Collaborative	Crenshaw	School	2,501	66%	33%	<1%	<1%	<1%	0%	14%
		Participants	196	76%	21%	0%	0%	0%	3%	0%
	Dorsey	School	2,084	57%	42%	<1%	1%	<1%	0%	20%
		Participants	210	58%	22%	2%	0%	0%	0%	10%
Coachella Valley Unified	Coachella Valley	School	2,675	<1%	98%	<1%	<1%	1%	<1%	44%
		Participants	171	2%	98%	0%	0%	1%	0%	32%
Flintridge Foundation	Muir	School	1,168	48%	46%	0%	1%	5%	0%	16%
		Participants	599	53%	39%	0%	1%	6%	1%	11%
Fresno County Office of Education	Caruthers	School	620	2%	69%	0%	7%	22%	0%	28%
		Participants	562	0%	35%	0%	2%	12%	51%	0%
	Central	School	3,295	11%	42%	1%	18%	26%	3%	11%
		Participants	778	16%	44%	0%	17%	21%	2%	13%
	Mendota	School	596	<1%	99%	0%	1%	1%	<1%	55%
		Participants	477	0%	96%	0%	0%	0%	3%	0%
	Parlier	School	862	0%	99%	0%	1%	1%	0%	43%
		Participants	396	1%	49%	0%	0%	0%	50%	3%
	Roosevelt	School	2,832	5%	73%	1%	16%	6%	0%	35%
		Participants	654	4%	62%	0%	13%	3%	18%	30%
	Tranquility	School	476	<1%	95%	<1%	2%	3%	0%	33%
		Participants	252	0%	1%	0%	0%	0%	99%	0%
	Washington	School	1,143	15%	57%	1%	13%	11%	3%	45%
		Participants	768	0%	0%	0%	1%	0%	99%	0%
Goodwill of Santa Clara	Willow Glen	School	1,305	2%	56%	2%	10%	29%	1%	26%
		Participants	15	15%	73%	0%	7%	0%	7%	0%
Hemet Unified	West Valley	School	3,003	9%	40%	1%	4%	43%	3%	17%
		Participants	517	11%	45%	1%	4%	37%	2%	35%

Enrollment Data for High School and ASSETs Program, 2005-06

Grantee	High School	Group	Total Enrollment,	Percent African American	Percent Hispanic or Latino	Percent American Indian or Alaskan Native	Percent Asian, Pacific Islander, or Filipino	Percent White, not Hispanic	Multiple or No Response	Percent English Language Learner
Hollywood Entertainment Museum	Compton	School	2,533	29%	69%	0%	1%	<1%	1%	34%
		Participants	74	30%	70%	0%	0%	0%	0%	0%
	East LA Community	School	177	25%	70%	1%	3%	2%	0%	35%
		Participants	71	42%	58%	0%	0%	0%	0%	0%
International Rescue Committee	Crawford Complex	School	1,789	28%	47%	<1%	21%	5%	0%	34%
		Participants	253	53%	26%	0%	17%	4%	0%	56%
Keep Youth Doing Something	Francis Polytechnic	School	4,773	2%	89%	<1%	5%	3%	0%	34%
		Participants	270	1%	91%	3%	1%	3%	0%	33%
Korean Youth and Community Center	Los Angeles	School	4,661	10%	79%	<1%	10%	1%	0%	43%
		Participants	494	19%	73%	0%	6%	0%	0%	31%
Long Beach Unified	Cabrillo	School	3,743	22%	62%	<1%	14%	3%	0%	23%
		Participants	672	27%	53%	0%	6%	2%	13%	18%
	Jordan	School	4,279	28%	55%	<1%	14%	4%	0%	20%
		Participants	1,280	34%	41%	0%	18%	3%	4%	13%
Los Angeles Unified	Banning	School	3,508	6%	87%	<1%	5%	2%	0%	24%
		Participants	371	5%	72%	0%	7%	3%	17%	25%
	Belmont	School	5,336	2%	91%	<1%	6%	<1%	0%	50%
		Participants	275	1%	61%	0%	6%	0%	35%	29%
	Monroe	School	4,646	4%	83%	<1%	8%	5%	0%	43%
		Participants	1,408	2%	59%	0%	6%	2%	31%	27%
Mutual Assistance Network	Grant	School	2,187	26%	29%	1%	30%	9%	6%	35%
		Participants	351	29%	12%	0%	44%	3%	13%	16%
Oakland Unified	McClymonds	School	664	81%	8%	<1%	9%	<1%	1%	8%
		Participants	470	85%	6%	0%	8%	0%	1%	6%
	Skyline	School	2,140	43%	19%	1%	24%	11%	2%	9%
		Participants	903	43%	20%	1%	24%	10%	2%	7%
Pajaro Valley Unified	Pajaro Valley	School	1,094	1%	90%	1%	4%	6%	<1%	40%
		Participants	273	1%	98%	0%	0%	0%	1%	59%
	Watsonville	School	2,486	<1%	91%	0%	2%	6%	1%	39%
		Participants	827	1%	99%	0%	0%	0%	0%	52%
Pasadena Unified	Blair	School	1,056	30%	56%	<1%	4%	10%	0%	21%
		Participants	576	38%	49%	0%	4%	9%	0%	16%
Riverbank Unified	Riverbank	School	913	1%	63%	<1%	1%	35%	<1%	32%
		Participants	355	1%	59%	0%	1%	38%	1%	33%

Enrollment Data for High School and ASSETs Program, 2005-06

Grantee	High School	Group	Total Enrollment,	Percent African American	Percent Hispanic or Latino	Percent American Indian or Alaskan Native	Percent Asian, Pacific Islander, or Filipino	Percent White, not Hispanic	Multiple or No Response	Percent English Language Learner
Sacramento City Unified	Luther Burbank	School	2,199	21%	27%	1%	42%	6%	2%	45%
		Participants	898	22%	26%	1%	50%	0%	2%	61%
San Bernardino Unified	San Bernardino	School	2,548	17%	71%	1%	2%	10%	<1%	27%
		Participants	313	18%	68%	0%	0%	10%	4%	19%
San Diego City Unified	Kearney High Complex	School	1,712	19%	39%	1%	24%	17%	0%	16%
		Participants	n/a							
	San Diego High Complex	School	2,957	14%	70%	<1%	3%	12%	0%	30%
		Participants	n/a							
San Diego County Office of Education	Summit Schools	School	1,341	16%	60%	1%	4%	20%	<1%	12%
		Participants	100	15%	73%	0%	1%	10%	1%	18%
San Diego State University Foundation	Hoover	School	2,272	15%	67%	<1%	14%	3%	0%	35%
		Participants	2,060	15%	67%	0%	15%	1%	0%	36%
San Francisco Unified	O'Connell	School	814	11%	73%	1%	9%	5%	1%	29%
		Participants	683	10%	74%	1%	6%	5%	4%	31%
	Balboa	School	1,035	14%	20%	1%	60%	5%	1%	22%
		Participants	196	16%	18%	1%	52%	3%	11%	31%
	Galileo	School	2,050	9%	13%	<1%	71%	5%	1%	20%
		Participants	123	33%	7%	1%	46%	3%	10%	15%
	Intl. Studies Academy	School	470	31%	31%	1%	28%	5%	5%	22%
		Participants	254	31%	25%	0%	27%	7%	9%	24%
	Mission	School	881	22%	39%	<1%	31%	7%	2%	34%
		Participants	354	24%	41%	1%	20%	5%	9%	28%
San Juan Unified	Encina	School	751	25%	35%	2%	8%	31%	0%	25%
		Participants	187	37%	28%	2%	6%	26%	0%	13%
Soledad Unified	Soledad	School	1,010	2%	90%	<1%	3%	3%	2%	33%
		Participants	519	3%	86%	0%	4%	5%	1%	34%
Stanford New School	East Palo Alto	School	303	18%	72%	0%	9%	0%	1%	55%
		Participants	75	16%	72%	0%	10%	0%	1%	69%

Enrollment Data for High School and ASSETs Program, 2005-06

Grantee	High School	Group	Total Enrollment,	Percent African American	Percent Hispanic or Latino	Percent American Indian or Alaskan Native	Percent Asian, Pacific Islander, or Filipino	Percent White, not Hispanic	Multiple or No Response	Percent English Language Learner
Sweetwater Union High School District	Castle Park	School	2,338	4%	86%	1%	4%	7%	0%	31%
		Participants	1,667	4%	82%	0%	1%	6%	7%	30%
	Mar Vista	School	2,198	4%	65%	1%	8%	22%	1%	23%
		Participants	960	5%	69%	0%	1%	18%	6%	26%
	Montgomery	School	2,263	4%	77%	1%	14%	5%	0%	30%
		Participants	454	4%	65%	0%	3%	4%	22%	27%
	San Ysidro	School	2,497	2%	91%	0%	5%	2%	<1%	48%
		Participants	750	2%	93%	0%	1%	1%	3%	44%
	Southwest	School	2,209	3%	84%	<1%	9%	3%	0%	37%
		Participants	651	4%	74%	0%	1%	2%	19%	32%
	Sweetwater	School	2,774	4%	80%	1%	14%	3%	0%	31%
		Participants	1,333	4%	75%	0%	2%	2%	17%	30%
University of California, Berkeley	Castlemont	School	1,286	49%	44%	0%	6%	1%	1%	23%
		Participants	290	60%	33%	0%	6%	0%	2%	18%
West Contra Costa Unified	Kennedy	School	861	41%	44%	0%	11%	4%	1%	32%
		Participants	98	77%	16%	0%	3%	2%	2%	12%
	Richmond	School	1,774	14%	72%	<1%	12%	2%	<1%	53%
		Participants	1061	16%	71%	0%	10%	2%	0%	56%

Source: School enrollment: DataQuest, California Department of Education, http://dq.cde.ca.gov/dataquest.
Data about participants provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06,* http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.
n/a = Data were not reported or incomplete data were reported.

Appendix C
Grade Level of ASSETs Program Participants by School

Grade Level of ASSETs Program Participants by School, 2005-06

High School	Grade 9	Grade 10	Grade 11	Grade 12	Grade Level Missing
Balboa	14%	30%	27%	30%	0%
Banning	51%	20%	11%	0%	17%
Belmont	34%	20%	12%	0%	35%
Blair	32%	29%	14%	26%	0%
Cabrillo	14%	36%	31%	18%	2%
Caruthers	27%	27%	22%	21%	4%
Castle Park	24%	28%	25%	19%	4%
Castlemont	20%	29%	22%	28%	0%
Central High	23%	35%	25%	17%	0%
Coachella Valley	27%	23%	20%	29%	2%
Compton	76%	8%	7%	9%	0%
Crawford	27%	21%	21%	17%	13%
Crenshaw	35%	32%	21%	12%	0%
Dominguez	28%	23%	24%	7%	0%
Dorsey	23%	23%	24%	18%	11%
East Los Angeles	24%	54%	15%	7%	0%
East Palo Alto	9%	29%	32%	29%	0%
Encina	26%	32%	23%	19%	1%
Encinal	14%	18%	48%	18%	2%
Galileo	18%	24%	41%	17%	0%
Grant	24%	30%	29%	15%	1%
Hoover	35%	28%	21%	16%	0%
Intl. Studies Academy	29%	30%	22%	19%	0%
Jordan	19%	33%	24%	23%	2%
Kearny	n/a	n/a	n/a	n/a	n/a
Kennedy	45%	22%	18%	14%	0%
Los Angeles	32%	31%	23%	11%	3%
Luther Burbank	23%	28%	29%	20%	0%
Mar Vista	29%	27%	24%	19%	0%
McClymonds	26%	26%	26%	21%	0%
Mendota	24%	24%	29%	22%	1%
Mission	33%	23%	29%	15%	0%
Monroe	28%	19%	22%	0%	31%
Montgomery	17%	24%	21%	31%	8%
Muir	21%	25%	21%	34%	0%
O'Connell	37%	29%	21%	13%	0%
Pajaro Valley	40%	60%	0%	0%	0%
Parlier	39%	21%	19%	21%	0%
Polytechnic	53%	34%	11%	1%	0%
Richmond	38%	25%	14%	23%	0%
Riverbank	23%	29%	20%	27%	0%
Roosevelt	20%	35%	23%	22%	0%

Grade Level of ASSETs Program Participants by School, 2005-06

High School	Grade 9	Grade 10	Grade 11	Grade 12	Grade Level Missing
San Bernardino	28%	20%	23%	27%	1%
San Diego	n/a	n/a	n/a	n/a	n/a
San Ysidro	28%	28%	34%	11%	0%
Skyline	35%	24%	17%	24%	0%
Soledad	20%	29%	29%	21%	0%
Southwest	20%	31%	25%	17%	7%
Summit	36%	26%	16%	12%	10%
Sweetwater	17%	33%	20%	22%	8%
Tranquility	36%	28%	21%	14%	0%
Washington.	69%	10%	13%	8%	0%
Watsonville	14%	24%	35%	27%	0%
West Valley	29%	40%	22%	9%	0%
Willow Glen	27%	20%	13%	27%	13%
Total	28%	28%	23%	18%	4%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06,* http://www.cde.ca.gov/ls/ba/cp, and Federal data reporting system, 2005-06.
n/a = Data were not reported or incomplete data were reported.

Appendix D

ASSETs Program Attendance Data, 2005-06

ASSETs Program Attendance Data, 2005-06

School	Total School Enrollment	Unduplicated Count of Students Attending	Percent of Total Enrollment Attending	Average Days Attended	Standard Deviation	Percent 10 days or more	Percent 30 days or more
Balboa	1,035	196	19%	49.1	17.8	99%	87%
Banning	3,508	371	11%	12.8	16.1	41%	12%
Belmont	5,336	275	5%	17.4	31.7	33%	17%
Blair	1,056	576	55%	49.3	39.7	80%	61%
Cabrillo	3,743	672	18%	8.1	11.9	25%	6%
Caruthers	620	562	91%	31.9	43.8	57%	30%
Castle Park	2,338	1,667	71%	17.9	19.3	55%	19%
Castlemont	1,286	290	23%	n/a	n/a	n/a	70%
Central	3,295	778	24%	10.3	16.2	29%	10%
Coachella Valley	2,675	171	6%	28.6	12.7	100%	43%
Compton	2,533	74	3%	n/a	n/a	n/a	42%
Crawford	1,789	253	14%	30.5	45.7	45%	27%
Dominguez	2,600	382	15%	n/a	n/a	n/a	9%
Dorsey	2,084	210	10%	n/a	n/a	n/a	24%
East LA Community	177	71	40%	n/a	n/a	n/a	65%
East Palo Alto	303	75	25%	27.2	23.0	100%	40%
Encina	751	187	25%	14.7	22.7	23%	6%
Encinal	1,118	195	17%	32.5	22.4	98%	40%
Francis Polytechnic	4,773	270	6%	70.5	35.0	99%	93%
Galileo	2,050	123	6%	86.5	42.5	98%	83%
Grant	2,187	351	16%	9.8	10.7	36%	6%
Hoover	2,272	2,060	91%	26.2	40.3	47%	21%
Int. Studies	470	254	54%	50.0	35.5	86%	62%
Jordan	4,279	1,280	30%	8.3	15.4	20%	7%
Kearny	1,712	n/a	n/a	n/a	n/a	n/a	n/a
Kennedy	861	98	11%	5.5	4.1	11%	0%
Los Angeles	4,661	494	11%	n/a	n/a	n/a	49%
Luther Burbank	2,199	898	41%	164.4	20.5	100%	100%
Mar Vista	2,198	960	44%	7.9	12.0	22%	6%
McClymonds	664	470	71%	23.0	23.8	65%	28%
Mendota	596	477	80%	19.6	18.6	61%	25%
Mission	881	354	40%	23.0	18.0	74%	28%
Monroe	4,646	1,408	30%	8.7	7.4	31%	2%
Montgomery	2,263	454	20%	7.5	10.6	22%	5%
Muir	1,168	599	51%	21.9	31.6	45%	23%

ASSETs Program Attendance Data, 2005-06

School	Total School Enrollment	Unduplicated Count of Students Attending	Percent of Total Enrollment Attending	Average Days Attended	Standard Deviation	Percent 10 days or more	Percent 30 days or more
O'Connell	814	683	84%	10.9	11.9	38%	7%
Pajaro Valley	1,094	273	25%	86.1	67.4	99%	86%
Parlier	862	396	46%	20.3	25.5	48%	23%
Richmond	1,774	1,061	60%	10.7	16.0	29%	11%
Riverbank	913	355	39%	8.5	9.1	31%	4%
Roosevelt	2,832	654	23%	78.4	42.3	100%	83%
San Bernardino	2,548	313	12%	41.4	22.9	97%	66%
San Diego	2,957	n/a	n/a	n/a	n/a	n/a	n/a
San Ysidro	2,497	750	30%	8.4	9.7	27%	4%
Skyline	2,140	903	42%	8.9	16.8	24%	8%
Soledad	1,010	519	51%	23.9	47.3	46%	12%
Southwest	2,209	651	29%	4.2	5.8	8%	2%
Summit Schools	1,341	100	7%	101.2	52.0	95%	90%
Sweetwater	2,774	1,333	48%	6.5	7.3	22%	2%
Tranquility	476	252	53%	16.2	13.3	58%	15%
Washington	1,143	768	67%	13.3	14.1	47%	11%
Watsonville	2,486	827	33%	44.9	41.3	81%	53%
West Valley	3,003	517	17%	27.9	38.8	47%	30%
Willow Glen	1,305	15	1%	38.3	41.3	93%	33%
TOTAL	95,502	27,925	31%			45%	25%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06,* http://www.cde.ca.gov/ls/ba/cp, and federal data reporting system, 2005-06.
n/a = Data were not reported or incomplete data were reported.

Appendix E
Assets Program Attendance Data, 2004-05

ASSETs Program Attendance Data, 2004-05

School	Total School Enrollment	Unduplicated Count of Students Attending	Percent of Total Enrollment Attending	Average Days Attended	Standard Deviation	Number Attending 30 days or more	Percent 30 days or more
Balboa	981	325	33%	9.0	11.8	35	11%
Banning	3,468	166	5%	10.8	9.8	10	6%
Belmont	5,213	28	1%	27.5	28.4	8	29%
Blair	1,106	486	44%	36.2	35.0	230	47%
Cabrillo	3,523	461	13%	4.5	7.3	15	3%
Caruthers	584	284	49%	64.2	48.3	200	70%
Castle Park	2,420	362	15%	6.0	6.1	5	1%
Central	3,171	123	4%	23.8	25.4	27	22%
Coachella Vlly	2,886	192	7%	32.7	21.9	99	52%
Encina	790	91	12%	43.9	43.3	46	51%
Encinal	1,180	75	6%	4.2	3.9	0	0%
Galileo	1,998	158	8%	4.8	3.6	0	0%
Grant	2,132	157	7%	6.9	6.3	22	14%
Hoover	2,182	1,797	82%	38.6	50.0	661	37%
Int. Studies	489	180	37%	109.9	25.8	180	100%
Jordan	4,383	518	12%	22.8	16.4	211	41%
Kearny	1,663	n/a	n/a	n/a	n/a	n/a	n/a
Luther Burbank	2,256	175	8%	n/a	n/a	0	0%
Mar Vista	2,236	222	10%	4.1	5.1	1	0%
McClymonds	761	109	14%	18.7	24.3	15	14%
Mendota	591	465	79%	34.4	29.9	240	52%
Mission	978	286	29%	3.3	3.3	0	0%
Monroe	4,759	220	5%	3.0	2.4	1	0%
Montgomery	2,425	149	6%	2.8	2.0	0	0%
Muir	1,292	317	25%	12.9	13.9	43	14%
O'Connell	899	646	72%	9.6	13.9	41	6%
Pajaro Valley	557	148	27%	133.0	14.9	147	99%
Parlier	824	111	13%	27.9	22.7	44	40%
Richmond	1,794	746	42%	92.3	56.7	596	80%
Riverbank	881	29	3%	5.9	1.3	0	0%
Roosevelt	2,853	206	7%	92.1	51.5	175	85%
San Bernardino	2,585	621	24%	n/a	n/a	n/a	n/a
San Diego	2,776	n/a	n/a	n/a	n/a	n/a	n/a
San Ysidro	1,804	460	25%	17.4	21.6	84	18%
Skyline	2,162	188	9%	30.0	11.0	99	53%

ASSETs Program Attendance Data, 2004-05

School	Total School Enrollment	Unduplicated Count of Students Attending	Percent of Total Enrollment Attending	Average Days Attended	Standard Deviation	Number Attending 30 days or more	Percent 30 days or more
Soledad	946	362	38%	6.2	7.1	6	2%
Southwest	2,446	669	27%	4.1	4.9	6	1%
Summit Schools	1,408	n/a	n/a	n/a	n/a	n/a	n/a
Sweetwater	2,673	453	17%	4.3	5.6	5	1%
Tranquility	466	47	10%	40.1	23.0	28	60%
Washington	1,127	502	45%	21.5	19.6	117	23%
Watsonville	2,712	1,076	40%	32.1	10.8	631	59%
West Valley	2,856	273	10%	23.1	24.0	119	44%
Willow Glen	1,256	13	1%	25.0	19.3	6	46%

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2004-05.*

n/a = Data were not reported or incomplete data were reported.

Appendix F
Chi-Square Analyses of CAHSEE Data

Chi-Square Analyses of CAHSEE Data, English Language Arts					
	N	% Passing	χ^2	Degrees of Freedom	P Value
Non-Participants	1865	55			
All Participants	1531	60	8.7	1	0.01
10 Days or More	619	64	18.1	1	0.01
30 Days or More	283	67	15	1	0.01
Grade 10					
Non-Participants	1302	63			
All Participants	1180	65	0.9	1	<.05
10 Days or More	485	68	4.3	1	.05
30 Days or More	228	70	4.1	1	.05
Grade 11					
Non-Participants	378	35			
All Participants	242	38	.6	1	<.05
10 Days or More	90	46	3.2	1	.05
30 Days or More	39	49	2.7	1	<.05
Grade 12					
Non-Participants	185	36			
All Participants	109	52	7.8	1	.01
10 Days or More	44	61	9.7	1	.01
30 Days or More	16	69	6.8	1	.01
English Learners					
Non-Participants	759	25			
All Participants	563	32	7.3	1	.01
10 Days or More	214	39	16.7	1	.01
30 Days or More	78	35	3.4	1	.05

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06,* http://www.cde.ca.gov/ls/ba/cp.

Chi-Square Analyses of CAHSEE Data, Mathematics					
Group	N	% Passing	χ^2	Degrees of Freedom	P Value
Non-Participants	1910	53			
All Participants	1476	63	35.5	1	0.01
10 Days or More	585	67	37.8	1	0.01
30 Days or More	271	68	22.5	1	0.01
Grade 10					
Non-Participants	1306	61			
All Participants	1099	64	.7	1	<.05
10 Days or More	451	68	7.4	1	.01
30 Days or More	223	69	5.1	1	.05
Grade 11					
Non-Participants	412	33			
All Participants	281	60	50.5	1	.01
10 Days or More	101	66	38.9	1	.01
30 Days or More	36	61	11.9	1	.01
Grade 12					
Non-Participants	192	41			
All Participants	96	59	8.5	1	.01
10 Days or More	33	58	3.1	1	.05
30 Days or More	12	75	5.3	1	.05
English Learners					
Non-Participants	727	34			
All Participants	490	45	15.0	1	.01
10 Days or More	171	50	16.4	1	.01
30 Days or More	60	53	9.4	1	.01

Source: Data provided by ASSETs Program grantees in the *ASSETs Program Evaluation Guidebook, 2005-06,* http://www.cde.ca.gov/ls/ba/cp.