

South Carolina Nita M. Lowey 21st Century Community Learning Centers Statewide Evaluation

2023-24 Program Year Evaluation Findings

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Presentation at the Project Director's Meeting | October 2025

Who's in the room?

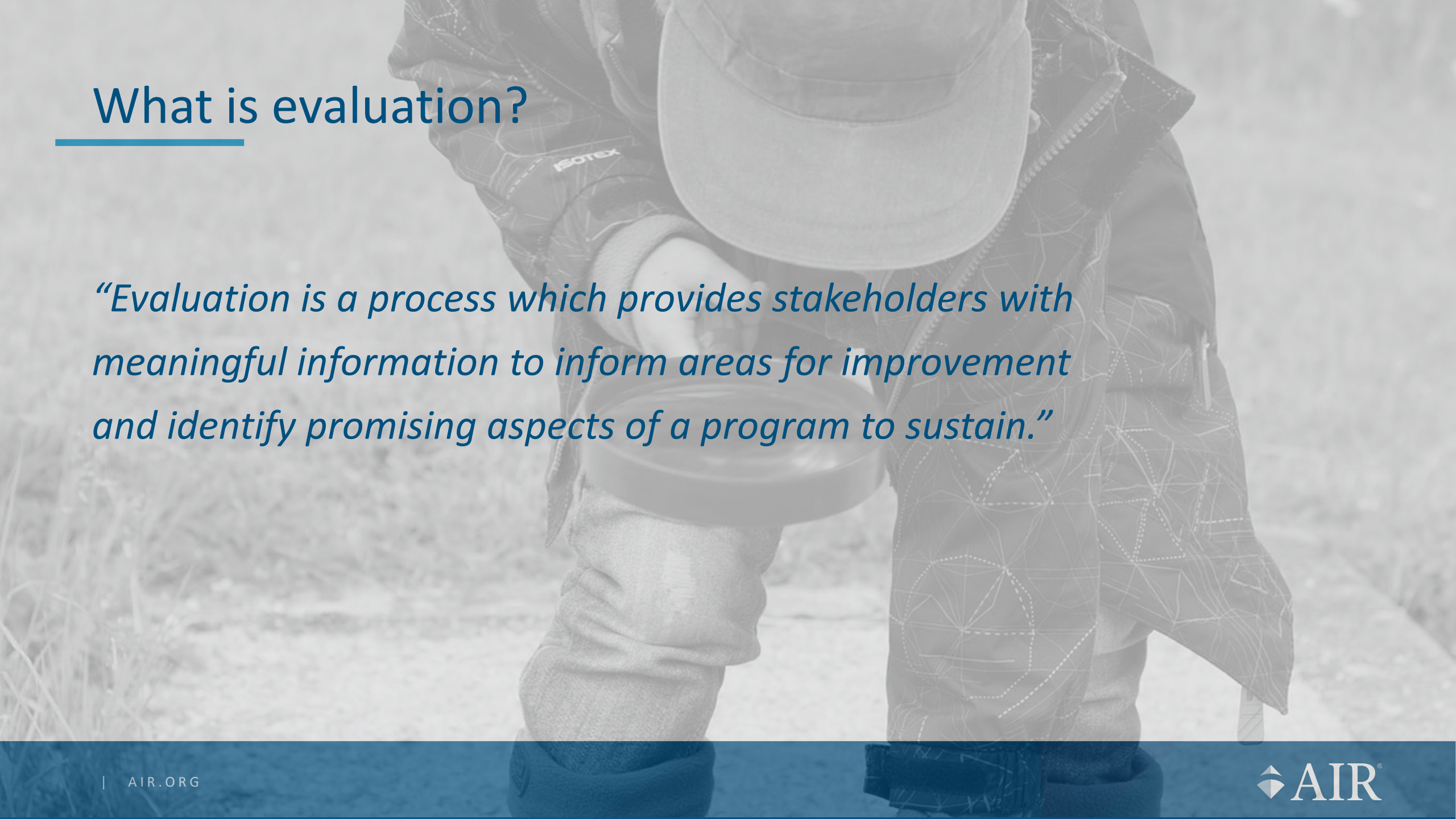
- Funding cycle
- Grantee type
- Grade levels served
- Region



Topics

- Evaluation Basics
- Evaluation Conceptual Framework, Objectives, and Questions
- Findings on Program Characteristics
- Findings on Program Attendance and Youth Experiences
- Findings on Program Implementation
- Findings on Student Outcomes and Relationships with Other Factors
- Q & A and Next Steps

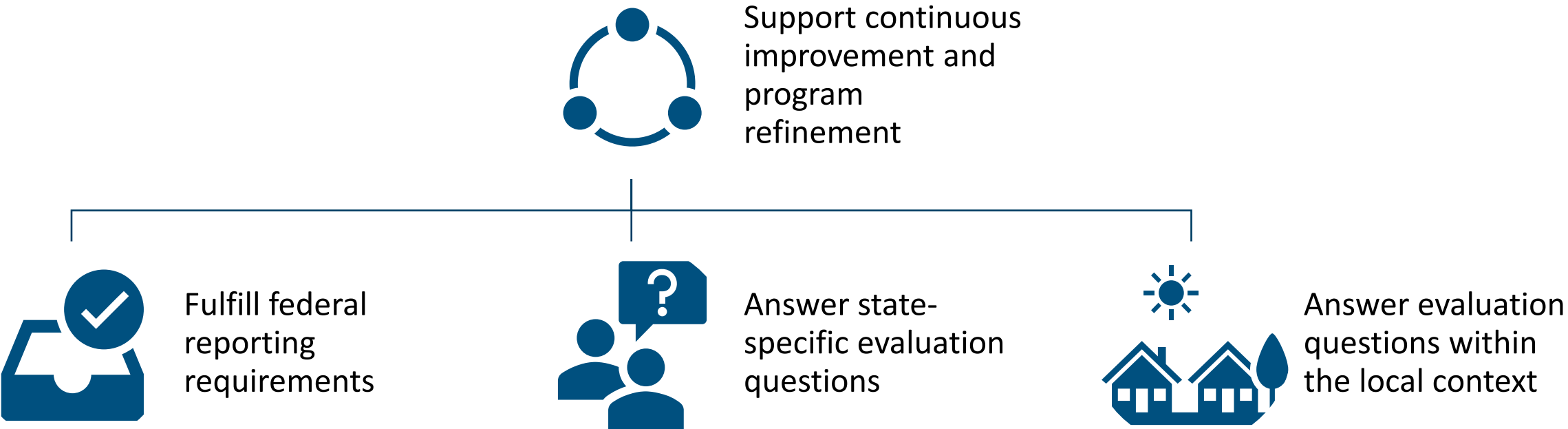


A person wearing a cap and jacket is looking through a magnifying glass at the ground. The image is semi-transparent, serving as a background for the text.

What is evaluation?

“Evaluation is a process which provides stakeholders with meaningful information to inform areas for improvement and identify promising aspects of a program to sustain.”

Purposes of Evaluation

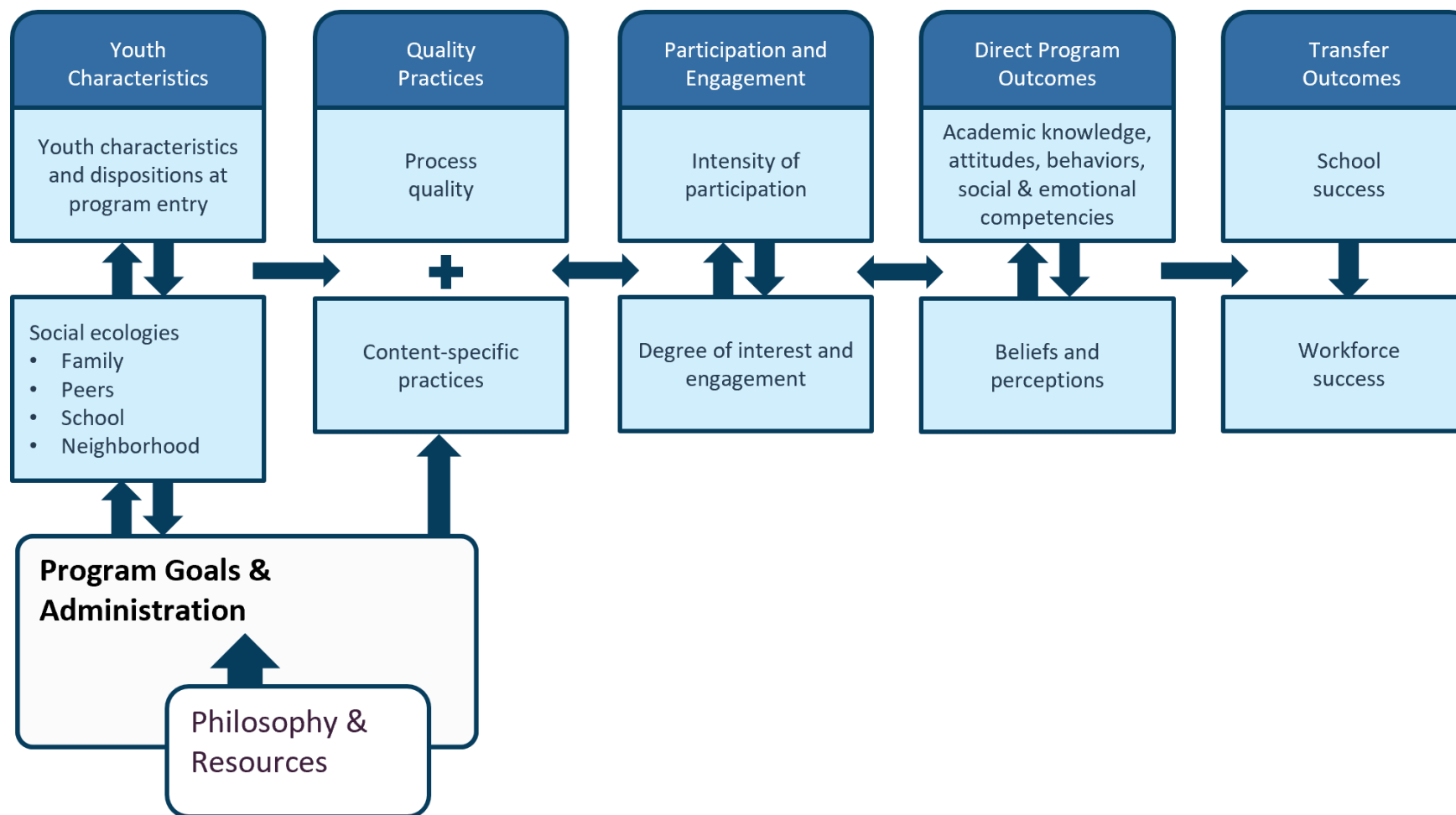


What is evaluation?

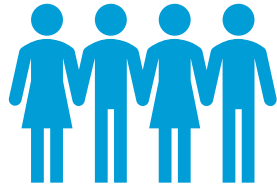
“Evaluation is a process which provides stakeholders with meaningful information to inform areas for improvement and identify promising aspects of a program to sustain.”

► **Translation: An opportunity and process for stakeholders at multiple levels to ask and answer important questions.**

Conceptual Framework



Evaluation Objectives



Describe the characteristics of 21st CCLC programs and students served through the programs



Describe 21st CCLC implementation



Analyze and describe student outcomes and relationships with other factors

Objective 1 Evaluation Questions

1. What are the characteristics of South Carolina 21st CCLC subgrantees and centers?
2. What are the characteristics of students participating in South Carolina 21st CCLC programs, and how do attendance patterns vary by these characteristics?



Objective 2 Evaluation Questions

- EQ 1. How are 21st CCLC centers approaching the adoption of practices and approaches that reflect key components of high-quality programs?
- EQ 2. How does adoption of key practices and approaches related to the key components of high-quality programs vary across different types of centers?
- EQ 3. What especially innovative or robust practices and approaches are being employed that may warrant consideration as best practices for the 21st CCLC community more broadly?



Objective 3 Evaluation Questions

1. To what extent do students participating in 21st CCLC programming demonstrate improvement on key school-related outcomes?
2. How is improvement on school-related outcomes associated with key student- and center-level characteristics, including student participation patterns in programming?

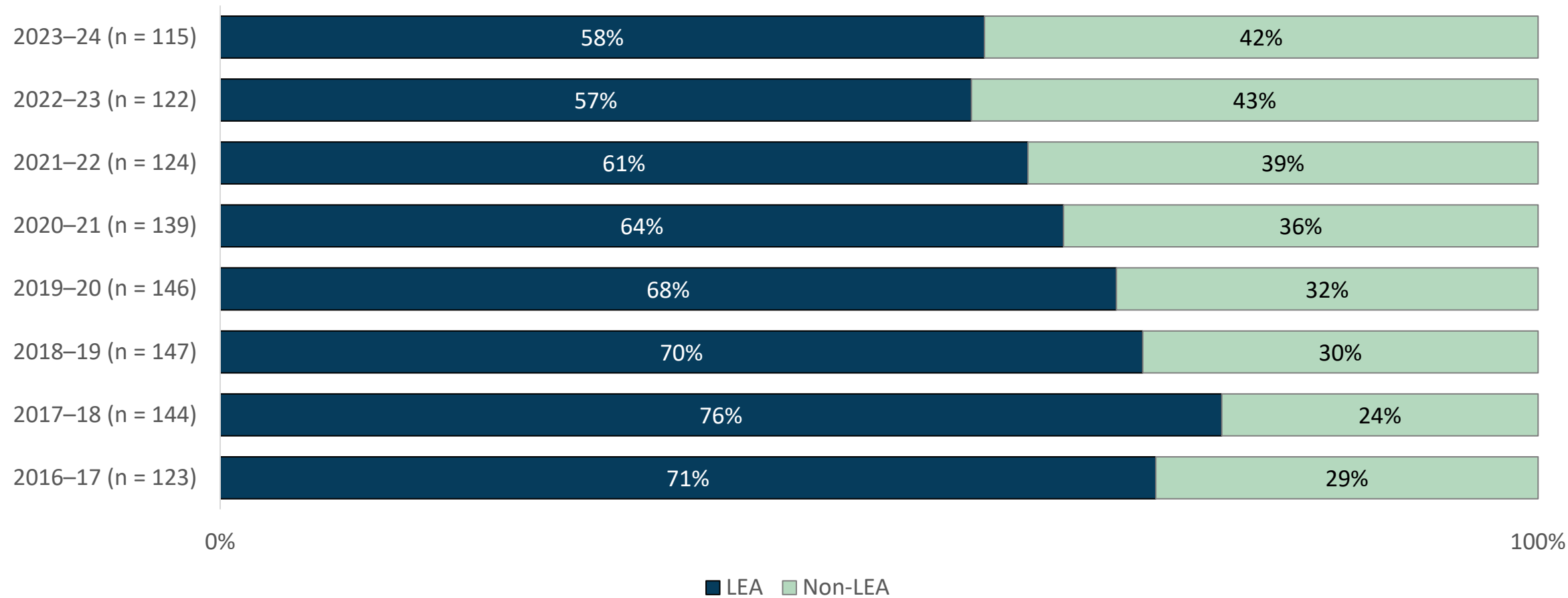


Program Characteristics

Important Definitions

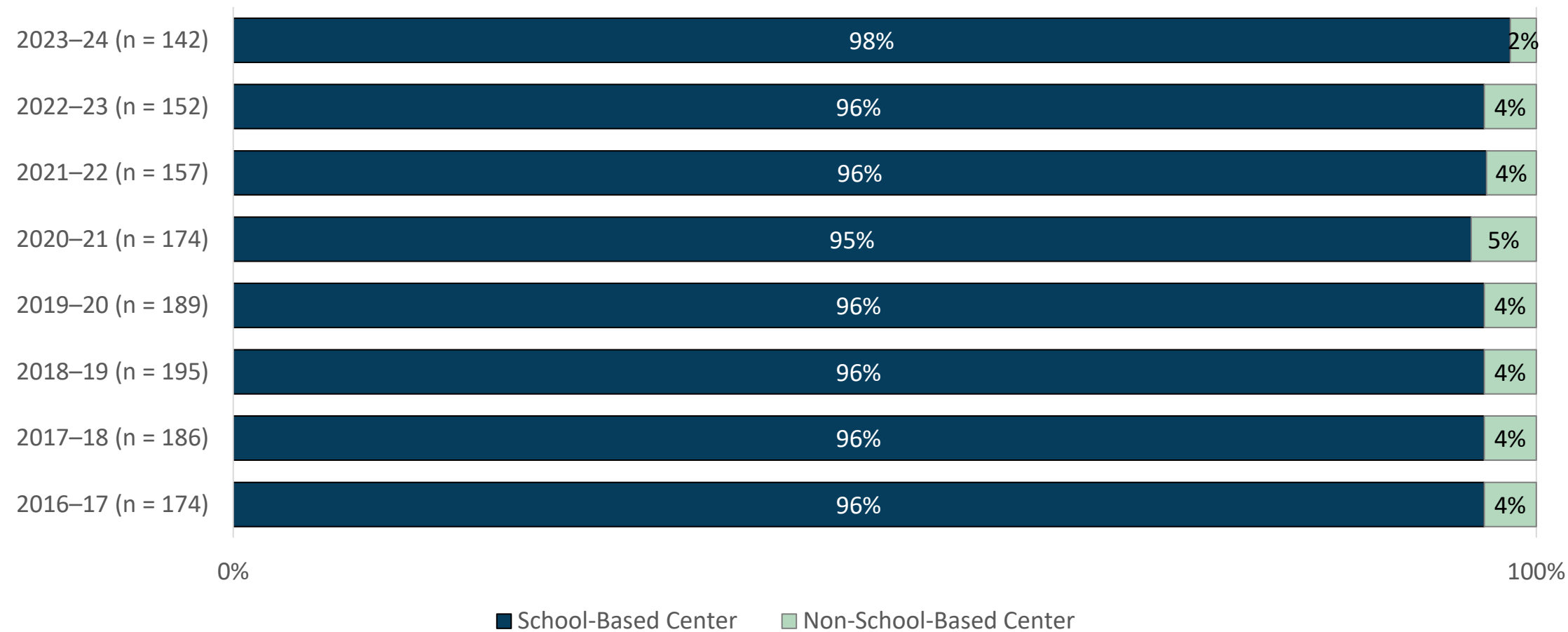
Group	Definition
Subgrantee	An entity that applied for and received a 21st CCLC grant from the SCDE and serves as the fiscal agent for the grant in question.
Center	The physical location where 21st CCLC programming (services and activities) takes place.
Program	The actual sequence of 21st CCLC activities that takes place at a given center and all the associated details about those activities.

In the 2023–24 program year, the percentage of subgrantees funded through LEA-based entities (58%) remained consistent with the previous program year.



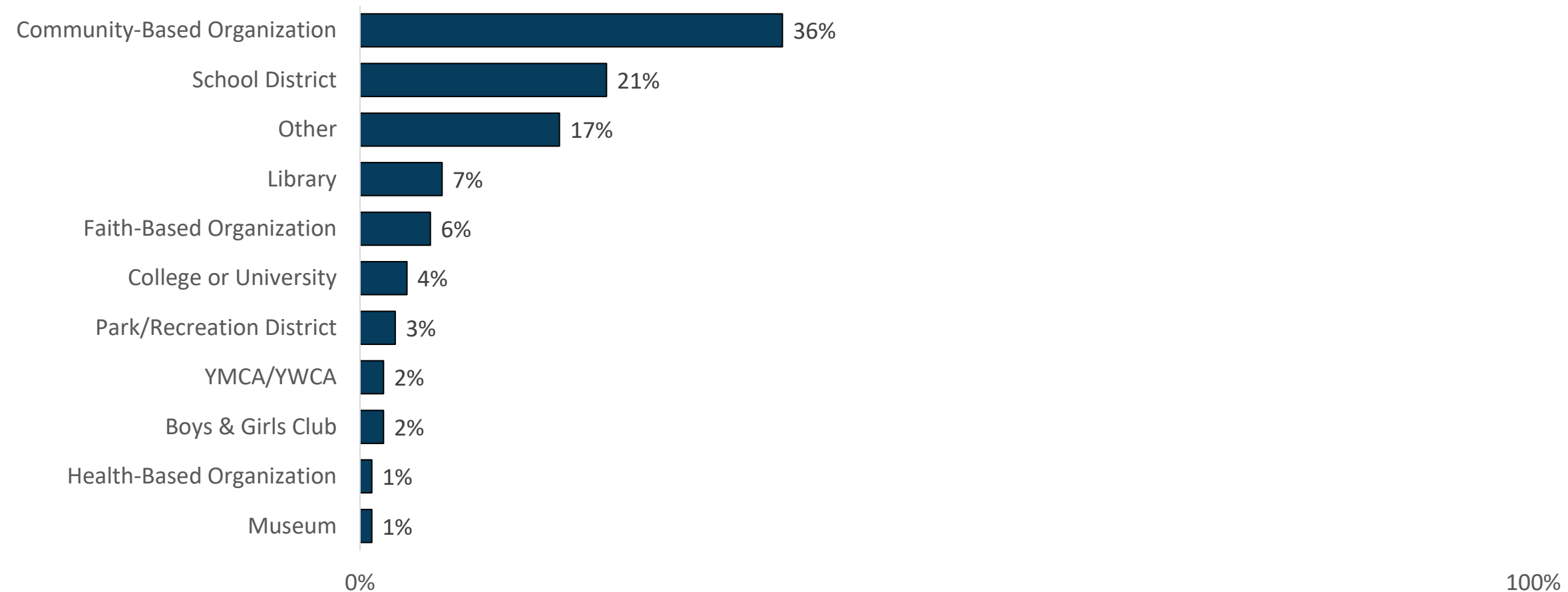
Note. Data are from SCDE subgrantee contact information.

In the 2023–24 Program Year, 98% of South Carolina’s Centers Were in Schools, an Increase From All Previous Years



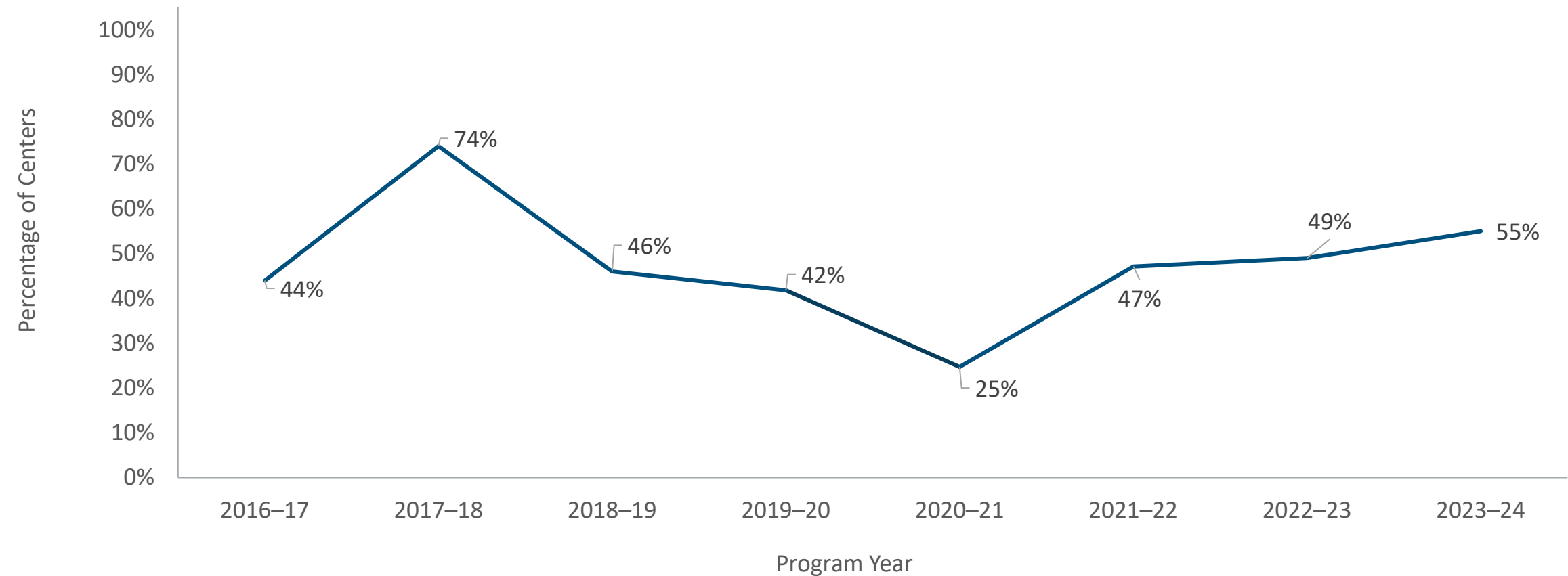
Note. Data are from SCDE subgrantee contact information.

During the 2023-24 program year, more than a third of center partnerships were with community based or not-for-profit organizations (36%), and approximately two fifths of partnerships were with school districts (21%).



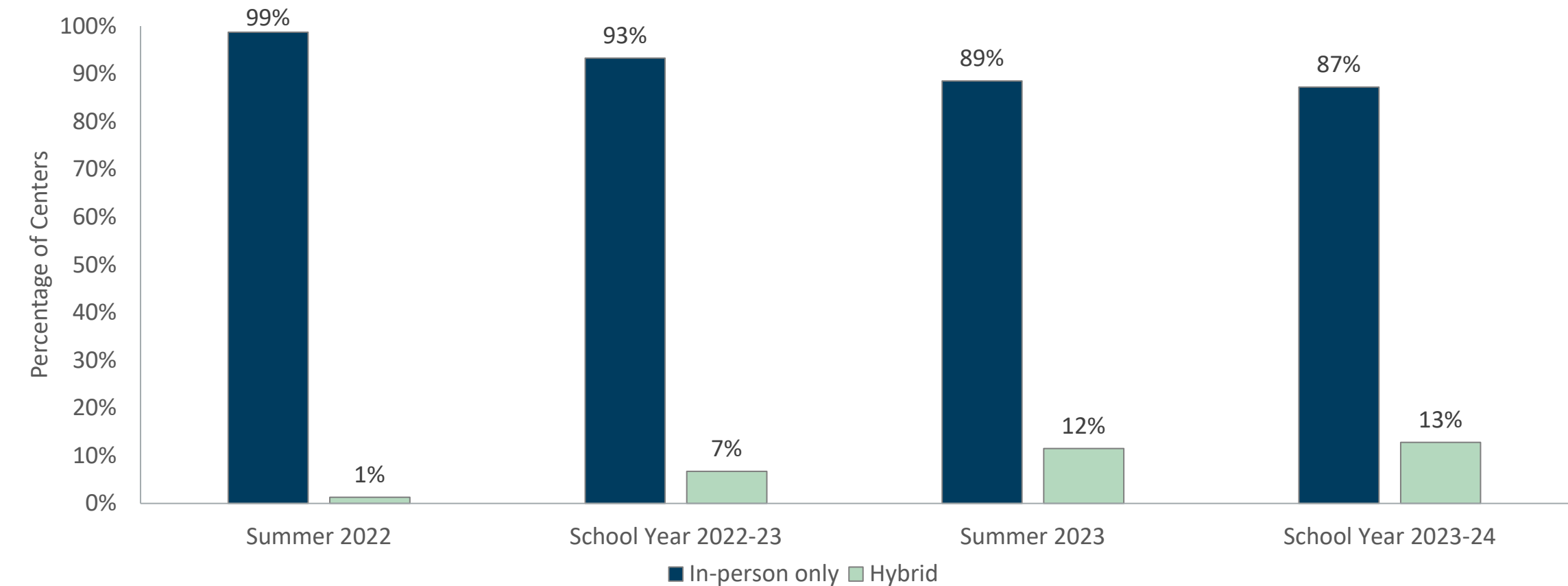
Note. Other partnerships included entities such as banks, local businesses, police and fire departments, and individual vendors. 2024: N = 442 partnerships. Data are from the South Carolina 21st CCLC Data Hub.

After Sinking to the Lowest Percentage in 2020–21, Likely as a Result of the COVID-19 Pandemic, the Percentage of Centers Offering Summer Programming Increased in 2021–22 through 2023-24



Note. 2016-17: N = 174 centers; 2017-18: N = 186 centers; 2018-19: N = 195 centers; 2019-20: N = 189 centers; 2020-21: N = 174 centers; 2021-22: N = 157 centers; 2022-23: N = 152 centers. 2023-24: N = 142 centers. Data for 2017 program year are from Cayen, a data collection system. Data for 2018 to 2023 are from the South Carolina 21st CCLC Data Hub.

In 2023–24, Most Centers Offered Programming In-Person During Both the Summer and School Year, With Limited Hybrid Programming Available



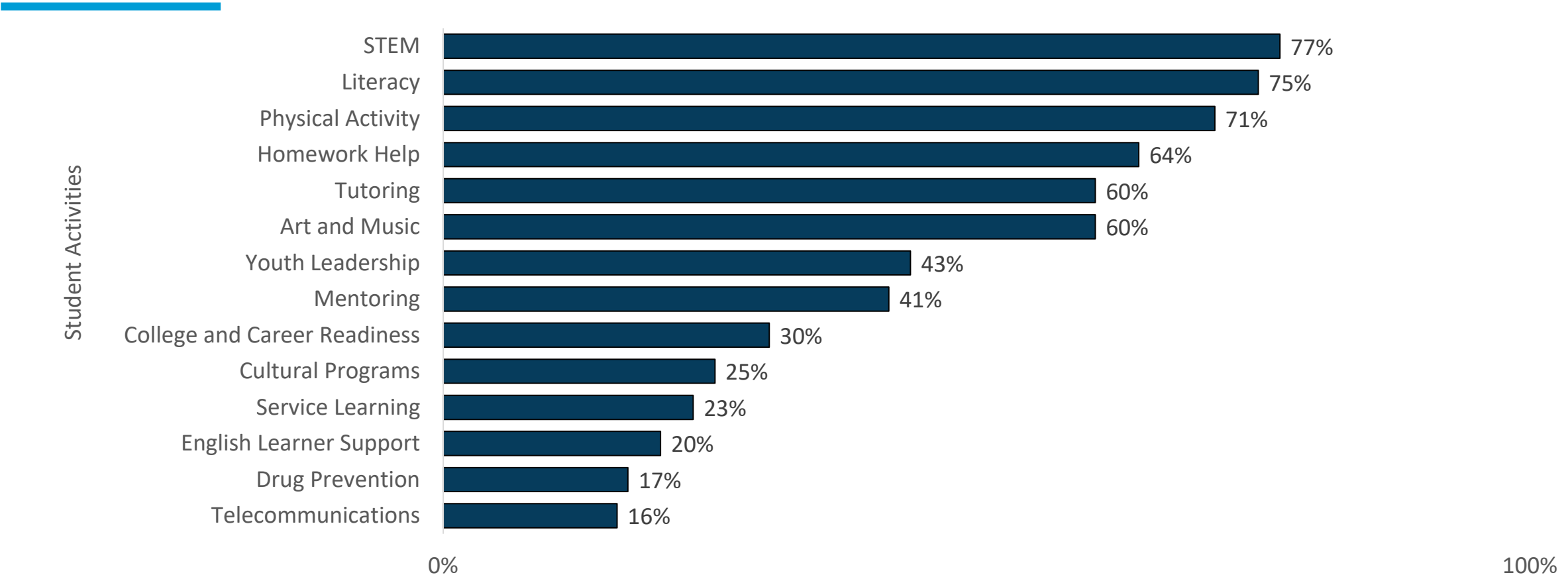
Note. Summer 2022: N = 75 centers; school year 2022–23: N = 151 centers. Summer 2023: N = 78 centers; school year 2023-24: N = 142 centers. Data are from the South Carolina 21st CCLC Data Hub.

The Average Number of Summer Staff Per Center in 2023–24 Increased Relative to the Prior Year, While School-Year Staff Gradually Increased Each Year Since 2020–21

	Summer Staff				School-Year Staff			
	 Staff	Average number of staff per center	 % Paid	 % Volunteer	 Staff	Average number of staff per center	 % Paid	 % Volunteer
2023–24	1,075	7.6	93%	7%		13.1	90%	10%
2022–23	847	5.6	85%	15%		11.9	85%	15%
2021–22	792	10.6	94%	6%		11.5	88%	12%
2020–21	373	8.7	81%	19%		10.3	91%	9%
2019–20	922	11.6	82%	18%		14.4	75%	25%
2018–19	1,243	–	86%	14%		15.6	73%	27%
2017–18	1,753	–	77%	23%		16.4	70%	30%
2016–17	272	–	100%	0%		-	59%	41%

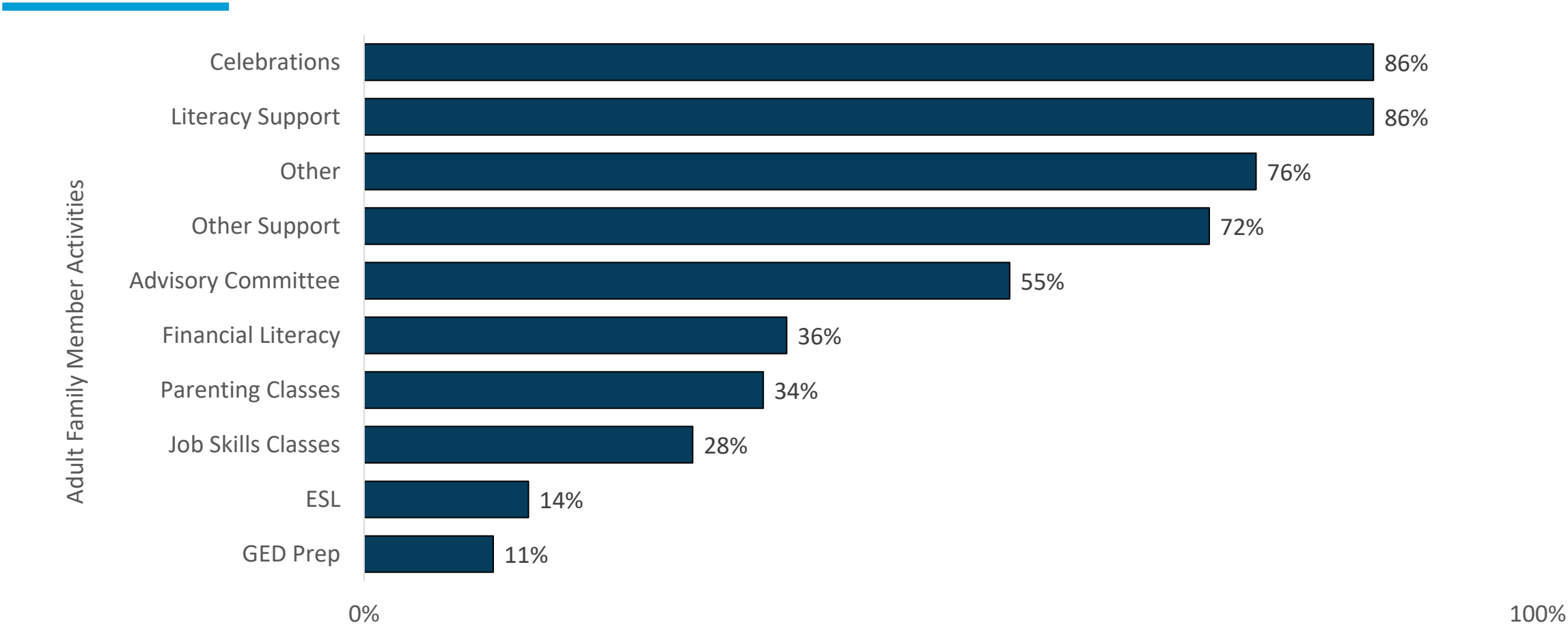
Note. Differences in data trends for the 2016–17 program year likely reflect the use of a different data collection system (Cayen), with different data collection procedures and definitions. Average number of staff per center was not available for the 2016–17 year. For 2017–18, we used the total number of centers but were unable to differentiate between school year and summer. For 2018–19, the active number of centers in the summer was not available. Data are from Cayen (2016–17) and the South Carolina 21st CCLC Data Hub (2017–18 through 2022–23).

Majority of Centers (60% or More) Reported Offering Science, Technology, Engineering, Mathematics (STEM) Activities; Literacy Activities; Physical Activity; Homework Help; and Art and Music in the 2023–24 Program Year



Note. N = 138 centers; programs could select more than one activity type. Data are from the South Carolina 21st CCLC Data Hub. During the 2023-24 program year, none of the centers in South Carolina with available data reported offering the following activities: Counseling Programs, Disability Services, Entrepreneurship, Expanded Library Service Hours, Parenting Skills and Family Literacy, Truancy Prevention, Violence Prevention.

Celebrations, Literacy Support Activities, Other, and Other Support Activities Were the Most Commonly Offered to Adult Family Members in 2023–24



Note. “Other” included arts and fitness activities, “Other Support” included Boys & Girls Club virtual leadership. N = 132 centers. Data are from the South Carolina 21st CCLC Data Hub.

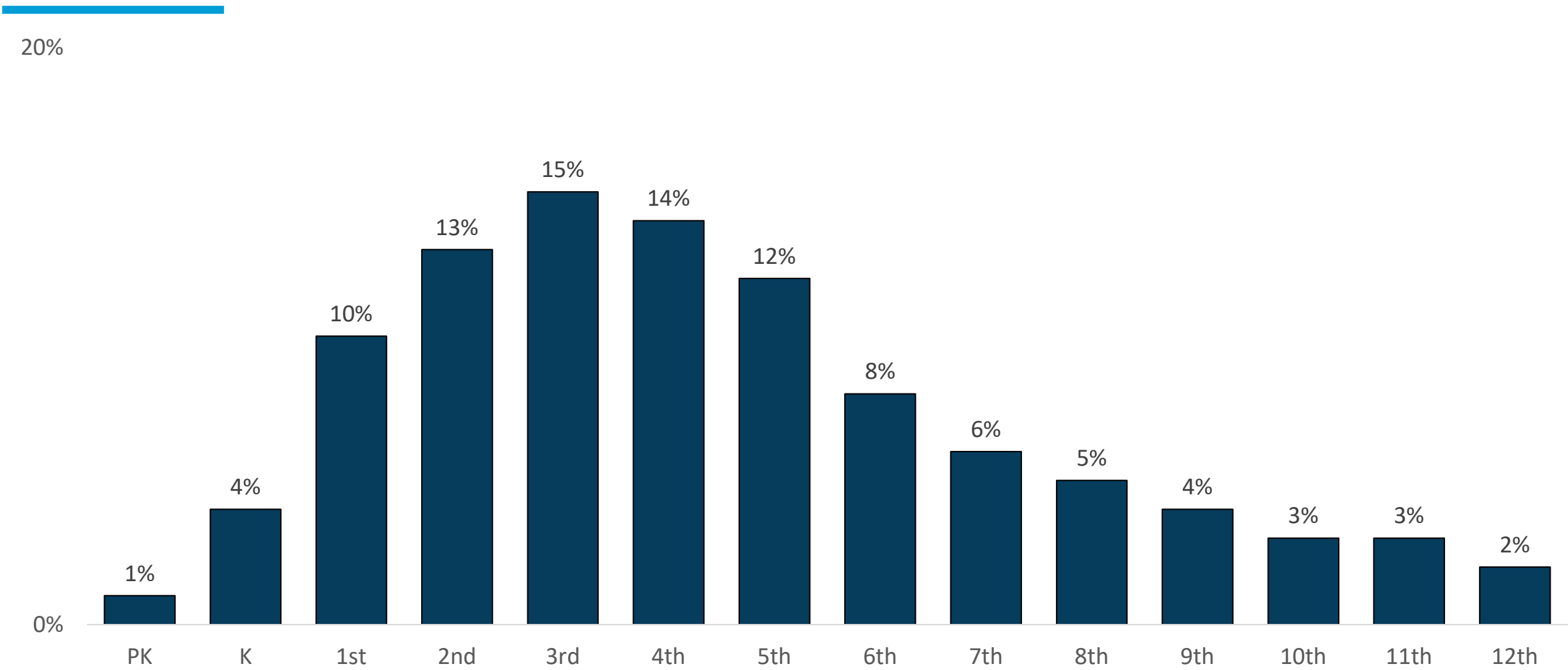
Phew...Pause, Take a Breath, Reflect

- What resonated with you?
- What piqued your interest?
- How do you see your own programs in these data?
- What about that increase in hybrid activities?
Does anyone have a story to tell?



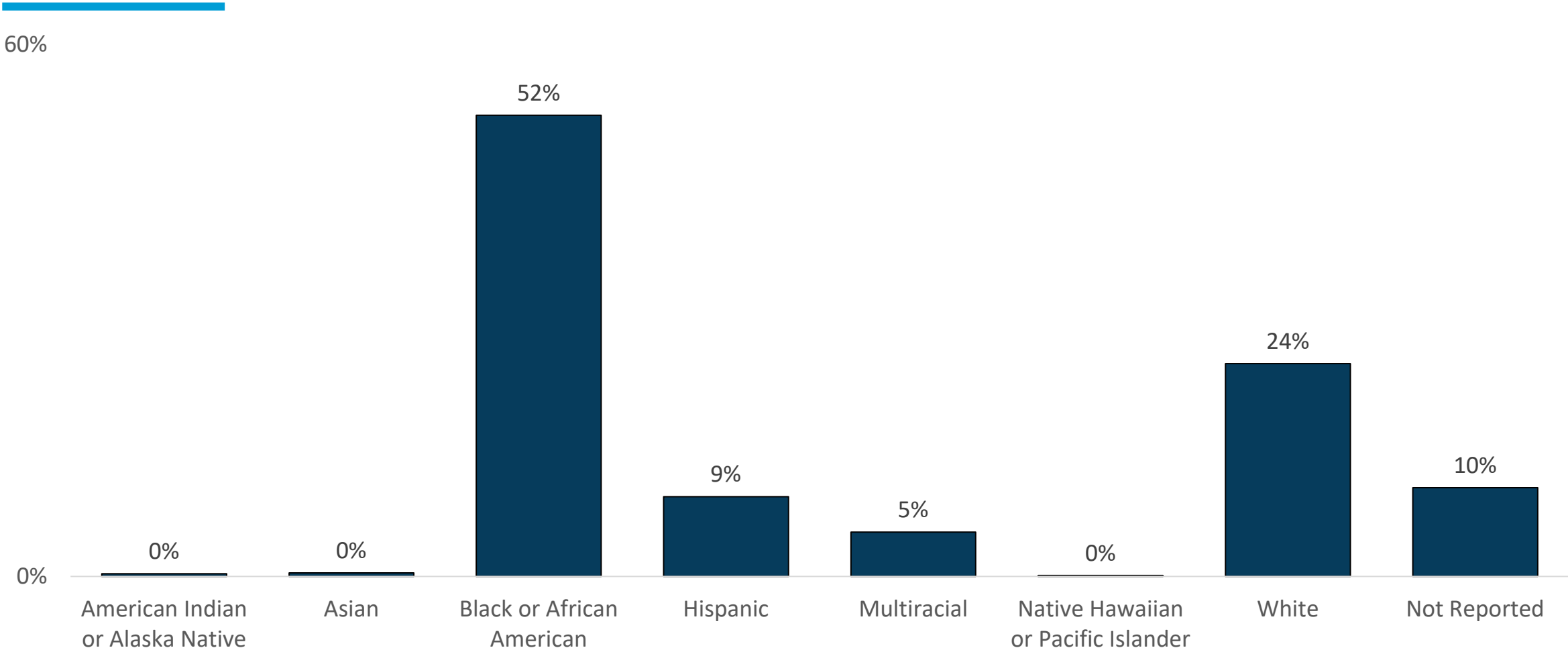
Student Characteristics and Attendance Patterns

During the 2023–24 Program Year, More Than Three Fourths of Youth Served (76%) Were in Grades K–6.



Note. N = 12,944.

More Than Half of Youth Served During the 2023–24 Program Year (52%) Identified as Black and Nearly a Fourth Identified as White (24%).



Note. N = 12,961.

Across All Eight Program Years, South Carolina 21st CCLC Programs Served Diverse Needs but Overwhelmingly Focused on Serving Youth Receiving Free or Reduced-Price Lunch

	% Male	% Female	% FRPL	% English Learners	% Special Needs
2023-24	48%	52%	86%	6%	14%
2022-23	49%	51%	86%	5%	16%
2021-22	48%	52%	86%	5%	15%
2020-21	49%	51%	85%	7%	17%
2019-20	48%	52%	88%	5%	17%
2018-19	48%	52%	80%	7%	2%
2017-18	48%	52%	88%	7%	2%
2016-17	49%	51%	85%	6%	17%

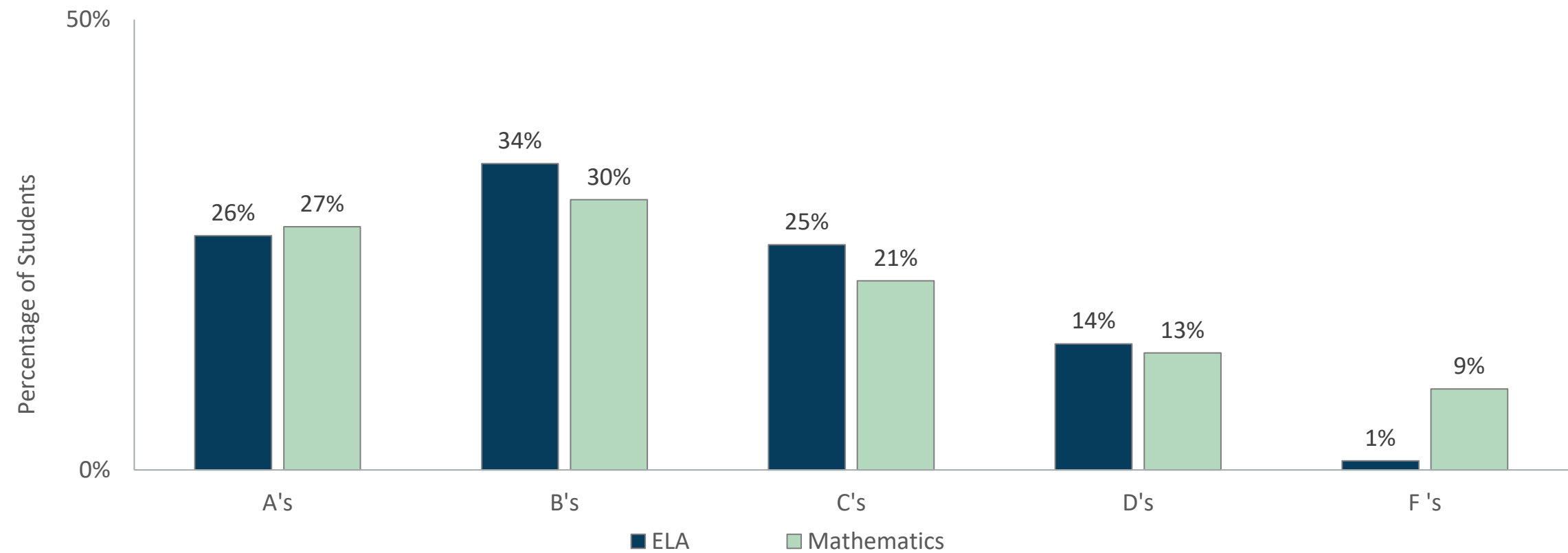
Note. Note. N = 13,393 in 2016–17; N = 14,808 in 2017–18; N = 16,181 in 2018–19; N = 16,081 in 2019–20; N = 10,357 in 2020–21; N = 13,007 in 2021–22; N = 13,011 in 2022–23; and N = 12,961 in 2023–24. Differences in the data trends for the 2016–17 program year are likely caused by differences in data collection procedures and definitions using different data collection system. The special education variable was coded differently during 2019–20 data collection, likely accounting for varied data trends. Data are from Cayen (2016–17) and the South Carolina 21st CCLC Data Hub (2017–18 through 2022–23).

Student Baseline Descriptive Data: School Achievement, Attendance, and Behavior

- Youth attending 21st CCLC programs in South Carolina during the 2023–24 program year generally appeared to be students whom the programs were intended to serve

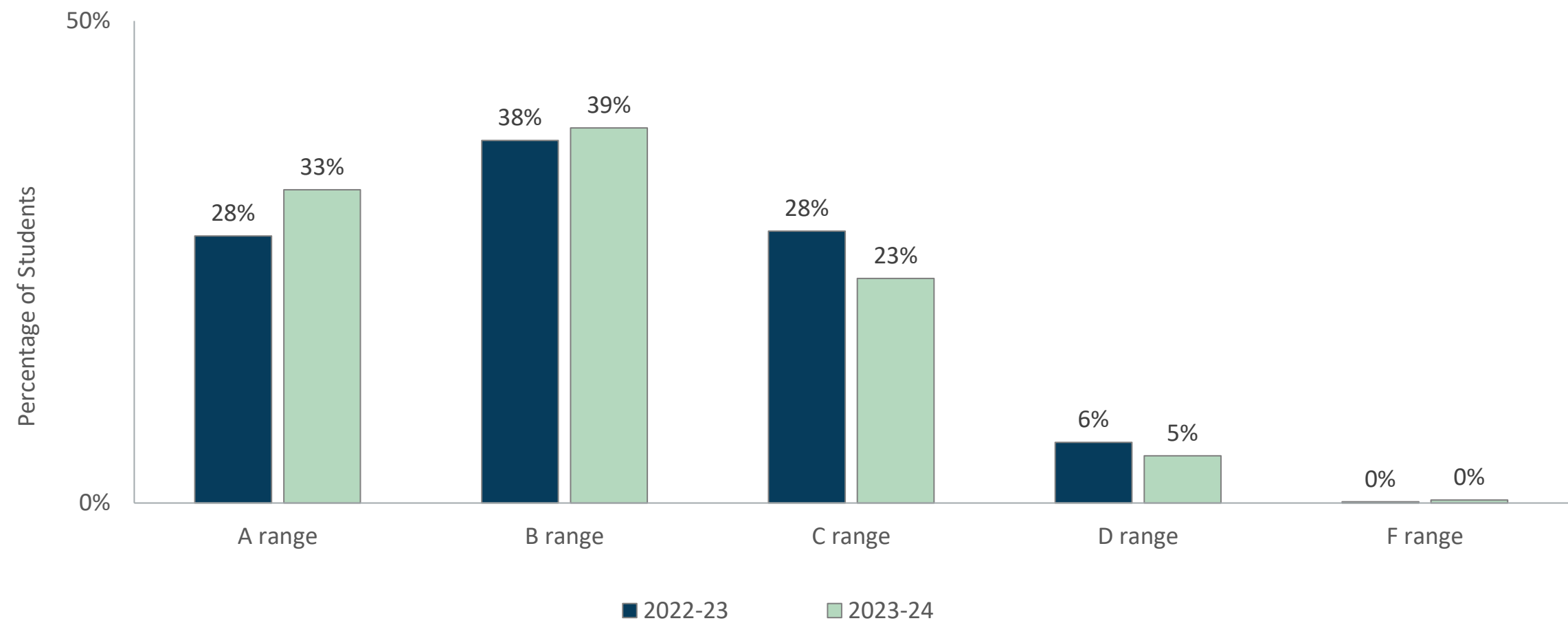


During the 2023–24 Program Year, Fewer Than 25% of Students Served by 21st CCLC Programs With Available Grades Data Were At Risk of Academic Failure in Both English Language Arts and Mathematics



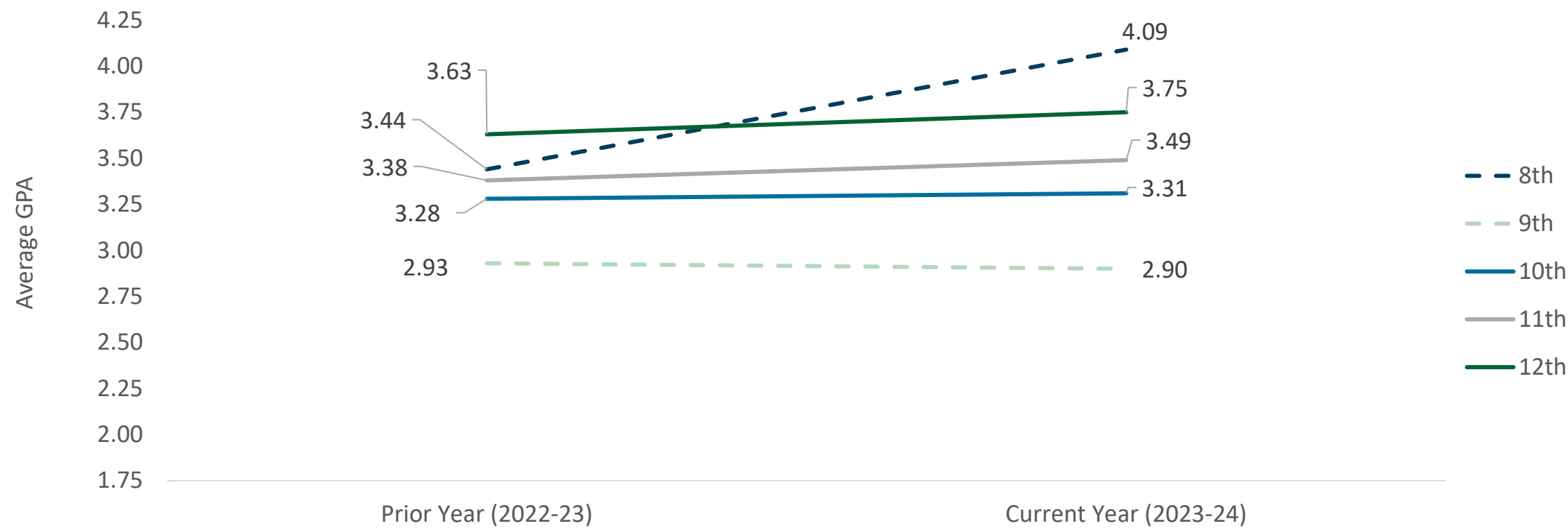
Note. N = 5,769 students in grades K–12 with ELA grades data and 6,289 students with mathematics grades data. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Percentage of Students in 21st CCLC Programs in Grades 8–12 Who Had a Cumulative GPA Equating to A’s and B’s Increased from 2022–23 to 2023–24, While the Percentage of Students in 21st CCLC Programs With a Cumulative GPA Equating to C’s and D’s Decreased Slightly



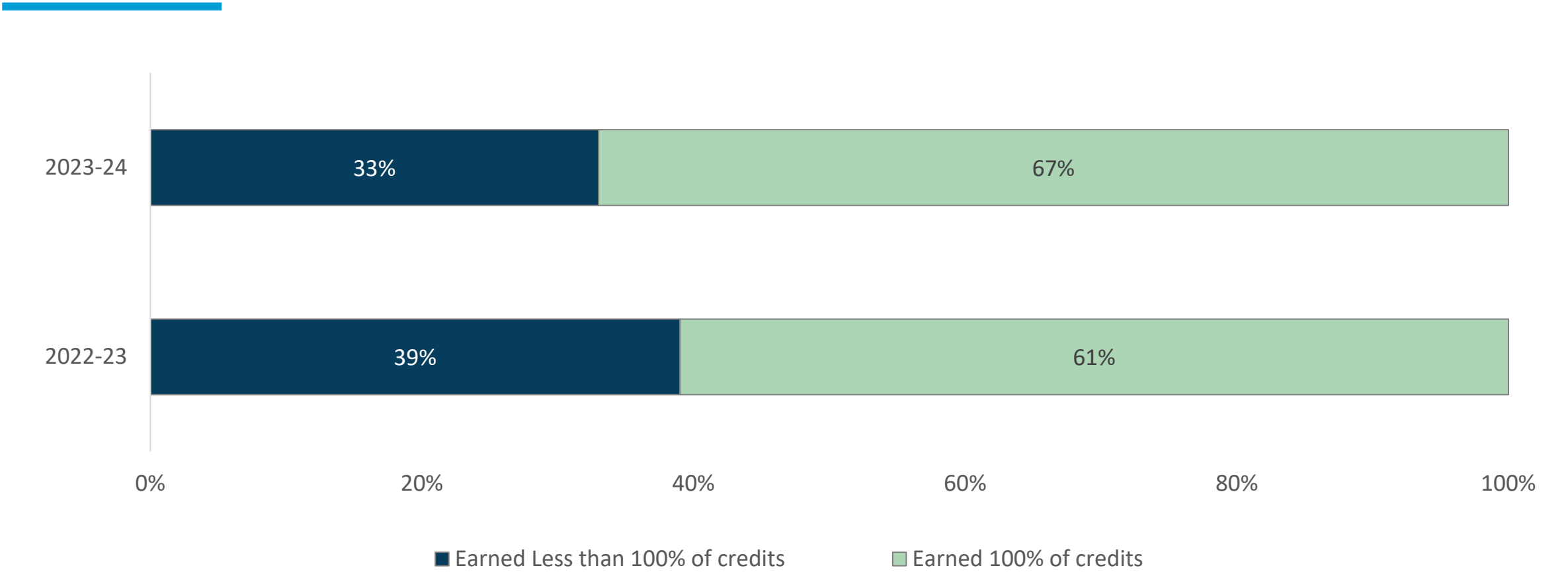
Note. N = 935 in Grades 8-12 with cumulative GPA data from both 2022-23 and 2023-24. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Grade 8 Students in 2023–24 Saw Marked Increases in Their Average GPAs Relative to the Previous Year.



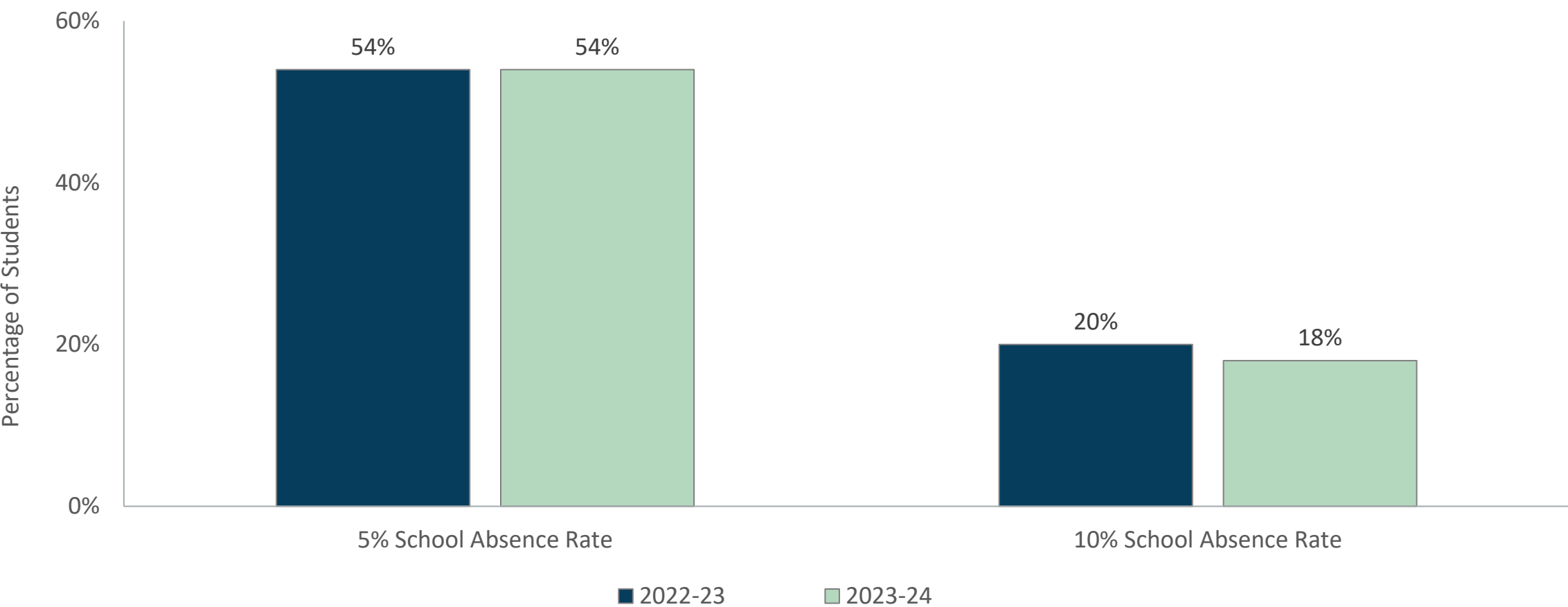
Note. Grade 8: N = 64 students; Grade 9: N = 19; Grade 10: N = 342 students; Grade 11: N = 323 students; Grade 12: N = 173 students with cumulative GPA data available from both 2022–23 and 2023–24. The dashed lines for Grades 8 and 9 are intended to indicate low sample sizes. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Approximately 33% of the Participants in Grades 6–12 Earned Fewer Credits Than They Attempted in 2023–24, As Compared to 39% of Participants in 2022–23



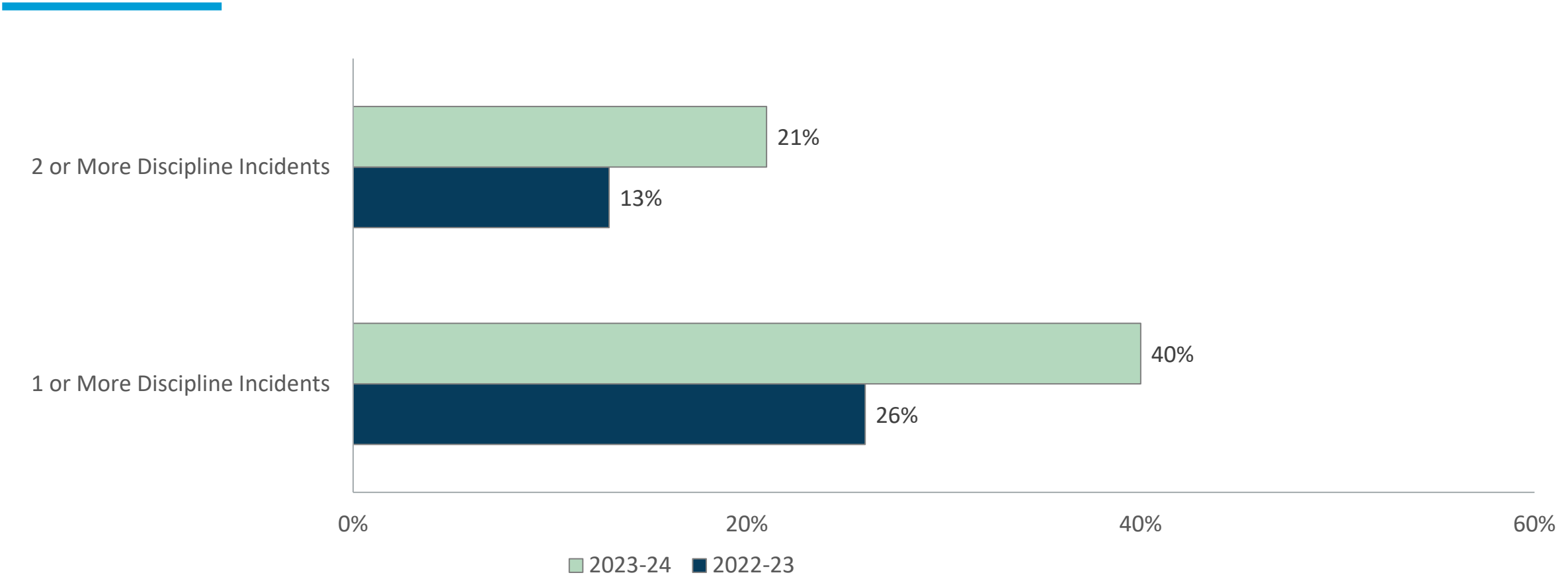
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Percentage of Youth With School-Day Absence Rates and Chronic Absences Remained Consistent in 2023–24, While the Percentage of Youth with Chronic Absences Decreased Slightly.



Note. Based on N = 8,854 youth participant records with school absence data in both 2022–23 and 2023–24. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

In 2023–24, More Than One Third of Program Participants (40%) Had At Least One School Discipline Incident Compared With Less than One Quarter (26%) in 2022–23



Note. Based on N = 11,082 youth participant records from Grades 1-12 with school discipline incident data in both 2022–23 and 2023–24. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Teacher Reports of Youth Classroom and Behavior Improvement

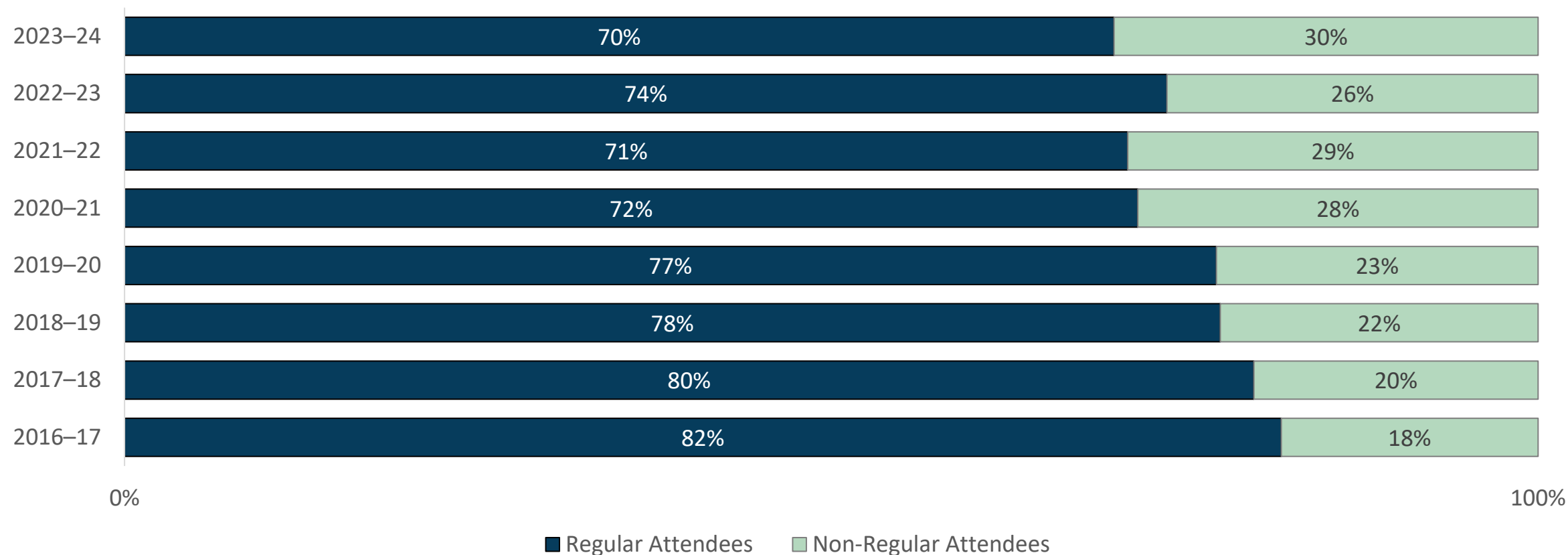
- Teachers Reported That **Academic Performance** Was the Area in Which Most Youth Needed to Improve at the Beginning of the 2023–24 School Year, and That **Attending Class Regularly** Was the Area Least in Need of Improvement.
- In 2023–24, for Youth Who Needed to Improve, the Largest Degree of Improvement Occurred in **Academic Performance, Class Participation, Satisfactory Homework Completion, Turning Homework In, and being Attentive in Class.**



Pause: Reflections so far

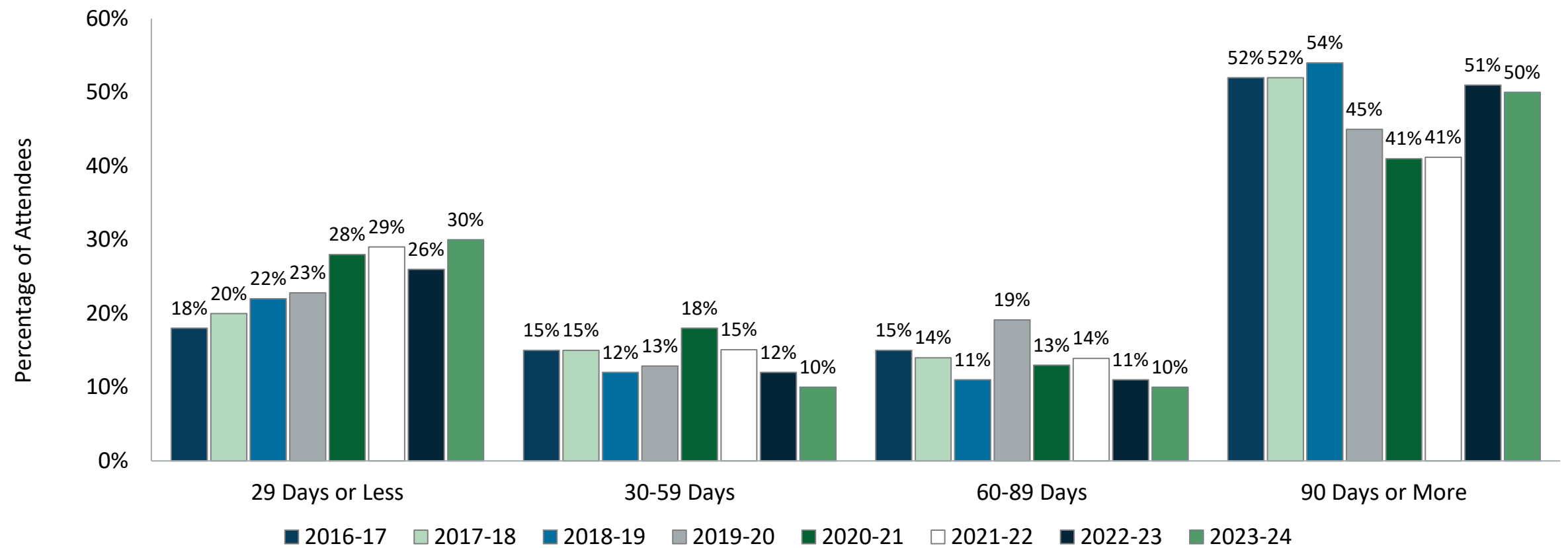
- Focusing on the data related to student characteristics, specifically baseline descriptive data on school achievement, attendance, and behavior, where do you see your program reflected in these data, if at all?
 - What is your reaction to the increase in both school chronic absence rates and disciplinary incidents?
 - What factors might be driving these data points?

Percentage of Regular Attendees Decreased Slightly to 70% in 2023–24 Compared With 2022–23, Remaining Lower Than Prepandemic Years



Note. N = 13,393 in 2016–17; N = 14,808 in 2017–18; N = 16,181 in 2018–19; N = 16,081 in 2019–20; N = 10,357 in 2020–21; N = 13,007 in 2021–22; N = 13,011 in 2022–23; and N = 12,961 in 2023–24. Data are from the South Carolina 21st CCLC Data Hub..

In 2023–24, the Percentage of Students Attending Fewer Than 30 Days Increased Slightly and the Percentage of Students Attending 90 Days or More Decreased Slightly From 2022–23



Note. N = 13,393 in 2016–17; N = 14,808 in 2017–18; N = 16,181 in 2018–19; N = 16,081 in 2019–20; N = 10,357 in 2020–21; N = 13,007 in 2021–22; N = 13,011 in 2022–23; and N = 12,961 in 2023–24. Data are from the South Carolina 21st CCLC Data Hub.

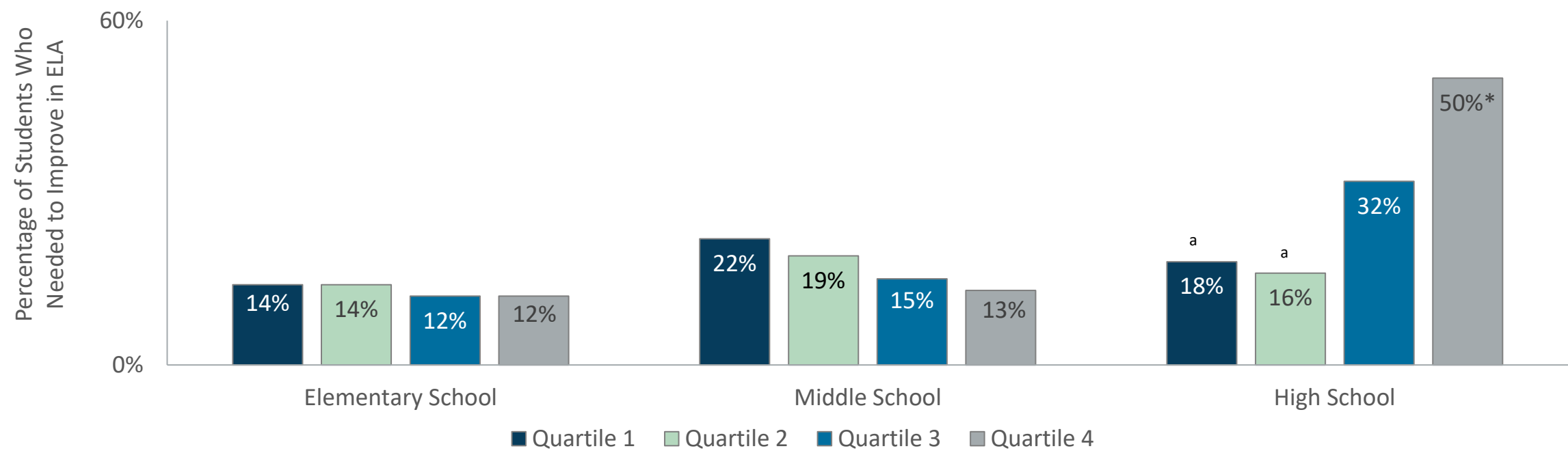
Demographic characteristics of regular and non-regular attendees

Student demographics	2020–21		2021–22		2022–23		2023–24	
	Nonregular (N = 2,932)	Regular (N = 7,425)	Nonregular (N = 3,776)	Regular (N = 9,231)	Nonregular (N = 3,416)	Regular (N = 9,595)	Nonregular (N = 3,830)	Regular (N = 9,131)
FRPL	88%	84%	85%	86%	85%	86%	85%	86%
English learners	6%	7%	6%	5%	6%	5%	8%	5%
Special needs	15%	17%	16%	15%	16%	16%	13%	14%
Race/ethnicity								
American Indian or Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Asian	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Black or African American	61%	55%	48%	57%	53%	60%	48%	61%
Hispanic	7%	8%	0%	<1%	0%	0%	13%	8%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Multiracial	6%	8%	14%	12%	15%	13%	4%	6%
White	25%	29%	29%	22%	32%	25%	33%	24%

Note. For 2020–21 and 2021–22, demographic information was available for all students. For 2022–23, it is inclusive only of students with demographic data available (ranging from 11,641 to 11,705, or approximately 90%). For 2023–24, it is also only inclusive of students with demographic data available (ranging from 11,714 to 11,738, or approximately 91%). Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Associations between Student Program Attendance and Academic Characteristics

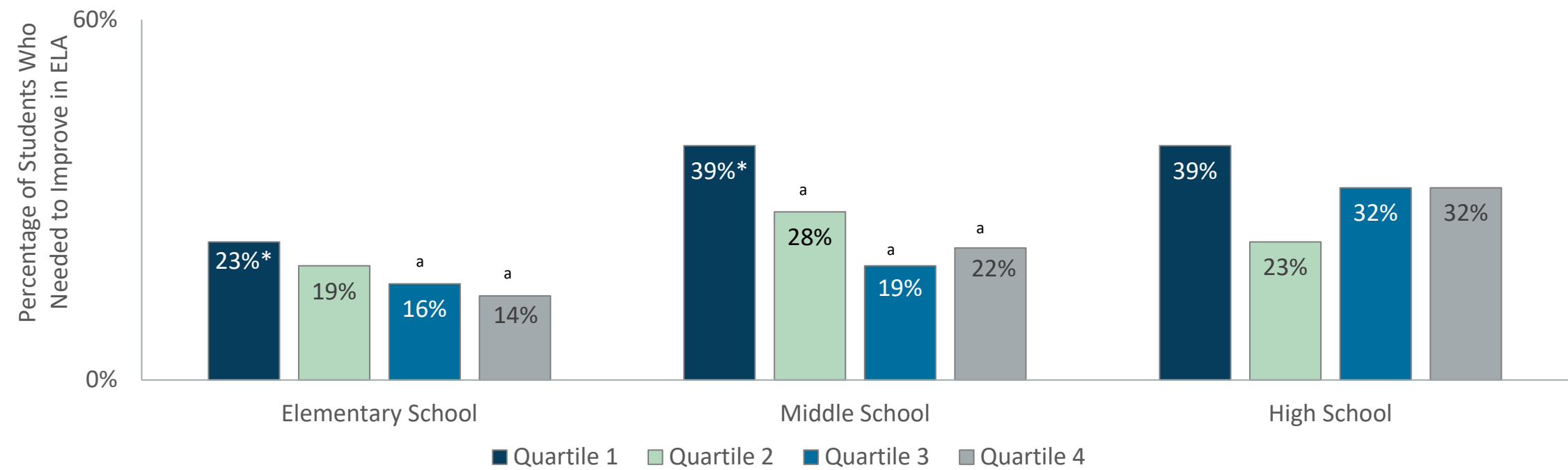
Attendance levels in each grade band among students needing improvement in English language arts



Note. N = 3,801 students in Grades PK–5. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 17.9 days (Quartile 1), 75.7 days (Quartile 2), 120.6 days (Quartile 3), and 157.7 days (Quartile 4). N = 1,465 students in Grades 6–8. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 14.4 days (Quartile 1), 72.0 days (Quartile 2), 120.5 days (Quartile 3), and 147.4 days (Quartile 4). N = 253 students in Grades 9–12. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 12.5 days (Quartile 1), 68.0 days (Quartile 2), 117.4 days (Quartile 3), and 144.8 days (Quartile 4). The evaluation team used one-way analyses of variance (ANOVA) to test for significant differences between attendance groups.

* $p < .05$ indicates that the percentage of students for the quartile was significantly higher than quartile labels with an “a” value.

Attendance levels in each grade band among students needing improvement in Mathematics



Note. N = 4,032 students in Grades PK–5. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 16.8 days (Quartile 1), 72.2 days (Quartile 2), 118.5 days (Quartile 3), and 156.6 days (Quartile 4). N = 1,673 students in Grades 6–8. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 13.7 days (Quartile 1), 67.0 days (Quartile 2), 116.6 days (Quartile 3), and 146.3 days (Quartile 4). N = 300 students in Grades 9–12. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 11.8 days (Quartile 1), 65.5 days (Quartile 2), 116.5 days (Quartile 3), and 146.0 days (Quartile 4). The evaluation team used one-way analyses of variance (ANOVA) to test for significant differences between attendance groups.

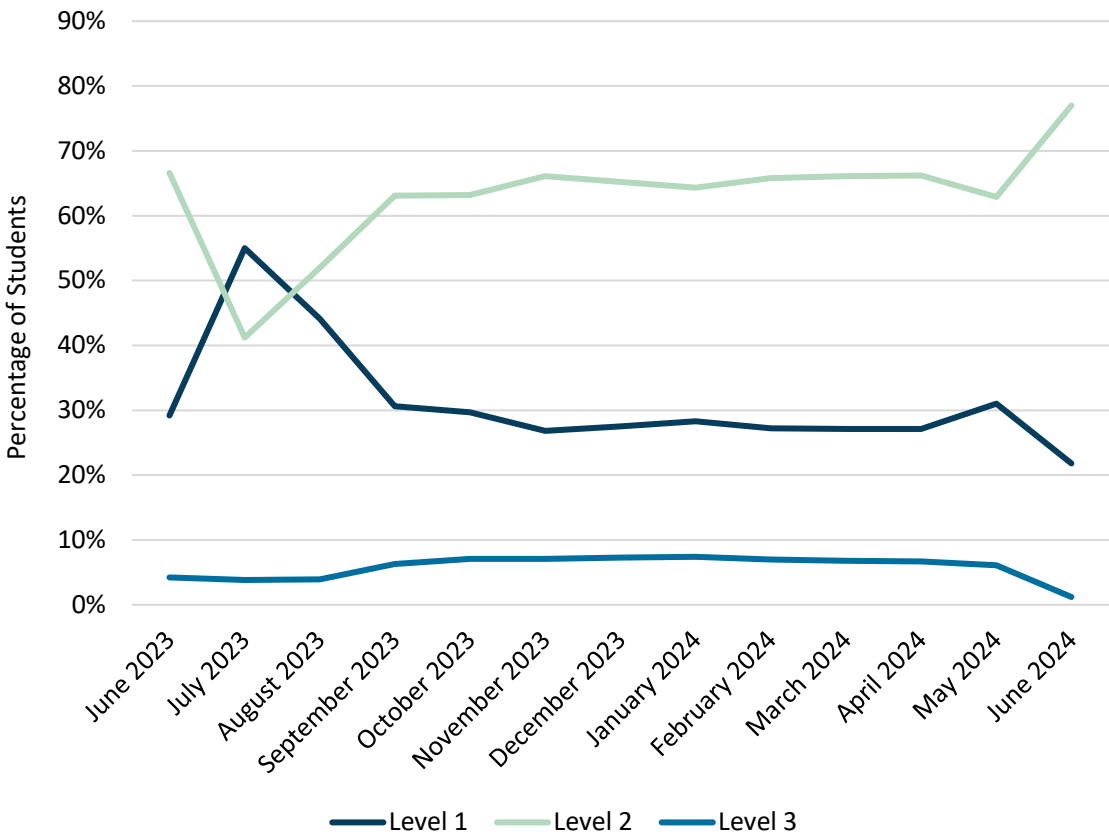
* $p < .05$ indicates that the percentage of students for the quartile was significantly higher than quartile labels with an “a” value.

Important Definitions Related to Reading and Math Supports

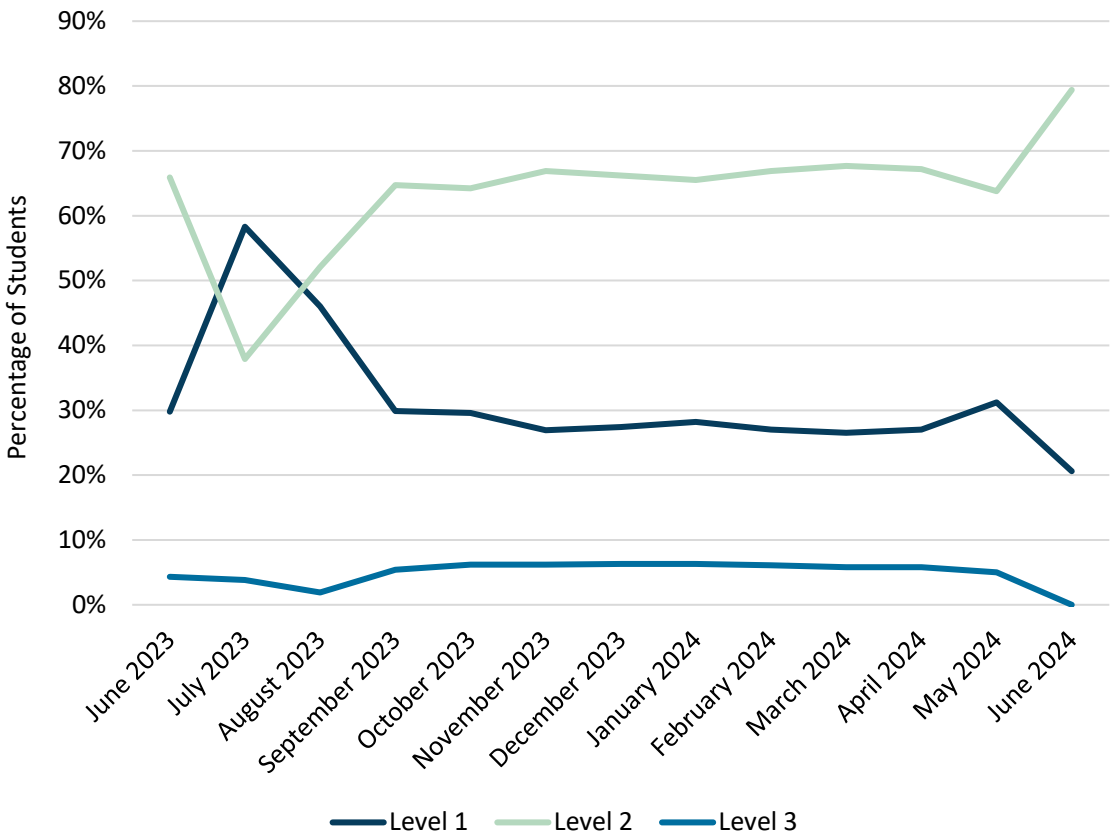
Group	Definition
Level 1 Support	Incidental Support. Students receive incidental support in response to an in-the-moment problem or question they have while completing tasks related to reading, literacy, or mathematics. This is most seen in homework help, where students need assistance with completing a given assignment.
Level 2 Support	Intentional Enrichment or Instruction. Students participate in enrichment or instructional activities that are intentionally constructed to support skill development and interest
Level 3 Support	Intensive Support. Students identified as needing substantive assistance to address skill deficits receive targeted and intensive support and attention from qualified activity leaders to improve specific reading or mathematics skills.

Reading and Math Support Levels Across the 2023–24 Program Year

Reading



Math



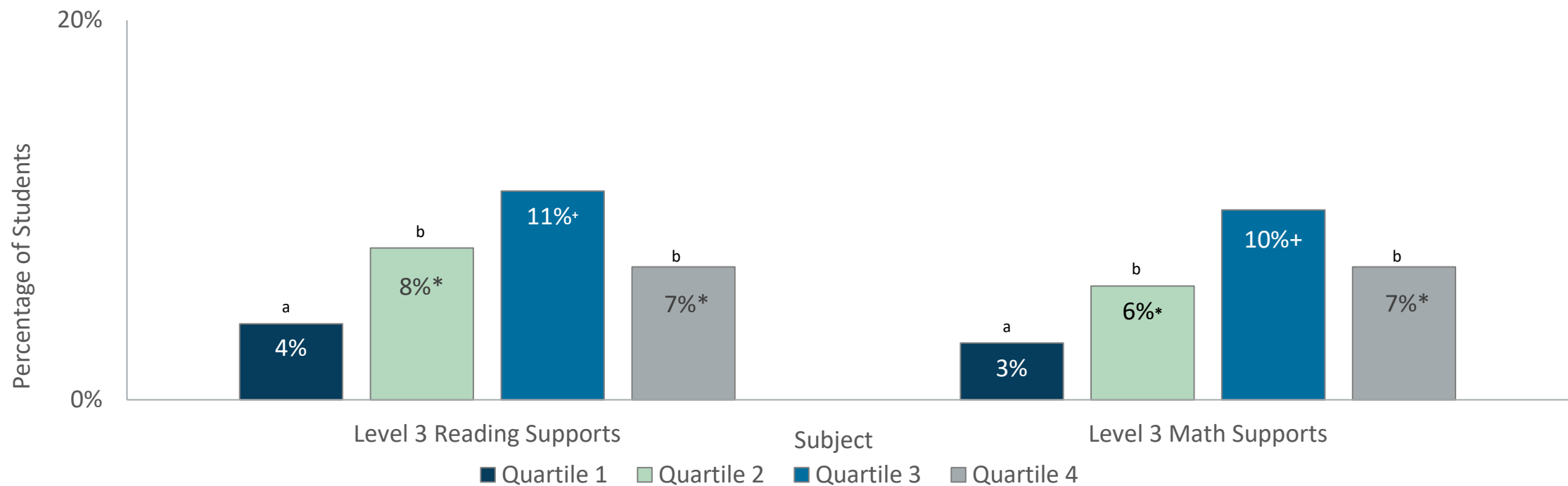
Note. N = 12,961 students. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub.

Differences in student characteristics by level of academic support received

Student characteristic	Level 1 or Level 2			Level 3			Chi-square value	p value
	Observed frequency	Expected frequency	%	Observed frequency	Expected frequency	%		
Race/ethnicity: Black	6,738	6,849.4	62%	651	539.6	76%	67.0912	.000
Race/ethnicity: White	4,425	4,315.0	41%	230	340.0	27%	63.6462	.000
Free or reduced-price lunch status	9,305	9,351.7	86%	786	739.3	91%	22.6556	.000

Note. Unequal variances for race ($p = .000$) and free or reduced-price lunch status ($p = .000$) by receipt of Level 3 supports determined using Levene’s test. Based on $N = 12,961$ students. Data are from the South Carolina 21st CCLC Data Hub and PowerSchool.

Attendance levels among elementary school students receiving intensive reading and math supports



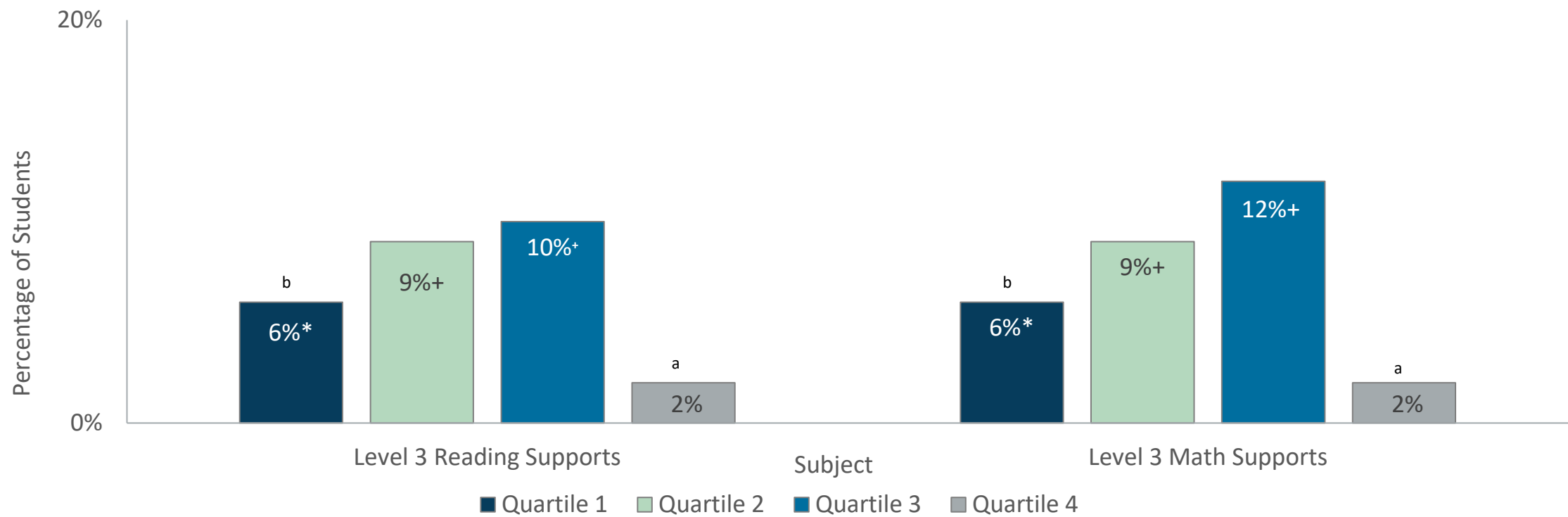
Note. N = 8,420 students in Grades PK–5. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 11.5 days (Quartile 1), 55.5 days (Quartile 2), 111.3 days (Quartile 3), and 153.4 days (Quartile 4).

* p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with an “a” value.

+ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “b” value.

◇ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “c” value.

Attendance levels among middle school students receiving intensive reading and math supports



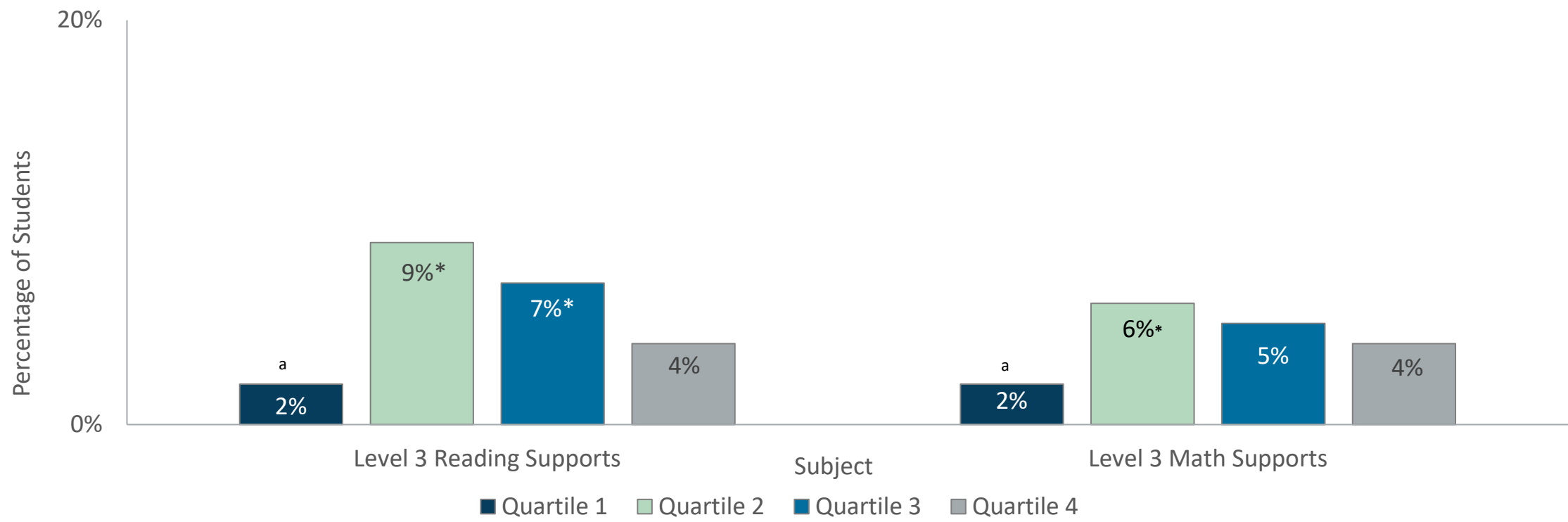
Note. N = 2,449 students in Grades 6–8. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 10.3 days (Quartile 1), 50.6 days (Quartile 2), 107.7 days (Quartile 3), and 144.5 days (Quartile 4).

* p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with an “a” value.

+ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “b” value.

◇ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “c” value.

Attendance levels among high school students receiving intensive reading and math supports



Note. N = 2,092 students in Grades 9–12. Activity categories are not mutually exclusive. Data are from the South Carolina 21st CCLC Data Hub. Average number of days attended by quartile for elementary school students: 7.5 days (Quartile 1), 53.0 days (Quartile 2), 111.5 days (Quartile 3), and 147.0 days (Quartile 4).

* p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with an “a” value.

+ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “b” value.

◇ p < .05 indicates that the percentage of students for the quartile was significantly higher than quartile labels with a “c” value.

Program Implementation

Data Collection Methods

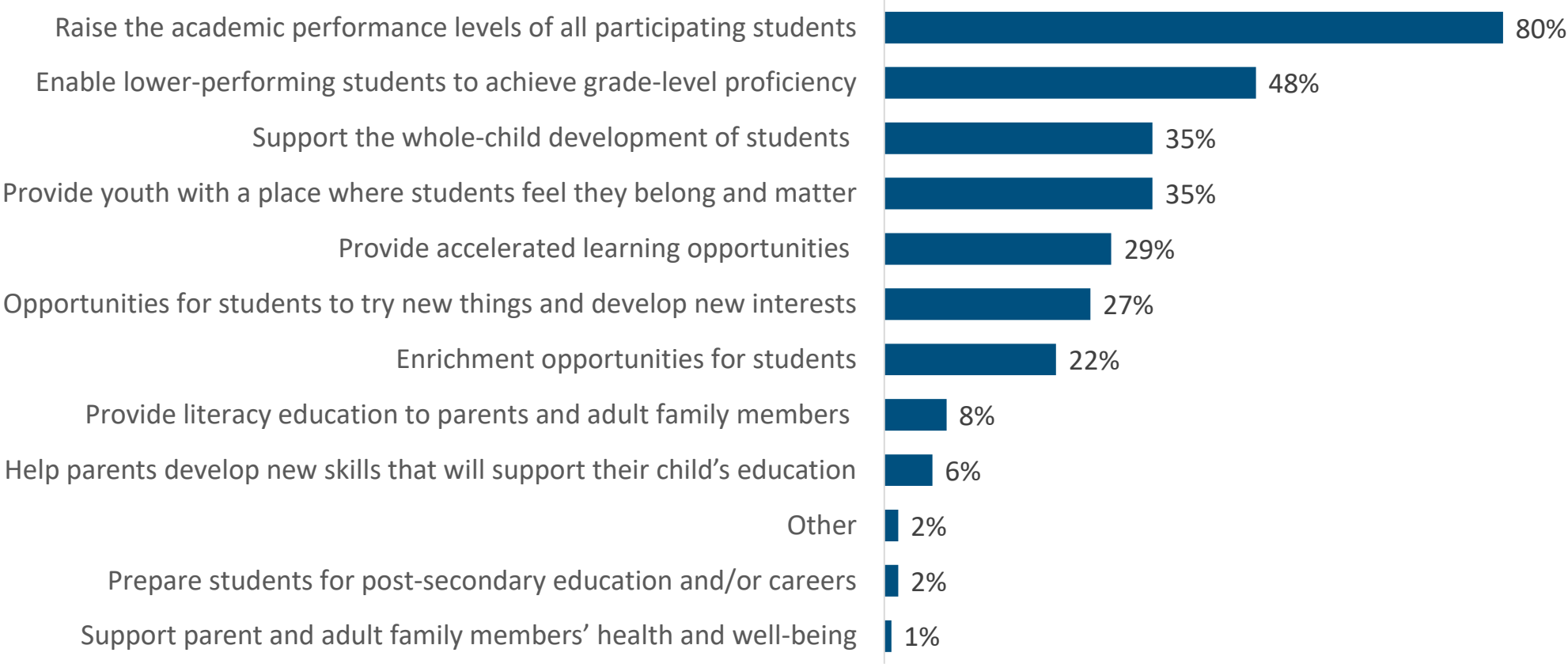
- **Center-Level Survey on Program Staffing**

- Administered to all 142 centers; 113 responses (80% response rate)
- Over 90% of respondents were female and nearly all were White (47%) or Black (45%).
- The majority of respondents noted they had been in their *current position* at the afterschool center for 3 years or more (56%) while nearly 70% indicated they had worked at afterschool center in *some capacity* for 3 years or more.

- **Follow-Up Interviews**

- Identified 18 centers for follow-up interviews with program leaders.
- Interview participants were from both school-based (6) and non-school-based (12) grantees.
- They came from four regions including Upstate (4 participants), Coastal (2 participants), Pee Dee (6 participants), and Midlands (6 participants).
- Twelve program leaders worked at sites that serve elementary students, three worked at sites serving middle school students, and three worked at sites serving high school students.

What did programs in South Carolina identify as their primary goals to support students and families?



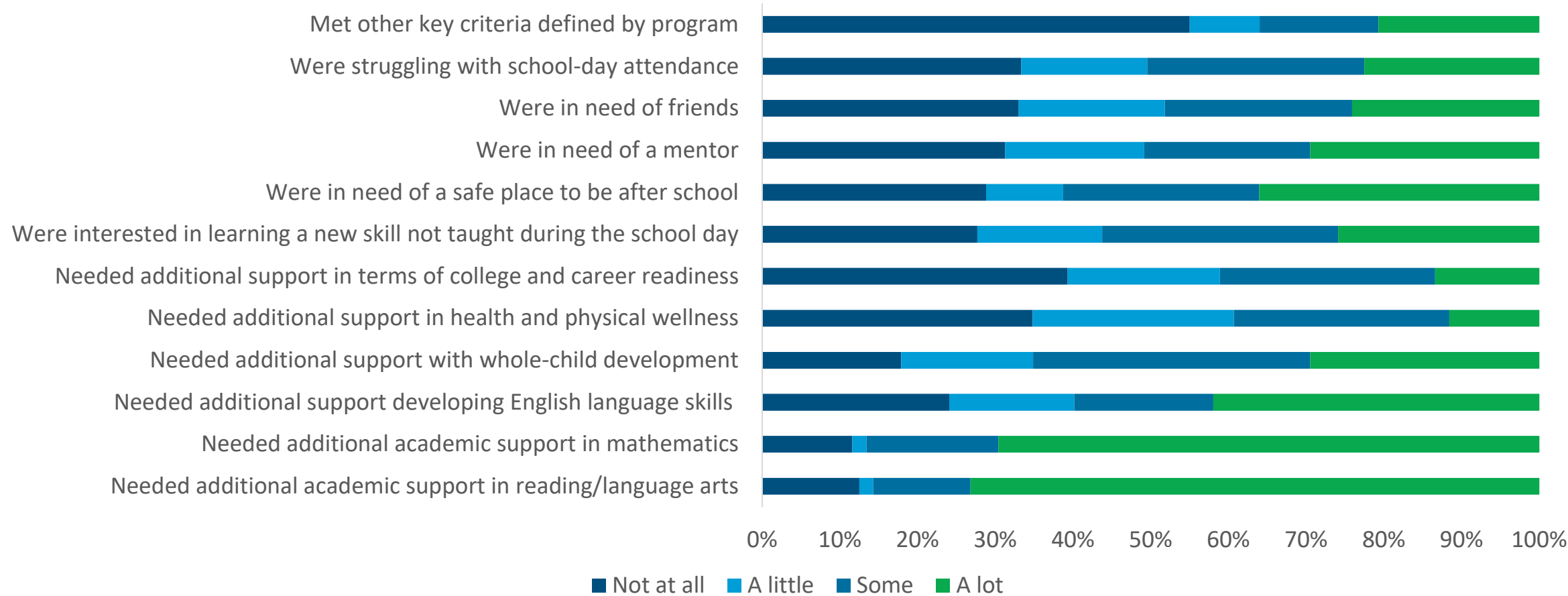
Note. N = 113 center-level survey responses.

What effective strategies did programs in South Carolina employ to achieve program goals and objectives?

- Prioritizing academics and whole-child development.
- Considering community contexts and structural needs.
- Involving key stakeholders in goal setting.
- Including student feedback.
- Tracking progress toward goals.



How did programs in South Carolina recruit students to their programs? What strategies did they use to retain students?



Note. N = 111 to 112 center-level survey responses.

What effective strategies did programs in South Carolina employ to recruit students to their programs?

- Identifying and assessing student needs from multiple stakeholders.
- Open enrollment and prioritization strategies.
- Understanding the importance of feedback loops.
- Use a variety of recruitment channels.



What effective strategies did programs in South Carolina employ to retain students in their programs?

- Creating community and belonging.
- Identifying issues that lead to dropping out.
- Layered approach: engaging activities, parental involvement, incentive programs, student check-ins.



What effective strategies did programs in South Carolina employ to ensure effective linkages between the program and the school day?

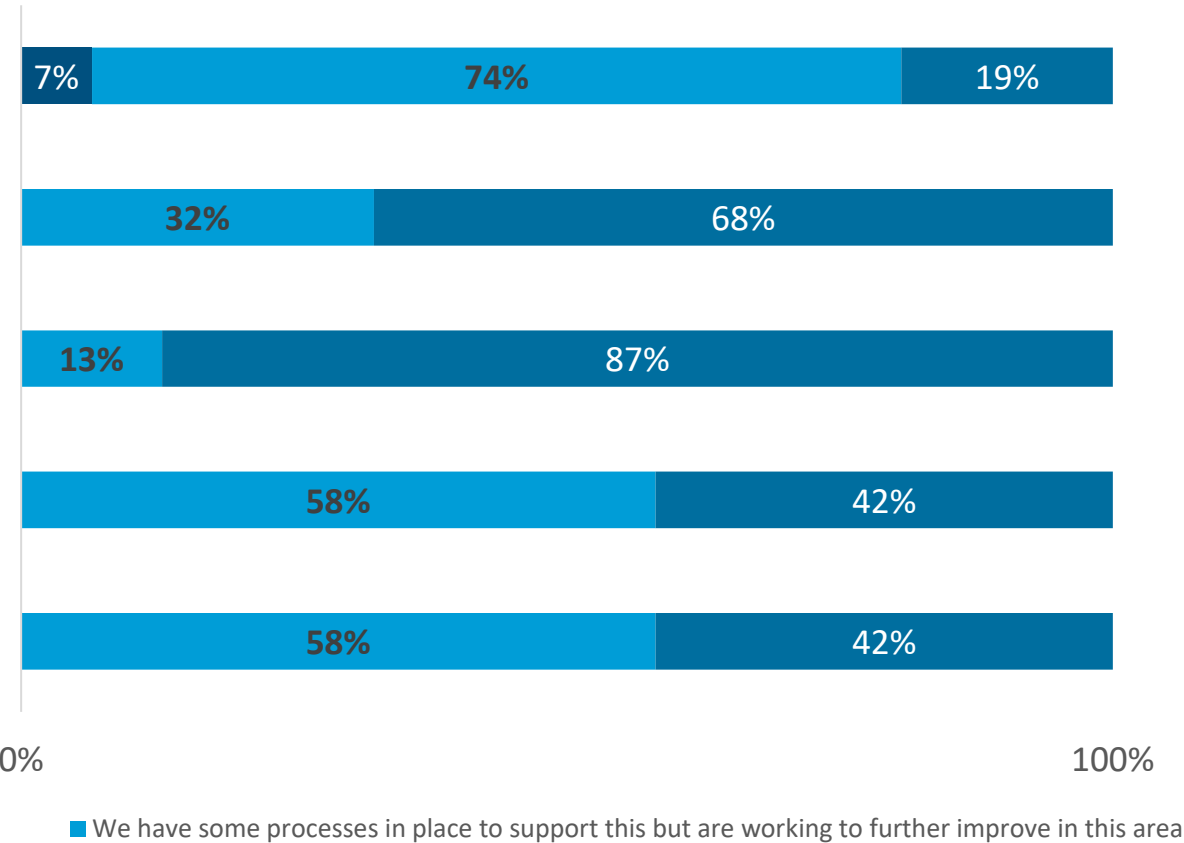
Staff in my program meet regularly with school day staff not working in the afterschool program to review the academic progress of individual students.

The activities that activity leaders provide in the afterschool program are tied to specific learning goals that are related to the school-day curriculum.

Activity leaders in my program know whom to contact at the students' day school if they have a question about student progress or status and do so as needed to support activity design.

Activity leaders in my program coordinate the content of afterschool activities with students' school-day homework.

On a week-to-week basis, the activity leaders in my program know what school-day academic content will be covered with students with whom they work.



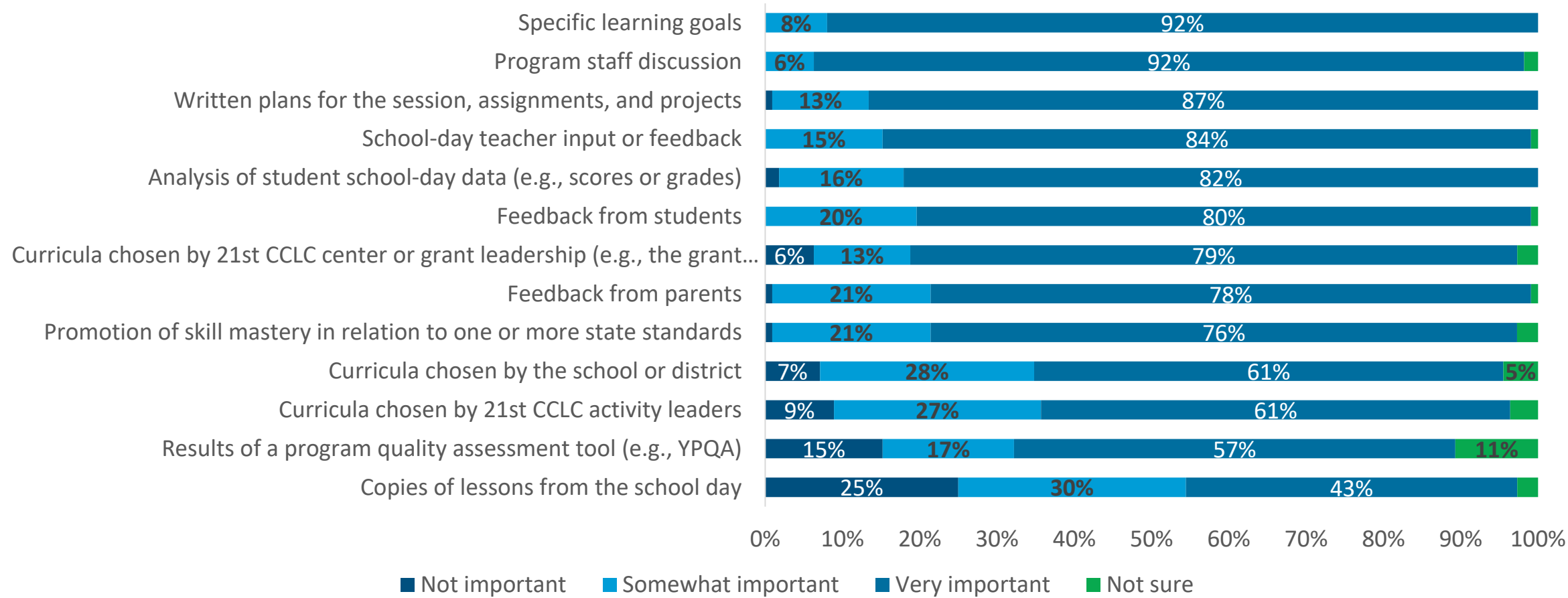
Note. N = 31 center-level survey responses where respondents indicated they had 50% or less of activities meant to support academic skill-building led by school-day teachers.

What effective strategies did programs in South Carolina employ to ensure effective linkages between the program and the school day?

- Effective communication strategies: using multiple channels.
- Using school-related data and student feedback to inform program activities.

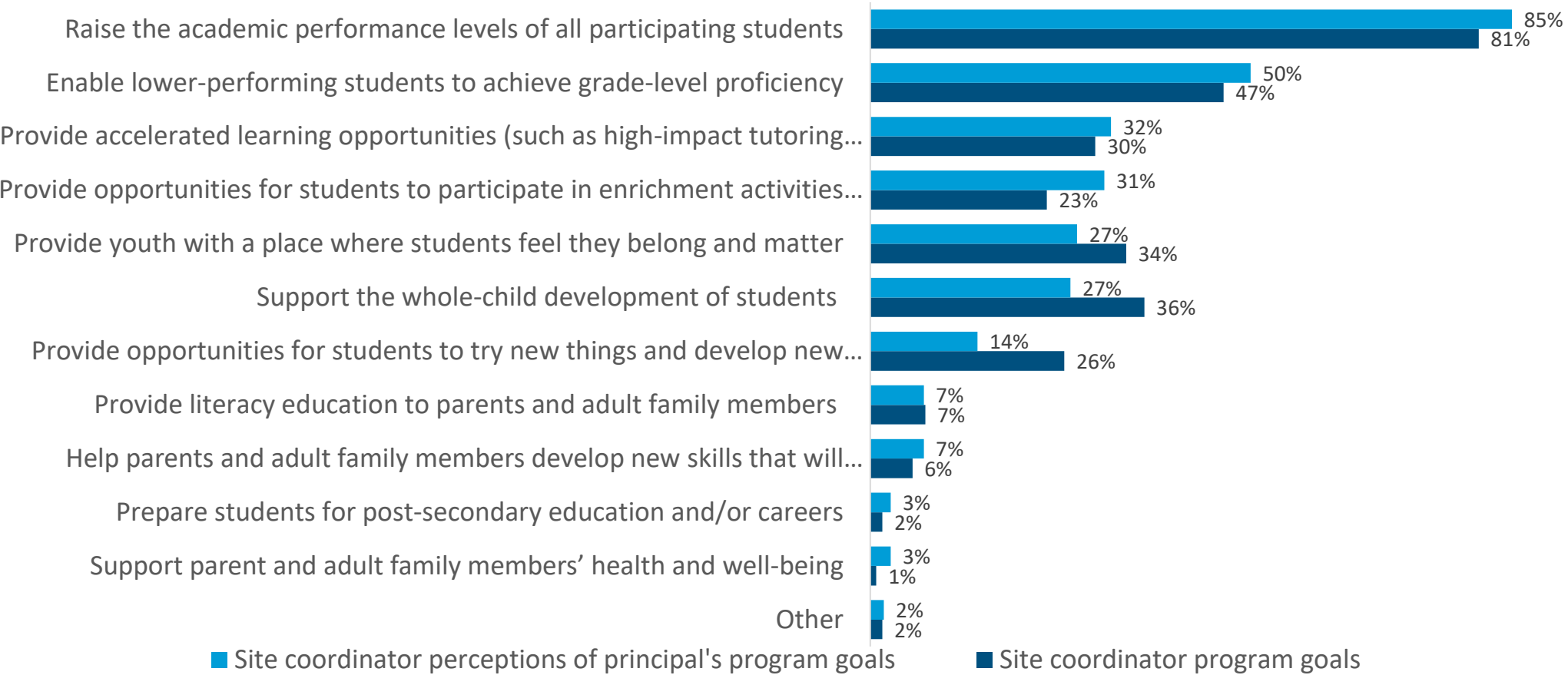


How did programs in South Carolina tailor the activities provide to support both academic growth and whole-child development?



Note. N = 112 center-level survey responses

What effective strategies did programs in South Carolina employ to ensure activities provided supported both academic growth and whole-child development?



Note. N = 113 center-level survey responses

What effective strategies did programs in South Carolina employ to ensure activities provided supported both academic growth and whole-child development?

- Planning process is highly collaborative among stakeholders, with ongoing consistent communication.
- Incorporate student feedback.
- Implement multiple activity delivery approaches.
- Site coordinator oversight and accountability.
- Engaging activities



Pause: Reflections Regarding Program Goals, etc.

- Focusing on the data related to program goals, recruitment and retention, linkages to the school day, and activity provision, where do you see your program reflected in these data, if at all?
 - What challenges persist?
 - What new challenges are you experiencing?
 - What solutions have you employed?
 - Other reactions?

Next Steps/ Q&A

Next Steps

- Data Hub Trainings
- New Evaluation Activities
 - Focus on Program Implementation – Wave 3
 - Qualitative Data Collection



Data Submission

- Submit data for Summer 2025 and SY 2025-26 the Data Hub
- AIR is in the process of cleaning up the subgrantee and centers active within the Data Hub; the system is open for returning programs. New programs will receive access/invitations in the coming weeks.
- Live virtual trainings on:
 - [Option 1](#): October 14 at 3pm ET
 - [Option 2](#): October 17 at 10am ET
- Prior recorded training now available [here](#).

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Data Submission

- Be prepared to enter information on:
 - Program operations
 - Program staffing*
 - Program activities
 - Student participation in programming
 - Adult family member participation in programming
 - Program partnerships
 - Teacher surveys (April-June 2026)
 - Center-level survey (April-June 2026)
 - **New! Optional** Students Surveys (late fall and late spring)
- support@sc21stccclcdatashub-helpdesk.airprojects.org

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Implementation Wave 3

- Focus on strategic planning, including the role of advisory boards; family, community and youth engagement; partnerships; and operations
- Conducted site-level survey in Spring 2025
 - 133 centers represented (92% response rate)
 - Data analysis is underway
 - Follow-up interviews with subsample of sites in Fall 2025



Upcoming SC CCLC Interviews with Site Coordinators

AIR will sample up to **20 site coordinators across grantees** to represent different school types (ES, MS, and HS) as well as a mix of school-based and community-based programs.

- These interviews are a follow-up activity to the surveys conducted in spring 2025.
- Initial scheduling emails will go out the **week of October 20th**. **Please respond with your availability as soon as possible.**
- During the 90-minute interview, AIR will **focus on strategic planning, including the role of advisory boards; family, community and youth engagement; partnerships; and operations.**
- Interviews will take place in **October through December.**
- All interviews will be conducted **virtually via Zoom or by phone.**
- Interviews will be **recorded and transcribed for subsequent qualitative analysis**, but responses will be **kept confidential.**
- Please don't hesitate to contact Keisha Bailey (kbailey@air.org) with any questions about this data collection.

Implementation Wave 4

- Focus on continuous improvement processes and design and use of local evaluation efforts
 - Center-level survey in Spring 2026
 - Follow-up interviews with subsample of sites in Fall 2026





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