

# Evaluating Arkansas 21<sup>st</sup> Century Community Learning Centers

2020-2021 Statewide Evaluation Report

Key Insights from 2018-2021

March 2022



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This report provides a comprehensive overview of the previous detailed Network and site-level data summaries provided to the Arkansas State Department of Education during the 2020-2021 program year.

2020-2021 Site and Network Survey Data Summaries, delivered September 2021

2020-2021 SAPQA and YPQA Network and Site Reports available in [Scores Reporter](#)

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## Executive Summary

Arkansas Department of Education distributes federal funds to 21<sup>st</sup> Century Community Learning Centers (21 CCLC) in high-need areas each year to provide academic activities, enrichment activities, and family engagement services in support of student success. Since 2010, Arkansas 21<sup>st</sup> CCLC has partnered with the Forum's Weikart Center for Youth Program Quality to operate the Youth Program Quality Intervention (YPQI), a data-driven continuous quality improvement system built on an annual cycle of assessment, program improvement planning, targeted training opportunities, and coaching.

To assess the impact of Arkansas 21<sup>st</sup> CCLC engagement, Weikart's evaluation team designed, implemented, and analyzed data from program quality assessments, surveys, and program and school records submitted in response to federal requirements annually. In addition to data summaries provided throughout the year to inform quality improvement conversations, each year culminates with a summative evaluation report to document best practices and identify growth areas. With the recent change in federal reporting requirements, this report summarizes data collected over the past four years, 2018 to 2021, with the intent to document progress towards Arkansas 21<sup>st</sup> CCLC Goals and Objectives, identify essential practices that contribute to program quality improvement and student success, as well as recommend key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic.

### Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC programs;

<b>Objective 1.1:</b> 60% of participants regularly attending the 21st CCLC program will increase OR stay in the Advanced or Proficient levels on the statewide assessment for English language/literacy and math.	Result: In-Progress
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<b>Objective 1.2:</b> 60% of participants regularly attending the 21st CCLC program will show improvement in classroom academic performance as reported on the ADE Statewide Information System.	*Data not collected
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#### Summary

School closures due to the COVID-19 pandemic disrupted state assessments the past two years and student's academic growth could not be calculated. While pre-pandemic data showed that approximately one-third of participating students achieved advanced or proficient levels in ELA and Math, analyses from the 2018 and 2019 program years showed a significant increase in the percent of students who were performing at grade-level or above in both subjects. With a post-pandemic focus on supporting academic recovery, the significant growth is a reminder that Arkansas 21<sup>st</sup> CCLC programs are an essential partner in the local ecosystem, always working closely with to schools, families, and community organizations to promote the success of students throughout the state.

## Goal 2: Increase non-academic achievement in participants who regularly attend 21st CCLC programs

<b>Objective 2.1:</b> 75% of youth attending 21st CCLC programs will report high levels of social and emotional skills, as reported on the youth survey administered by the Weikart Center	<b>Result:</b> Exceeding
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<b>Objective 2.2:</b> 75% of youth attending 21st CCLC programs will report high levels of positive academic habits, as reported on the youth survey administered by the Weikart Center.	<b>Result:</b> Exceeding
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### Summary

Almost 90% of youth attending Arkansas 21<sup>st</sup> CCLC programs reported high levels of social and emotional skills and academic habits for the 2020-21 program year, continuing trends from previous years. Combined with program assessments, staff surveys, and family feedback, Arkansas 21<sup>st</sup> CCLC programs provide students with a rich learning environment full of supportive staff who assist with homework completion, provide new activities that align with youth interests and connect to school day content, and promote positive and productive relationships among peers. Year after year, both students and families feel strongly that participation in Arkansas 21<sup>st</sup> CCLC programs contributes to the development of essential college and career readiness skills.

## Goal 3: Offer quality activities to all youth attending the program.

<b>Objective 3.1:</b> All 21 <sup>st</sup> CCLC programs will offer homework help time to 21 <sup>st</sup> CCLC participants.	<b>Progress:</b> Almost Met
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<b>Objective 3.2:</b> All 21 <sup>st</sup> CCLC programs will offer academic (beyond homework help) and enrichment activities.	<b>Progress:</b> Almost met
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<b>Objective 3.3:</b> Every data collection term, 90% of 21 <sup>st</sup> CCLC programs will offer quality activities to families of participating students.	<b>Progress:</b> Exceeding
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<b>Objective 3.4:</b> All programs will fully engage and complete all elements of the YPQI.	<b>Progress:</b> In-Progress
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<b>Objective 3.5:</b> 75% of programs will score a 3.90 or higher on the ITS as measured by the YPQA or School-Age PQA.	<b>Progress:</b> In-Progress
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### Summary

While COVID-19 disruptions minimized participation during the 2020-2021 program year, participating students and families continued to report great levels of program satisfaction and engagement in academic and enrichment activities. Longitudinal analyses showed that programs with a strong Engaging Environment, especially those high in reflection and belonging practices, had the greatest student attendance.

Approximately half of Arkansas 21<sup>st</sup> CCLC programs provided high-quality experiences, defined as a score of 3.9 or higher, for participating students each year. Similar to national trends, programs repeatedly reported strengths in Safe and Supportive Environment practices, and identified improvement areas within the Interaction and Engagement domain. Longitudinal analyses indicate disparities in access to high-quality programs, such that sites serving primarily Black/African

American students reported significantly lower staff practices in Emotional Safety, Encouragement, and Interactions with Adults compared to other sites across Arkansas.

While all programs engaged in all elements of the YPQI process during the 2020-2021 program year, the data suggest that Afterschool Teachers/Youth Workers were less likely to participate in offered trainings. Examining trends over time shows that programs reporting stronger communication practices and feedback loops across levels, including incorporating youth voice into program decision making, were more likely to fully engage in the YPQI process and therefore demonstrate greater quality improvements overtime. With evidence to suggest that these promising relationships don't concretely emerge until grant year 3, the results suggest that early efforts to stabilize the infrastructure and management practices needed to build a solid CQI system, as well as reinforcements for frontline staff to participate in training, may help new programs achieve their program quality goals more quickly.

In response to these overall trends among Arkansas 21<sup>st</sup> CCLC programs and to guide recovery efforts from the COVID-19 pandemic, the following recommendations are offered:

#### ❖ Reinforce Coaching supports to promote staff engagement in YPQI process

Examining Arkansas 21<sup>st</sup> CCLC data over time shows that all staff engagement in the YPQI process is a significant promoter of program quality improvement. While Grantee Directors and Site Coordinators reported high participation, Afterschool Teachers/Youth Workers were less likely to engage in continuous quality improvement activities, conversations, or targeted improvement efforts. This gap suggests that Grantee Directors and Site Coordinators may benefit from additional training on coaching and management practices to strengthen staffs' competence and confidence in high-quality program practices.

#### ❖ Address racial equity gaps in access high-quality programs

The longitudinal data suggests that programs serving a majority of Black/African American students had significantly lower program quality scores compared to others, indicating racial disparities in access to high-quality programming. In addition to rehiring a workforce that is more representative of the students served, offering training opportunities and program activities that are responsive student needs, as well as enhancing resources to address the physical and mental health needs that are necessary for student participation and development would begin to address systemic inequities across programs.

#### ❖ Revisit components of meaningful family engagement

Similar to high-quality program practices that promote positive student experiences and outcomes, parents and families also deserve safe and supportive environments with opportunities to interact and engage in what their children do afterschool. While participating families repeatedly report high levels of convenience, trust, and satisfaction with Arkansas 21<sup>st</sup> CCLC programs, expanding communication efforts beyond monthly touchpoints to include more interactive program experiences, direct attention to student success, and positive anecdotes about their child's learning and development would likely deepen the impact of family engagement.

## Program Background

In 2002, the No Child Left Behind Act (NCLB) was reauthorized and the responsibility for distributing federal funding regarding 21st Century Community Learning Centers (CCLC) was shifted to each state. These dollars are intended to fund afterschool programs that are located in high poverty areas or in low-achieving schools. Grants are awarded to applicants whose main goals are to:

1. Provide opportunities for **academic enrichment**, including tutorial services to help students meet the challenging state academic standards.
2. Offer students a broad array of **additional services, programs and activities** designed to reinforce and complement the regular academic program.
3. Offer families of participating student's' opportunities for active and **meaningful engagement in their children's education**, including opportunities for literacy and related educational development.

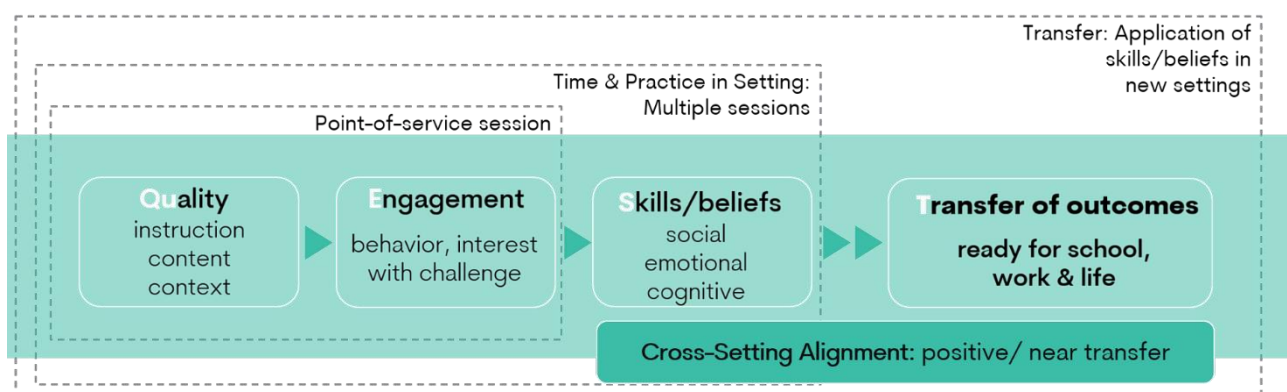
In alignment with the Government Performance and Results Act (GPRA), each year the State Education Agency (SEA) must report on specific indicators designed to measure the effectiveness and efficiency of each funded program. This data is collected for each term and reported using the 21APR online portal monitored by the U.S. Department of Education. Additionally, SEAs must conduct comprehensive annual evaluations of their 21<sup>st</sup> CCLC programs that are made available for public consumption.

For the 2020-2021 program year, the Arkansas Department of Education (ADE) distributed 21<sup>st</sup> CCLC funding to 44 unique Grantees (e.g., school districts, community-based organizations) who were responsible for grant management for the 68 unique sites (e.g., elementary school program, local clubhouse) where youth programming took place. Of these, 65 sites offered services during the school year, with 5 of those and an additional 3 providing summer programming as well. ADE provides guidance, supportive resources, and technical assistance throughout the year to support high-quality programming across the state and ensure compliance with federal requirements.

## Arkansas 21st Century Community Learning Centers

Arkansas 21<sup>st</sup> CCLC programs operate on the evidence-based premise that frequent, regular attendance in high-quality out-of-school time programs (**Quality**) leads to program engagement (**Engagement**), and to the acquisition of essential 21<sup>st</sup> Century skills (**Skills**), which in turn contribute to greater success in college, career, and life (**Transfer**). The Quality-Engagement-Skills-Transfer model is called QuEST (**Figure 1**).

**Figure 1. QuEST Model**



Combined with the 21<sup>st</sup> CCLC Annual Performance Reporting requirements, the Arkansas 21<sup>st</sup> CCLC program framework begins with high-quality out-of-school-time programming (**Table 1**). If students are provided high-quality programs (e.g., high-quality staff practices supported by strong organizational capacity and a culture of continuous quality improvement) then Arkansas 21<sup>st</sup> CCLC will see higher levels of youth attendance in the variety of academic, enrichment, and family engagement activities offered. If activities offered are both high-quality and engaging, then students will have more opportunities to improve the skills required to be successful in the 21<sup>st</sup> century, such as social and emotional behaviors and academic efficacy, which will prepare youth to be more confident and interested in school day content. These students will then show up to the classroom ready to learn, leading them to greater gains in academic performance and post-secondary success.

**Table 1. Arkansas 21st CCLC Program Framework**

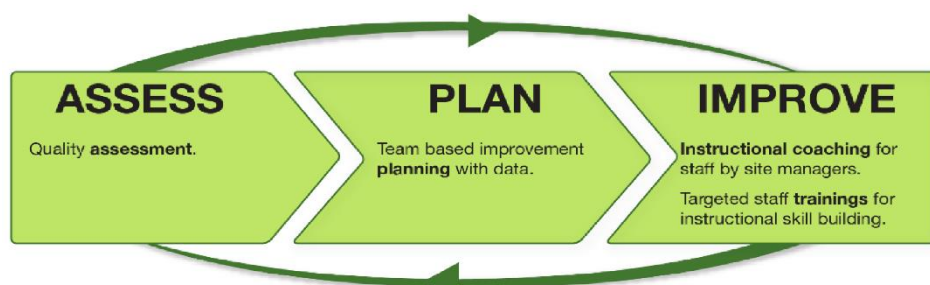
Quality	Engagement	Skill	Transfer Outcomes
Organizational Context <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Student Recruitment</li> <li>• Communication &amp; Collaboration</li> </ul>	Program Attendance	Homework Completion	Academic Outcomes <ul style="list-style-type: none"> <li>• English/Reading</li> <li>• Math</li> </ul>
YPQI Fidelity <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning with Data</li> <li>• Training</li> <li>• Coaching</li> </ul>	Academic Support	Social & Emotional Skills	College & Career Readiness
Youth Program Quality <ul style="list-style-type: none"> <li>• Safe Environment</li> <li>• Supportive Environment</li> <li>• Interaction</li> <li>• Engagement</li> </ul>	Enrichment Activities	Academic Efficacy	
	Family Engagement		

Since 2010, ADE has partnered with the Forum’s Weikart Center for Youth Program Quality to implement the Youth Program Quality Intervention (YPQI), a data-driven continuous improvement



process centered on four core staff practices. First, managers and staff are trained to use the Program Quality Assessment (PQA) that aligns best with their program and coordinate self- and external assessments of instructional quality at their sites. Next, staff participate in a Planning with Data workshop leaving them empowered with a drafted improvement plan to implement changes to improve program quality at their site. Third, managers and staff attend aligned trainings (e.g., Youth Work Methods Workshops, Quality Coaching) to strengthen skills and support quality practices. Finally, managers and other identified coaches provide technical assistance and ongoing support to program staff.<sup>1,2</sup> The YPQI process embeds a culture of continuous assessment, planning, and improvement in program quality (**Figure 2**).

**Figure 2. Youth Program Quality Intervention**



The 2020-2021 program year began with the Summer Institute which included a kickoff with new and returning grantees to establish expectations and timelines for the year and reflect on and celebrate successes from the previous year (**Table 2**). In September, an introduction to Program Quality Assessment (PQA) live workshop was hosted virtually for all Grantees and Programs, with new staff participating in PQA Basics and returning staff completing PQA Plus. From October to December 11, 2020, all sites were expected to complete a self-assessment using the Youth or School-Age PQA to collect objective data about staff-youth interactions within programs at each site. Additional external assessments were conducted by the Arkansas 21<sup>st</sup> CCLC leadership team (when possible, in response to safety precautions associated with the COVID-19 pandemic) to provide a more objective and reliable perspective on program quality. In January 2021, grantees and sites participated in a Planning with Data workshop to review their program strengths and growth opportunities and subsequently submit a Program Improvement Plan detailing goals, timelines, necessary resources, and staffing supports to achieve desired improvements.

To support these goals, managers and staff had access to ongoing training opportunities throughout the year to improve targeted instructional skills. Grantee Directors and Site Coordinators were offered a live virtual leadership workshop in January to support their coaching skill development, with the expectation that they provide ongoing quality coaching to site staff throughout the program

<sup>1</sup> Smith, C., Akiva, T., Sugar, S., Lo, Y. J., Frank, K.A., Peck, S. C., Cortina, K.S. & Devaney, T. (2012). Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study, Washington, D.C.: Forum for Youth Investment.

<sup>2</sup> Smith, C., & Hohmann, C. (2005). Full findings from the youth program quality assessment validation study. Ypsilanti, MI: High/Scope Educational Research Foundation.

year. All staff also had access to online self-paced Youth Work Methods throughout the year to support identified program improvements. Supplemented by ongoing technical assistance and embedded coaching supports provided by the Arkansas 21<sup>st</sup> CCLC leadership team as well as take-it back agendas, these opportunities were made available to all participating programs to reinforce continuous improvement practices.

**Table 2. 2020-2021 ADE 21<sup>st</sup> CCLC Project Timeline**

Activity	Timeline	Aligned Data Collection
Summer Programming	May 2020 – August 2021	
Afterschool Programming	August 2020– May 2021	
Summer Institute	July 30-31, 2020	
Ongoing TA and Coaching	September 2020-May 2021	
Annual Performance Reporting	<ul style="list-style-type: none"> <li>• Summer: June – August 2020</li> <li>• Fall: August – December 2020</li> <li>• Spring: January – May 2021</li> </ul> *Training webinar September 4, 2020	Attendance Staffing Academic, Enrichment & Family Activities
Program Quality Assessments	October – December 2020 *Training webinar October 12, 2020	Self and External YPQA and SAPQA
Professional Development PQA Basics/PQA Plus Planning with Data Coaching Leaders Youth Work Methods	<ul style="list-style-type: none"> <li>• September 25, 2020</li> <li>• January 13, 2021</li> <li>• January 14, 2021</li> <li>• Online self-paced courses available all year</li> </ul>	Training Evaluation Surveys
Leading Indicator Surveys	March 5 – May 7, 2021 *Training webinar March 5, 2021	Site Coordinator/ Grantee Director Afterschool Teacher/Youth Workers Youth Family

In 2012, the partnership expanded to include ongoing evaluation and data support for Arkansas 21<sup>st</sup> CCLC programs. The Weikart research team designs protocols to guide data collection and submission of the GPRA requirements, supports PQA data collection and reporting through Weikart's Scores Reporter system, and leverages the Leading Indicators framework, a suite of surveys for managers, staff, students, and families, to provide comprehensive and interpretable data to support site-level quality improvement and system-level planning. Expanding on these site-reports, the Weikart team produces a summative evaluation report at the end of each year analyzing all data sources together. This statewide aggregate report not only fulfills the evaluation requirements set forth by the U.S. Department of Education, but also offers recommendations that will assist ADE in making strategic decisions about how resources are targeted to support program improvement and student success.

## Evaluation Design

To assess the impact of Arkansas 21<sup>st</sup> CCLC engagement, the annual evaluation examines improvements in program quality, youth engagement in academic and enrichment activities, and the development of 21<sup>st</sup> Century skills among participating PreK-12<sup>th</sup> grade students. These findings are then examined alongside the Arkansas 21<sup>st</sup> CCLC Statewide Goals and Objectives to assess annual performance and progress (**Table 3**). This current longitudinal report examines data collected over the past three years, with an emphasis on patterns and trends in program implementation that contributed most to high-quality programming and student success. These results are then compared to the most recent data from 2021 to identify key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic.

**Table 3. Arkansas 21<sup>st</sup> CCLC Statewide Goals and Objectives**

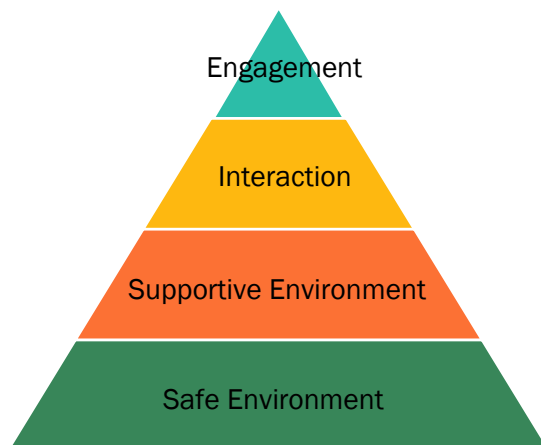
<b>Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC programs.</b>
<i>Objective 1.1:</i> 60% of participants regularly attending the 21st CCLC program will increase OR stay in the Advanced or Proficient levels on the statewide assessment for English language/literacy and math.
<i>Objective 1.2:</i> 60% of participants regularly attending the 21st CCLC program will show improvement in classroom academic performance as reported on the ADE Statewide Information System.
<b>Goal 2: Increase non-academic achievement in participants who regularly attend 21st CCLC programs</b>
<i>Objective 2.1:</i> 75% of youth attending 21st CCLC programs will report high levels of social and emotional skills, as reported on the youth survey administered by the Weikart Center
<i>Objective 2.2:</i> 75% of youth attending 21st CCLC programs will report high levels of positive academic habits, as reported on the youth survey administered by the Weikart Center.
<b>Goal 3: Offer quality activities to all youth attending the program.</b>
<i>Objective 3.1:</i> All 21st CCLC programs will offer homework help time to 21st CCLC participants.
<i>Objective 3.2:</i> All 21st CCLC programs will offer academic (beyond homework help) and enrichment activities.
<i>Objective 3.3:</i> Every data collection term, 90% of 21st CCLC programs will offer quality activities to families of participating students.
<i>Objective 3.4:</i> All programs will fully engage and complete all elements of the YPQI.
<i>Objective 3.5:</i> 75% of programs will score a 3.90 or higher on the ITS as measured by the YPQA or School-Age PQA.

## Performance Measures

Multiple data sources were collected from participating sites to evaluate the impact of ADE programs each year. Until the addition of external assessment in 2021, sites were expected to submit self-assessment Program Quality Assessment (PQA) data each fall, Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, Family and Youth surveys each spring, and youth participation, staffing, activities, family engagement and Reading and Math proficiency assessment data for each term in alignment with the Annual Performance Reporting requirements.

## *Program Quality Assessment*

The Program Quality Assessment (PQA) is a validated, observation-based instrument designed to evaluate the quality of K-12 youth programs and identify staff training needs. PQA data spans four domains of program quality: Safe Environment, Supportive Environment, Interaction, and Engagement. Arkansas 21<sup>st</sup> CCLC programs used both the School-Age PQA and the Youth PQA to collect site performance data.



The **School-Age PQA** is composed of 70 items comprising 19 scales. The School-Age PQA is appropriate for observing programs that serve youth in Kindergarten – 6<sup>th</sup> grades.

The **Youth PQA** is composed of 63 items comprising 18 scales. The Youth PQA is appropriate for observing programs that serve youth in 4<sup>th</sup> – 12<sup>th</sup> grades.

To collect self-assessment data, an internal team was selected at each site to observe staff practices using the PQA. After observations, teams have a scoring meeting to discuss their notes and come to a consensus on the score for each item on the tool. Each item is scored using a measurement scale ranging from 1-5, where 1 generally represents the absence of a practice or the presence of a poor practice, 3 represents the informal presence of the practice or availability of the practice to only some youth, and 5 represents intentional delivery of the highest quality practices. Final scores were entered into Scores Reporter, a Weikart Center online data collection platform.

The primary purpose of the Program Quality Assessment is to measure Instructional Quality, defined as the extent to which programs promote positive youth development through evidence-based staff practices implemented consistently across youth activities. Instructional Quality, measured by the Instructional Total Score (ITS), is composed of ratings of staff practice at the point of service, or when staff or youth interact during the program. The ITS is a composite score of three out of the four quality domains: a structured environment facilitated through guidance and encouragement (i.e., Supportive Environment), opportunities for leadership and collaboration (i.e., Interaction), and the capacity to promote planning and reflection (i.e., Engagement).

## *Annual Performance Reporting*

The online federal data collection system (21APR) was designed to collect required site operations data across seven key program areas including: Centers, Activities, Staffing, Families, Participation and Outcomes, and Program Attendance, outlined in alignment with the GPRA Indicators. To complete this data collection, grantees kept track of their data using an Excel spreadsheet created

by the Weikart Center. Arkansas 21<sup>st</sup> CCLC grantees submitted 21APR data to the Weikart Center at three time points throughout the program year (summer, fall, and spring) for input into the online 21APR platform in accordance with federally mandated deadlines.

### *Leading Indicator Surveys*

Grantee Directors, Site Coordinators, Afterschool Teachers/Youth Workers, Students, and Families were all invited to complete surveys to share feedback on their experience during each year of the program year (**Table 4**). Specifically, these surveys informed our understanding of Organizational Context, Instructional Context, External Relationships, Youth Skills and Family Satisfaction. Online surveys were administered via Qualtrics and electronic links for each were posted to Arkansas' 21<sup>st</sup> CCLC's webpage on the Weikart website (<https://forumfyi.org/weikartcenter/ar21cclc>). Survey data collection launched on March 5, 2021, and continued through May 7, 2021, with online tracking dashboards available for grantees to track progress and response rate.

**Table 4. 2020-2021 Leading Indicator Surveys**

Survey	Intended Audience	Length
Grantee Director/Site Coordinator	Individual(s) responsible for site operations.	65 items
Afterschool Teacher/ Youth Worker	Staff responsible for providing direct programming to youth.	103 items
Family	All parents/guardians of youth attending the afterschool programs (regardless of youth age)	41 items
Youth	Youth in grades 4 through 12 who attended the afterschool programs <sup>3</sup>	43 items

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<sup>3</sup> Surveys are directed only at this age group because the survey method is not developmentally appropriate for children in third grade or lower.

## Evaluation Sample

Each year, all participating sites were expected to submit the required data for the terms they were approved to offer programs. Despite challenges related to the COVID-19 pandemic, almost all sites submitted the required 21<sup>st</sup> CCLC annual performance data on program activities, family services, and attendance to be reported to the US Department of Education each term and completed their self PQA. Survey response rates were impacted in 2020 but increased again in 2021 and state testing scores were reported by most sites prior to the pandemic (testing was paused in 2020 and 2021; **Table 5**).

**Table 5. Participation by Calendar Year, 2018-2021**

	2017-2018	2018-2019	2019-2020	2020-2021
Grantees	50	55	49	43
Sites	72	81	75	68
<b>PQA</b>				
External	100% of 2 <sup>nd</sup> year sites	N/A	N/A	68% sites
Self	100% sites	80% sites	100% sites	100% sites
<b>Surveys</b>				
Manager	107 (100% sites)	128 (93% sites)	132 (96% sites)	110 (86% sites)
Staff	782 (100% sites)	573 (94% sites)	657 (96% sites)	473 (94% sites)
Student	3,167 (96% sites)	3,617 (96% sites)	945 (36% sites)	1,496 (92% sites)
Family	1,240 (92% sites)	1,719 (90% sites)	545 (33% sites)	550 (71% sites)
<b>APR</b>				
Program Attendance (fall + spring)	9,807 students (97% sites)	11,776 students (88% sites)	13,245 students (97% sites)	7,548 students (100% sites)
ELA Test Scores	6,719 students (97% sites)	7,932 students (85% sites)	N/A*	N/A*
Math Test Scores	5,866 students (97% sites)	7,939 students (85% sites)	N/A*	N/A*

\*State testing was disrupted in 2019-2020 and 2020-2021 due to the COVID-19 pandemic.

During the 2021 program year Arkansas 21<sup>st</sup> CCLC program served a total of 7,548 students, approximately half the number of participating students served the previous year. In alignment with 21<sup>st</sup> CCLC federal requirements, programs continued to serve the most vulnerable students each year. For example, most students received a free and/or reduced-price lunch (81%) and many required English Language Learning supports (17%) or were categorized as Special Needs (13%; **Table 6**). Although testing data were not available in 2020 or 2021, data from previous years indicate that approximately two-thirds of students were scored as Not Proficient on ELA and Math state assessments suggesting that the majority of students needed additional academic supports (See 2019-2020 ADE 21<sup>st</sup> CCLC Evaluation Report).

**Table 6. Student Demographic Characteristics, 2021**

<b>Grade</b>	PreK-5 <sup>th</sup>	51%
	6 <sup>th</sup> -12 <sup>th</sup>	49%
<b>Race</b>	White	49%
	Hispanic or Latino	21%
	Black/African American	20%
	Native Hawaiian/Pacific Islander	8%
	Two or more races	3%
	Asian	<1%
	Native American/Native Alaskan	<1%
<b>Gender</b>	Male	52%
	Female	48%
<b>English Language Learner</b>	Yes	17%
<b>Free and Reduced Lunch</b>	Yes	81%
<b>Special Needs Student</b>	Yes	13%

In terms of demographics, most participating students were White (49%), Hispanic (21%), or Black/African American (20%). Comparatively, demographic data submitted through the Leading Indicators surveys showed that managers and staff members at Arkansas 21<sup>st</sup> CCLC sites were primarily White (71%), female (80%), and had either a Master's (41%) or Bachelor's (20%) degree in 2021. Recent research examining environmental contributors to youth outcomes suggests that students are more likely to report positive attitudes towards learning and achieve academic outcomes when there is a strong match in both race/ethnicity and gender between students and teachers.<sup>4,5</sup> Given the value of having shared demographics and lived experiences between students and staff within a learning environment, **Arkansas 21<sup>st</sup> CCLC programs may benefit by intentionally hiring a workforce who is representative of the students served, both in race and gender, as they refill open staff positions left vacant during the pandemic.**

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<sup>4</sup> Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.

<sup>5</sup> Egalite, A. J., & Kisida, B. (2018). The effects of teacher match on students' academic perceptions and attitudes. *Educational Evaluation and Policy Analysis*, 40(1), 59-81.



## Evaluation Results

### Quality

Consistent implementation of high-quality instructional practices across sites requires clear leadership and support from Grantee Directors around program operations, quality standards and YPQI expectations, and available resources for staff support and development. Through annual submission of the PQA and Leading Indicator surveys, data measuring Organizational Quality (i.e., Capacity, Accountability, Collaboration, Communication, Job Satisfaction, and Youth Governance), YPQI Fidelity (i.e., CQI Practices, YPQI Supports, and YPQI Value), and self-assessed Program Quality (i.e., Safe Environment, Supportive Environment, Interactive Environment, Engaging Environment) were examined to assess the overall readiness and quality of Arkansas 21<sup>st</sup> CCLC programs.

#### *Instructional Quality*

Over the past decade, research has proliferated the youth development field demonstrating the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest instructional practices, meaning those that prioritize a safe environment, supportive relationships, positive staff-youth interactions, and active learning principles are more likely to promote youth engagement and attendance, which in turn promotes youth skill development across multiple domains, such as academic, social-emotional, and behavioral skills.<sup>6</sup>

The Instructional Total Score (ITS; comprised of the Supportive Environment, Interaction, and Engagement domains) is used as a measure of high-quality instructional practice. In 2021, the average self-assessment ITS score was 3.86. **In response to ADE Objective 3.5, 49% of sites achieved an average ITS score of 3.90 or higher, an increase of seven percentage points from the previous year.** A modification of training content and facilitation to support the distinct needs of new and returning Grantees in 2020 may have led to the increase in percent of sites having an average ITS score of 3.90 or higher.

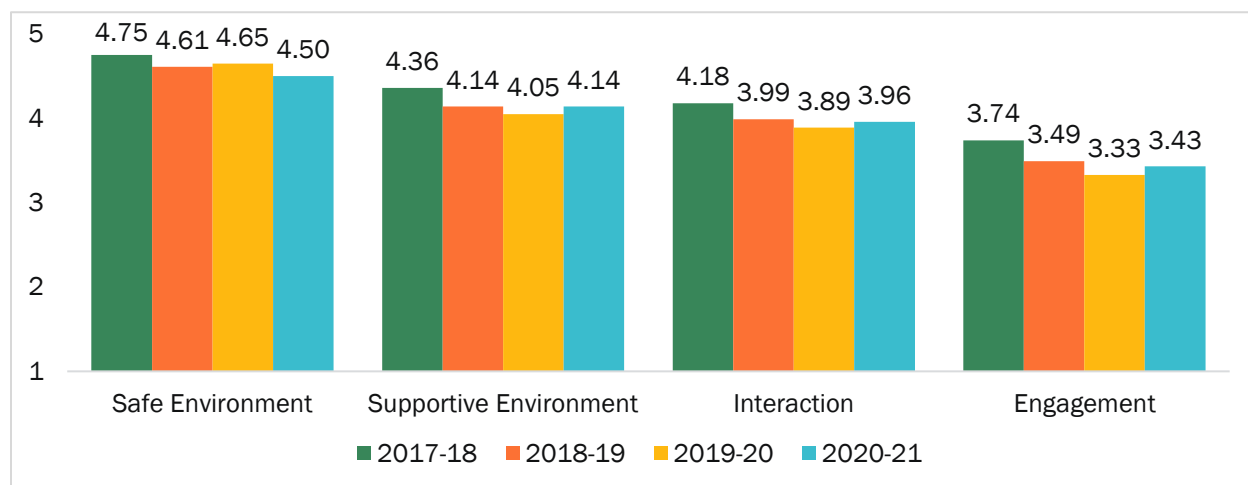
While the ITS provides a broad understanding of instructional quality, self-assessment scores were also examined by domain to study more nuanced changes within the program context. **Despite challenges related to the COVID-19 pandemic, PQA self-assessment scores remained high each year, with a noticeable rebound observed in 2021 (Figure 3).**

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<sup>6</sup> Durlak, J.A., & Weissberg, R.P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social and Emotional Learning.



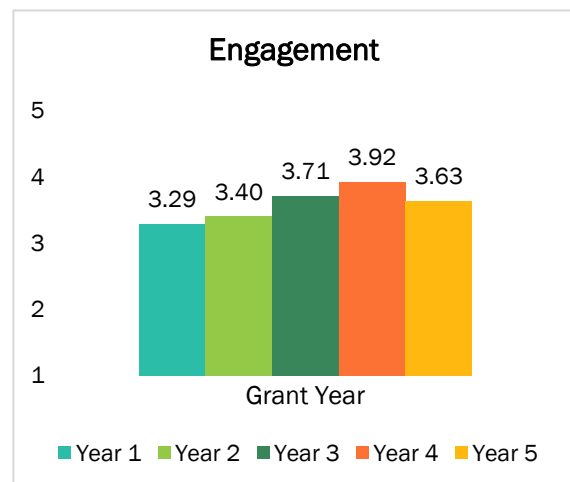
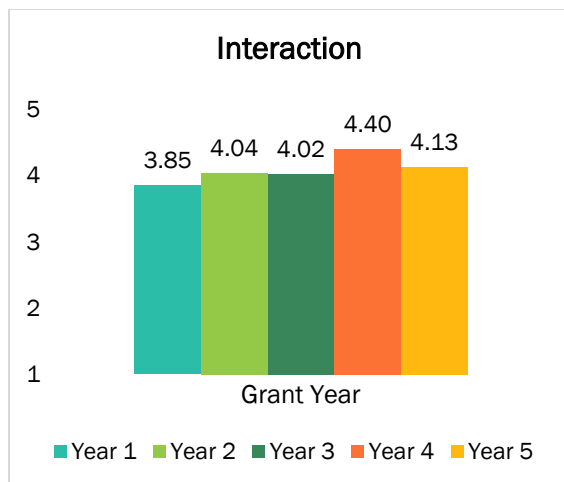
**Figure 3. Self-Assessment PQA Domain Scores by Calendar Year, 2018-2021 (n=281)**



In addition to examining wholistic program quality for Arkansas 21<sup>st</sup> CCLC programs by calendar year, the longitudinal data was also analyzed by grant year to identify growth patterns connected to tenure or experience. In Arkansas, grantees receive funds in five-year grant cycles, meaning that each calendar year includes grantees in different stages of the grant cycle (some in their first year, some in their second year, etc.). For this report, grantees in their first year were designated as Year 1, grantees in their second year were designated as Year 2, and so on. It is important to note that data collection materials were modified, and implementation was impacted by the COVID-19 pandemic beginning in 2020; therefore, some grant year analyses are limited to the 2018 and 2019 program years.

**Figure 3. Self-Assessment PQA Domain Ratings by Grant Year, 2018-2019 (n=142)**

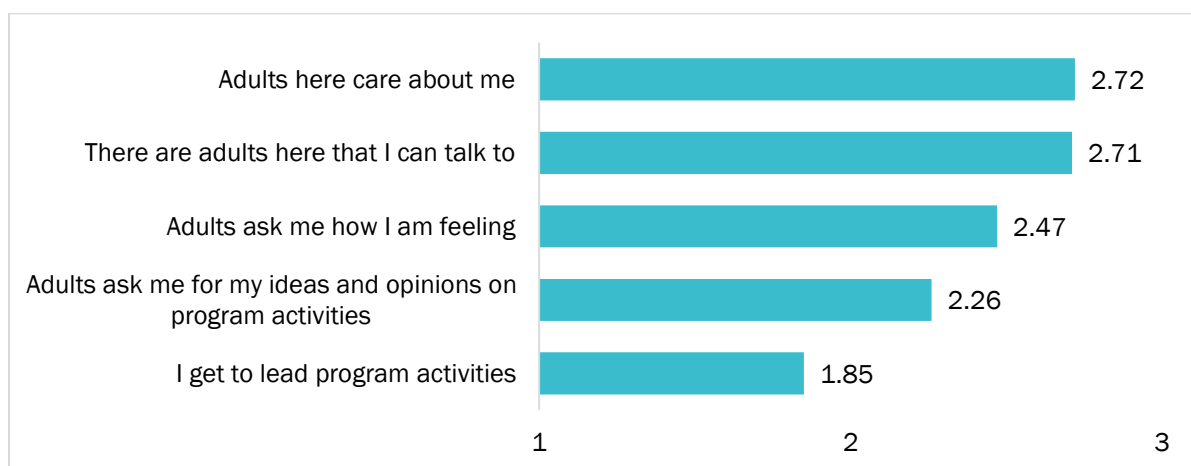




When examining PQA scores by grant year, all PQA domains received an average score of 3 or higher regardless of year, indicating that the majority of instructional practices were observed some of the time and/or for some of the students regardless of where the site was in its grant cycle. **Apart from the Safe Environment domain (which had high scores each year), sites in Year 4 reported significantly higher scores than sites in their first grant year across the remaining domains (Figure 4; see Table A in the Technical Appendix for details), aligning with anecdotal evidence that it takes approximately 3 years for programs to fully establish the organizational and program practices necessary to implement a high-quality program.**

Aligned with national trends, instructional practices within the Safe Environment and Supportive Environment domains were strongest, with lower staff practices reported within the Interaction and Engagement domains. This pattern is common among all YPQI networks as providing an interactive and engaging program environment for youth requires an advanced set of staff practices and can be more difficult to achieve compared to establishing a Safe and Supportive Environment. **Students agreed that that Safe and Supportive instructional practices are more common than Interactive and Engaging practices (Figure 5).**

**Figure 4. Student Perspectives on Program Quality, 2021 (n=1,496)**



Scale: 1 = Not at all true; 2 = Somewhat true; 3 = Very true

To identify specific practice strengths and improvement areas, change in self-assessment PQA scale scores were examined over the four-year period. Scales with averages above 4.25 indicated stable strengths throughout the network and include: Emotional Safety, Nourishment, Healthy Environment, Accommodating Environment, and Session Flow (**Table 7**). Improvements in certain scales have already been observed when examined across grant years. Specifically, sites in Year 4 had significantly higher scores than sites in their first grant year in Reframing Conflict, Planning, and Leadership. Active Engagement and Adult Partners also show improvement over time (see Table B in the Technical Appendix for details). There were also several scales that had averages below 3.7, this past year and previous years, and indicate areas for growth. This comprehensive examination of both domain and scale scores consistently shows that **additional training and coaching on staff practices aligned to the Interaction and Engagement domains would support program quality improvement throughout ADE 21<sup>st</sup> CCLC programs.**

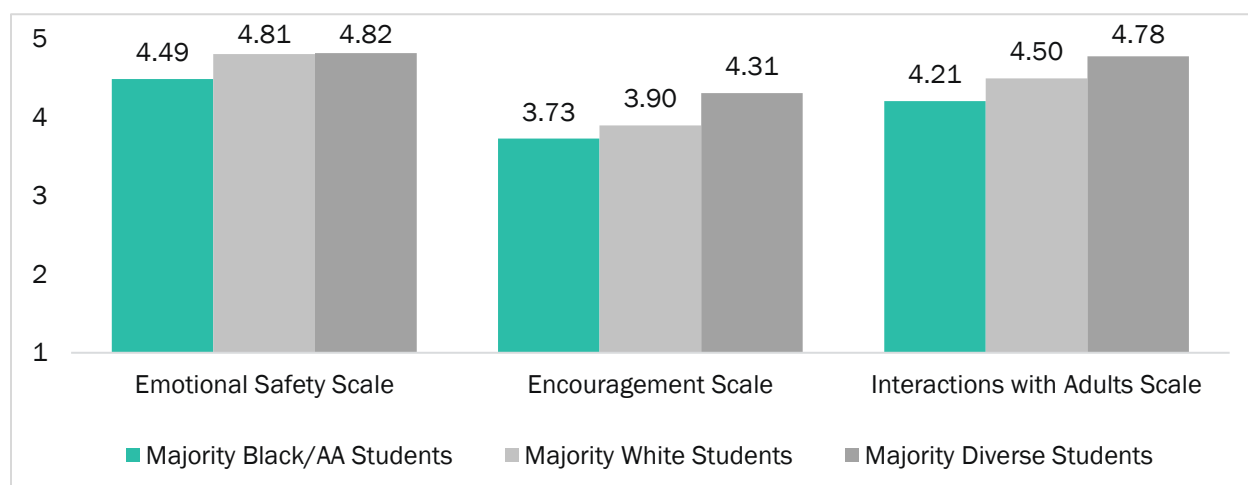
**Table 7. PQA Strengths and Opportunities**

	PQA Scales (Self-Assessment)
<b>Strengths</b>	Emotional Safety Nourishment Healthy Environment Accommodating Environment Session Flow
<b>Observed Improvements</b>	Planning* Leadership* Adult Partners* Active Engagement Reframing Conflict
<b>Growth Areas</b>	Encouragement Child-Centered Space Choice Reflection Equitable access to high-quality programs

*\*Significant improvements noticed by grant year, not calendar year*

Analyses also examined the extent to which all youth had equal access to quality 21<sup>st</sup> CCLC programs throughout the state. Using student demographic data shared for APR during 2018 and 2019 program years, sites were coded as serving a majority of White students (42%), a majority of Black/African American students (35%), or a diverse group of students (23%). **Although scores were typically high, programs serving a majority of Black/African American students had significantly lower Emotional Safety, Encouragement, and Interactions with Adults as compared to other sites (Figure 6)** indicating disparities in access to high-quality afterschool programming.

**Figure 6. Relationship between Student Race/Ethnicity and Program Quality, 2018-2019**



### Organizational Quality

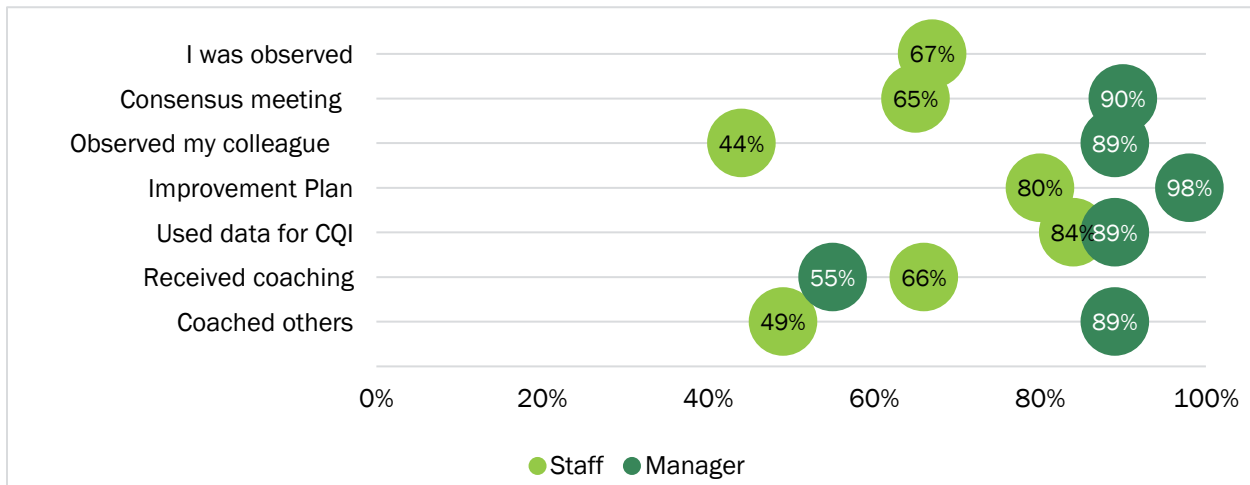
Consistent implementation of high-quality instructional practices across sites requires clarity and support from Grantee Directors around YPQI expectations and available resources. Combining guidance from the US Department of Education and the goals and objectives communicated from Arkansas 21<sup>st</sup> CCLC leadership, grantees and sites were well-informed and supported to implement all four components of the YPQI intervention, providing a strong foundation for high-quality academic, enrichment, and family services that promote student readiness for academic success.

Survey data from Grantee Directors/Site Coordinators, Afterschool Teachers/Youth Workers, families, and youth were collected each year to examine staff implementation of the Arkansas 21<sup>st</sup> CCLC program model. Complemented by APR data regarding program activities, staffing and youth performance, survey responses about YPQI fidelity, instructional context, and youth experiences were analyzed to confirm that Arkansas 21<sup>st</sup> CCLC programs had the necessary resources to provide positive developmental opportunities for all participating youth.

### YPQI Fidelity

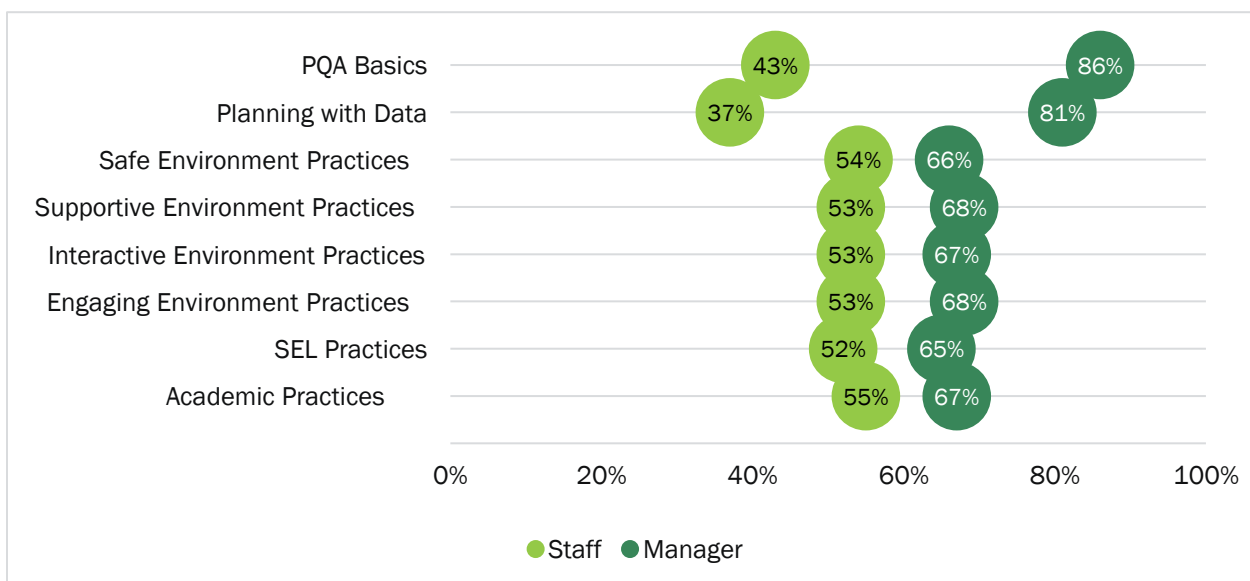
As described above, the four staff practices central to YPQI implementation are program quality assessment, data-driven improvement planning, coaching, and training. **Aligned with ADE Objective 3.4, all programs fully engaged and completed all elements of YPQI.** However, when engagement was examined by position, **Grantee Directors and Site Coordinators reported significantly greater participation in the YPQI process in comparison to afterschool staff, suggesting limited implementation of the Take it Back Agenda**, whereby participants in trainings such as PQA Basics and Planning with Data were expected to pass along learnings to their colleagues to support an inclusive process (Figure 7).

Figure 7. Staff Engagement in YPQI Practices, 2021



Additional questions were examined to understand the extent to which staff participated in the various training opportunities provided to support YPQI. Staff indicated whether they attended a specific training, and if they did, they rated how useful the content was to their work. Similar to previous years, the 2021 survey data showed there was a noticeable difference in participation by position (**Figure 8**). Given that many afterschool staff are also school day teachers and therefore only work parttime in the afterschool program, it makes sense that the majority of training participants are Grantee Directors and Site Coordinators whose work schedules include more time to attend training events. While Youth Work Methods trainings were made available online to all staff all year, **the data suggest there may be additional barriers preventing afterschool staff from engaging in content focused high-quality staff practices and more attention is needed to ensure that all staff are fully engaged in the YPQI process.**

Figure 8. Staff Engagement in YPQI Trainings, 2021



To test the Arkansas 21<sup>st</sup> CCLC program framework, additional analyses were conducted on the 2018-2019 dataset to explore the relationship between organizational quality and program quality. The results showed that two measures of organizational culture repeatedly predicted higher Program Quality: Organizational Capacity and Youth Governance. More specifically, **programs that reported a strong presence of Vertical Communication, Job Satisfaction, and Youth Governance were more likely to engage in the YPQI process with fidelity, and subsequently, programs with the highest engagement in the YPQI process were more likely to show improved program quality over time** (see Tables C and D in the Technical Appendix for details). These results were especially pronounced after grant year 3, again reinforcing that time is needed to establish the organizational capacity for continuous quality improvement before program quality goals can be attained.

### Quality Summary

Approximately half of Arkansas 21<sup>st</sup> CCLC programs provided high-quality experiences, defined as a score of 3.9 or higher, for participating students each year. Programs repeatedly reported strengths in Safe and Supportive Environment practices, and continually showed room for improvement on Interaction and Engagement practices, especially in relation to encouragement, youth choice, and reflection. Longitudinal analyses indicate disparities in access to high-quality programs, such that sites serving primarily Black/African American students reported significantly lower staff practices in Emotional Safety, Encouragement, and Interactions with Adults compared to other sites across Arkansas.

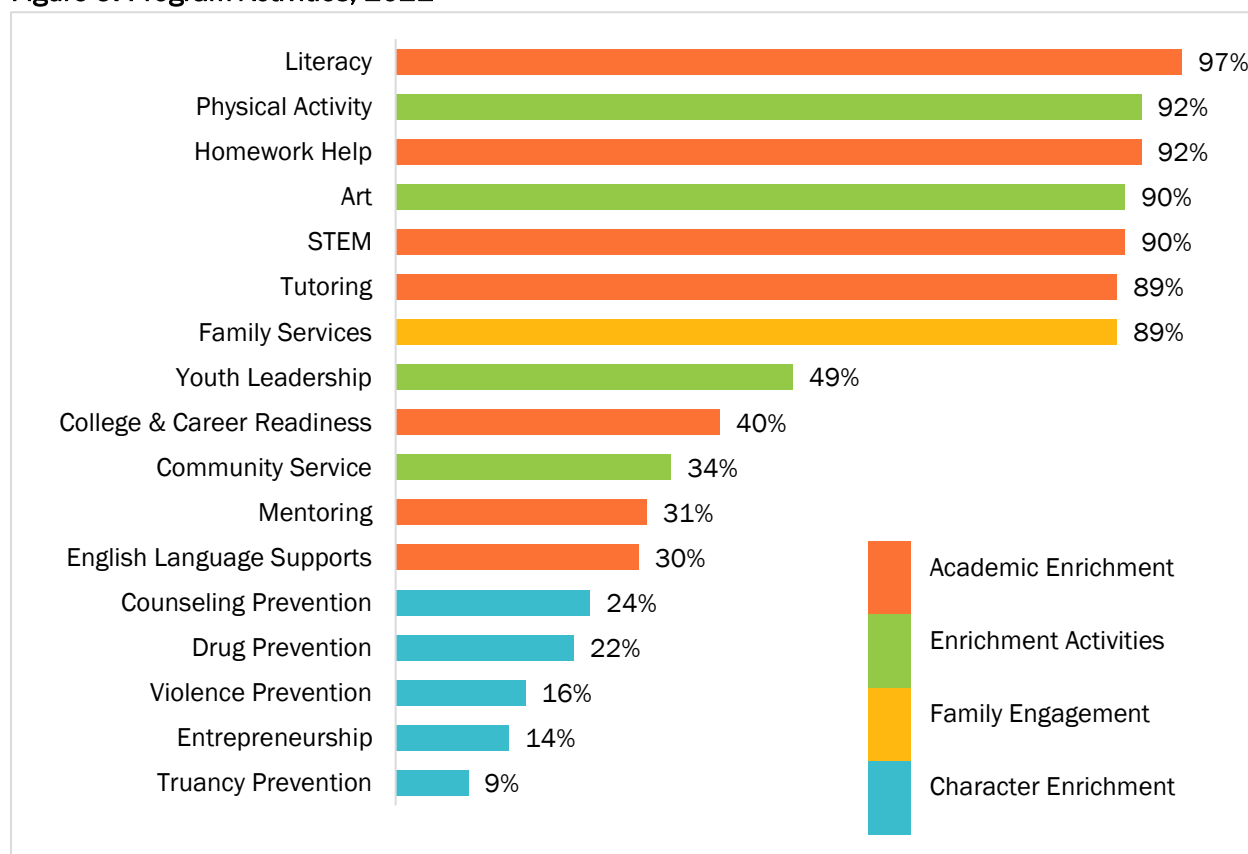
While the majority of programs engaged in all elements of the YPQI process each year, the data suggest that Afterschool Teachers/Youth Workers were less likely to participate in offered trainings, perhaps providing one explanation for why desired improvements in staff practices are limited. Examining trends over time affirms both practical evidence and theory documenting the critical importance of organizational culture and leadership practices in establishing the necessary infrastructure for high-quality youth programming. Programs reporting stronger communication practices and feedback loops across levels, including incorporating youth voice into program decision making, were more likely to fully engage in the YPQI process and therefore demonstrate greater quality improvements overtime. With evidence to suggest that these promising relationships don't concretely emerge until grant year 3, the results would recommend that early efforts to stabilize the infrastructure and management practices needed to build a solid CQI system, as well as reinforcements for frontline staff to participate in training, may help new programs achieve their program quality goals more quickly.

## Engagement

### Academic and Enrichment Activities

The priorities of 21<sup>st</sup> CCLC funding are to provide students with academic and enrichment activities that will promote youth skills aligned to school-day success. For each APR term, staff reported on the different types of academic, enrichment, and character education activities that were offered. Similar to previous years, sites prioritized academic activities, along with physical education and art (Figure 9). Aligned with statewide Objectives 3.1 and 3.2, 92% of sites reported offering Homework Help throughout the year, with the majority of sites also offering Literacy, STEM and Tutoring activities in support of student academic success. Additionally, while only 40% of sites reported offering specific College & Career Readiness activities, 77% of sites acknowledged that the academic and enrichment activities offered were in support of College & Career Readiness skills. On average, each of these activities were offered at least once a week, for approximately 1-2 hours, serving 11-20 students each session. Similar to previous program years, prevention focused activities were more likely to be offered once a term or monthly and served a larger group of students each time.

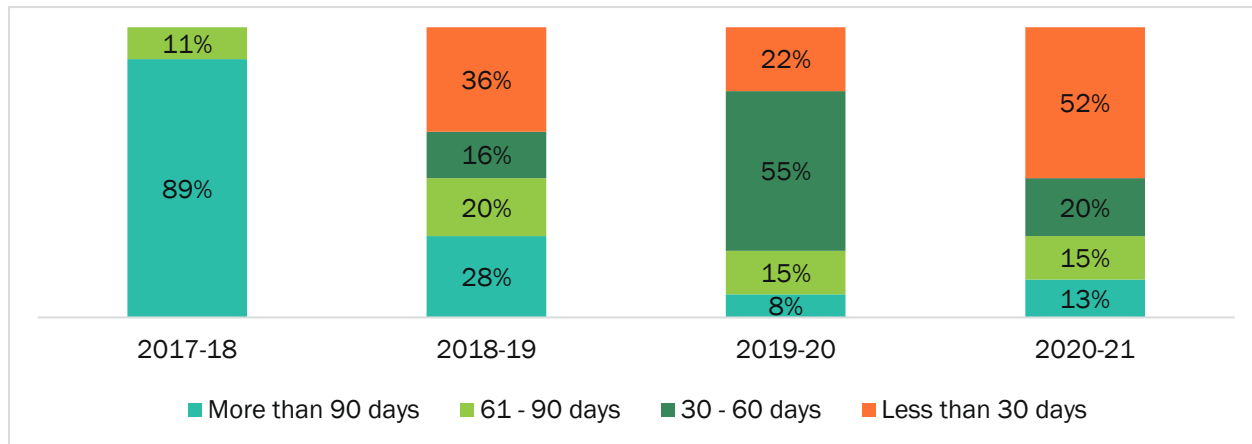
Figure 9. Program Activities, 2021



## Program Attendance

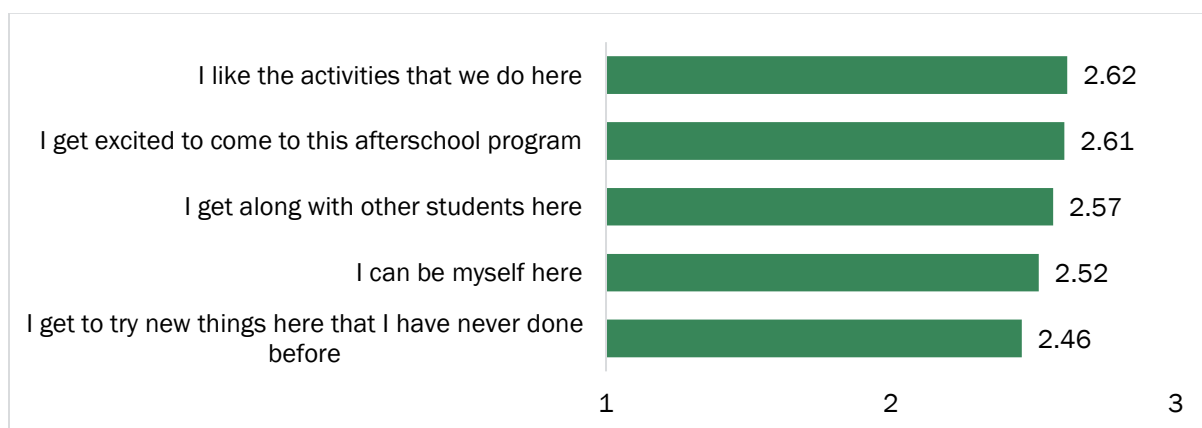
For the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year<sup>7</sup>. The 21<sup>st</sup> CCLC annual performance requirements track 30-day, 60-day, and 90-day attendance patterns each term as indicators of student engagement. The COVID-19 pandemic disrupted program operations in 2020 and 2021, contributing to lower-than-normal attendance patterns.

**Figure 5. School Year Program Attendance, 2018-2021**



In addition to the significant reduction in the number of students attending as described above, **fewer students attended the program more than 30 days compared to previous years (Figure 10)**. However, the students who did participate continued to report **high levels of satisfaction with the activities offered** and noted they were excited to attend the program, get along well with other students, can be themselves, and try new things (Figure 11).

**Figure 11. Student Satisfaction, 2021**



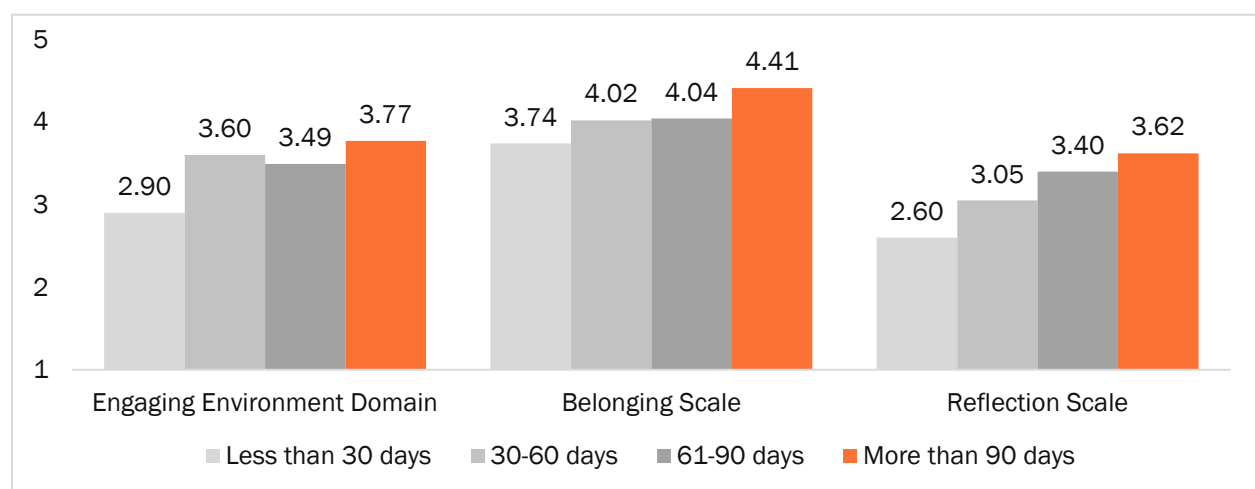
Scale: 1=Not at all true, 2=Somewhat true, 3=Very true

<sup>7</sup> Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Policy Studies Associates, Inc.



To test the Arkansas 21<sup>st</sup> CCLC program framework, additional analyses were explored to examine the relationship between attendance and program quality. Data from the 2018 and 2019 program years shows that **high-quality programs were more likely to serve students who attended 90 days or more throughout the school year.** Programs with a strong Engaging Environment, especially those high in reflection and belonging practices, had the greatest student attendance (**Figure 12**; see Table E in the Technical Appendix for details). These findings align well with existing afterschool literature acknowledging that programs with engaging activities that prioritize building supportive relationships among staff and students are more likely to promote attendance<sup>8</sup>, and in turn, high program attendance is strongly connected to greater academic motivation and success among participating students.<sup>9</sup>

**Figure 12. Relationship between Program Quality and Attendance, 2018-2019**



### Family Engagement

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth academic success. When families and schools are interested in and invested in programs, students are more likely to attend. Family engagement is therefore a critical component in youth engagement.

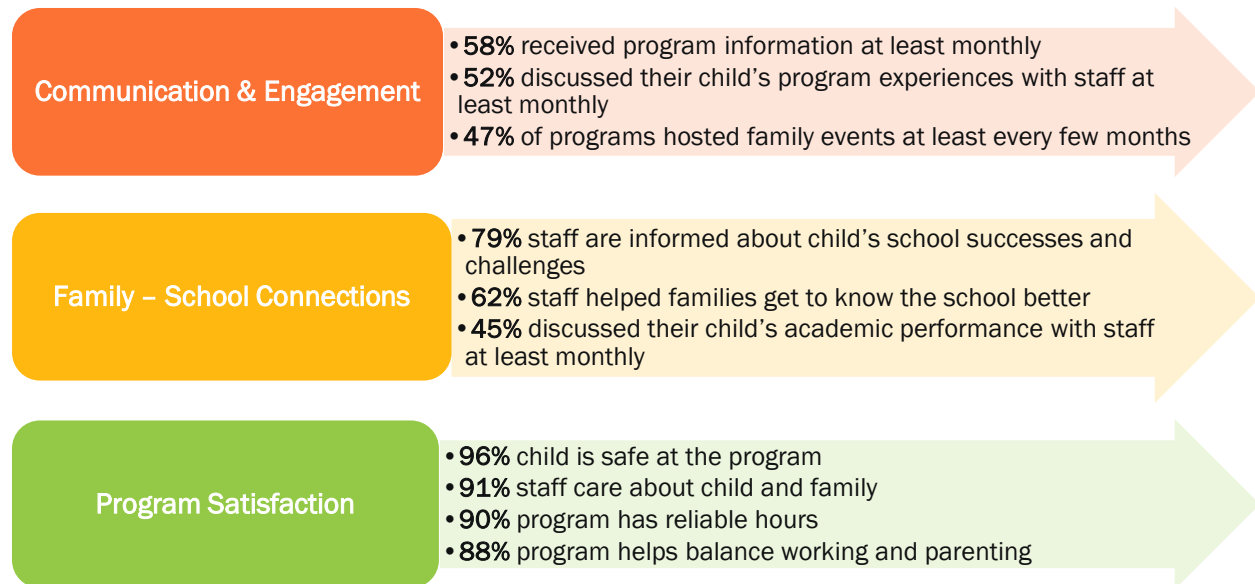
**In response to ADE Objective 3.3, 89% of sites offered family engagement activities throughout the year, with 86% of sites offering family engagement activities in the fall and 91% in the spring. Families reported high levels of satisfaction with programs in 2021, with almost all families agreeing**

<sup>8</sup> Fredricks, J. A., Bohnert, A. M., & Burdette, K. (2014). Moving beyond attendance: Lessons learned from assessing engagement in afterschool contexts. *New directions for youth development*, 2014(144), 45-58.

<sup>9</sup> Mahoney, J. L., Lord, H., & Carryl, E. (2005). An ecological analysis of after-school program participation and the development of academic performance and motivational attributes for disadvantaged children. *Child development*, 76(4), 811-825.

that staff cared about their child and family (91%), that their child was excited to attend the program (99%), and that program staff were well informed of their child's progress in school (79%; Figure 13).

**Figure 13. Family Engagement, 2021**



Families' confidence in care and satisfaction with school connections remained high and did not appear to be impacted by the COVID-19 pandemic. **Families' satisfaction with communication continues to be an opportunity for improvement**, with 2021 survey responses showing that only 58% of families received program information each month, with only 52% of families connecting with program staff at least monthly, suggesting that more intentional and frequent family communications may promote greater participation in family activities. At the same time, additional analyses indicated that parent communication was negatively related to program quality and attendance. Specifically, there was a negative correlation between parent communication and the Safe and Supportive Environment domains, as well as program attendance. **It is possible that communication often focuses on negative behaviors or situations, thereby suggesting that a reminder to staff to communicate positive experiences and student achievements would also be beneficial** (see Table F in the Technical Appendix for details).

#### Engagement Summary

While COVID-19 disruptions minimized participation during the 2020-2021 program year, participating students and families continued to report great levels of program satisfaction and engagement in activities. Longitudinal analyses show that programs with a strong Engaging Environment, especially those high in reflection and belonging practices, had the greatest student attendance, reinforcing previous recommendations for more staff training on high-quality practices. Strengthening family communications around positive program experiences also stood out as an area for improvement.

Skill Development

Instructional Rigor

The critical connection between high quality 21<sup>st</sup> CCLC programming and student academic achievement is the point-of-service interactions where staff practices are responsive to a student’s individual needs. While self-assessment of program quality is a valued perspective, it is equally important to check in with students to see if their program experiences align with 21<sup>st</sup> CCLC program expectations. When asked about the instructional context and content provided during program activities, **most students reported that the academic support provided, and instructional rigor of program activities was supportive of their academic development (Figure 14).** These reports align well with staff reports of homework support, as almost all students reported that program staff understand their homework and that they are able to complete their homework during programs hours.

Figure 14. Youth Reported Academic Support and Instructional Rigor, 2021



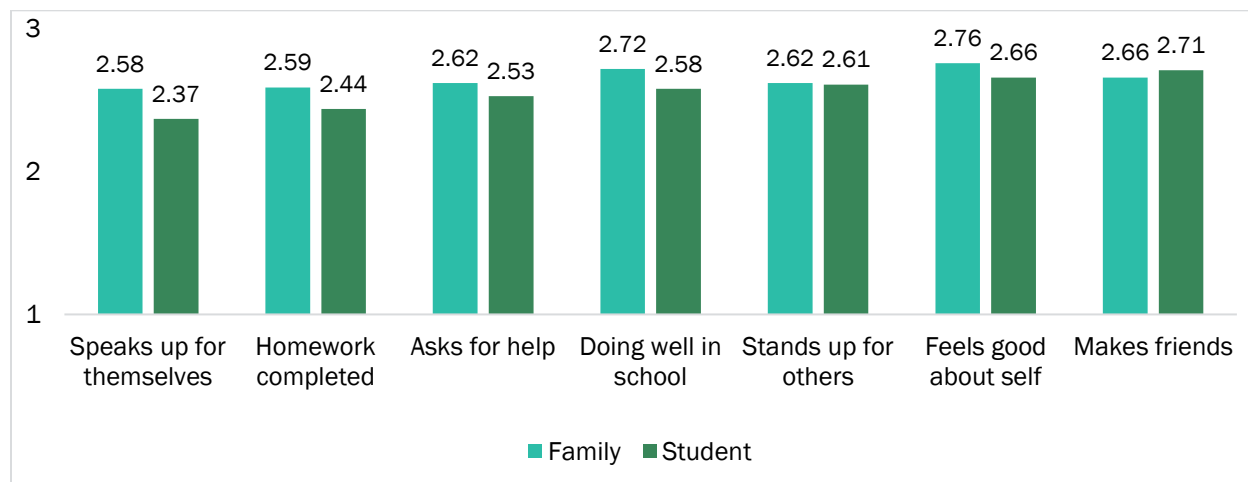
Youth’s 21<sup>st</sup> CCLC Skills

The development of social and emotional learning, critical thinking, and leadership skills is similar to a muscle; the more youth practice them, the stronger and more easily accessible they become. When youth have consistent opportunities for teamwork, problem solving and communication, and are supported through intentional activities and staff practices, the skills and confidence gained can be transferred to other settings that allow youth to achieve success across multiple contexts and be better prepared for post-secondary life.

**Successfully achieving Objectives 2.1 and 2.2, almost 90% of youth attending Arkansas 21<sup>st</sup> CCLC programs reported high levels of social and emotional skills and academic habits for the 2020-21 program year,** measured by a response of somewhat true or very true to all statements. On average, most families and students acknowledged youth strengths in their ability to making friends and advocating for themselves and others, as well as their persistence on challenging tasks and being able to ask for help when needed (Figure 15). Aligned with existing literature supporting the

relationship between social and emotional skills and academic achievement<sup>10</sup>, this data suggests that Arkansas 21<sup>st</sup> CCLC students continue to develop skills that will help them be successful in the school, work, and life.

**Figure 15. Student Skill Development, 2021**



Scale: 1=Not at all true, 2=Somewhat true, 3=Very true

### Skill Development Summary

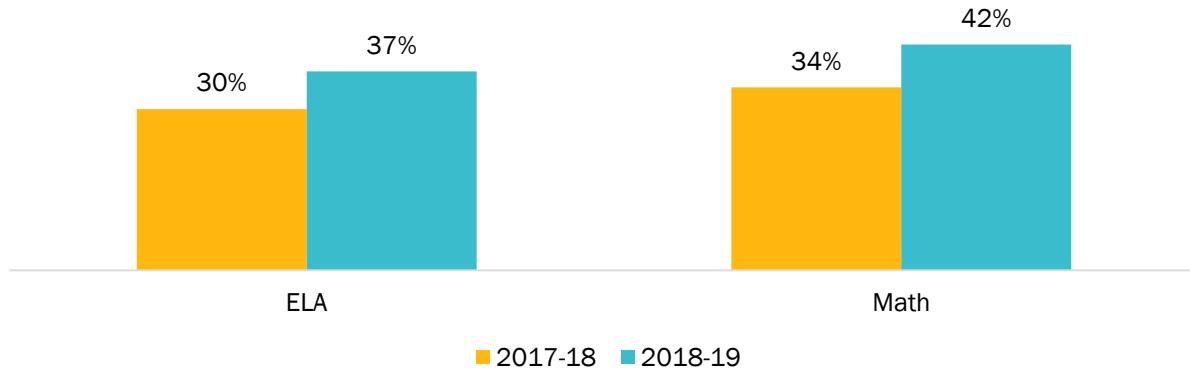
Student reports of their program experience aligned well with observation and staff feedback; Arkansas 21<sup>st</sup> CCLC programs provide students with a rich learning environment full of supportive staff who assist with homework completion, provide new activities that align with youth interests and connect to school day content, and promote positive and productive relationships among peers. Year after year, both students and families feel strongly that participation in Arkansas 21<sup>st</sup> CCLC programs contributes to the development of essential college and career readiness skills.

<sup>10</sup> Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

## Transfer Outcomes

With an emphasis on preparing all students with the skills necessary to promote academic success, the annual state assessments provide an opportunity to reflect on the alignment between instructional quality, program activities and student's academic needs. Since COVID-19 school closures disrupted the state assessment schedule for the past two years, it was not possible to accurately measure student growth related to Objectives 1.1 and 1.2. However, **analyses of student performance from the 2018 and 2019 program years show a significant increase in the percent of students who were Ready or Exceeding standards in both ELA and Math (Figure 16; see Table G in the Technical Appendix for details).** Given that these results reflect site-level increases and not individual student growth, this positive change could be a result of program recruitment and/or program participation and therefore causal inferences cannot be made.

Figure 16. Academic Performance, 2018-2019



### Transfer Outcomes Summary

With a post-pandemic focus on supporting academic recovery, the significant growth in ELA and Math test scores from 2018 to 2019 is a reminder that Arkansas 21<sup>st</sup> CCLC programs are an essential partner in the local ecosystem, always working closely with to schools, families, and community organizations to promote the success of students throughout the state.

## Recommendations

To assess the impact of Arkansas 21<sup>st</sup> CCLC programs, this report analyzed longitudinal data collected between 2018 to 2021 to examine program quality, implementation fidelity, youth and family engagement, as well as skill development and academic outcomes for participating PreK-12<sup>th</sup> grade students. In addition to identifying best practices for high-quality programming, the results highlighted key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic and continued growth for student success.

### ❖ Reinforce Coaching supports to promote staff engagement in YPQI process

Examining Arkansas 21<sup>st</sup> CCLC data over time shows that all staff engagement in the YPQI process is a significant promoter of program quality improvement. While Grantee Directors and Site Coordinators reported high participation, Afterschool Teachers/Youth Workers were less likely to engage in continuous quality improvement activities, conversations, or targeted improvement efforts. While strategies to reinforce and/or incentivize staff participation could be considered (e.g., modify schedule of events, new opportunities aligned to training completion), the results suggest that the Take-It-Back agenda is not being implemented as intended. The YPQI process is designed for managers to bring the content back to their team through scheduled trainings, staff meetings, and intentional group and individual coaching. This gap suggests that Grantee Directors and Site Coordinators may benefit from additional training on coaching and management practices to strengthen staffs' competence and confidence in high-quality program practices.

### ❖ Address racial equity gaps in access high-quality programs

Each year approximately half of Arkansas 21<sup>st</sup> CCLC programs achieve the desired threshold of 3.9 for high-quality programming. While there is an overall need to increase the presence of high-quality practices throughout the state, the longitudinal data suggests that programs serving a majority of Black/African American students had significantly lower program quality scores compared to others, indicating racial disparities in access to high-quality programming. With national data also confirming the disproportionate impact of COVID-19 on Black families, recovery efforts will need to address both pre- and post-pandemic inequities in educational supports. In addition to rehiring a workforce that is more representative of the students served, both scholars and practitioners recommend targeting systemic improvements to address persisting educational inequities, such as training opportunities and program activities that are responsive student needs, as well as more resources to address the physical and mental health needs that are necessary for student participation and development<sup>11</sup>.

### ❖ Revisit components of meaningful family engagement

Similar to high-quality program practices that promote positive student experiences and outcomes, parents and families also deserve safe and supportive environments with opportunities to interact

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<sup>11</sup> Gaylord-Harden, N., Adams-Bass, V., Bogan, E., Francis, L. A., Scott, J., Seaton, E., & Williams, J. (2020). Addressing inequities in education: Considerations for Black children and youth in the era of COVID-19.

and engage in what their children do afterschool. Building from the You for Youth resources, 21<sup>st</sup> CCLC programs can enhance family engagement by hosting events to build a sense of community and belonging among families, supporting transparent communications about student learning between families, schools, and programs, and providing educational services to strengthen at home learning.<sup>12</sup> While participating families repeatedly report high levels of convenience, trust, and satisfaction with Arkansas 21<sup>st</sup> CCLC programs, expanding communication efforts beyond monthly touchpoints to include more interactive program experiences, direct attention to student success, and positive anecdotes about their child's learning and development would likely deepen the impact of family engagement.

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<sup>12</sup> You for Youth: <https://y4y.ed.gov/tools/family-engagement-research-brief>

## Technical Appendix

Analysis of variance (ANOVA) models were conducted to examine whether there were significant mean differences for PQA domains across grant years. Trends demonstrate that average ratings increased as the grant year increased, such that sites in later grant years had higher mean ratings on average than sites in lower grant years. Apart from the Safe Environment Domain, Year 4 was significantly higher than Year 1 on all self-rated PQA Domains. In addition, Year 5 was also significantly higher than Year 1 for the Supportive Environment Domain.

**Table A. PQA Domain Ratings on the Self-Assessment by Grant Year, 2018-2019**

PQA Domain	Grant Year					ANOVA	Sig. Contrasts
	Year 1	Year 2	Year 3	Year 4	Year 5		
Safe Environment	4.55	4.77	4.70	4.73	4.69	Not Significant	No sig. contrasts
Supportive Environment	4.03	4.13	4.21	4.42	4.40	$F(4, 130) = 3.702, p = .007$	Year 5 + Year 4 > Year 1
Interaction	3.85	4.04	4.02	4.40	4.13	$F(4, 130) = 3.001, p = .021$	Year 4 > Year 1
Engagement	3.29	3.40	3.71	3.92	3.63	$F(4, 131) = 2.840, p = .027$	Year 4 > Year 1
Instructional Total Score	3.73	3.86	4.00	4.25	4.06	$F(4, 130) = 2.840, p = .007$	Year 4 > Year 1
Total Score	3.93	4.08	4.18	4.37	4.22	$F(4, 130) = 3.747, p = .006$	Year 4 > Year 1

ANOVA models were conducted to examine whether there were significant mean differences for PQA scales across grant years. Year 4 was significantly higher than Year 1 for both Planning and Leadership scales, and Year 5 was significantly higher than Year 1 for the Reframing conflict scale.

**Table B. PQA Scale Ratings on the Self-Assessment by Grant Year, 2018-2019**

PQA Scale	Grant Year					ANOVA	Sig. Contrasts
	Year 1	Year 2	Year 3	Year 4	Year 5		
Active Engagement	3.89	3.85	4.04	4.33	4.37	$F(4, 131) = 2.566, p = .041$	No sig. contrasts
Reframing Conflict	3.52	3.75	3.71	4.33	4.52	$F(4, 42) = 3.994, p = .008$	Year 5 > Year 1
Planning	3.07	3.11	3.53	3.92	3.39	$F(4, 127) = 2.538, p = .043$	Year 4 > Year 1
Leadership	3.45	3.58	3.39	4.24	3.63	$F(4, 127) = 3.093, p = .018$	Year 4 > Year 1
Adult Partners	3.75	3.71	3.88	4.40	4.61	$F(4, 56) = 2.573, p = .047$	No sig. contrasts



Regression analyses were conducted to determine if organizational culture predicted aspects of YPQI fidelity. Analyses were conducted for cumulative data (all data available from 2018-2019), as well as individually by grant year (Years 1-5). Overall, two measurements of organizational culture consistently demonstrated positive relationships with YPQI outcomes in several models. When looking at the cumulative data, **Vertical Communication** was a strong predictor ( $\beta > .300$ ;  $p < .05$ ) for both CQI Practices and YPQI Value. **Job Satisfaction** and **Youth Governance** were also predictors of YPQI Value.

**Table C. Regression Analyses Depicting Relationship between Organizational Culture and YPQI Fidelity by Grant Year, 2018-2019**

	Dependent Variables											
	CQI Practices Scale						YPQI Value Scale					
Independent Variable	All Years	Year 1	Year 2	Year 3	Year 4	Year 5	All Years	Year 1	Year 2	Year 3	Year 4	Year 5
Adjusted R-Square	.371			.496		.711	.416					.739
	Beta Standardized Coefficients ( $\beta$ )											
Organizational Capacity												
Job Satisfaction							.199*					
Youth Governance				-.470*			.192*					
Accountability												
Collaboration												
Horizontal Communication												
<b>Vertical Communication</b>	.319*					.892*	.310**					.876*

\* $p < 0.05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Regression analyses were conducted to determine if measures of YPQI fidelity and organizational culture were significant predictors of PQA domain outcomes for all-years (2018-2019) and by grant years (1-5). Two measures of organizational culture consistently demonstrated positive relationships with PQA ratings in the all-years regression models. Both the **Organizational Capacity** and **Youth Governance** scales were strong predictors ( $\beta > .200$ ;  $p < .05$ ) and their corresponding Adjusted R-square values were also large ( $Adj. R^2 > .200$ ) except for the Supportive Environment domain model. **YPQI Participation** was the only consistent significant predictor in the grant year analysis, with extremely large beta coefficients ( $\beta > .600$ ;  $p < .05$ ). Notably, all models in the grant year analysis with at least one significant variable had extremely large Adjusted R-square values ( $Adj. R^2 > .300$ ).

**Table D. Regression Analyses Depicting Relationship between Organizational Culture, YPQI Fidelity, and PQA Domains by Grant Year, 2018-2019**

PQA Domains (Self)		Safe Environment	Support Environment	Interaction Domain	Engagement Domain	Instruction Total Score	Total Score
	Adjusted R-Square	.207	.190	.201	.208	.258	.283
<b>Organizational Capacity Scale</b>	Beta Standardized Coefficients ( $\beta$ )	.322*	.381**	.280*	.427**	.407**	.420**
Job Satisfaction			-.237*	-.247*			-.236*
<b>Youth Governance</b>			.308*	.267*	.319**	.314**	.304**
Accountability					-.350*	-.305*	-.271*
Collaboration							
Horizontal Communication							
Vertical Communication							
CQI Practices							
<b>YPQI Participation</b>					.257*		
YPQI Value							

\* $p < 0.05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

ANOVA models were conducted to assess whether there were significant mean differences between attendance categorical groups and PQA scales or domains. Four categorical attendance groups were utilized including those attending 1-29 days, 30-59 days, 60-89 days, and 90+ days. Four self-rated PQA measurements were significantly different between the attendance groups. Generally, students that attended the program 90 days or more self-rated significantly higher than students that attended 1-29 days.

**Table E. Differences Between Attendance Groups and PQA Self-Assessment Domains and Scales, 2018-2019**

	Attendance Groups					Sig. Contrasts
	1-29 days	30-59 days	60-89 days	90+ days	ANOVA	
Engagement Domain	2.90	3.60	3.49	3.77	$F(3, 119) = 3.518, p = .017$	90+ days > 1-29 days
Belonging Scale	3.74	4.02	4.04	4.41	$F(3, 117) = 5.465, p = .001$	90+ days > 1-29 days & 60-89 days
Reflection Scale	2.60	3.05	3.40	3.62	$F(3, 113) = 2.850, p = .041$	No sig. contrasts
Instructional Total Score	3.53	3.96	3.93	4.11	$F(3, 118) = 3.049, p = .031$	90+ days > 1-29 days
Total Score	3.78	4.11	4.12	4.26	$F(3, 118) = 3.123, p = .029$	90+ days > 1-29 days

There were several significant correlations between the Parent Communication scale and items with self PQA ratings. Parent communication demonstrated significant, negative correlations with several PQA domains and program attendance, such that more communication was linked to lower levels of program quality and attendance.

**Table F. Correlations Between Family Engagement Scales, PQA Domains, and Program Attendance, 2018-2019**

Family Engagement Scale and Items	Self PQA Domains						Attendance Days (fall + spring)
	Safe Env Domain	Supp Env Domain	Interaction Domain	Engagement Domain	Inst. Total score	Total Score	
Parent Communication	-.180*	-.184*					-.517***
Parent Information	-.254**	-.238**			-.196*	-.223*	-.702**
Parent Communication	-.186*	-.239**				-.186*	-.581***

Paired-samples t-tests were used to compare the percent of students who were Ready or Exceeding on the ELA and Math tests over time from 2017-2018 to 2018-2019. For both ELA and Math proficiency, there was a statistically significant increase in the percentage of students who were Ready or Exceeding over this timeframe. These percentages represent site-level change and do not represent student-level change over time since each site served unique groups of students at each timepoint. It is important to remember that these are site-level trends, and each site served a unique group of students each year.

**Table G. Percent of Students who were Ready or Exceeding in ELA or Math Between Years**

Analysis	Sample size	2017-18 % Ready or Exceeding	2018-19 % Ready or Exceeding	Paired Samples t-test
Reading: Ready or Exceeding	136	30.27%	36.74%	$t(135) = 5.619, p < .001$ , Cohen's $d = .482$
Math: Ready or Exceeding	135	33.88%	41.83%	$t(134) = 5.506, p < .001$ , Cohen's $d = .473$