



DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Arkansas 21st Century Community Learning Centers Statewide Evaluation

2016-2017 Annual Report Report to the Arkansas Department of Education

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Arkansas 21st Century Community Learning Centers Statewide Evaluation Report: 2016-2017 Annual Report

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Introduction

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 increase academic achievement, provide additional enrichment activities, and provide literacy and educational services for the parents of youth who attend the afterschool programs (United States Department of Education, 2018).

Both the State Education Agency (SEA) and grantees must comply with specific evaluation and accountability policies and reporting structures. For example, SEAs must provide comprehensive annual evaluations of their 21st CCLC programs that include information about the performance measures listed in their application to the United States Department of Education. These reports must be made available for public consumption.

In order to aide in the evaluation process, grantees are required to submit data annually using a Federal Annual Performance Reporting Data Collection System. This system, new to grantees as of November, 2015, is an online portal that houses information from all 21st CCLC grantees across the United States.

Since 2002, the Arkansas Department of Education (ADE) has utilized federal dollars to fund afterschool programming in a wide variety of school districts and community organizations. To date, ADE has awarded approximately 250 different grants serving approximately 12,000 youth per year (Afterschool Alliance, 2016).

During the 2016-2017 programming year, no new grantees were awarded, bringing the total number of grantees receiving funding to 51. These 51 grantees represent 91 distinct sites/centers. In the 2016-2017 program year ADE was delegated approximately \$11.7 million by the federal government.

In fulfillment of the federal requirement for an annual evaluation, and because ADE does not require that grantees hire local evaluators, ADE sought an evaluation design that prioritized usefulness to grantee-level stakeholders. Therefore, in the fall of 2012, ADE enlisted the David P. Weikart Center for Youth Program Quality, a division of the Forum for Youth Investment (hereafter “evaluation contractor”), to provide a statewide evaluation of the Arkansas 21st CCLC program.

Purpose and Components of the Evaluation

The evaluation design included two overarching components: program evaluation and program quality improvement. Program evaluation includes support for (a) the collection and submission of federally required data through the Annual Performance Reporting Data Collection System (APR), (b) the collection of statewide Leading Indicator data¹ at multiple program levels and from multiple sources, and (c) the preparation of site-level Leading Indicator reports allowing for site-level comparisons to statewide norms. Table 1 presents a complete timeline of the services and supports surrounding the Program Evaluation component of the design.

Table 1. 2016-2017 Program Evaluation Component Timeline

Date/Time	Activities
October 5, 2016	Quality and Evaluation Orientation & Team-Building Meeting
September 19, 2016	APR Orientation Webinar
February 6-8, 2017	Arkansas Annual Statewide Out-of-School Time Conference
February 28, 2017	APR Webinar # 2
February – April, 2017	Evaluation Surveys Administered
April-May, 2017	APR Opens
May 13 & 15, 2017	APR Orientation Webinar: Annual Performance Reporting
May 31, 2017	Due Date: Operations, feeder schools, and partners data due in APR End of program year – last day of data collection for the 2016-2017 program year
June 30, 2017	Due Date: Activities and Teacher Survey data due
June 30, 2017	Due Date: Attendance, Staffing, and State Assessment data due
Fall 2017	Site-Level Leading Indicator Reports Created
Winter 2018	Statewide Evaluation Report

The program Quality Improvement System (QIS; see Figure 1) is aimed at embedding a culture of continuous assessment, planning, and improvement² (Smith, Akiva, Sugar, Lo, et al., 2012). Typically, clients are asked to select a site team to conduct a program self-assessment using the Youth Program Quality Assessment (Youth PQA; Smith & Hohmann, 2005). After data are collected, clients look at their data to see where they are doing well and where they could improve. A Program Improvement Plan (PIP) is then created based on these areas, which includes very detailed information about the timeline for the goals, resources, and supports as well as the roles and responsibilities necessary for goal completion. Throughout the program year, clients work toward implementing the steps necessary to achieve these goals. Another program self-assessment is conducted to assess where gains were made and to examine other areas that may need attention, repeating the continuous improvement cycle.

The program quality improvement process used in the Arkansas 21st CCLC network was adapted from the Weikart Center’s evidence-based continuous improvement model and includes support for (a) the understanding and interpretation of the Leading Indicator Reports and (b) the creation and implementation of PIPs based on the data in the Leading Indicator Reports. Efforts to use the site-level Leading Indicator Reports were initiated during a grantee orientation process in October, 2016. During this orientation process, grantees reviewed their Leading Indicator Reports and created a program goal for the beginning of the 2016-2017 programming year.

¹ Leading Indicator data include surveys of key stakeholders (e.g., youth, parents, program staff, and project directors/site coordinators) as well as program quality assessment data (i.e., Youth PQA and School-Age PQA).

² The Youth Program Quality Intervention (YPQI) is a data-driven continuous improvement model for afterschool systems. A cluster-randomized trial of the YPQI demonstrated a cascade of positive effects beginning with the provision of standards for practice, training, and technical assistance; flowing through managers and staff implementation of continuous improvement practices; and resulting in effects on staff instructional practices at the point of service. For more information, and to read the full report, please visit www.cypq.org/ypqi.

Figure 1. Overview of the Quality Improvement System

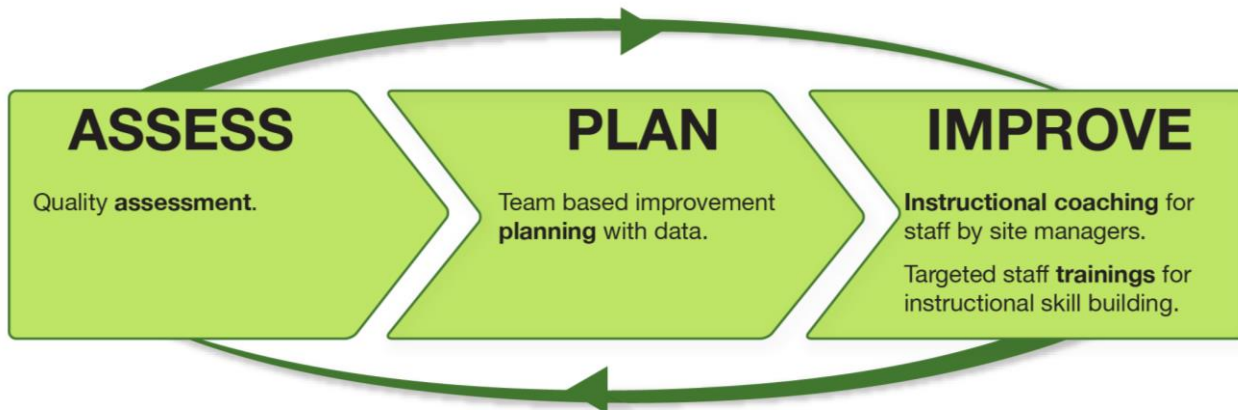


Table 2 presents a complete timeline of the services and supports regarding the Program Quality Improvement component.

Table 2. 2016-2017 Program Quality Improvement Component Timeline

Date/ Time	Activities
October 6-7, 2016	Quality and Evaluation Orientation & Team-Building Meeting
October 19-21, 2016	Live Youth PQA Basics/Plus Training: Online training also available
October – December, 2016	External assessment conducted by Arkansas State University Division for grant Cycles 16 & 17
October 10, 2016	PQA Box Set orders
October – December, 2016	Program self-assessment
November 2 & 17, 2016	Program self-assessment and data entry webinars
November 9-11, 2016	Arkansas Annual Statewide Out-of-School Time Conference
December 9, 2016	Due Date: All PQA program self-assessment data due in Scores Reporter
January 9 – February 17, 2017	Improvement planning
January 26-27, 2017	Advanced Planning with Data training
February 8, 2017	Improvement Planning webinars
February 17, 2017	Improvement plans due in Scores Reporter
October, 2016 – June, 2017	Youth Work Methods trainings

Summary of Findings

In this section, we divide the presentation of findings into two sections. First, we describe system-level performance against specific objectives and indicators set at the federal and state levels. More detailed findings can be found on pages 24-51 of the report. In this section, we draw upon several data sources, including federally-mandated data on school success outcomes (i.e., achievement) as well as some of the Leading Indicators performance information. Second, we characterize findings from the Leading Indicators performance measurement framework in terms of strengths and areas for improvement. In this section, we summarize across sites to describe findings at the system level.

Statewide Goals and Objectives Results

Each statewide goal and objective is listed below, with progress made during the 2016-2017 program year noted for each.

Project Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC programs.

- Objective 1.1: Sixty percent (60%) of participants attending the 21st CCLC program more than 30 days will show improvement in raw scores on the statewide assessment for English language/literacy and math.
 - On average, 22% of regularly attending students (≥ 30 days in program) identified as Not Proficient on state assessments for English Language and Literacy at the end of the 2015-2016 programming year were found to improve to Proficient or Advanced following the 2016-2017 programming year.
 - On average, 20% of regularly attending students (≥ 30 days in program) identified as Not Proficient on state assessments for Math at the end of the 2015-2016 programming year were found to improve to Proficient or Advanced following the 2016-2017 programming year.
- Objective 1.2: Sixty percent (60%) of participants attending the 21st CCLC program 30 days or more will show improvement in classroom academic performance as reported on the Arkansas Department of Education Statewide Information System.
 - Classroom performance data were not collected during the 2016-2017 programming year.³

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

- Objective 2.1: Seventy-five percent (75%) of youth attending 21st CCLC programs will report high levels (scoring in the upper third of the rating scale) of social and emotional skills, as reported on the youth survey administered by the Weikart Center.
 - Ninety-one percent (91%) of students participating in the youth surveys administered during spring 2017 reported that the program helped them “about half of the time” or more to work well with other kids, 81% reported that they talked with people they didn’t know, and 90% told other kids what they thought, even if they disagreed.
 - Forty-eight percent (48%) of students participating in the youth surveys administered during spring 2017 reported that, in the program, they “almost always”⁴ tried to do things they had never done before.
 - Fifty-five percent (56%) of students participating in the youth surveys administered during spring 2017 reported that they “almost always” felt they belonged at the program.
- Objective 2.2: Seventy-five percent (75%) of youth attending 21st CCLC programs reported high levels of positive academic habits (scoring in the upper third of the rating scale), as reported on the youth survey administered by the Weikart Center.
 - Eighty-nine percent (89%) of students participating in the youth surveys administered during spring 2017 reported that they work well by themselves at least half the time.

³ Following the 2014-2015 programming year, the network determined that classroom grading systems did not meet an acceptable level of consistency across classrooms and schools. This objective is currently under review.

⁴ The rating scale for this and the following items is: “How true are the following statements [about your experience in the program]”: 1 = “Almost never true;” 3 = “True about half the time;” 5 = “Almost always true.”

- Fifty-four percent (54%) of students participating in the evaluation surveys administered during Spring 2017 reported that they “almost always” make good use of their time at school.

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

- Objective 3.1: All 21st CCLC programs will offer homework help time to 21st CCLC participants.
 - Fifty-four percent (54%) of students participating in the youth surveys administered during spring 2017 reported that they “almost always” get their homework done when they come to the afterschool program.
 - Fifty-eight percent (58%) of students participating in the evaluation surveys administered during spring 2016 reported that the staff at the afterschool program “almost always” understand their homework and can provide help when they get stuck.
 - Fifty-two percent (52%) of students participating in the evaluation surveys administered during spring 2016 reported that, at the afterschool program, they “almost always” learn things that help them in school.
- Objective 3.2: All 21st CCLC programs will offer academic (beyond homework help) and enrichment activities.
 - Forty-six percent (46%) of direct service staff participating in the staff evaluation surveys administered during spring 2017 reported “always true” where asked if they combined academic content with the expressed interests of the students.
 - Thirteen percent (13%) direct service staff participating in the staff evaluation surveys administered during spring 2017 reported “true about half of the time” where asked if they combined academic content with the expressed interests of the students.
- Objective 3.3: Ninety percent (90%) of 21st CCLC programs will offer monthly quality activities to families of participating students.⁵
- Objective 3.4: All programs will fully engage and complete all elements of the Youth Program Quality Intervention (YPQI).

All programs were asked to fully participate in the four elements of the YPQI process: program assessment, data-driven planning, continuous quality feedback loops, and aligned professional development. Ninety-six (96%) of Arkansas 21st CCLC sites conducted a program self-assessment and then created a program improvement plan based on the data collected during the program self-assessment process.

- Ninety-seven percent (97%) of sites submitted program assessment data.
 - Ninety-six percent (96%) of sites submitted Program Improvement Plans.
 - Eighty-five percent (85%) of staff who completed the implementation survey reported attending training/methods workshops focused on improving the quality of instruction in their program and/or related to their program improvement plan during the 2016-2017 programming year.
 - Eighty-four percent (84%) of site managers who completed the implementation survey reported coaching staff by observing their sessions, providing feedback, and using the PQA as a standard of performance.
 - Seventy-six percent (76%) of direct service staff who completed the implementation survey reported that they were coached by a manager or supervisor who observed their sessions and provided feedback using the PQA as a standard of performance.
- Objective 3.5: Seventy-five percent (75%) of programs will score a 3.90 or higher on the Instructional Total Score⁶ as measured by the Youth Program Quality Assessment (Youth PQA) or School-Age Program Quality Assessment (SAPQA).

⁵ Data for this objective will be available for the 2017-2018 evaluation report. Family programming data were expected to become available via APR data collection system for the 2016-2017 programming year. At this time, there are no plans to support this reporting function in the APR system. In response, the network is collecting family programming information for the 2017-2018 programming year directly from sites.

- Fifty-five percent (55%) of sites submitting self-assessments using PQA data scored a 3.90 or higher on the Instructional Total Score.
 - Forty-six percent (46%) of sites submitting self-assessments and using the Youth PQA scored a 3.90 or higher on the Instructional Total Score.
 - Sixty-three percent (63%) of sites submitting self-assessments and using the School-Age PQA scored a 3.90 or higher on the Instructional Total Score.

⁶ The Instructional Total Score is the average score of the Supportive Environment, Interaction, and Engagement domains of the PQA tools. The Instructional Total Score measures the quality of instructional practices limited to the point-of-service setting; specifically, those practices that impact the interaction between instructors and program participants.

Leading Indicator Findings

This section provides a summary of findings from the Leading Indicator measures, including: program strengths, areas for potential targeted improvement efforts, and youth reported interest in academic subjects by grade and gender. Appendix A (see Figure A1) also provides a Performance Index which provides an overall description of site performance on scales of the Leading Indicator measures. Approximately 12% of sites were identified in the low quartile on 10 or more scales of the Leading Indicator measures.

Program Strengths:

- ❖ Projects completed a fifth year of data collection to support improvement of quality afterschool programs in Arkansas. In addition to submission of federally required data through APR, projects also submitted Leading Indicator evaluation surveys from key program stakeholders including: project directors/site coordinators, program staff, parents, and youth participants (see the Findings/Results sections on p. 24-51).
- ❖ Staff appeared to be satisfied with their jobs, knew the goals and priorities of their programs, and were able to talk with their staff peers and supervisors. Being able to communicate with peers and supervisors was especially important in fostering a professional learning community focused on program improvement (see the Leading Indicators 1.1 Staffing Model & 1.2. Continuous Improvement sections on p. 25-29).
- ❖ Project directors reported that staff were engaged with both program self-assessment and program improvement planning. Across the network, an average of five additional staff participated in program self-assessment, and an average of five staff participated in the creation of the program improvement plan. Project directors also reported an average of 11 staff engaged in implementation of the program improvement plan (see the Leading Indicator 1.2 Continuous Improvement section on p. 28).
- ❖ Overall, both project directors and program staff viewed the quality improvement system as beneficial to their programs, noting that the QIS helped support increased youth engagement. Both project directors and program staff reported feeling supported by their supervisors in the implementation of the quality work (see the Leading Indicator 1.2 Continuous Improvement section on p. 28-29).
- ❖ Staff in the afterschool programs continued to report increased opportunities for growth and mastery for students, especially by exposing them to new experiences (see the Leading Indicator 2.2 Engaging Instruction section on p. 36).
- ❖ Project directors and site coordinators reported that they were familiar with the standards of quality for the 21st CCLC program; collaborated across sites that shared a common definition of quality; and were aware of the learning that was happening for their students during the school day (see the Leading Indicator 3.1 System Norms section on p. 38).
- ❖ According to youth, Arkansas 21st CCLC programs continued to provide settings where they felt they could be efficacious in academic subjects, develop good work habits, develop positive relationships, and complete their homework while being supported in doing so. Students appeared to be moderately more interested in the science and technology subjects than in reading or math (see the Leading Indicators 4.1 Social and Emotional Learning & 4.2 Academic Efficacy sections on p. 43-45).
- ❖ Parents of youth in the afterschool programs continued to report a high degree of satisfaction with the services that the 21st CCLC programs provided in terms of the program's convenience, the safety of the program setting, and the program's contribution to their child's success in school. Parents also report regular communication with afterschool staff (see the Leading Indicator 5.1 Family Satisfaction section on p. 48-49).

Improvement Areas

- ❖ Project directors and site coordinators reported that middle school and high school age youth are not involved in decisions for hiring or how the organization's budget is spent. Involving middle and high school aged youth in such decision-making supports the scaffolding of adult decision-making processes and builds youth autonomy in program outcomes (see the Leading Indicator 1.3 Youth Governance section on p. 30).
- ❖ Project directors and site coordinators reported that approximately half of program students were targeted for recruitment into the program based on academic need or teacher referral. Although most programs offered services to all interested students, it is important to have strategies in place for targeting the other populations of students for whom 21st CCLC services were intended, such as English language learners (see the Leading Indicator 1.4 Enrollment Policy section on p. 31).
- ❖ Seventy-three percent of staff reported attending trainings focused on improving the quality of instruction in their program and/or aligned to their Program Improvement Plan (e.g., Youth Work Methods workshops, Social and Emotional Learning workshops). It is essential to include all staff in training around quality improvement processes in order to create a high standard for quality instruction (see the Leading Indicator 1.2 Continuous Improvement section on p. 25).
- ❖ Project directors and site coordinators reported that, on average, there were 17 staff working at a site; however, they reported that, on average, only 11 staff members acted to implement the site's program improvement plan, and only 5 staff members helped create the program improvement plan. Collaboration among all staff in the program improvement process should boost staff satisfaction, increase the quality of instruction, and ultimately increase youth engagement (see the Leading Indicator 1.s Continuous Improvement section on p. 27).

Evaluation Methodology

Measures, Data Collection Procedures, and Sample Characteristics

Much of the summary data and evaluative comparisons presented in this report are organized around a Leading Indicators framework developed by the evaluation contractor to serve several key purposes:

- To improve cost effectiveness of investments in evaluation by reorienting evaluation purposes to include grantee/site-level continuous improvement as a primary goal while maintaining system-wide summative conclusions as an important but secondary goal.
- To support continuous improvement decisions by:
 - Collecting data that are focused on specific best practices for multiple roles (i.e., grantee directors, site coordinators, staff, youth, and parents) in order to simultaneously empower actors at all levels and roles to improve performance;
 - Collecting child-level data that are proximal to the point-of-service setting where instruction is delivered in order to more effectively inform site-level actors about actionable beliefs and skills that children both bring to, and develop, in the program.
- To improve our ability to differentiate between higher- and lower-quality programs by including information from multiple measures in a single profile of grantee/site performance, thereby reducing the threat of erroneous decision making due to error in any single measure.

The Leading Indicator framework came from the *Youth Program Quality Intervention Study* (Smith, Akiva, Sugar, Lo, et al., 2012) and was first fielded in the state of Michigan's 21st CCLC program beginning in 2008. In the Arkansas Evaluation, Leading Indicator Reports were produced for each grantee, comparing grantee performance with normative performance across all grantees in the state. The current report provides a summative profile of performance for the statewide system, across all sites and grantees.

The 13 Leading Indicators described on pages 24-51 of this report are constructed as composites from 31 scale scores drawn from survey and observational measures administered to program staff, students, and parents. Some scale scores are designed to identify best practices that impact quality and effectiveness of afterschool programs, according to theory, research, and the experience of Weikart Center staff. The 13 Leading Indicator composite scores are constructed as means across each of the unweighted scales in that domain (Smith, Akiva, Sugar, Lo, et al., 2012). These composite scores are most appropriately used for exploratory purposes, guiding grantee/site staff toward further examination scale- and item-level scores. The Leading Indicators are arranged in alignment with five primary settings or contexts that characterize afterschool programming: Organizational, Instructional, External Relationships, Youth Skills, and Family Satisfaction.

The reliability and validity of the Leading Indicators were described in a report to the Oklahoma Department of Education and are based on research methods for composing scores from multiple criteria (Bobko, Roth, & Buster, 2007; Fralicx & Raju, 1982; Smith, Akiva, Sugar, & Hallman, 2012). Additional reliability and validity work is currently in progress. Appendix B provides descriptive information and reliability evidence for the Arkansas 2016-2017 sample. In general, the 31 scales demonstrate acceptable levels of reliability (i.e., the internal consistency of items within scales).

The following sections describe each measure and source of information used to construct the Leading Indicator Reports as well as the procedures for data collection. Sample characteristics are also provided.

Project Director/Site Coordinator Survey & Sample

In many 21st CCLC systems across the United States, a grantee would typically oversee multiple sites (or locations where programming is offered), each of which is managed by a site coordinator who is responsible for the daily operations of programming and staff supervision. Conversely, the project director typically operates at a higher level of management, communicating accountability policies to site coordinators. However, in Arkansas's 21st CCLC system, there are many grantees who offer programming at only one site such that the project director is also the site coordinator. Therefore, although this survey was directed primarily at project directors, site coordinators who were not also project directors were surveyed where appropriate.

The project director/site coordinator survey consisted of 44 items addressing perceptions of various practices and organizational characteristics that fell under the Organizational and External Relationships contexts. These questions focused on issues such as staff capacity to carry out the work, job satisfaction, what role youth have in governing the program (where age appropriate), enrollment for students with academic risk factors, accountability and collaboration norms, connections to the school day, and community engagement with the afterschool program.

The project director/site coordinator survey was administered during February-May 2017 via Qualtrics, an online survey software program. Surveys were constructed within the Qualtrics website and the participation link was then posted to Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc) for project directors and site coordinators to easily access at their convenience. E-mail reminders were sent to non-respondents roughly halfway through the data collection period. Information at the beginning of the survey clarified the purpose of the surveys and described confidentiality assurances.

A total of 97 Project Directors and Site Coordinators responded to the online survey, representing 100% of the 91 Arkansas 21st CCLC sites. Table 3 displays characteristics of project directors and site coordinators. The majority of respondents had a Master's degree and were white females, and 64% were certified teachers. The average number of hours worked per week was approximately 23, and respondents worked for approximately 10.6 months out of the year.

Table 3. Project Director/Site Coordinator Survey Respondent Demographics

Characteristics	<i>N</i> = 97
Average years of experience at site in any capacity	6.38
Average years of experience at site as Project Director/Site Coordinator	4.26
Education Level	
Less than high school diploma/GED	0%
GED/High School diploma	2%
Some college, no degree	6%
Associate's Degree	4%
Bachelor's Degree	16%
Graduate program but no degree yet	10%
Master's Degree	57%
Doctorate	4%
Other professional degree after BA	2%
Teaching Certification	64%
Average months worked per year	10.63
Average hours worked per week	23.23
Gender	19% male
Race/Ethnicity (check all that apply)	
White	58%
African American	32%
Native American	1%
Hispanic	1%
Arab American	0%
Asian	0%
Other Race/Ethnicity	0%

Direct Staff/Youth Worker Survey

The Direct Staff/Youth Worker survey consisted of 42 questions and was directed at the staff within each site who were directly responsible for providing programming to, and were in direct contact with, children and youth. These staff members were in direct contact with children and youth on a day-to-day basis. This survey assessed direct staff job satisfaction, involvement in continuous quality improvement efforts, communication with staff peers and project directors/site coordinators, the extent to which academic activities were planned and integrated into their afterschool offerings, the growth and mastery skills of the children and youth in their programs, and connections to the school day.

The Direct Staff/Youth Worker survey was also administered on-line beginning in February-May 2017 via the Qualtrics online survey system. This participation link was also posted to Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc) for staff working in the programs to easily access at their convenience. E-mail reminders were sent to non-respondents roughly halfway through the data collection period. Information at the beginning of the survey clarified the purpose of the surveys and described confidentiality assurances.

A total of 744 afterschool teachers and youth workers responded to the online survey, representing responses from 100% of the 84 Arkansas 21st CCLC sites. Table 5 highlights the characteristics of the afterschool direct staff and youth workers who interacted with youth on a daily basis. The average number of years worked at the site was approximately three years, and the majority of staff had either a bachelors' or master's degree. Approximately 57% of staff were certified school-day teachers, 69% self-identified as white, and 81% female. The majority of staff worked an average of 7.9 months out of the year and approximately 11.7 hours per week.

Table 4. Direct Staff/Youth Worker Survey Respondent Demographics

Characteristics	N = 744
Average years of experience at site	2.92
Education Level	
Less than high school diploma/GED	4%
GED/High School diploma	6%
Some college, no degree	16%
Associate's Degree	5%
Bachelor's Degree	26%
Graduate program but no degree yet	7%
Master's Degree	34%
Doctorate	0%
Other professional degree after BA	2%
Teaching Certification	57%
Average months worked per year	7.92
Average hours worked per week	11.71
Gender	19% male
Race/Ethnicity (check all that apply)	
White	69%
African American	34%
Native American	2%
Hispanic	5%
Arab American	0%
Asian	6%
Other Race/Ethnicity	1%

Youth Survey

The youth survey consisted of 25 questions and was administered to youth in grades 4 through 12 who attended the afterschool programs. Surveys were directed only at this age group because the survey method was not developmentally appropriate for children in third grade or lower. Youth were asked to report on social and emotional competencies, their homework completion in the afterschool program, the extent to which they felt engaged in and belonged in the program, work habits, and their self-efficacy regarding academic content areas such as English/reading, math, science, and technology. These measures were adapted from the California Outcomes Project (Vandell, 2012) and are being used with permission.

All sites completed the Youth Surveys in February-May 2017 online via Qualtrics. Instructions for administering the surveys were available to each site coordinator. Each survey contained instructions for completing the survey as well as confidentiality assurances. Surveys were easily accessible from Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc). Reminder e-mails were sent to site coordinators at the halfway point during data collection and continued until the data collection period ended.

A total of 3,682 youth in 4th through 12th grade completed a survey, representing responses from 96% of Arkansas 21st CCLC sites who served students within this age range ($N = 87$). Table 6 presents demographic information for the youth in this sample. The average age of youth in the 21st CCLC programs was 12 years old, and their average grade in school was sixth grade. Forty-nine percent of youth served were male, and 39% self-identified as white.

Table 5. Youth Survey Respondent Demographics

Characteristics	$N = 3,682$
Average Age	11.74
Average Grade	5.99
Gender	49% male
Race/Ethnicity (check all that apply)	
White	39%
African American	42%
Native American	5%
Hispanic	12%
Arab American	0%
Asian	4%
Other Race/Ethnicity	6%

Parent Survey

The parent survey consisted of 24 questions and was directed at the parents/guardians of all children and youth attending the afterschool programs, regardless of their age. The parent survey included questions about the communication between parents and the afterschool program staff, the academic efficacy of their child(ren), the confidence in and convenience of the services provided at the afterschool program, and the connection that parents have with school-day teachers and staff. The parent survey also included a series of questions about parents' interest in fee-based afterschool services.

The majority of sites had parents complete paper surveys. One hundred parent surveys were mailed to each site along with instructions for distributing the surveys to parents. One hundred confidentiality envelopes were also enclosed for parents to put their completed surveys in before returning them to the site coordinators. Each survey contained instructions for completing the survey and described confidentiality assurances. After the surveys were completed, the project director then mailed them back to the evaluation contractor in the self-addressed postage-paid envelopes that were included in the survey materials package. Reminders were sent to site coordinators at the halfway point during data collection and continued until the data collection period ended.

A total of 2,965 parents completed a survey, representing responses from 93% of Arkansas 21st CCLC sites ($N = 85$). Table 7 displays information for the parent sample from the 2016-2017 program year data collection. The majority of parents ranged between 26 and 45 years old, had a four-year degree or less, and had a household income of less than \$50,000 per year. Eighteen percent of respondents were male, and 39% self-identified as white.

Parents were also asked about both their willingness and ability to pay a fee for their child(ren) to attend programming, should federal funding disappear. Forty-nine percent reported that they would be “willing” to pay a fee, although only 43% reported that they would be “able” to pay a fee.

Table 6. Parent Survey Respondent Demographic Characteristics

Characteristics	$N = 2,965$
Average Age	
25 or less years old	4%
26-30 years old	15%
31-35 years old	27%
36-40 years old	23%
41-45 years old	14%
46-49 years old	7%
50-55 years old	4%
56-60 years old	2%
61-65 years old	2%
66 or more years old	1%
Education	
Less than high school diploma/GED	10%
GED/High School diploma	29%
Some college, no degree	27%
Associate's Degree	13%
Bachelor's Degree	11%
Graduate program but no degree yet	2%
Master's Degree	6%
Doctorate	1%
Other professional degree after BA	1%

Table 7. Parent Survey Respondent Demographics Characteristics (continued)

Characteristics	<i>N</i> = 2,965
Race/Ethnicity (check all that apply)	
White	45%
African American	38%
Native American	2%
Hispanic	11%
Arab American	0%
Asian	2%
Other Race/Ethnicity	3%
Gender	18% male
Income	
Less than \$10,000	11%
\$10,000 to \$19,999	15%
\$20,000 to \$29,999	22%
\$30,000 to \$39,999	16%
\$40,000 to \$49,999	10%
\$50,000 to \$59,999	8%
\$60,000 to \$69,999	5%
\$70,000 to \$79,999	4%
\$80,000 to \$89,999	3%
\$90,000 to \$100,000	3%
More than \$100,000	4%
If federal funding for this afterschool program stopped, would you be willing to pay a fee for afterschool services?	49%
If federal funding for this afterschool program stopped, would you be able to pay a fee for afterschool services?	43%

Program Quality Assessment

The *Youth Program Quality Assessment* (Youth PQA) and the *School-Age Program Quality Assessment* (School-Age PQA) are observation-based measures that were used to conduct program self-assessments as a critical piece of the Program Quality Improvement System. Assessors score the PQA using observational notes to score rubrics describing the extent to which specific staff practices are happening within each program session.

The Youth PQA is composed of 60 different items comprising 18 different scales, which are organized under four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Youth PQA is currently being used in over 115 afterschool networks across the United States, and evidence from multiple replication samples suggests that data produced by the Youth PQA are both precise (i.e., reliability) and meaningful (i.e., validity) (Smith, Akiva, Sugar, Lo, et al., 2012; Smith & Hohmann, 2005).

The School-Age PQA is composed of 68 different items comprising 20 different scales, which are also organized under the same four domains as the Youth PQA: Safe Environment, Supportive Environment, Interaction, and Engagement. The School-Age PQA assesses staff instructional practices that are developmentally appropriate for younger children. Evidence of reliability and validity for the School Age PQA is available from the Weikart Center.

PQA self-assessments were conducted within each site. The program self-assessment method includes the selection of a site team that observes each other's practice using the developmentally appropriate PQA assessment tool (Youth PQA or School-Age PQA). After the site team has a chance to observe each other's practice, a scoring meeting is scheduled in which staff discuss their observations and come to a consensus on the score for each item on the PQA.

Program quality external assessments were also conducted for a subset of Arkansas sites (i.e., those in the first and second year of their grant). ADE contracted with Arkansas State University (ASU) to hire trained reliable external assessors to observe programs in these two funding cycle years. Raters received endorsement through the completion of a rigorous reliability training process in which they were required to pass an examination by reaching 80% perfect agreement with the Weikart Center's gold standard scores on the PQA.

Annual Performance Report (APR)

Annual Performance Reporting data (collected via an online Federal APR data collection system beginning in 2015) included in this report represent information about recruitment, retention, program attendance, and academic achievement.

The evaluation contractor provided technical assistance to sites needing to fulfill data submission requirements via the online APR system. Sites were asked to submit or update their grantee profile and their operations, objectives, activities, partners, and feeder school information under the annual performance report (APR) via online software and with assistance from evaluation contractor staff. The evaluation contractor submitted staffing, attendance, and achievement data (i.e., two consecutive years of state assessment data) for regular program attendees.

Arkansas law requires that all public school students shall participate in a statewide program of educational assessments per Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009. The Arkansas State Board of Education chose the American College Testing (ACT) Aspire summative assessment. The ACT Aspire end-of-year summative assessment is used to assess all Arkansas public school students in grades 3-10, unless they qualify for an alternate assessment (Arkansas Department of Education, 2014a).

For each ACT Aspire test, the number of points earned are counted to obtain a raw score which is then converted to a three-digit scale score. The scale scores for each subject are measured against the ACT Readiness Benchmarks to identify whether students are on target to meet the ACT College Readiness Benchmarks by the time they take the ACT in grade 11. Four Readiness Levels are used for each subject to further identify how student performance relates to the Benchmarks: Exceeding (i.e., Advanced), Ready (i.e., Proficient), Close (i.e., Limited Knowledge), and In Need of Support (i.e., Unsatisfactory) (Arkansas Department of Education, 2014b).

In order to complete the attendance, staffing, and state assessment submissions, the evaluation contractor asked all site coordinators to keep track of their data using an Excel spreadsheet created by the evaluation contractor. Site coordinators were asked to update these files on a monthly basis and then submit them to the evaluation contractor three times throughout the program year (i.e., Summer, Fall, and Spring).

Table 8 highlights academic achievement for regular attending youth, defined as attended 30 days or more of programming.

Table 8. Arkansas 21st CCLC Regular Attendee Academic Achievement

Academic Achievement

Reading Proficiency

Youth attending 30-59 days	
Percent increased OR stayed in the Advanced or Proficient levels in reading	74 ⁷
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in reading	21 ⁸
Youth attending 60-89 days	
Percent increased OR stayed in the Advanced or Proficient levels in reading	76
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in reading	17
Youth attending 90+ days	
Percent increased OR stayed in the Advanced or Proficient levels in reading	77
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in reading	27

Math Proficiency

Youth attending 30-59 days	
Percent increased OR stayed in the Advanced or Proficient levels in math	62
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in math	17
Youth attending 60-89 days	
Percent increased OR stayed in the Advanced or Proficient levels in math	63
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in math	18
Youth attending 90+ days	
Percent increased OR stayed in the Advanced or Proficient levels in math	68
Percent increased to Advanced or Proficient from Unsatisfactory or Limited Knowledge levels in math	24

Note. Proficiency scores reflect students grade 3 and above.

⁷ Percentages reflect only students identified as Proficient in the 2015-2016 programming year.

⁸ Percentages reflect only students identified as Not Proficient in the 2015-2016 programming year.

Findings/Results

The following section presents findings from the 2016-2017 Arkansas 21st CCLC Statewide Evaluation conducted by the evaluation contractor. The 2016-2017 programming year is the fifth year the evaluation contractor has used the Leading Indicators framework to collect, analyze, and present data aligned with specific best practices at multiple levels for each site.

The inclusion of 2013-2014, 2014-2015, 2015-2016, and 2016-2017 program data is provided to support comparisons across years, with a number of critical caveats:

- In most cases, these data cannot be used to represent changes in the behavior of specific individuals. We did not collect identifying information for any specific individual, so year-to-year comparisons only represent changes in the average scores for groups of individuals (i.e., within sites) that almost certainly differ across years.
- Aggregating across scale scores to create the indicator composites may obscure actual patterns of change on scales (e.g., the composite indicator may go up a little because two component scales went up a lot but a third went down even more).
- We lack criteria for how much change is substantively important.

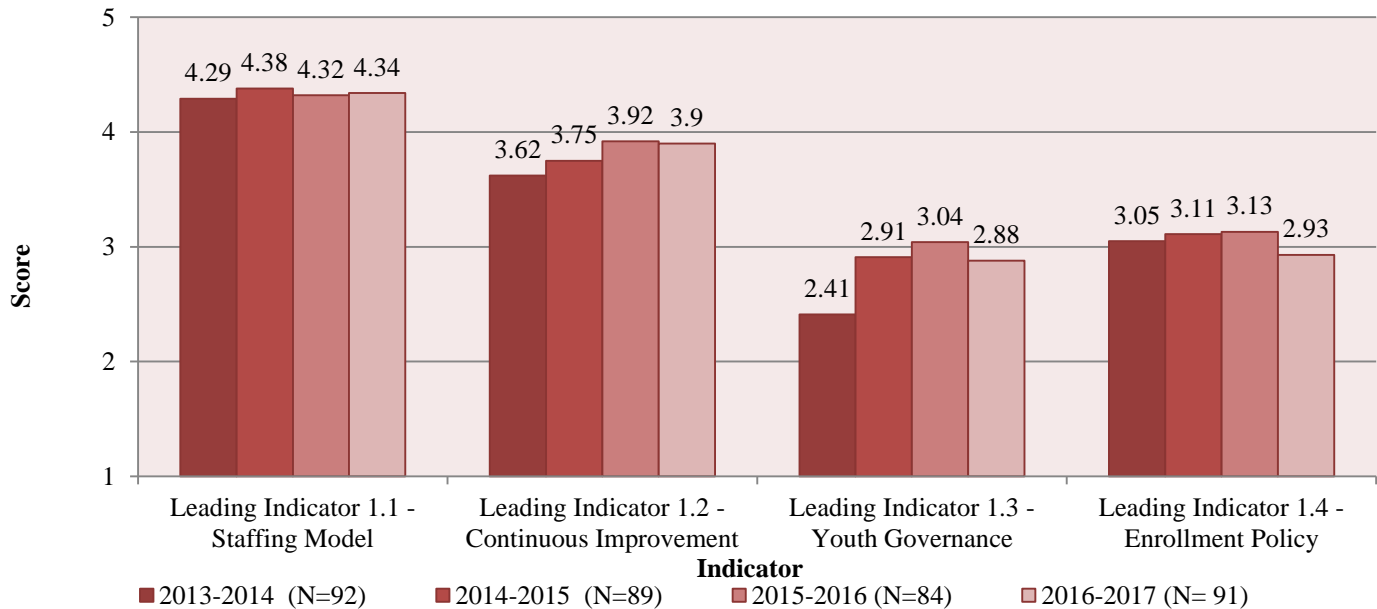
The inclusion of multi-year data is intended to promote deeper and more critical thinking, investigation, and question-raising to support lower-stakes decision making about program improvement.

Data representations for the other program years are meant solely for reference and examination purposes.

Organizational Context

Four Leading Indicators were included under the organizational context: Staffing Model, Continuous Improvement, Youth Governance, and Enrollment Policy. These four indicators reflect organizational-level policies and practices. Scores are presented in Figure 2.

Figure 2. Organizational Context Leading Indicators



Staffing Model scores reflect the extent to which project directors and site coordinators felt that their staff were prepared for and enjoyed their jobs and their own ability to offer supports and resources to their staff. Overall, project directors and site coordinators reported that their staff were prepared for and enjoyed their jobs and that they were satisfied with their own ability to offer supports and resources to their staff.

Continuous Improvement scores reflect the extent to which staff participated in professional development opportunities and activities that were meant to increase the quality of the services they provide. These scores also reflect how well staff communicated with their peers and supervisors regarding program quality. On average, staff were engaged in professional development opportunities, exhibited effective communication, and reported using an assessment tool to measure program quality; however, the opportunity to observe, or be observed by, peers was less likely.

Youth Governance scores were generally lower than Staffing Model and Continuous Improvement scores. It is important to note that questions related to Youth Governance were only asked of grantees who serve middle school and high school age youth ($N = 39^9$); however, average scores below a 3 on this measure suggest that, on average, less than half of the students at Arkansas 21CCLC sites were given opportunities to participate in important decision-making roles.

Enrollment Policy represents the intentional efforts to target academically at-risk or otherwise at-risk youth, a primary purpose of the 21st CCLC funding stream. This indicator has demonstrated gradual and consistent improvement over time; however, the 2016-2017 scores indicate what appears to be a slight decrease.

⁹ This value represents all Arkansas 21CCLC sites using the Youth PQA to assess quality practice.

Leading Indicator 1.1 – Staffing Model

This Leading Indicator is meant to capture the degree to which staff are prepared for their position and have the necessary supports and resources to do their job effectively. Also, this Leading Indicator captures an overall sense of job satisfaction.

Figure 3. Leading Indicator 1.1 Staffing Model: Scale Scores

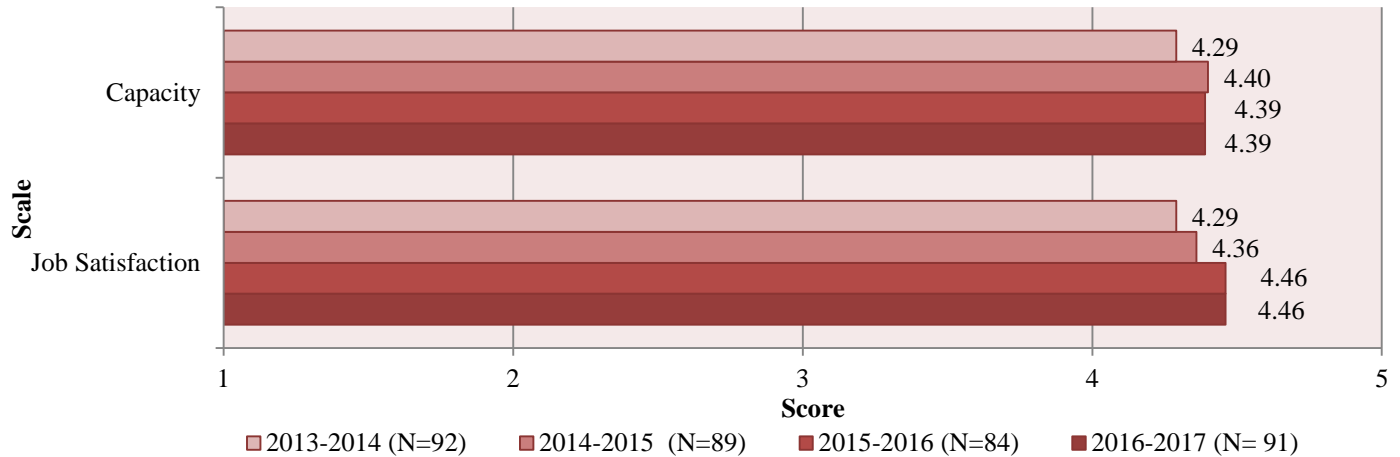


Table 9. Capacity Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Capacity	4.29	4.40	4.39	4.37
Staff come to the program with adequate training or experience	4.18	4.22	4.29	4.23
Staff stay at our program for a long time	4.18	4.34	4.41	4.41
We have enough staff and/or student-to-staff ratios are good	4.70	4.69	4.59	4.63
New staff get an adequate orientation	4.19	4.28	4.31	4.31
Staff have enough time to attend meetings or do planning	4.06	4.28	4.17	4.13
Staff are designing and delivering activities consistent with program goals and objectives for students	4.45	4.58	4.54	4.52

Data Source: Project Director/Site Coordinator Survey

Table 10. Job Satisfaction Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Job Satisfaction	4.29	4.36	4.46	4.31
In most ways, this job is close to my ideal	4.20	4.27	4.21	4.24
The condition of my current job is excellent	4.39	4.41	4.34	4.41
I am satisfied with this job	4.45	4.53	4.50	4.45
If I could change my career so far, I would not change anything	4.10	4.22	4.17	4.14

Data Source: Project Director/Site Coordinator Survey & Direct Staff/Youth Worker Survey

Key Points:

- Project directors and site coordinators reported that they had enough staff and that staff stay at the program for a long time. Also, student-to-staff ratios are good.
- Respondents reported an overall sense of job satisfaction.

Leading Indicator 1.2 – Continuous Improvement

This Leading Indicator reflects the extent to which staff communicate with their peers and their supervisors as well as participate in efforts to continuously improve their delivery of high-quality instruction.

Figure 4. Leading Indicator 1.2 Continuous Improvement: Scale Scores¹⁰

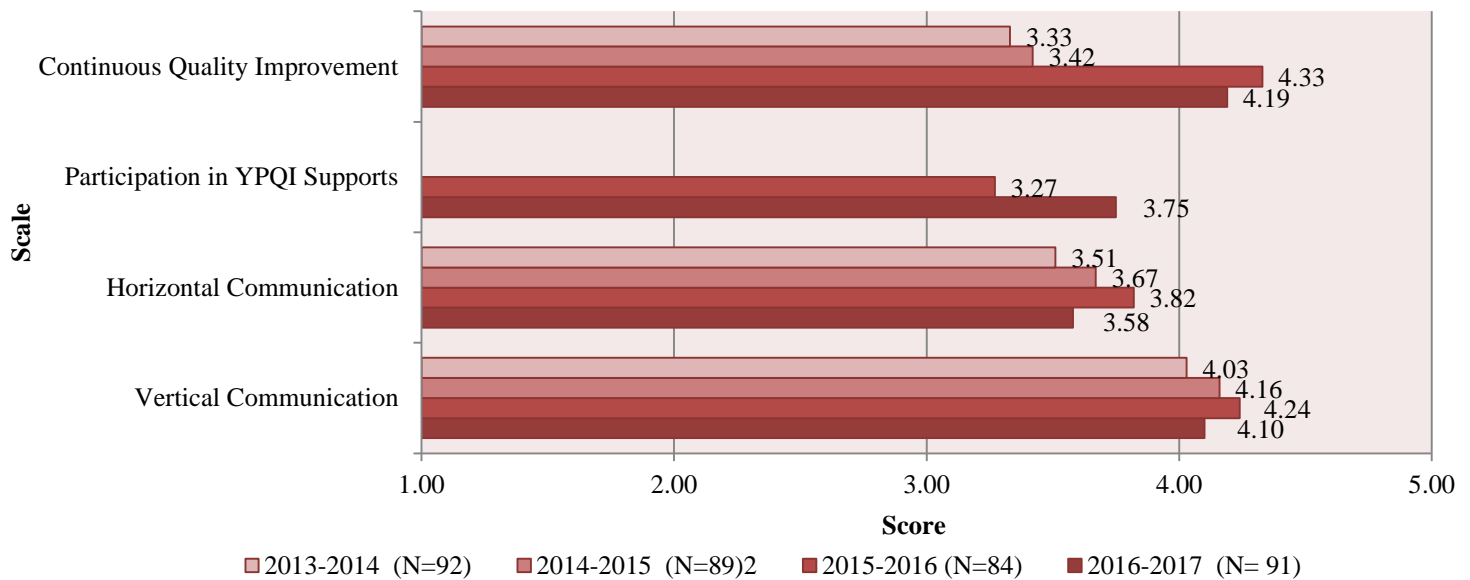


Table 11. Continuous Quality Improvement Scale Detailed Scores

<i>Prompt: In this section we ask you about four continuous improvement practices that are part of an effective quality improvement system. Please select one response for each statement. 1=No, 5=Yes</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Continuous Quality Improvement	3.33	3.42	4.62	4.19
Did you/your site team conduct a program self assessment using the PQA anytime this program year?	n/a	n/a	4.82	4.65
Did you create/help create a program improvement plan for your site based on the PQA data?	n/a	n/a	4.65	4.27
Did you coach individual staff/Did your manager or supervisor coach you by observing program sessions and providing feedback using the PQA as a standard of performance?	n/a	n/a	4.54	4.19
Did you send staff/attend any trainings focused on improving the quality of instruction in your program and/or aligned to your Program Improvement Plan (e.g., Youth Work Methods workshops, Social and Emotional Learning workshops)?	n/a	n/a	3.34	3.66

Data Source: Implementation Survey - Project Director/Site Coordinator & Direct Staff/Youth Worker

¹⁰ The Continuous Quality Improvement Practices Leading Indicator items were updated for the 2014-2015 data collection to reflect training priorities within the Arkansas 21st CCLC Network. For 2016-2017, these updated item were separated into two scales. Three measures were added for program planning purposes, but these additional measures were not included in the calculation of the Continuous Improvement Leading Indicator. For information regarding previous items, see earlier Arkansas 21st CCLC Statewide Evaluation Reports, or contact the Weikart Center, www.cypq.org.

Table 12. Continuous Quality Improvement Scale Detailed Scores (continued)

<i>Prompt: In this section we ask you about four training modules that align to the continuous improvement practice. Please select one response for each statement. 1=No, 3=I attended, 5=I attended with at least one other staff member at my site</i>	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Participation in YPQI Supports	3.54	3.75
In this or previous years, have you participated in PQA Basics or PQA Basics Plus training, live or online?	3.85	4.37
In this or previous years, have you participated in a Planning with Data workshop, live or online?	3.66	4.20
In this or previous years, have you participated in a Quality Instructional Coaching workshop?	2.53	3.02
In this year, have you participated in any Youth Work Methods trainings focused on improving the quality of instruction in your program AND/OR related to your Program Improvement Plan?	3.03	3.41

Data Source: Implementation Survey - Project Director/Site Coordinator & Direct Staff/Youth Worker

Table 13. Horizontal Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Horizontal Communication	3.51	3.67	3.82	3.58
I co-plan with another member of staff	3.74	3.89	4.02	3.77
I discuss teaching problems or practices with another staff member	4.17	4.25	4.32	4.15
A co-worker observes my session and offers feedback about my performance	3.25	3.45	3.62	3.36
I work on plans for program policies or activities with other staff	3.47	3.64	3.81	3.59
I observe a co-worker's session and provide feedback about their performance	2.89	3.10	3.32	3.05

Data Source: Direct Staff/Youth Worker Survey

Table 14. Vertical Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Vertical Communication	4.03	4.16	4.24	4.10
My supervisor challenges me to innovate and try new ideas	3.84	3.99	4.12	3.94
My supervisor makes sure that program goals and priorities are clear to me	4.22	4.32	4.36	4.25

Data Source: Direct Staff/Youth Worker Survey

Leading Indicator 1.2 – Continuous Improvement (continued)

The items below are not included in the Leading Indicator scores but may be relevant for program planning purposes.

Table 15. Breadth of Fidelity – Participation by Site Detailed Scores

<i>Prompt: Participation by a site time is an important part of the YPQI. In this section, we ask about the participation of other staff at your site in the four continuous improvement practices.</i>	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Breadth of Fidelity		
How many staff work at your site? Answer “0” if you are the only staff member.	16.46	16.16
How many other staff at your site helped to complete the program self assessment using the PQA? Answer “0” if you completed the program self assessment alone.	5.28	5.38
Please estimate how many total staff hours it took to complete the program self assessment using the PQA (The sum total of hours for all members of the self assessment team, including you).	11.79	11.07
How many other staff at your site helped to create the Program Improvement Plan? Answer “0” if you created the improvement plan alone.	4.89	4.96
Please estimate how many total staff hours it took to create your Program Improvement Plan. (The sum total of hours for all members of the improvement planning team, including you).	6.96	6.61
How many total staff (including you) acted to implement your Program Improvement Plan?	12.76	11.06

Data Source: Implementation Survey - Project Director/Site Coordinator

Table 16. Program Impact Detailed Scores

<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Program Impact	3.95	3.99
As a result of our program’s participation in the quality improvement system, I gained relevant knowledge and/or developed valuable skills.	3.97	3.98
As a result of our program’s participation in the quality improvement system, the quality of instruction improved at my site.	3.81	3.87
As a result of our program’s participation in the quality improvement system, youth were more engaged during program sessions.	4.02	4.01
As a result of our program’s participation in the quality improvement system, youth developed skills.	4.02	4.11

Data Source: Implementation Survey - Project Director/Site Coordinator & Direct Staff/Youth Worker

Table 17. YPQI Value Detailed Scores

<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
YPQI Value	4.35	4.33
Overall, participation in the quality improvement system was a good use of my time and effort.	4.16	4.16
Overall, participation in the quality improvement system was supported by my supervisor.	4.51	4.46
Overall, participation in the quality improvement system was a good fit with my job.	4.37	4.38

Data Source: Implementation Survey - Project Director/Site Coordinator & Direct Staff/Youth Worker

Key Points:

- Both project directors and program staff reported a high degree of participation in three of the four foundational continuous improvement elements, including program self-assessment, program improvement planning, and instructional coaching. Participation in professional development, specifically the Youth Work Methods, was less widely reported.
- Staff reported that they were able to discuss teaching problems or practices with other staff members but were less likely to have had experience observing their peers and providing feedback about their performance.
- Staff reported they know the goals and priorities of the program and are sometimes able to be innovative in their work.
- Overall, both project directors and program staff reported that the quality improvement system (YPQI) had a positive impact on their sites and that youth developed skills as a result.
- Overall, both project directors and program staff described involvement with the quality improvement system as a “good use of my time” and a “good fit with my job.”

Leading Indicator 1.3 – Youth Governance

This Leading Indicator reflects the extent to which middle school and high school age youth are intentionally included in higher-level organizational operations of their own afterschool program and provided with opportunities to make choices and initiate projects within the program.

Figure 5. Leading Indicator 1.3 Youth Governance: Scale Scores

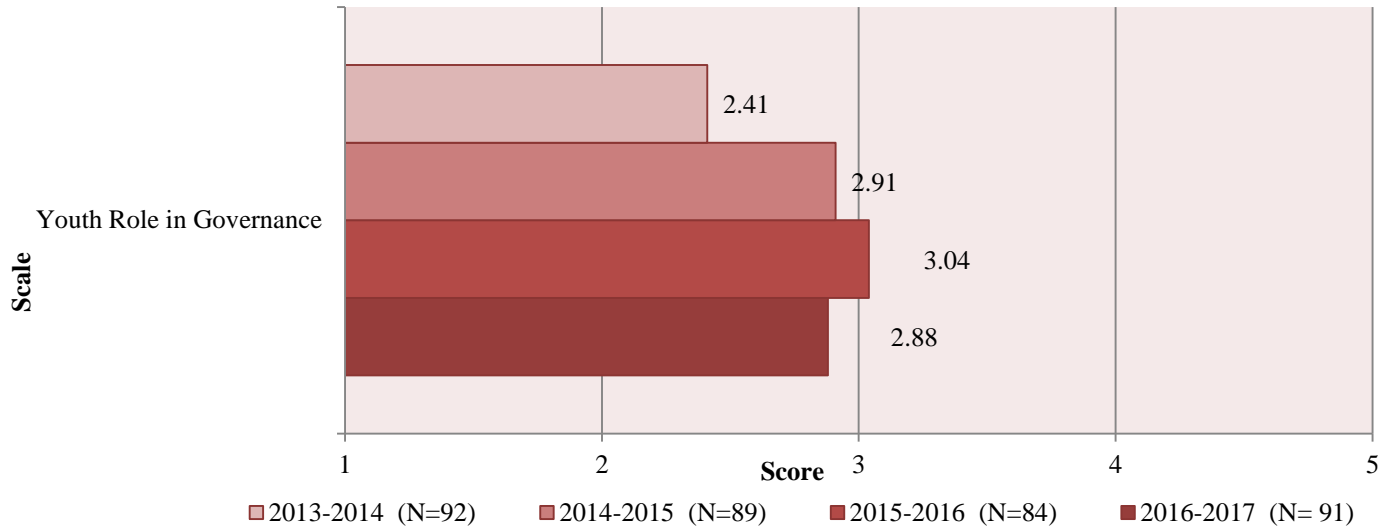


Table 18. Youth Role in Governance Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of MIDDLE AND HIGH SCHOOL STUDENTS for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Youth Role in Governance	2.41	2.91	3.04	2.88
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.52	3.78	3.89	3.87
Youth are involved in selecting the content or purposes of activities and sessions	3.16	3.76	4.05	3.80
Youth contribute to the design, appearance, and aesthetics of the physical space	2.42	3.11	3.34	3.06
Youth are involved in hiring new staff	1.37	1.72	1.63	1.73
Youth are involved in deciding how the organization's budget is spent	1.54	2.19	2.27	1.94

Data Source: Project Director/Site Coordinator Survey

Key Points:

- Project directors and site coordinators reported that, on average, slightly more than half of the youth had opportunities to start their own projects, initiatives, or enterprises, as well as involvement in selecting the content and purposes of their activities, but were considerably less likely to have had opportunities to be involved in hiring new staff or deciding how the organization's budget is spent.

Leading Indicator 1.4 – Enrollment Policy

This Leading Indicator reflects the extent to which 21st CCLC programs in Arkansas are prioritizing enrollment for certain populations as well as targeting youth who are academically at-risk.

Figure 6. Leading Indicator 1.4 Enrollment Policy: Scale Scores

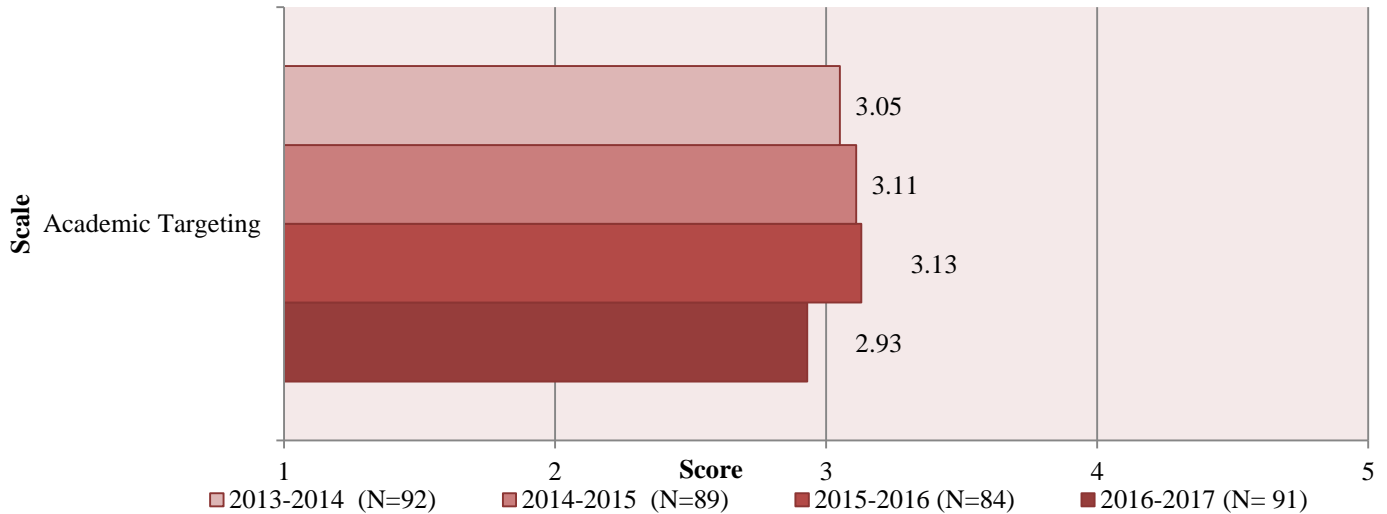


Table 19. Targeting Academic Risk Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Targeting Academic Risk	3.05	3.11	3.13	2.93
Students were targeted for participation in our program because they scored below “proficient” on local or state assessments	3.49	3.59	3.53	3.33
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	3.09	3.05	3.20	2.86
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	3.43	3.54	3.46	3.39
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	2.18	2.27	2.32	2.13

Data Source: Project Director/Site Coordinator Survey

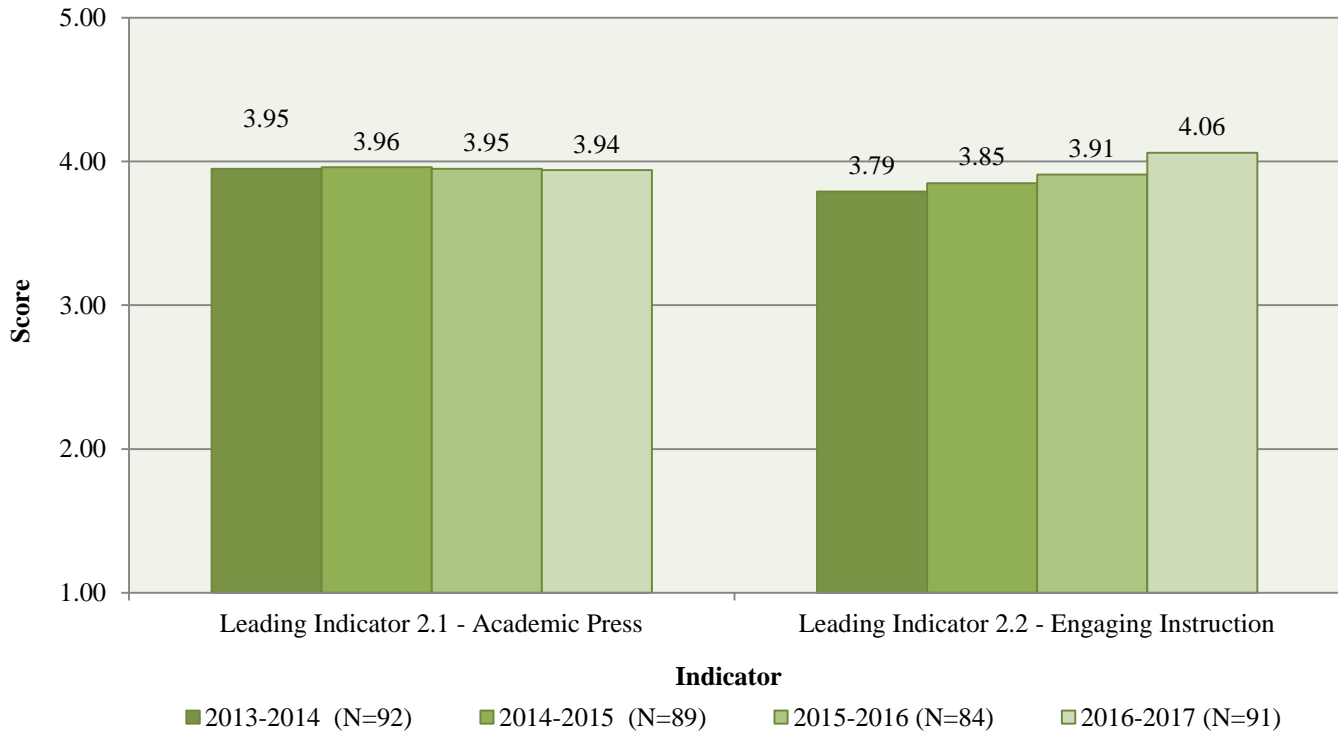
Key Points:

- Project directors reported that about half of program participants were targeted for recruitment due to identification as below “Proficient” on local or state assessments, because they did not receive a passing grade, or because they have been identified for assistance in reading or math.
- English language learners were less frequently targeted for recruitment.

Instructional Context

Two Leading Indicators were used to assess the Instructional Context: Academic Press and Engaging Instruction. These two indicators reflect instructional-level practices, and scores are presented in Figure 7.

Figure 7. Instructional Context Leading Indicators



Academic press refers to the extent to which academic content and homework completion are major priorities in the afterschool programs offered. Overall, it appears that Arkansas 21st CCLC grantees put a relatively large emphasis on making sure that academic content areas are covered during programming and that youth have the opportunity to complete their homework during program hours.

Engaging instruction refers to the extent to which high-quality instructional practices are happening on a daily basis, that youth are feeling engaged in the program and that they belong, and that staff are offering opportunities for youth to build on and master new skills. Arkansas 21st CCLC grantees appear to be offering these opportunities on a fairly regular basis.

Leading Indicator 2.1 – Academic Press

This Leading Indicator reflects the extent to which academic content and homework completion are major components of afterschool programming.

Figure 8. Leading Indicator 2.1 Academic Press: Scale Scores

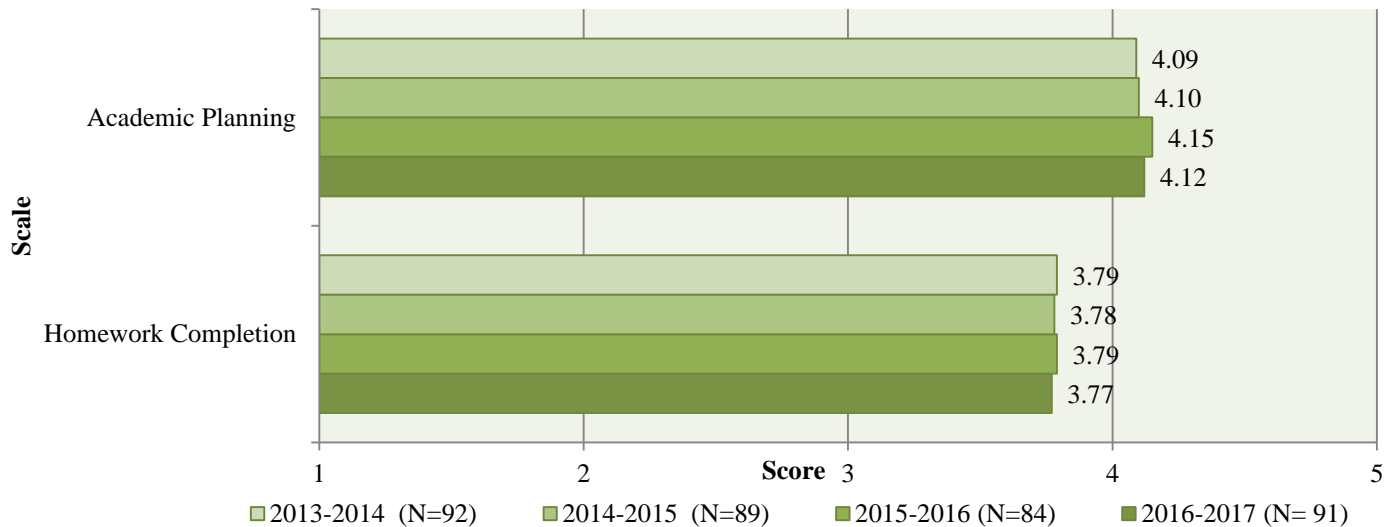


Table 20. Academic Planning Scale Detailed Scores

<i>PROMPT: When you lead sessions focused on reading, mathematics, and science, how true are the following statements? (1=Never true, 3=True about half of the time, 5=Always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Academic Planning	4.09	4.10	4.15	4.12
The session is planned in advance and written out in a lesson plan format	3.70	3.72	3.85	3.96
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	4.28	4.29	4.29	4.25
The session builds upon steps taken in a prior activity or session	4.19	4.18	4.20	4.17
The session is based on recent feedback from students about where they need support	4.06	4.06	4.08	3.96
The session combines academic content with the expressed interests of students	4.22	4.29	4.29	4.29

Data Source: Direct Staff/Youth Worker Survey

Table 21. Homework Completion Scale Detailed Scores

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Homework Completion	3.79	3.78	3.79	3.77
I get my homework done when I come to the afterschool program	3.75	3.75	3.71	3.78
The staff here understand my homework and can help me when I get stuck	3.86	3.85	3.88	3.82
I learn things in the afterschool program that help me in school	3.75	3.75	3.78	3.71

Data Source: Youth Survey

Key Points:

- Staff reported that more than half the time the program offerings were planned around specific learning goals associated with individual students or larger school day curriculum goals were aligned with state standards.
- Youth reported that slightly more than half the time they were able to complete their homework at the afterschool program and that staff were able and available to help them with it.

Leading Indicator 2.2 – Engaging Instruction

This Leading Indicator reflects the extent to which staff processes and practices are consistent with high-quality instruction and youth feel like they belong and are engaged in the program.

Figure 9. Leading Indicator 2.2 Engaging Instruction: Scale Scores

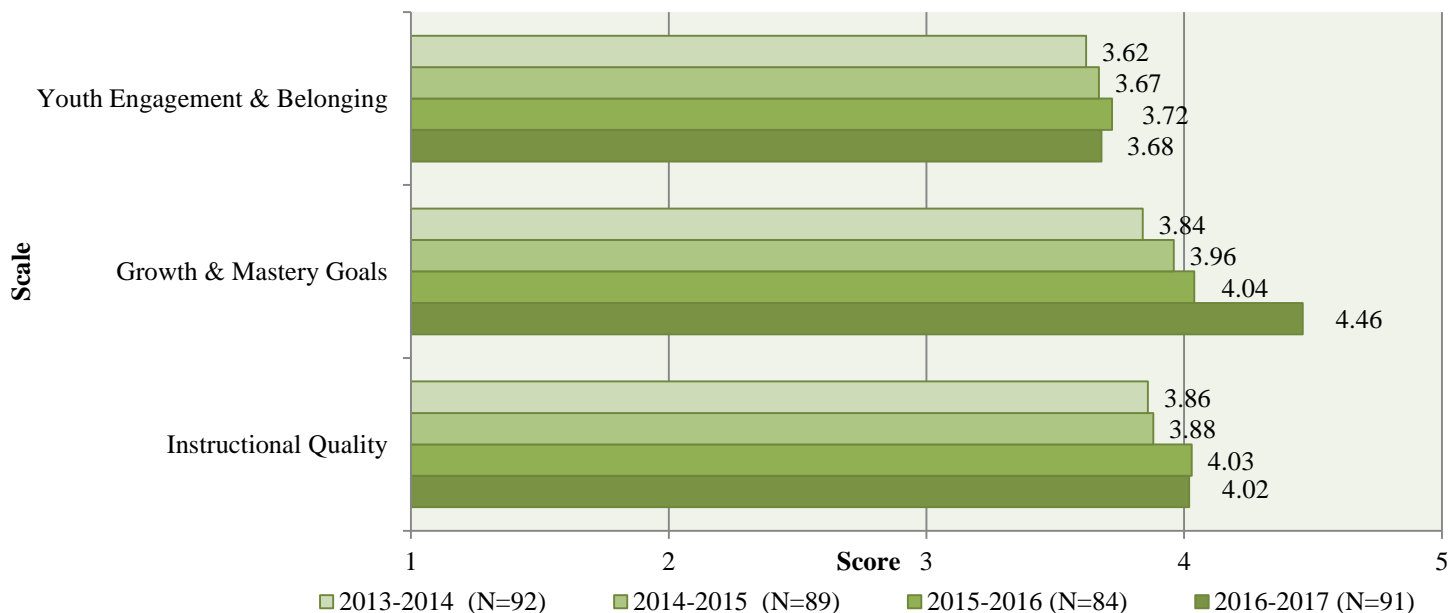


Table 22. Youth Engagement and Belonging Scale Detailed Scores

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Youth Engagement and Belonging	3.62	3.67	3.72	3.68
I am interested in what we do	3.62	3.74	3.76	3.74
The activities are important to me	3.44	3.52	3.62	3.53
I try to do things I have never done before	3.63	3.60	3.64	3.62
I am challenged in a good way	3.60	3.64	3.69	3.60
I am using my skills	3.81	3.84	3.89	3.88
I really have to concentrate to complete the activities	3.48	3.50	3.54	3.54
I feel like I belong at this program	3.75	3.80	3.85	3.82
I feel like I matter at this program	3.69	3.75	3.79	3.73

Data Source: Youth Survey

Leading Indicator 2.2 – Engaging Instruction (continued)

Table 23. Growth and Mastery Skills Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Growth and Mastery Skills	3.84	3.96	4.04	4.46
We will expose students to experiences which are new for them	4.15	4.27	4.23	4.60
Students will have responsibilities and privileges that increase over time	4.05	4.09	4.21	4.52
Students will work on group projects that take more than five sessions to complete	3.20	3.35	3.48	4.11
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	4.22	4.30	4.31	4.51
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.49	3.77	3.91	4.46
Students will identify a skill/activity/pursuit they are uniquely good at	3.94	4.00	4.11	4.57

Data Source: Direct Staff/Youth Worker Survey

Table 24. Instructional Quality Scale Detailed Scores

	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Instructional Quality	3.86	3.88	4.03	4.02
Supportive Environment	4.27	4.20	4.28	4.31
Interaction	3.89	3.98	4.14	4.11
Engagement	3.45	3.46	3.70	3.63

Data Source: Youth PQA & School-Age PQA

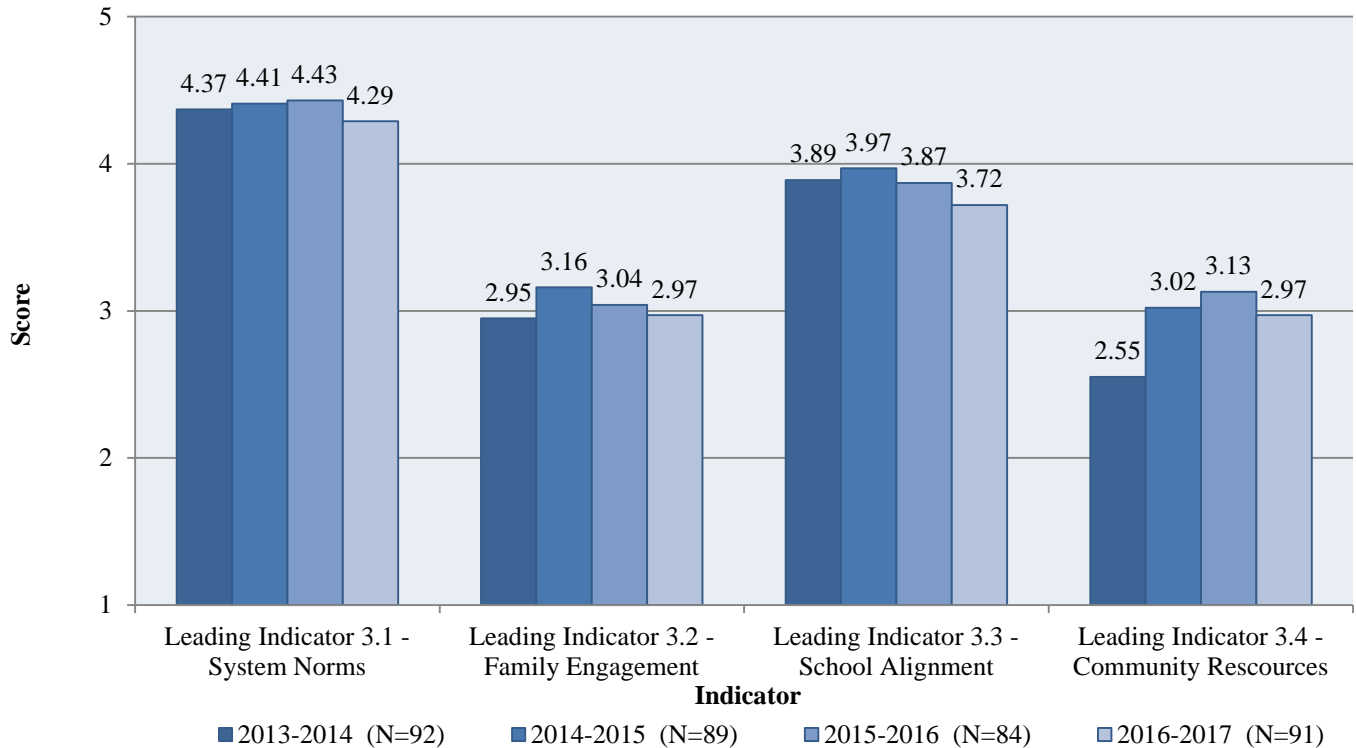
Key Points:

- Youth reported more than half the time that they felt like they belonged and mattered in the program.
- Staff reported what appeared to be an increase on each item of the Growth and Mastery scale.
 - Staff reported that they frequently expose students to new experiences and that students were acknowledged for their achievements and contributions.
- Instructional Quality was fairly high in the 21st CCLC programs in Arkansas, as measured by program self-assessment. Scores of 3.90 or higher have been associated with higher levels of youth engagement in programming.

External Relationships

Four Leading Indicators assess the External Relationships context: System Norms, Family Engagement, School Alignment, and Community Resources. These four indicators reflect the policies and practices that facilitate communication and collaboration between the afterschool program and external parties. Scores for the four Leading Indicators are presented in Figure 10.

Figure 10. External Relationships Leading Indicators



The System Norms Leading Indicator reflects the extent to which the afterschool program project directors or site coordinators hold themselves accountable for providing high-quality services. Overall, project directors and site coordinators appear to have held themselves accountable and collaborated well with others.

The Family Engagement Leading Indicator reflects the extent to which the afterschool program is connected to, and communicating effectively with, the family members of the youth they serve. Project directors or site coordinators in the Arkansas 21st CCLC network appear to have had an average level of communication with family members.

The School Alignment Leading Indicator reflects the extent to which staff at the afterschool program connect program activities with the youths' school day; specifically, whether program activities reflect school day curriculum content or specific learning goals for individual students. Staff in the Arkansas 21st CCLC network report having higher than average communication with school-day staff and alignment with school-day curricula.

The Community Resources Leading Indicator reflects the extent to which available partners in the community are being involved in the afterschool program. Over the three year period, the utilization of community resources occurred about 50 percent of the time.

Indicator 3.1 – System Norms

This Leading Indicator reflects the extent to which project directors and site coordinators hold themselves, their program, and their staff accountable for delivering high-quality services and are able to work with others in the 21st CCLC network.

Figure 11. Leading Indicator 3.1 System Norms: Scale Scores

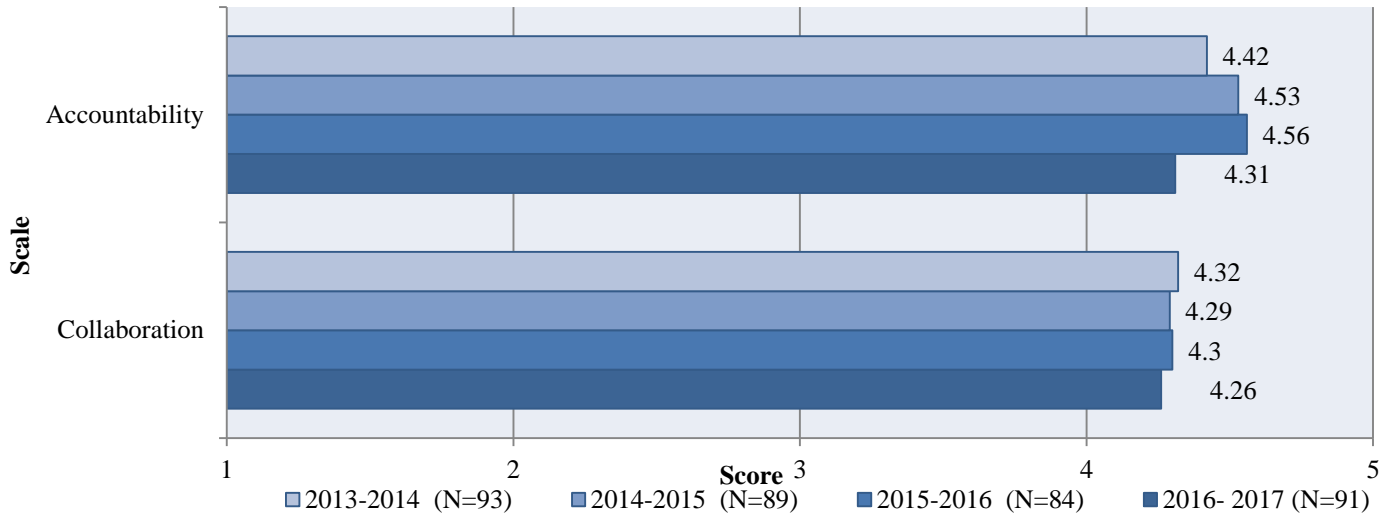


Table 25. Accountability Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding accountability for quality services? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Accountability	4.42	4.53	4.56	4.31
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.63	4.76	4.75	4.54
Our program is routinely monitored by higher level administrators	4.10	4.14	4.22	3.93
In our program all staff are familiar with standards of quality	4.54	4.71	4.70	4.46

Data Source: Project Director/Site Coordinator Survey

Table 26. Collaboration Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Collaboration	4.32	4.29	4.30	4.26
Collaboration across sites is strongly encouraged by network administrators	4.10	4.08	4.13	4.13
Site supervisors in our network share a similar definition of high quality services	4.52	4.52	4.50	4.39

Data Source: Project Director/Site Coordinator Survey

Key Points:

- Project directors and site coordinators reported that they are familiar with and accountable for standards of quality as well as monitored by higher -level administrators.

Indicator 3.2 – Family Engagement

This Leading Indicator reflects the degree to which staff members communicate with the families of youth.

Figure 12. Leading Indicator 3.2 Family Engagement: Scale Scores

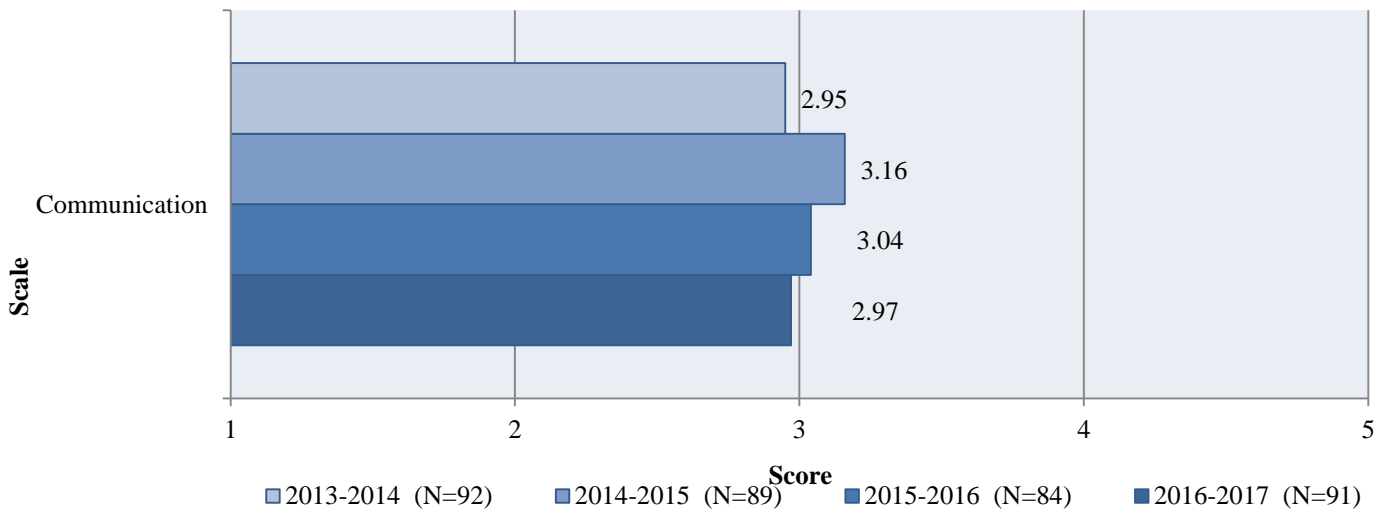


Table 27. Communication Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Communication	2.95	3.16	3.04	2.97
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.44	3.63	3.58	3.40
Each semester an adult in our family talk on the phone or meets in person with afterschool staff to receive detailed information my child's progress in the program	3.21	3.41	3.23	3.21
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.20	2.45	2.30	2.31

Data Source: Parent Survey

Key Points:

- Parents reported more than half the time that they received information about the program or attended a meeting about the afterschool program but were less likely to report that they directly participated in the afterschool program, either as a participant or session leader.

Indicator 3.3 – School Alignment

This Leading Indicator reflects the extent to which staff members utilize information provided by schools to inform their activity programming.

Figure 13. Leading Indicator 3.3 School Alignment: Scale Scores

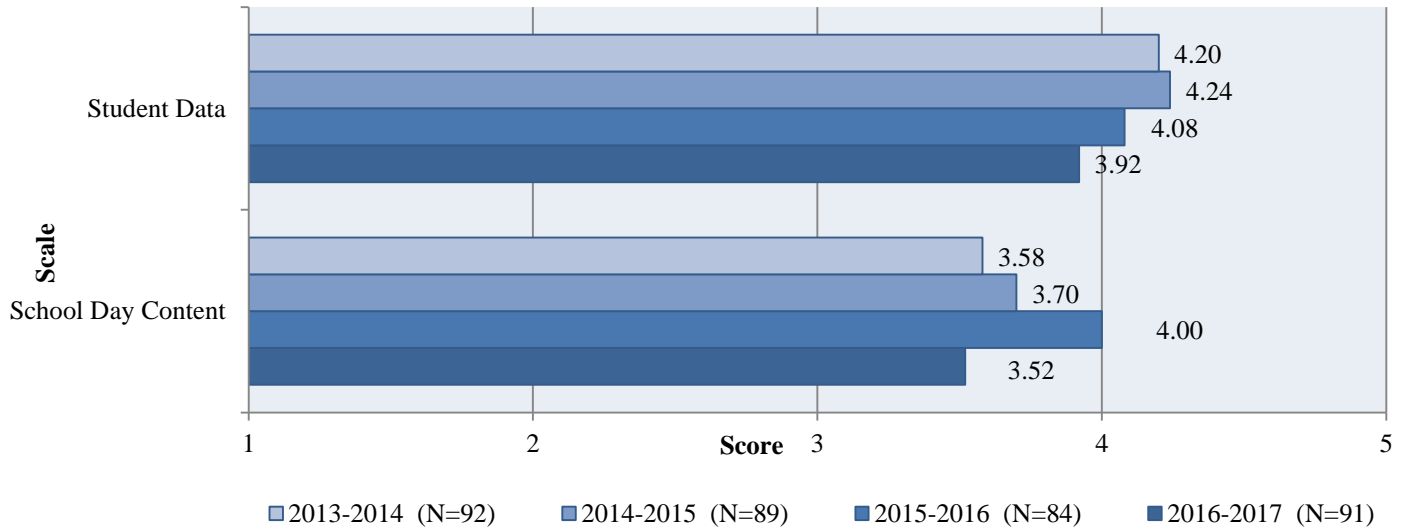


Table 28. Student Data Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students in your program for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Student Data	4.20	4.24	4.08	3.92
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.58	4.59	4.41	4.28
We receive student progress reports from school-day teachers during the current year	3.82	3.93	3.80	3.70
We review diagnostic data from the current school year for individual students	4.21	4.19	4.03	3.78

Data Source: Project Director/Site Coordinator Survey

Table 29. School Day Content Scale Detailed Scores

<i>PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
School Day Content	3.58	3.70	4.00	3.52
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	4.13	4.24	4.26	4.08
I coordinate the activity content of afterschool sessions with students' homework	3.78	3.79	3.77	3.84
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	3.33	3.51	3.62	3.24
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed	3.58	3.70	3.89	3.43
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	3.07	3.25	3.33	2.98

Data Source: Project Director/Site Coordinator Survey & Direct Staff/Youth Worker Survey

Key Points:

- Project directors and site coordinators reported that more than half the time they reviewed diagnostic data from the current school year for individual students.
- Project directors and site coordinators reported that they know what academic content their students are covering during the school day but are less likely to participate in parent-teacher conferences or manage the communication between themselves, school-day teachers, and parents.

Indicator 3.4 – Community Resources

This Leading Indicator reflects the degree to which community partners are engaged to more fully support youth.

Figure 14. Leading Indicator 3.4 Community Resources: Scale Scores

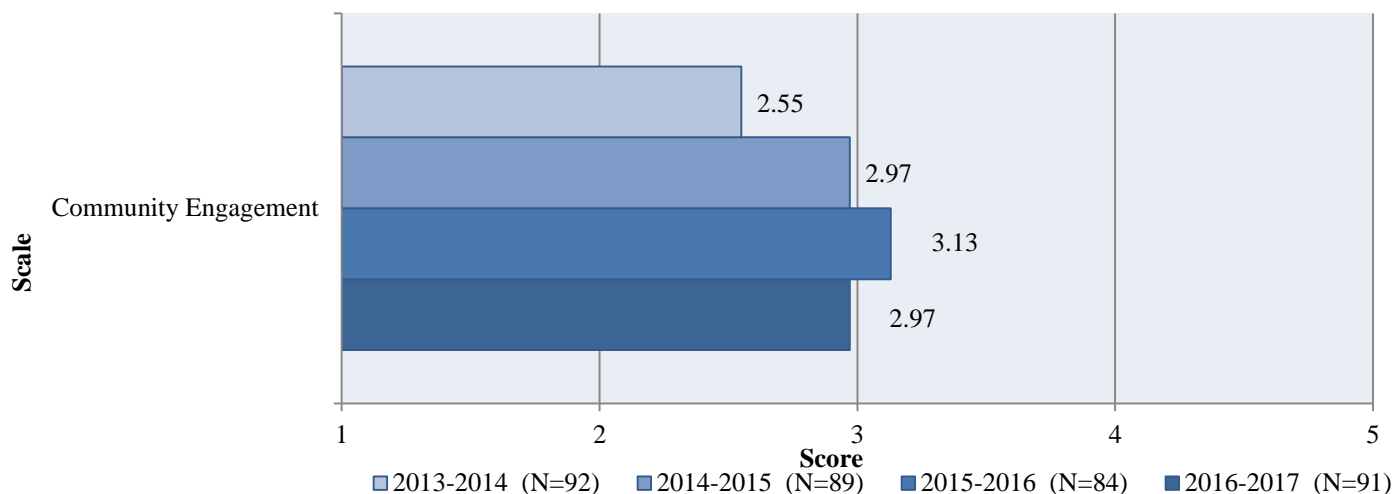


Table 30. Community Engagement Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements regarding community engagement are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Community Engagement	2.55	2.97	3.13	2.97
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.01	3.40	3.74	3.51
Our students experience afterschool sessions and/or field trips LED BY OR PROVIDED BY local businesses, community groups and youth serving organizations who are not paid service vendors	2.65	3.11	3.28	3.26
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	2.01	2.26	2.35	2.13
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	2.52	3.14	3.16	2.96

Data Source: Project Director/Site Coordinator Survey

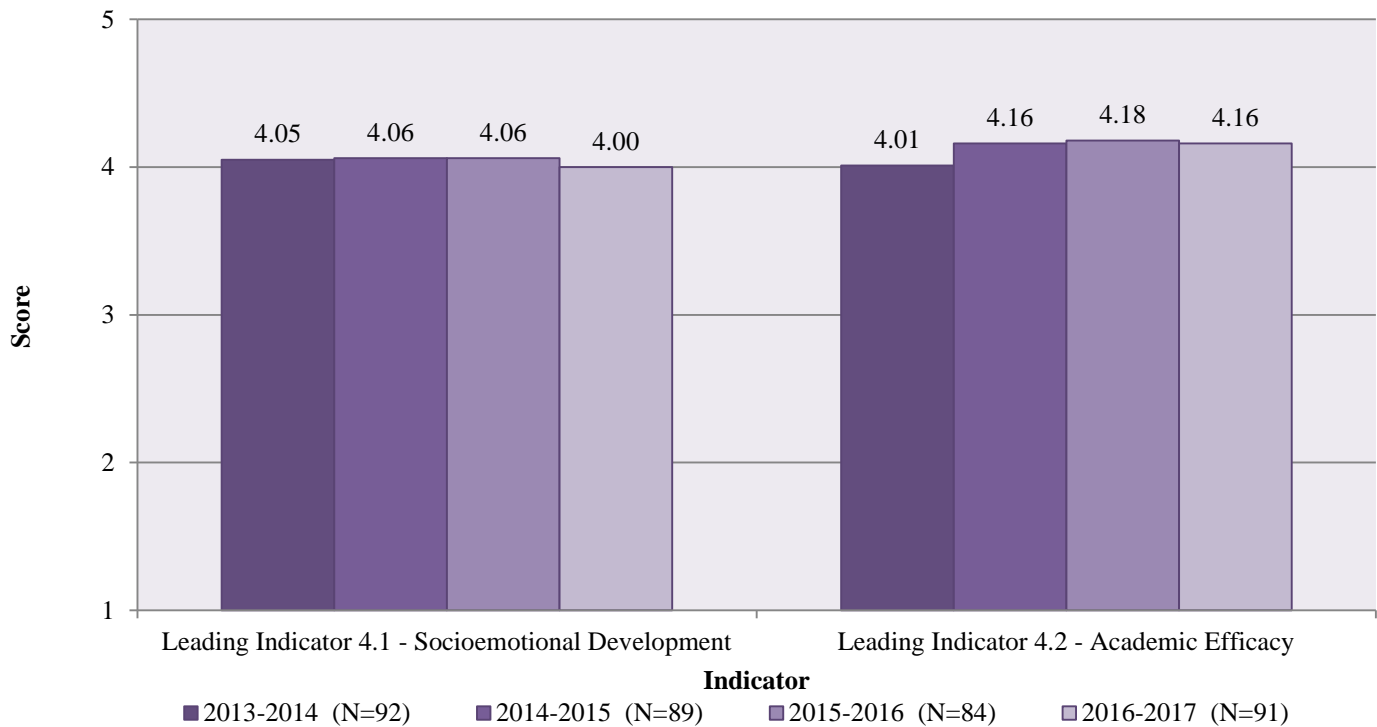
Key Points:

- Grantee directors and site coordinators reported what appear to be slight decreases on each item of the Community Engagement scale.
- Project directors and site coordinators reported that their students are likely to participate in community service or service learning projects but are less likely to have afterschool sessions led or provided by community stakeholders or by *past* afterschool students who return as paid staff or volunteers.

Youth Skills

Two Leading Indicators were included to assess Youth Skills: Socioemotional Development and Academic Efficacy. These two indicators reflect characteristics of youth who attend the afterschool programs and are reported by the youth themselves or their parents. Scores for the two Leading Indicators are presented in Figure 15.

Figure 15. Youth Skills Leading Indicators



The Socioemotional Development Leading Indicator reflects the extent to which youth feel they are competent and able to work with others. Overall, youth participating during 2016-2017 programming reported that they feel competent, both socially and emotionally.

The Academic Efficacy Leading indicator reflects the extent to which youth feel that they perform well in particular academic content areas. Surveyed youth in grades 4-12 reported relatively high levels of academic efficacy overall, and parents reported improvement in youths' academic efficacy.

Indicator 4.1 – Socioemotional Development

This Leading Indicator reflects the extent to which youth feel that they are socially and emotionally competent.

Figure 16. Leading Indicator 4.1 Socioemotional Development: Scale Scores

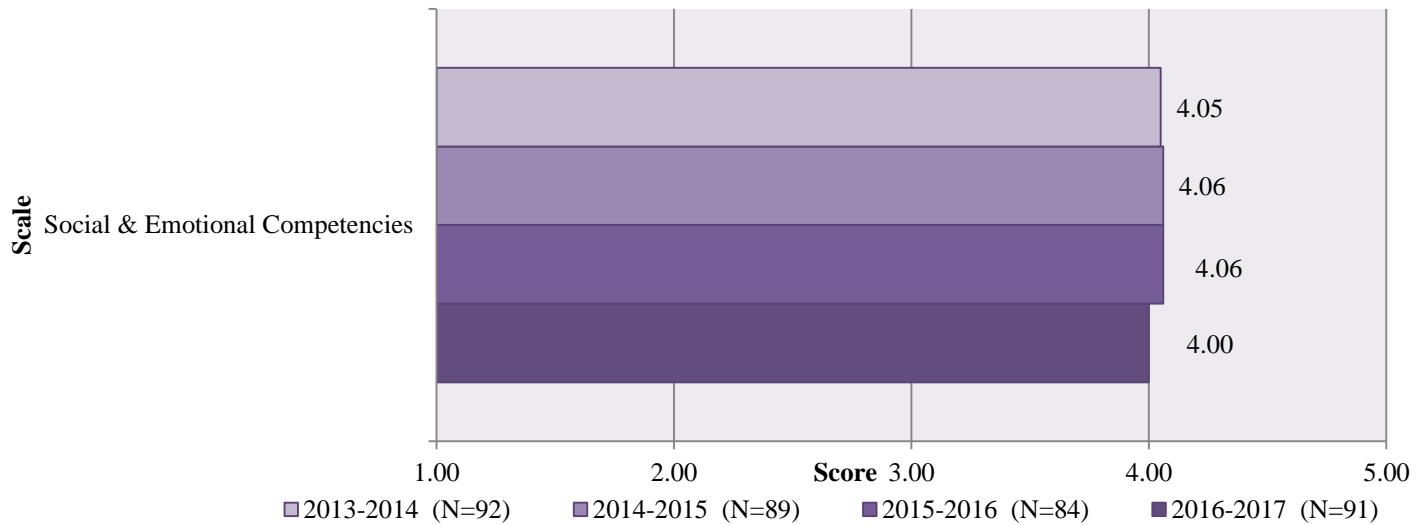


Table 31. Social & Emotional Competencies Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Social & Emotional Competencies	4.05	4.06	4.06	4.00
I work well with other kids	4.06	4.10	4.10	3.98
I can make friends with other kids	4.31	4.28	4.29	4.24
I can talk with people I don't know	3.69	3.74	3.72	3.73
I can tell other kids that they are doing something I don't like	3.76	3.82	3.85	3.80
I can tell a funny story to a group of friends	4.13	4.11	4.13	4.01
I can stay friends with other kids	4.31	4.30	4.26	4.19
I can tell other kids what I think, even if they disagree with me	4.10	4.10	4.14	4.07

Data Source: Youth Survey

Key Points:

- Youth reported that they are able to make and stay friends with other kids but are less able to talk with people they do not know or let other students know that they are doing something they don't like.

Indicator 4.2 – Academic Efficacy

This Leading Indicator reflects the extent to which the program environment allows youth to develop good work habits and feel efficacious in a variety of academic content areas. Parents are surveyed to assess the perceived efficacy of youth in grades K-12 .

Figure 17. Leading Indicator 4.2 Academic Efficacy: Scale Scores

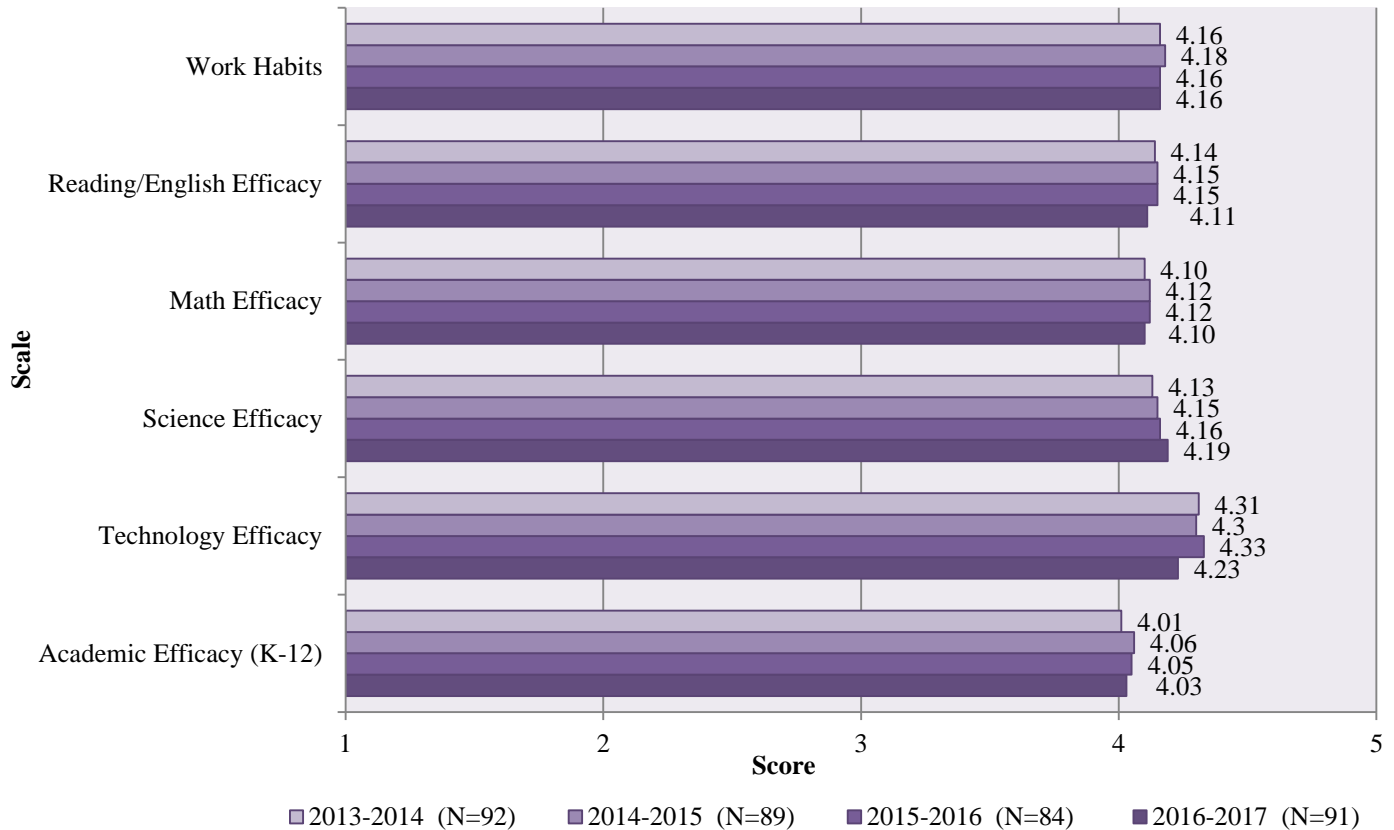


Table 32. Work Habits Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Work Habits	4.16	4.18	4.16	4.16
I follow the rules in my classroom	4.22	4.27	4.29	4.30
I work well by myself	4.05	4.10	4.08	4.08
I am careful and neat with my work	4.19	4.17	4.12	4.12
I make good use of my time at school	4.23	4.26	4.25	4.25
I finish my work on time	4.11	4.12	4.06	4.04
I keep track of my things at school	4.16	4.22	4.17	4.17

Data Source: Youth Survey

Indicator 4.2 – Academic Efficacy (continued)

Table 33. Reading/English Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Reading/English Efficacy	4.14	4.15	4.15	4.11
I am interested in reading/English	3.92	3.91	3.87	3.83
I am good at reading/English	4.11	4.15	4.16	4.08
I expect to do well in reading/English this year	4.37	4.37	4.36	4.38
I would be good at learning something new in reading/English	4.17	4.19	4.21	4.14

Data Source: Youth Survey

Table 34. Math Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Math Efficacy	4.10	4.12	4.12	4.10
I am interested in math	3.94	3.98	3.97	3.96
I am good at math	3.99	4.01	3.97	3.96
I expect to do well in math this year	4.33	4.33	4.38	4.33
I would be good at learning something new in math	4.15	4.18	4.19	4.18

Data Source: Youth Survey

Table 35. Science Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Science Efficacy	4.13	4.15	4.16	4.19
I am interested in science	4.09	4.11	4.11	4.14
I would be good at learning something new in science	4.17	4.20	4.21	4.24

Data Source: Youth Survey

Table 36. Technology Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Technology Efficacy	4.32	4.30	4.33	4.23
I am interested in technology (computers, robotics, internet design)	4.32	4.32	4.35	4.21
I would be good at learning something new in technology	4.32	4.29	4.32	4.25

Data Source: Youth Survey

Indicator 4.2 – Academic Efficacy (continued)

Table 37. Academic Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for your child? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Academic Efficacy	4.01	4.06	4.05	4.03
As a result of participating in the afterschool program this year my child has developed better work habits	4.06	4.12	4.10	4.08
As a result of participating in the afterschool program this year my child has developed more confidence in math	4.00	4.02	4.01	4.00
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.02	4.07	4.06	4.04
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	3.96	4.01	4.01	4.01

Data Source: Parent Survey

Table 38. Youth Reported Interest* in Academic Subject Areas by Grade and Gender

	Reading		Math		Science		Technology	
	Male	Female	Male	Female	Male	Female	Male	Female
4 th Grade	45% n = 392	52% n = 420	63% n = 393	61% n = 423	65% n = 392	62% n = 421	74% n = 394	66% n = 423
5 th Grade	42% n = 307	48% n = 346	55% n = 307	54% n = 349	61% n = 307	59% n = 349	73% n = 307	65% n = 350
6 th Grade	38% n = 206	38% n = 232	56% n = 205	54% n = 232	56% n = 205	52% n = 231	67% n = 206	60% n = 234
7 th Grade	35% n = 159	38% n = 161	43% n = 157	42% n = 164	45% n = 158	43% n = 162	63% n = 158	48% n = 164
8 th Grade	33% n = 118	48% n = 120	34% n = 117	43% n = 121	44% n = 117	42% n = 119	50% n = 117	43% n = 120
9 th Grade	25% n = 44	51% n = 43	26% n = 46	20% n = 44	30% n = 46	25% n = 44	39% n = 46	34% n = 44
10 th Grade	18% n = 38	43% n = 44	16% n = 38	38% n = 45	35% n = 37	42% n = 45	37% n = 38	42% n = 45
11 th Grade	37% n = 27	27% n = 22	33% n = 27	41% n = 22	37% n = 27	33% n = 21	44% n = 27	36% n = 22
12 th Grade	23% n = 22	52% n = 29	23% n = 22	24% n = 29	45% n = 22	41% n = 29	23% n = 22	24% n = 29

*Proportion responding “Almost always true” for interest in subject area.

Key Points:

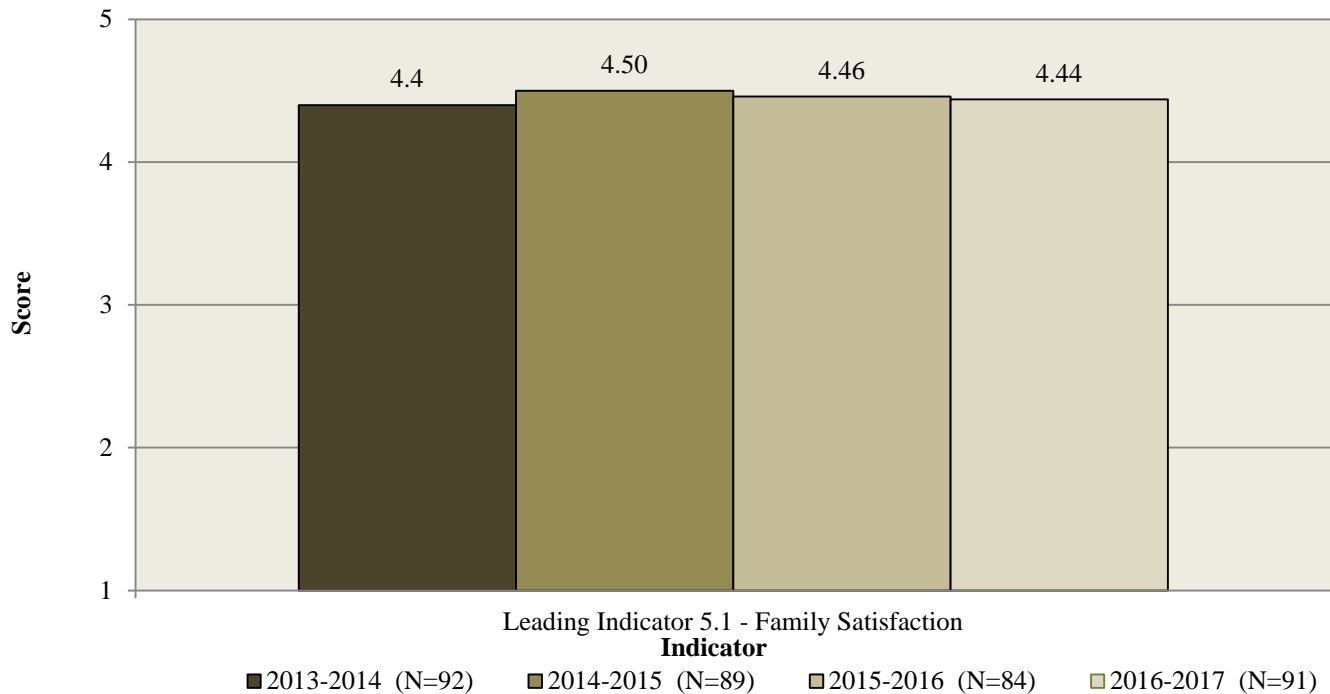
- Youth reported that they regularly follow the rules at school, make good use of their time when they are there, and are able to keep track of their school work.
- Youth reported that they expect to do well in reading/English but are most interested in technology.

- Overall, program participants reported that they expect to do well in math, though fewer described themselves as “interested” or “good” at math.
- Parents reported that the afterschool program has helped their child(ren) develop better work habits and confidence in reading/English.

Family Satisfaction

One Leading Indicator was included to assess Family Satisfaction: Family Satisfaction. This indicator reflects the parents' perceptions of the afterschool programs offered in the Arkansas 21st CCLC network. The score for the Leading Indicator is presented in Figure 18.

Figure 18. Family Satisfaction Leading Indicator



The Family Satisfaction Leading Indicator reflects the extent to which the parents (or guardians) of the youth who attend the afterschool program feel that trustworthy, reliable, and affordable services are offered and that afterschool program activities are connected to the regular school day. Overall, family satisfaction with the afterschool programs in the Arkansas 21st CCLC network was high.

Indicator 5.1 – Family Satisfaction

This Leading Indicator reflects the extent to which parents or (guardians) believe that the programming offered by staff is reliable, convenient, and well connected to their child’s school day.

Figure 19. Leading Indicator 5.1 Family Satisfaction: Scale Scores

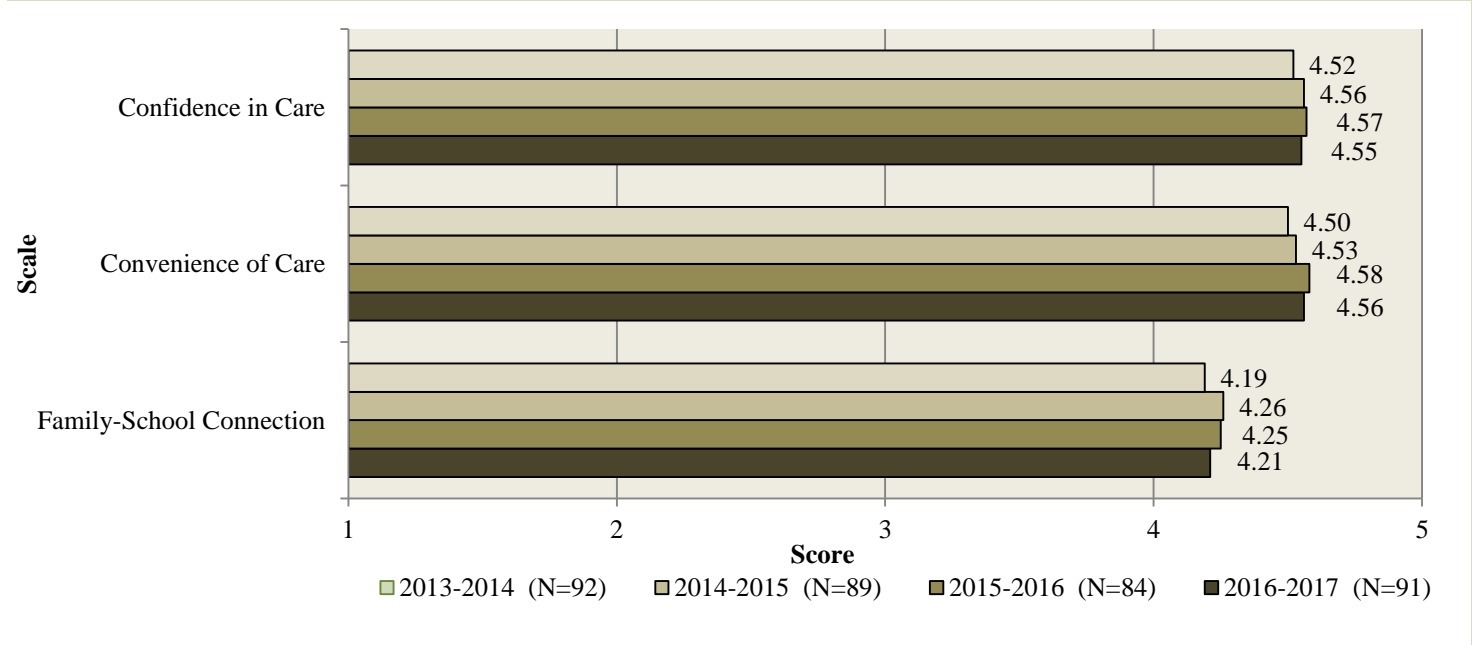


Table 39. Confidence in Care Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Confidence in Care	4.52	4.56	4.57	4.55
I don't worry about my child when at the afterschool program	4.42	4.46	4.43	4.46
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.58	4.62	4.63	4.61
My child is having a positive experience in the afterschool program	4.58	4.61	4.65	4.60

Data Source: Parent Survey

Table 40. Convenience of Care Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Convenience of Care	4.50	4.53	4.58	4.56
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.54	4.58	4.63	4.57
The afterschool program is cost effective for our family	4.46	4.48	4.53	4.54

Data Source: Parent Survey

Indicator 5.1 – Family Satisfaction (continued)

Table 41. Family-School Connection Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 AR Aggregate (N = 92)	2014-2015 AR Aggregate (N = 89)	2015-2016 AR Aggregate (N = 84)	2016-2017 AR Aggregate (N = 91)
Family-School Connection	4.19	4.26	4.25	4.21
The afterschool program is helping my child to be more successful in school	4.47	4.51	4.50	4.46
Afterschool staff are well informed about my child's learning successes and challenges in school	4.26	4.34	4.31	4.27
The afterschool program has helped our family get to know the school and school day teachers better	3.85	3.92	3.91	3.92

Data Source: Parent Survey

Key Findings:

- Parents reported that they do not worry about their child(ren) when at the afterschool program and that the program is reliable and cost-effective.
- Parents reported that either the location of the program or the transportation is convenient and reliable.
- Parents reported that the afterschool program has been beneficial to their child(ren)'s learning in school, that they are well informed about student progress, and that the program has helped them get to know the school-day teachers better.

2017-2018 Recommendations

The findings presented above highlighted key areas where further investigation and reflection may be valuable. The recommendations below serve as a starting point for additional consideration.

1. **Review statewide goals and objectives.** During the 2016-2017 programming year, the Arkansas 21st CCLC network experienced a transition in leadership. Upon review, the incoming network lead determined that adjustments to the current goals and objectives should wait until the conclusion of the 2018-2019 programming year. At that time, the network may consider the following recommendations:
 - Reporting on the “proportion of sites meeting target,” with different performance requirements for first-year programs and experienced programs.
 - The network lead, in cooperation with the evaluation contractor, should consider reviewing available options to assess school-day classroom performance. Given the inherent problems with consistency associated with classroom grades, the network may consider reevaluating the possibility of using teacher survey data. Although data generated by this method of classroom performance measurement can be difficult for sites to obtain, especially those not directly connected to a single school, these data provide an estimate of overall classroom performance, including academic, social, and emotional skills.

2. **Provide targeted assistance to sites.** A Risk Index was used to identify sites that scored in the lowest quartile across the 22 Leading Indicator measures (see Appendix A). Eleven sites were identified in the low quartile on 10 or more scales of the Leading Indicator measures and could be considered as in need of targeted assistance. Additional action may steps include:
 - Task the support team at Arkansas State University (ASU) to conduct site visits at each of the sites identified by the Risk Index. Following site visits, ASU may engage in-need sites in an online learning community that addresses areas of potential targeted improvement, provides a forum for discussion of challenges, and an audience to celebrate successes.
 - Conduct a “performance study” of high-performing sites as a way of identifying best practices, and use this information to support lower-performing sites in the network. Such a performance study might be made available on the ADE website as guidance for incoming 21st CCLC sites.

3. **Evaluate the inclusion of youth measures of social and emotional learning (SEL) into the site continuous improvement process.** In response to a recommendation in the 2014-15 report, eight sites were asked to participate in a second year of data collection using the Devereux Student Strengths Assessment (DESSA) – Mini Form. Seven of these sites had participated in the pilot year (2014-2015), and an eighth site was added for the follow-up year (2015-2016). A research brief describing the results of the two-year pilot was delivered in June, 2016. If the Arkansas 21st CCLC continues data collection using the DESSA-Mini, the following recommendations (excerpted from the June, 2016 report and updated where necessary) are suggested:
 - **Establish research questions to guide a future study design.** Feasibility for including the DESSA-Mini in the statewide evaluation has been shown to be feasible based on pilot site participation. A next step would include establishing specific purposes and a study design for continuing to collect SEL data. If a baseline description of the youth SEL strengths and needs at the start of the program year is the purpose, then a single time point rating is sufficient. If programs desire to demonstrate SEL growth or measure the effect of their program on youth SEL skills, then multiple time points of both SEL ratings and Program Quality Assessment data are recommended. Discussions should also continue regarding how data are presented to site staff and how, or if, they are used in aggregate in the statewide evaluation.
 - **Collect multiple ratings of the same youth within one program year.** The data from 2014-2015 and 2015-2016 were only collected at one time point, removing the ability to use the data to measure progress or growth within the span of the program.
 - **Provide training to support staff interpretation and use of data.** Site staff who conduct ratings should have a live or online session where they are guided in interpreting the data and creating a plan for improvement. This should be in alignment with the study purposes established at the start of the year.

- If the network decides to discontinue use of the DESSA measure, the above recommendations hold for any youth outcome measure of social and emotional skills (e.g., the Weikart Centers' Staff Rating of Youth Behavior).
4. **Examine enrollment policy with respect to targeting.** The Targeting indicator has remained consistent for the four years Arkansas 21st CCLC has been engaged in the quality improvement system. Average scores indicate that approximately half of the youth participating in programming have been recruited based on academic need. Given that 21st CCLC funding is intended to be used for helping academically at-risk youth, the state lead may want to review guidance pertaining to enrollment of these students. Many grants may service all students in the community, but are intentional efforts being made to make sure that the students who would benefit from programming are actually coming to programming? Are programs prepared to deliver targeted services to students who are identified as experiencing academic challenges? Action steps include:
- Discuss barriers to enacting policies to target students who are academically at-risk.
 - Provide a one-pager of guiding steps to walk a grantee director through the process of targeting their at-risk population. Identify program exemplars where targeted services are available to students who are identified as being academically at risk.
 - Clarify the intent of the question on the evaluation survey to better identify programs that are either not targeting or do not have a targeted service model available for academically at-risk students.

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Appendix A: Profiles of High- and Low-Performing Sites

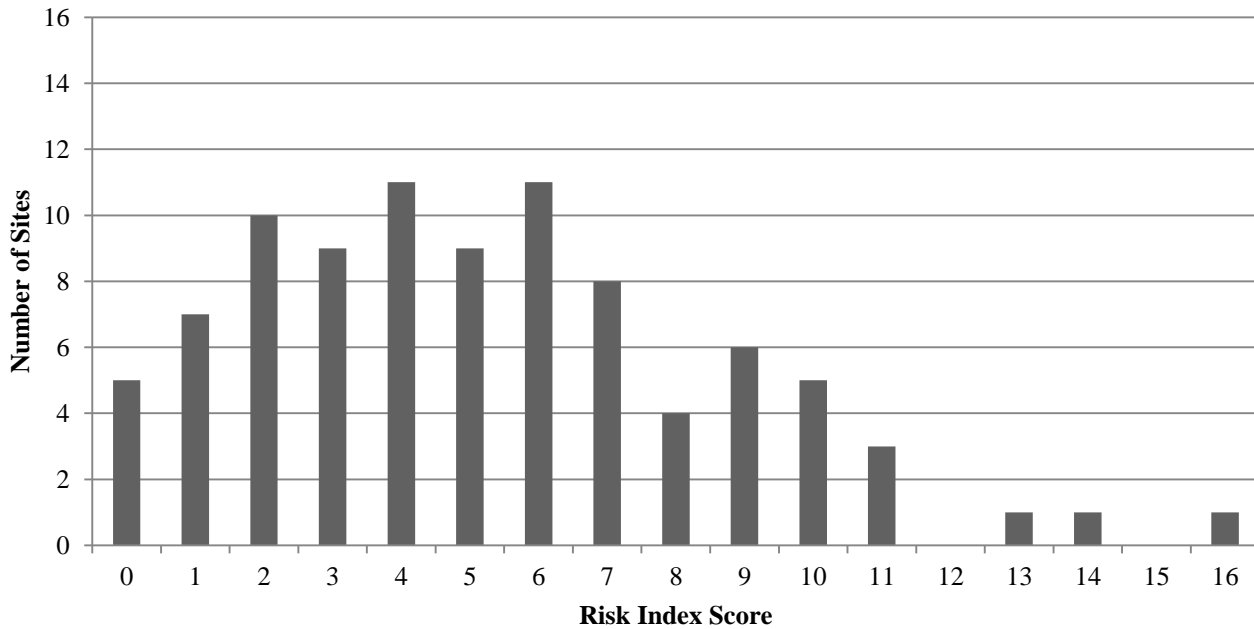
In this appendix, we examine the prevalence of “low performance” defined as assignment to the low quartile on one or more of 22 leading indicator scale scores. The seven student outcome scales were excluded from this analysis. First, we examined the difference between group mean scores for the highest and lowest quartile groups on each scale. We also conducted a statistical significance test of the difference using an independent subjects *t*-test. Table B1 describes the results of these analyses including *p*-values indicating the statistical significance of the difference. There are statistically significant differences for all scales included in these analyses.

TableA1. Comparison of Group Means for High and Low Quartiles

	# Sites in High Quartile	High Quartile Mean	# Sites in Low Quartile	Low Quartile Mean	Mean Difference	<i>p</i> value
Capacity	29	4.94	27	3.66	1.28	.000
Job Satisfaction	22	4.74	23	3.79	0.95	.000
Continuous Improvement	20	4.90	23	2.81	2.09	.000
Horizontal Communication	23	4.40	22	2.73	1.66	.000
Vertical Communication	24	4.73	24	3.35	1.38	.000
Youth Governance	14	3.92	17	2.11	1.81	.000
Targeting	24	3.91	28	2.05	1.85	.000
Academic Planning	24	4.69	22	3.41	1.28	.000
Youth Engagement & Belonging	22	4.17	22	3.17	1.00	.000
Growth & Mastery Skills	23	4.78	22	4.00	0.78	.000
Instructional Quality	22	4.77	22	3.23	1.55	.000
Accountability	26	5.00	22	3.27	1.73	.000
Collaboration	36	5.00	35	3.39	1.61	.000
Communication	21	3.81	21	2.14	1.67	.000
Student Data	19	4.99	16	2.44	2.55	.000
School Day Content	5	4.92	13	2.52	2.40	.000
Community Engagement	23	4.19	23	1.79	2.40	.000
Academic Efficacy - Parent Report	21	4.45	21	3.54	0.91	.000
Confidence in Care	21	4.83	21	4.21	0.62	.000
Convenience of Care	21	4.87	21	4.14	0.74	.000
Family-School Connection	21	4.64	21	3.66	0.98	.000

As a next step in describing the prevalence of lower-performing sites, we created a Risk Index. For each scale, we created a risk variable where 1 = membership in the lowest quartile and 0 = membership in one of the higher quartiles. We then summed across the 22 possible risk variables to create the Risk Index. Figure B1 illustrates the prevalence of low performance across sites. Risk Index scores range from zero to 16, meaning that some sites had zero scales for which their scores were in the lowest quartile (out of 22), whereas other sites had as many as 16 scales for which their scores were in the lowest quartile.

Figure A1. Risk Index Score by Number of Sites



Appendix B: Technical Detail on Reliability of Measures

The Leading Indicator framework is comprised of multiple, nested levels of measurement: five domains, 13 Leading Indicators, 31 scales, and 117 items (typically 157 items when including Youth or School-Age PQA items). Table A1 provides descriptive statistical information for the 31 scales, including the number of items that comprise each scale, the source of the items, the scale mean, standard deviation, and skewness which describes asymmetry of the distribution of site scores for each scale. In general, scales with skewness coefficients between +/- 1 are considered in the acceptable range. Table A1 also provides reliability information for the 31 scales. Reliability defined as the internal consistency among items of a scale (Cronbach's alpha or α) is an item level intra-class correlation that describes the degree to which the items that make up a scale are more highly correlated within each respondent than across respondents, and $\alpha \geq .7$ is typically seen as the acceptable range.

Table B1. Descriptive and Reliability Information for 29 Leading Indicator Scale Scores

	Number of Items	Source*	Mean	SD	Skew	Cronbach's Alpha
1.1 - Staffing Model						
Capacity	6	SC	4.37	0.57	-1.04	.70
Job Satisfaction	4	SC,S	4.31	0.38	-0.68	.86
1.2 - Continuous Improvement						
Continuous Quality Improvement	4	S	3.98	0.82	-0.73	.22
Participation in YPQI Supports	4	S	3.75	1.04	-0.57	.83
Horizontal Communication	5	S	3.58	0.65	-0.29	.85
Vertical Communication	2	S	4.10	0.58	-1.04	.80
Program Impact	4	S	3.99	0.69	-1.03	.87
YPQI Value	3	SC,S	4.33	0.56	-0.74	.83
1.3 - Youth Governance						
Youth Role in Governance	5	SC	2.88	0.78	0.75	.76
1.4 - Enrollment Policy						
Targeting Academic Risk	4	SC	2.93	0.79	-0.14	.76
2.1 - Academic Press						
Academic Planning	5	S	4.12	0.53	-0.95	.82
Homework Completion	3	Y	3.77	0.45	-0.17	.70
2.2 - Engaging Instruction						
Youth Engagement & Belonging	8	Y	3.68	0.41	-0.26	.85
Growth & Mastery Skills	6	S	4.46	0.35	-2.34	.87
Instructional Quality	3	PQA	4.02	0.63	-0.65	.85
3.1 - System Norms						
Accountability	3	SC	4.31	0.71	-1.03	.50
Collaboration	2	SC	4.26	0.87	-1.23	.75
3.2 - Family Engagement						
Communication	3	P	2.97	0.67	-0.06	.78
3.3 - School Alignment						
Student Data	3	SC	3.92	0.91	-0.86	.82
School Day Content	5	SC,S	3.52	0.77	-0.50	.83
3.4 - Community Engagement						
Community Engagement	4	SC	2.97	0.94	0.07	.78
4.1 - Socio-Emotional Development						
Social & Emotional Competencies	7	Y	4.00	0.35	-1.83	.81
4.2 - Academic Efficacy						
Work Habits	6	Y	4.16	0.33	-1.21	.83
Reading/English Efficacy	4	Y	4.11	0.35	-1.09	.86
Math Efficacy	4	Y	4.10	0.38	-0.50	.89
Science Efficacy	2	Y	4.19	0.35	-0.24	.87
Technology Efficacy	2	Y	4.23	0.47	-1.81	.86
Academic Efficacy (parent)	4	P	4.03	0.38	-1.05	.92
5.1 - Family Satisfaction						
Confidence in Care	3	P	4.55	0.25	-1.07	.76
Convenience of Care	2	P	4.56	0.30	-0.99	.56
Family-School Connection	3	P	4.21	0.41	-1.06	.78

*SC = Site Coordinator survey; S = Staff survey; Y = Youth survey; P=Parent survey.

