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Evaluating Arkansas 21st Century Community Learning Centers

2019-2020 Report to the Arkansas
Department of Education

January 2021

Evaluating Arkansas 21st Century Community Learning Centers
2019-2020 Report to the Arkansas Department of Education

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This report provides a comprehensive overview of the two previous detailed data summaries provided to the Arkansas Department of Education during the 2019-2020 program year:

2019-2020 Arkansas Network and Site Survey Data Summary Reports, delivered July 2020
2019-2020 SAPQA and YPQA Network and Site Reports available in Scores Reporter

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Communications Brief

Since 2012, Arkansas 21st CCLC programs have partnered with the Weikart Center for Youth Program Quality to operate a quality improvement system for its afterschool programs with the explicit model that afterschool programs benefit from training and professional development, coaching, self-assessment activities, and data-driven planning. The purpose of this evaluation report to summarize the performance, successes and growth opportunities that emerged for Arkansas 21st CCLC programs during the 2019-2020 program year. This evaluation addressed the following three ADE program goals:

1. Increase academic achievement in participants who regularly attend 21st CCLC programs.
2. Increase non-academic achievement in participants who regularly attend 21st CCLC programs.
3. Offer quality activities to all youth attending the program.

Implementation of the YPQI and complimentary evaluation design included the following activities:

| Activity | Timeline |
|---|--|
| Summer Programming | June – July 2019 |
| Summer Institute: Grantee Kickoff and Planning with Data | July 19-22, 2019 |
| Program Improvement Plans | July 31 – August 9, 2019 |
| Afterschool Programming | August 2019 – May 2020* |
| Youth Work Methods | Online: August 2019 – June 2020 |
| Annual Performance Reporting | Summer: June–August 2019 Fall: September–December 2019 Spring: January–May 2020* |
| PQA Basics | January 22-23, 2020 |
| Program Quality Assessments | January 29 – February 21, 2020 |
| Leading Indicator Surveys | March 4 – May 1, 2020* |

Unfortunately, on March 13, 2020 Arkansas 21st CCLC programs closed unexpectedly in adherence to the state-mandated public school closure in response to the rising COVID-19 pandemic. While approximately 10% of sites were able to continue offering youth programs, staff were encouraged to participate in additional professional development opportunities through their access to online Youth Work Methods. This abrupt change also disrupted data collection efforts; participation in the staff, youth and family surveys was lower than previous years, and student assessments were cancelled.

This report draws upon available Program Quality Assessment (School-Age and Youth), Annual Performance Reporting, and Surveys (Grantee Director/Site Coordinator, Afterschool Staff/Youth Worker, Family, and Youth) data to assess the alignment between program goals and outcomes for the 2019-2020 program year. It is important to note that site compliance with required data collection activities significantly improved during the 2019-2020 program year, even with the COVID-19 disruptions. Last year, approximately 85% sites submitted all required data where this past year saw almost full participation in APR and PQA data collection activities.

| Summary of Evaluation Data | | |
|--|---|--------------------|
| Program Quality Assessment Data | | 100% of sites |
| Annual Performance Report Data | Summer 2019 | 100% of sites |
| | Fall 2019 | 99% of sites |
| | Spring 2020 | 99% of sites |
| Surveys | <i>Grantee Director/Afterschool Teacher</i> | 790 – 93% of sites |
| | <i>Youth</i> | 945 – 36% of sites |
| | <i>Family</i> | 545 – 33% of sites |

Key Findings and Recommendations

| Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC programs; | |
|--|--------------------|
| Objective 1.1: 60% of participants regularly attending the 21st CCLC program will increase OR stay in the Advanced or Proficient levels on the statewide assessment for English language/literacy and math. | Data not collected |
| Objective 1.2: 60% of participants regularly attending the 21st CCLC program will show improvement in classroom academic performance as reported on the ADE Statewide Information System. | Data not collected |
| <p>Results</p> <ul style="list-style-type: none"> Since COVID-19 school closures led to the cancellation of state assessments, it was not possible to measure Objectives 1.1 and 1.2 accurately this program year. However, participating ADE 21st CCLC staff, families and youth all reported high levels of attention to and confidence in academic skill growth for the 2019-2020 program year. In particular, the strong majority of participating youth expected to do well in both English (90%) and math (87%). | |
| <p>Recommendations</p> <ul style="list-style-type: none"> The significant relationship between Engagement staff practices and youth-reported expectations for math success suggests that additional staff training on topics such as Planning & Reflection, Youth Voice and Problem Solving would support staff’s efforts to promote academic achievement. | |

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

Objective 2.1: 75% of youth attending 21st CCLC programs will report high levels of social and emotional skills, as reported on the youth survey administered by the Weikart Center **Progress:** Met

- Results**
- Consistent with previous years, more than 75% of youth reported high levels of social and emotional development. For the 2019-2020 program year, youth reported the strengths in:
 - I can make friends with other kids (86%)
 - I work well with other kids (86%)
 - I can tell other kids what I think, even if they disagree (82%)
 - I can tell other kids they are doing something I don't like (76%)

Objective 2.2: 75% of youth attending 21st CCLC programs will report high levels of positive academic habits, as reported on the youth survey administered by the Weikart Center. **Progress:** Met

- Results**
- More than 75% of youth also reported strong work habits that are predictive of positive outcomes:
 - I follow the rules in the classroom (93%)
 - I make good use of my time at school (88%)
 - I finish my work on time (87%)
 - I keep track of my things at school (85%)
 - I work well by myself (83%)

Recommendations

- Given the significant correlation between Safe Environment and Engagement staff practices with youth skill development, specifically the importance of physical safety and youth-led activities, additional staff training on the topics of Structure & Clear Limits, Youth Voice, Planning & Reflection and Problem Solving may be beneficial. Additionally, the data suggests that sites with stronger School Day connections are more likely to promote youth skill development, indicating that additional support and shared best practices around program-school partnerships would be useful.

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. **Progress:** Almost Met

- Results**
- All but three sites (96%) offered homework help activities throughout the program year. Youth also shared the following experiences about homework support:
 - 84% reported that staff understand their homework and can provide help when they get stuck at least half the time or more
 - 83% reported that they complete their homework during program at least half the time or more

| | |
|---|-----------------------------------|
| Objective 3.2: All 21st CCLC programs will offer academic (beyond homework help) and enrichment activities. | Progress: Almost met |
| Results <ul style="list-style-type: none"> • Almost all sites offered additional academic support activities throughout the year. <ul style="list-style-type: none"> ○ 98% of sites offered Literacy activities ○ 92% of sites offered STEM activities ○ 91% of sites offered Tutoring activities • Additionally, while only 56% of sites reported offering specific College & Career Readiness activities, 83% of sites acknowledged that the academic and enrichment activities offered were in support of College & Career Readiness skills | |
| Objective 3.3: Every data collection term, 90% of 21st CCLC programs will offer quality activities to families of participating students. | Progress: Met |
| Results <ul style="list-style-type: none"> • Almost all sites (95%) offered family engagement activities throughout the year, with 85% of sites offering family engagement activities in the fall and 89% in the spring. • Almost all families surveyed agreed that they trusted program staff (97%), that their child was having a positive experience (94%) and that program staff were well informed of their child's progress in school (79%). | |
| Objective 3.4: All programs will fully engage and complete all elements of the YPQI. | Progress: Partially Met |
| Results <ul style="list-style-type: none"> • Engagement in all elements of YPQI increased during the 2019-2020 program year, with 100% of sites completing program quality assessments and program improvement plans. Additionally, 89% of staff reported they engaged in coaching, while only 63% of staff reported attending training to support their instructional practice. | |
| Objective 3.5: 75% of programs will score a 3.90 or higher on the ITS as measured by the YPQA or School-Age PQA. | Progress: Not Met |
| Results <ul style="list-style-type: none"> • Arkansas 21st CCLC sites continue to provide high-quality programs throughout the state with ITS averages of 3.72 for sites using the YPQA and 3.79 for sites using the SAPQA. Overall, 42% of sites reported an ITS above 3.90, a decline of 10 percentage points from the previous year. • Consistent with national trends, instructional practices within the Safe Environment and Supportive Environment domains were strongest, with slightly lower staff practices reported within the Interaction and Engagement domains. Compared to last year, participating ADE 21st CCLC sites demonstrated a small increase in Safe Environment scores and a slight decline in instructional practices across all other domains. • Staff practices for Emotional Safety, Healthy Environment, Nourishment, Warm Welcome, Session Flow, Reframing Conflict and Belonging were identified as strengths of the ADE 21st CCLC network. • Sites were more likely to have scored a 1 for Planning, Reflection, Leadership and Choice scales, identifying these as the greatest opportunities for improvement throughout the network. | |

Recommendations

- ADE 21st CCLC programs continue to implement higher quality practices in the Safe and Supportive Environment domains compared to Interaction and Engagement domains. Aligning with recommendations provided above, additional staff training and coaching on topics such as Planning & Reflection, Youth Voice, Responsibility & Leadership would provide support for the identified growth opportunities.
- While ADE 21st CCLC programs reported a slight decline in program quality for the 2019-2020 year, staff feedback following training events suggest that this PQA decline may be attributed to a deeper understanding of the assessment protocol and high-quality instructional practices that was achieved through a strengthened training approach. Given this positive feedback the findings suggest that the changes made this past year to improve the relevance, access, and facilitation of YPQI trainings contributed to greater participation and YPQI fidelity, which in turn supported continued program quality improvement across ADE 21st CCLC sites.

Program Background

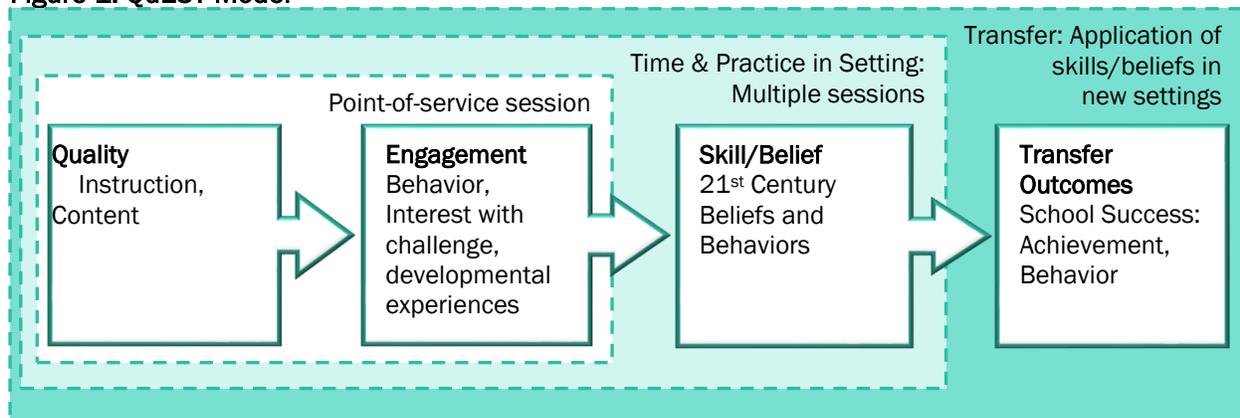
During the 2019-2020 program year, The Arkansas Department of Education (ADE) delegated federal funds to support 49 Grantees, representing 75 different 21st Century Community Learning Center (CCLC) sites/centers across the state.¹

ADE 21st CCLC funding was awarded to applicants with the following requirements for the 2019-2020 program year:

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

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

Figure 1. QuEST Model



Combined with the federal 21st CCLC Annual Performance Reporting requirements, the ADE 21st CCLC Program Model begins with high-quality afterschool programming (See Figure 2). If

¹ Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (20 U.S.C. 7171-7176)

students are provided high-quality programs (e.g., high-quality instructional practices supported by strong organizational capacity for implementation) then ADE will see higher levels of attendance in the various academic, enrichment, and family engagement activities offered. If activities offered are both high-quality and engaging, then students will have more opportunities to improve the skills required to be successful in the 21st century, such as social and emotional behaviors and academic efficacy, which will prepare youth to be more confident and interested in school day content. These students will then show up to the classroom ready to learn, leading them to greater gains in academic performance and post-secondary success.

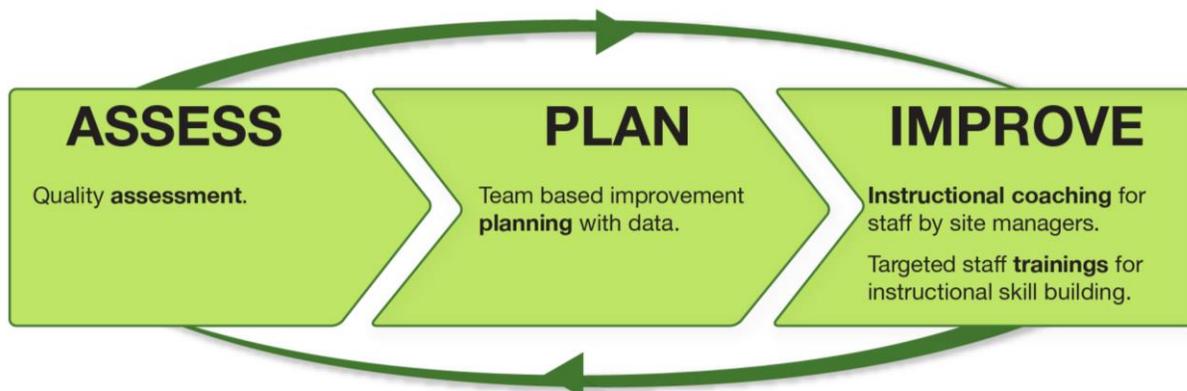
Figure 2. ADE 21st CCLC Program Model

| Quality | Engagement | Skills | Transfer Outcomes |
|---|---|---|--|
| Instructional Quality <ul style="list-style-type: none"> • Safe Environment • Supportive Environment • Interaction • Engagement | Attendance Academic Support Enrichment Activities | Homework Completion Social Emotional Skills Academic Efficacy | Academic Outcomes <ul style="list-style-type: none"> • English/Reading • Math College & Career Readiness |
| Implementation Quality <ul style="list-style-type: none"> • Staffing • YPQI Fidelity <ul style="list-style-type: none"> • Assessment • Planning with Data • Improvement Plans • Training • Coaching | Family Services & Satisfaction | | |

In support of these objectives, ADE has partnered with the David P. Weikart Center for Youth Program Quality (Weikart Center) since 2012 to implement the Youth Program Quality Intervention (YPQI), a data-driven continuous improvement process centered on four core staff practices. First, managers and staff are trained to use the Program Quality Assessment (PQA) that aligns best with their program and coordinate self-assessments of instructional quality at their sites. Next, staff participate in a Planning with Data workshop leaving them empowered with a drafted improvement plan to implement changes to improve program quality at their site. Third, managers and staff attend aligned trainings (e.g., Youth Work Methods Workshops, Quality Coaching) to strengthen skills and support quality practices. Finally, managers and other identified coaches provide technical

assistance and ongoing support to program staff.^{2,3} The YPQI process embeds a culture of continuous assessment, planning, and improvement in program quality (Figure 3).

Figure 3. Youth Program Quality Intervention



As shown in Table 1, the 2019-2020 program year began with an ADE-hosted Summer Institute in July 2019 to establish expectations and timelines for the year and reflect on and celebrate successes from the previous year. The Planning with Data session allowed returning sites to review data reports from the previous year to inform program improvement plans detailing goals, timelines, necessary resources, and staffing supports to achieve desired goals. To support the implementation of program improvement plans, managers and staff had access to ongoing training opportunities throughout the year to improve targeted instructional skills and reinforce continuous improvement practices. To examine program improvements and identify priorities for the following year, all grantees completed training on the Program Quality Assessment and conducted site self-assessments from January 29 to February 21, 2020. To supplement this objective data on staff-youth interactions within programs at each site, sites were also expected to collect surveys in March and April 2020 from managers, staff, students, and families to capture feedback on their experience with ADE 21st CCLC programming throughout the 2019-2020 year.

Unfortunately, on March 13, 2020 the majority of in-school and afterschool programs throughout the United States closed unexpectedly in response to the rising COVID-19 pandemic. Arkansas 21st CCLC programs adhered to the state-mandated public school closure and the majority of programs closed through the end of the school year, with approximately 10% of grantees continuing to offer programs virtually. Staff were also encouraged to participate in additional

² Smith, C., Akiva, T., Sugar, S., Lo, Y. J., Frank, K.A., Peck, S. C., Cortina, K.S. & Devaney, T. (2012). Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study, Washington, D.C.: Forum for Youth Investment.

³ Smith, C., & Hohmann, C. (2005). Full findings from the youth program quality assessment validation study. Ypsilanti, MI: High/Scope Educational Research Foundation.

professional development opportunities through their access to online Youth Work Methods. This abrupt change also disrupted data collection efforts; participation in the staff, youth and family surveys was lower than previous years, and student assessments were cancelled.

Table 1. 2019-2020 ADE 21st CCLC Timeline

| Activity | Timeline | Performance Measures |
|--|--|---|
| Summer Programming | June – July 2019 | |
| Summer Institute: Grantee Kickoff and Planning with Data | July 19-22, 2019 | |
| Improvement Planning Webinar | July 31, 2019 | |
| Program Improvement Plans | July 31 – August 9, 2019 | Program Improvement Plan |
| Afterschool Programming | August 2019 – May 2020* | |
| Youth Work Methods | Online: August 2019 – June 2020 | |
| Annual Performance Reporting | Summer: June–August 2019 Fall: September–December 2019 Spring: January–May 2020* | Youth Participation Staffing Academic, Enrichment and Family Activities |
| APR Data Management Spreadsheet Webinar | December 4, 2019 | |
| PQA Basics | January 22-23, 2020 | |
| Self-Assessment and Scores Reporter Demo Webinar | January 29, 2020 | |
| Program Quality Assessments | January 29 – February 21, 2020 | Self YPQA and SAPQA |
| Leading Indicator Survey Webinar | March 4, 2020 | |
| Leading Indicator Surveys | March 4 – May 1, 2020* | Site Coordinator/Grantee Director Afterschool Teacher/Youth Workers Youth Family |
| Youth Outcomes | Assessment: Spring 2020* | Reading and Math State Assessments |

Note: * Indicates activities that were disrupted and/or cancelled due to the emergence of COVID-19 in March 2020. These include afterschool programming, spring 2020 APR data collection, Leading Indicator Surveys, and spring 2020 state assessments.

Evaluation Design

To assess the impact of ADE 21st CCLC quality improvement efforts, the partnership with the Weikart Center includes an annual evaluation of program implementation and quality as it relates to youth engagement in academic and enrichment activities, and the development of 21st Century skills among participating K-12th grade students. The primary purpose of this report is to examine engagement in the YPQI process during the 2019-2020 program year and identify the important experiences that contributed to student success within ADE 21st CCLC programs. Table 2 shows the ADE network-wide program goals and objectives guiding this evaluation.

Table 2: ADE 21st CCLC Program Goals and Objectives

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

In addition to this report, the evaluation approach included steps to guide data collection efforts across sites, as well as support staff in their efforts to interpret the findings and apply these learnings to continuous improvement decisions. In the 2019-2020 year, ADE received the following additional reports that provide more description about individual data sources and site-level findings:

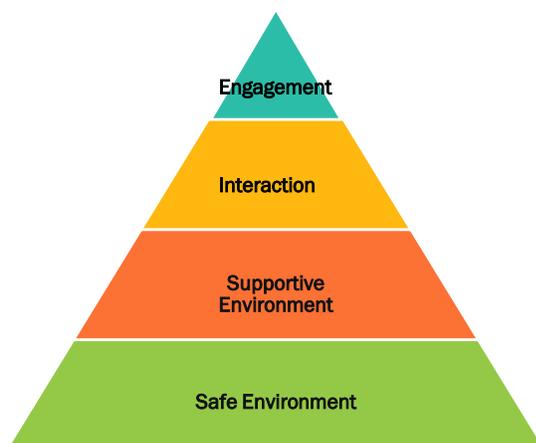
- 2019-2020 Arkansas Network and Site Survey Data Summary Reports, delivered July 2020
- 2019-2020 SAPQA and YPQA Network and Site Reports available in Scores Reporter

Performance Measures

Multiple data sources were collected from participating sites throughout the year to evaluate the impact of ADE 21st CCLC programs. Each site was expected to submit Program Quality Assessment (PQA) data, Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, family, and youth surveys, as well as youth participation, staffing, activities, family engagement and Reading and Math proficiency assessment data in alignment with the Annual Performance Reporting requirements. Due to COVID-19, fewer surveys were submitted in comparison to previous years and student assessments were cancelled.

Program Quality Assessment

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



- The **School-Age PQA** is composed of 70 items comprising 19 scales. The School-Age PQA is appropriate for observing programs that serve youth Kindergarten – 6th grades.
- The **Youth PQA** is composed of 63 items comprising 18 scales. The Youth PQA is appropriate for observing programs that serve youth in 4th – 12th grades.

PQA data was collected for all sites as a self-assessment. To collect self-assessment data, an internal team was selected at each site to observe staff practices using the PQA. After observations, the team had a scoring meeting to discuss their notes and come to a consensus on the score for each item on the tool. Scores were entered into Scores Reporter, a Weikart Center online data collection platform.

The primary purpose of the Program Quality Assessment is to measure Instructional Quality, defined as the extent to which programs promote positive youth development through evidence-based staff practices implemented consistently across youth activities. Instructional Quality, measured by the Instructional Total Score (ITS), is composed of ratings of staff practice at the point of service, or when staff or youth interact during the program. The ITS is a composite score of three

out of the four quality domains: a structured environment facilitated through guidance and encouragement (i.e., Supportive Environment), opportunities for leadership and collaboration (i.e., Interaction), and the capacity to promote planning and reflection (i.e., Engagement).

Annual Performance Reporting

The federal 21st CCLC program requires that sites collect and report data across seven key program areas including: centers, activities, staffing, families, participation and outcomes, and program attendance (see Appendix A). To complete this APR data collection, ADE grantees submitted center, activities, staffing, and family’s data to the Weikart Center via an online survey, and program attendance data to Indistar at three time points throughout the program year (summer, fall, and spring) for input into the online 21APR platform in accordance with federally mandated deadlines.

Leading Indicator Surveys

Grantee Directors, Site Coordinators, Afterschool Teachers/Youth Workers, families, and youth were all invited to complete surveys to share feedback on their experience during the 2019-2020 program year (see Table 3). Specifically, these surveys informed our understanding of Organizational Context, Instructional Context, External Relationships, Youth Skills and Family Satisfaction (See Appendix B for the complete Leading Indicators Framework). Online surveys were created and administered via Qualtrics and electronic links for each were posted to Arkansas 21st CCLC’s webpage hosted on the Weikart website (www.cypq.org/ar21cclc). Survey data collection launched on March 3, 2020. With the COVID-19 disruption, youth and family survey collection ended on April 15 while Grantee Directors/Site Coordinators and Afterschool Teachers/Youth Workers had until May 1, 2020 to submit their responses. Families and youth were provided the option to opt out of the survey process with no consequences.

Table 3. 2019-2020 Surveys Administered

| Survey | Intended Audience | Length |
|------------------------------------|--|----------|
| Grantee Director/ Site Coordinator | Individual(s) responsible for site operations. | 82 items |
| Afterschool Teacher/Youth Worker | Staff responsible for providing direct programming to youth. | 65 items |
| Family | All parents/guardians of youth attending the afterschool programs (regardless of youth age). | 24 items |
| Youth | Youth in grades 4 through 12 ⁴ who attended the afterschool programs. | 40 items |

⁴ Surveys are directed only at this age group because the survey method is not developmentally appropriate for children in third grade or lower.

Evaluation Sample

For the 2019-2020 program year, all 75 participating sites were expected to submit the required data for the terms they were approved to offer programs; 72 sites operated during the school-year only, 2 sites operated during the summer only, and 1 site operated throughout summer and the school-year. For the final evaluation sample, all but one site submitted the required 21st CCLC annual performance data on program activities, family services, and attendance to be reported to the US Department of Education each term (see Table 5). All participating school-year sites that served youth in grades K-12 successfully completed their Program Quality Assessment. Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, youth, and family survey data was also expected from the 73 sites that operated during the school year (See Table 5).⁵ However, due to COVID-19 program closures, not all sites were able to collect survey data and the response rate was significantly lower than previous years. **It is important to note that site compliance with required data collection activities significantly improved during the 2019-2020 program year, even with the COVID-19 disruptions.** Last year, approximately 85% sites submitted all required data where this past year saw almost full participation in APR and PQA data collection activities.

Table 4. 2019-2020 Annual Performance Reporting Data

| % Participating Sites | Summer 2019 ⁶ (n=3) | Fall 2019 (n=73) | Spring 2020 (n=73) |
|--|-----------------------------------|---------------------|-----------------------|
| Activities, Staffing and Family Services | 100% | 99% | 99% |

Table 5. 2019-2020 PQA and Survey Data

| | | # of Submissions ⁷ | % of Sites |
|------------------|--------------------------------------|-------------------------------|------------|
| PQA ⁸ | SAPQA (n=43) | 47 | 100% |
| | YPQA (n=29) | 52 | 100% |
| Surveys | Grantee Director/Afterschool Teacher | 790 | 93% |
| | Youth | 945 | 36% |
| | Family | 545 | 33% |

In terms of student participation, the data shows that just over half of participating students were in grades Prek-5th, 45% identified as White, with 75% qualifying for Free and Reduced lunch (see Table 6). Additionally, 14% of students required English Language Learning supports and 12% were categorized as Special Needs.

⁵ Additional details about participation demographics can be found in the previous reports delivered to ADE.

⁶ Summer APR data is only required for programs that operate for 30 days or more. During the 2019-2020 program year, three summer sites were the only sites to meet that reporting criteria. Two of these sites were summer-only programs and therefore not required to submit Fall and Spring APR data.

⁷ Some sites submitted more than one self-assessment. Multiple site entries were averaged before analysis.

⁸ PQA data was not required from three sites; two were summer only programs, and one served youth who were all outside of the age range for assessment.

Table 6. 2019-2020 Student Demographics

| | | |
|---------------------------------|-----------------------------------|-----|
| Grade | PreK-5 th | 54% |
| | 6 th -12 th | 46% |
| Race | Asian | <1% |
| | Black/African American | 29% |
| | Hispanic | 16% |
| | Native American/Native Alaskan | <1% |
| | Native Hawaiian/Pacific Islander | 7% |
| | White | 45% |
| | Two or more races | 2% |
| English Language Learner | Yes | 14% |
| Free and Reduced Lunch | Yes | 75% |
| Special Needs Student | Yes | 12% |

Evaluation Results

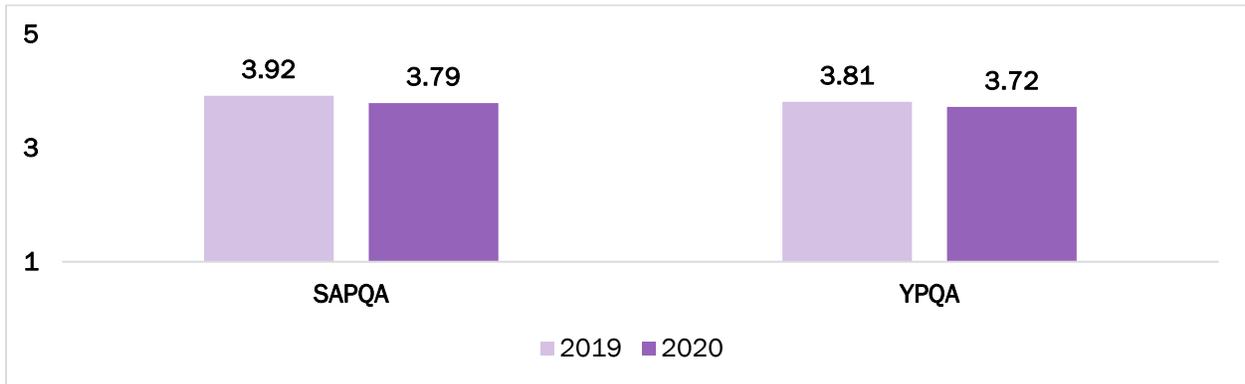
Instructional Quality

Over the past decade, research has proliferated the youth development field demonstrating the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest instructional practices, meaning those that prioritize a safe environment, supportive relationships, positive staff-youth interactions, and active learning principles are more likely to promote youth engagement and attendance, which in turn promotes youth skill development across multiple domains, such as academic, social-emotional, and behavioral skills.⁹

Using the Instructional Total Score (ITS) as a measure of high-quality instructional practice, Chart 1 shows ITS scores by PQA tool for sites participating in both the 2018-2019 and 2019-2020 program years. This past year the average ITS score for programs using the YPQA was 3.72 and 3.79 for programs using the SAPQA. **In response to ADE Objective 3.5, 42% of sites achieved an average ITS score of 3.90 or higher, demonstrating a small decline in the statewide average for program quality from the previous year.** Feedback from staff following training events throughout the year suggest that this **PQA decline may be attributed to a deeper understanding of the assessment protocol and high-quality instructional practices that was achieved through a strengthened training approach.** Training content and facilitation was intentionally modified this past year to support the distinct needs of new and returning Grantees separately, therefore allowing more tenured staff to extend and expand their understanding of quality. Comments such as “new perspective on YPQA”, “provided deeper answers to questions I’ve had here for years” “and “I had that aha moment” give support to this interpretation.

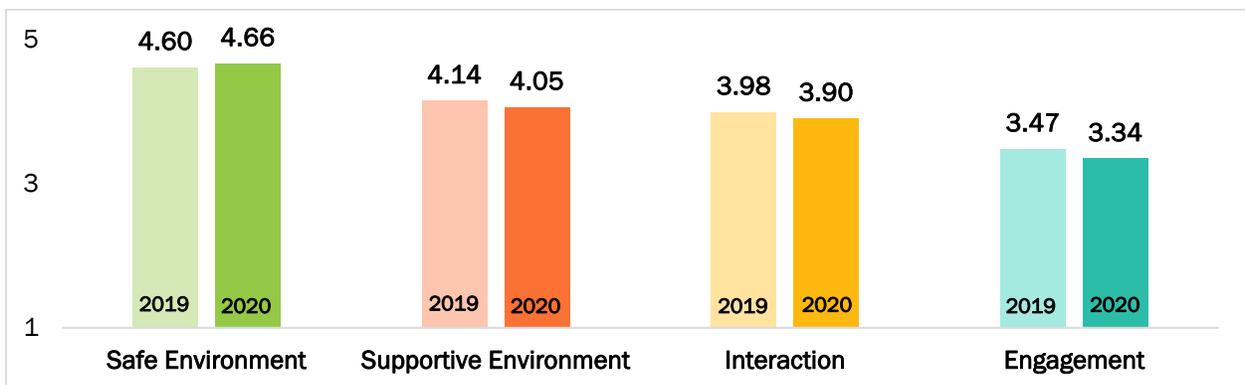
⁹ Durlak, J.A., & Weissberg, R.P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social and Emotional Learning.

Chart 1. Change in ITS Score by Tool



While the ITS provides a broad understanding of instructional quality, scores were also broken out by domain to examine more nuanced changes within the program context. Initial analyses showed no significant differences in ITS between Youth PQA and School-Age PQA scores and therefore all PQA data was collapsed to provide a larger sample size for analysis. As shown in Chart 2, domain scores continued to be consistent with previous years such that **instructional practices within the Safe Environment and Supportive Environment domains were strongest, with slightly lower staff practices reported within the Interaction and Engagement domains.** This pattern is common among all YPQI networks as providing an interactive and engaging program environment for youth requires an advanced set of staff practices and can be more difficult to implement compared to establishing a Safe and Supportive Environment. While participating ADE 21st CCLC sites demonstrated a small increase in Safe Environment scores and a slight decline in instructional practices across all other domains compared to the previous years, these changes are not statistically significant.

Chart 2. Change in PQA Domain Scores



Charts 3-6 show change in PQA scale scores from the past program year, identifying specific strengths and opportunities for improvement throughout the network. Comparing the past two program years, staff practices within Accommodating Environment, Reframing Conflict and Responsibility improved the most, while staff practices for Encouragement, Child-Centered Space, Leadership, Adult Partners and Planning saw the most decline. When examining 2019-2020 site level data, all sites achieved a scale score of 3 or higher for Emotional Safety, Healthy Environment, Nourishment, Warm Welcome, Session Flow, Reframing Conflict and Belonging, identifying these as stable strengths throughout the network. In contrast, sites were more likely to have scored a 1 for Planning, Reflection, Leadership and Choice scales, identifying these as the greatest opportunities for improvement throughout the network. This comprehensive examination of both domain and scale scores consistently shows that **additional training and coaching on staff practices aligned to the Interaction and Engagement domains would support program quality improvement throughout ADE 21st CCLC programs.**

Chart 3. Change in Safe Environment Scale Scores

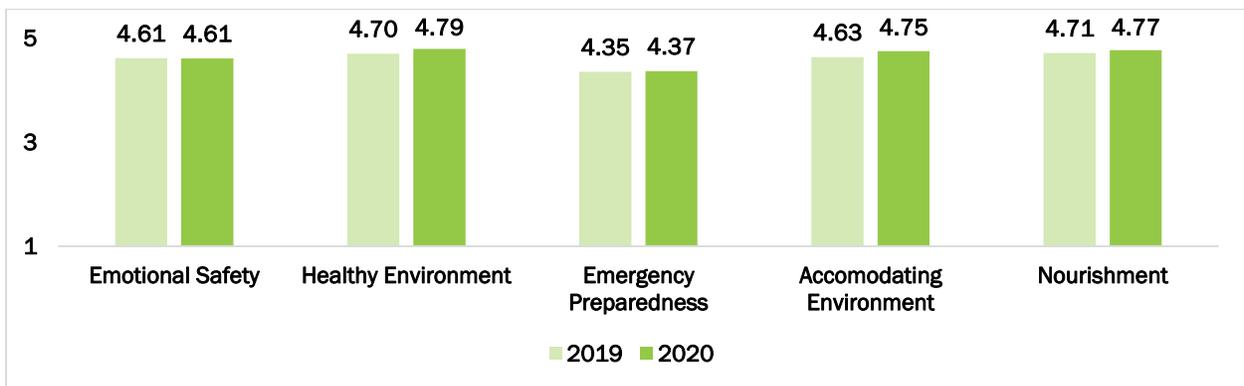


Chart 4. Change in Supportive Environment Scale Scores

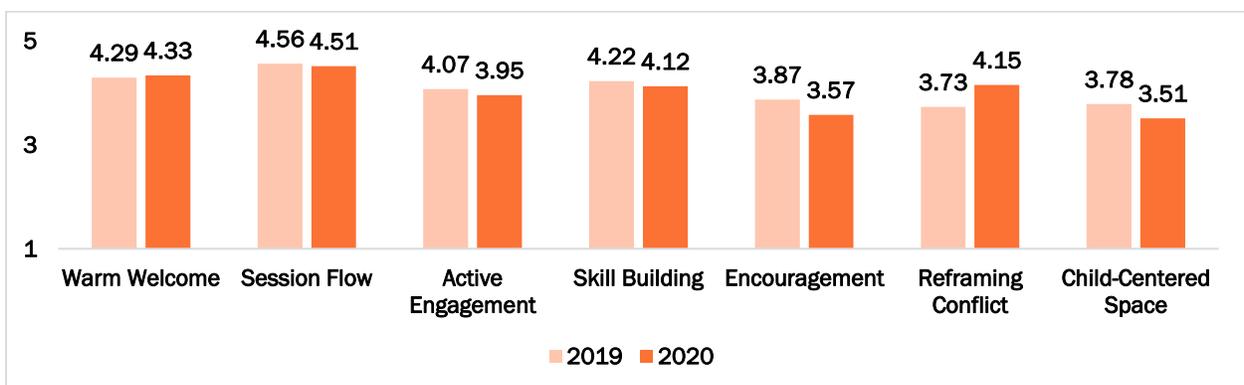


Chart 5. Change in Interaction Scale Scores

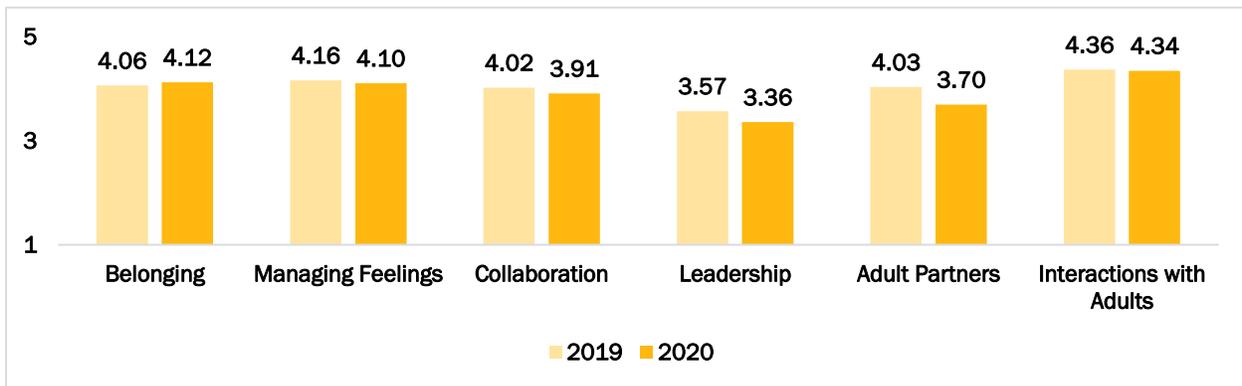
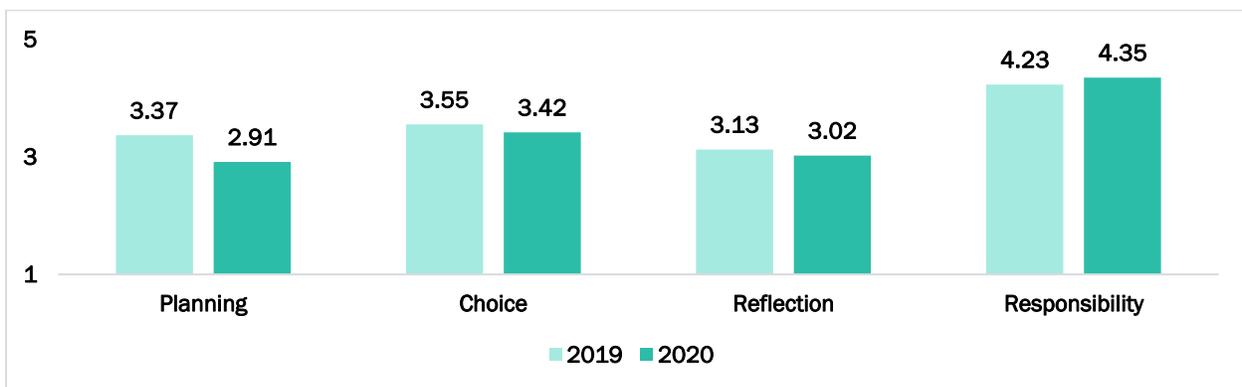


Chart 6. Change in Engagement Scale Scores



Implementation Quality

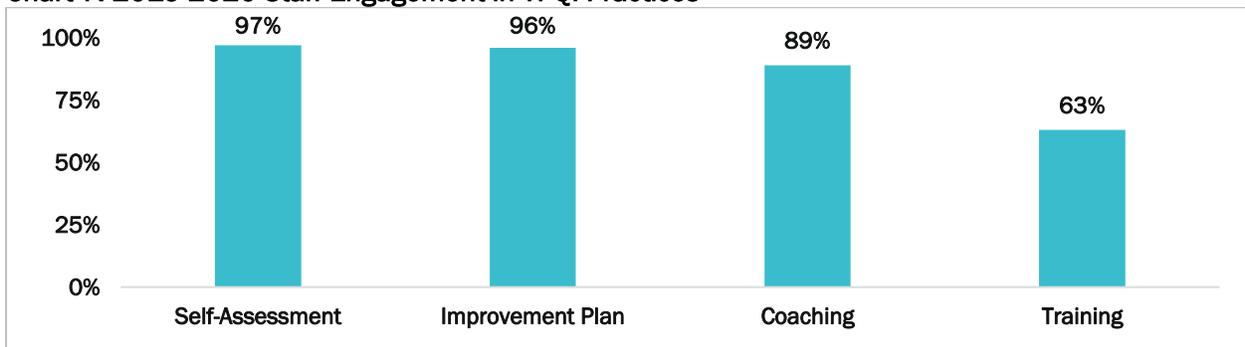
Consistent implementation of high-quality instructional practices across sites requires clarity and support from Grantee Directors around YPQI expectations and available resources. Combining guidance from the US Department of Education and the goals and objectives communicated from ADE, grantees and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

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

YPQI Fidelity

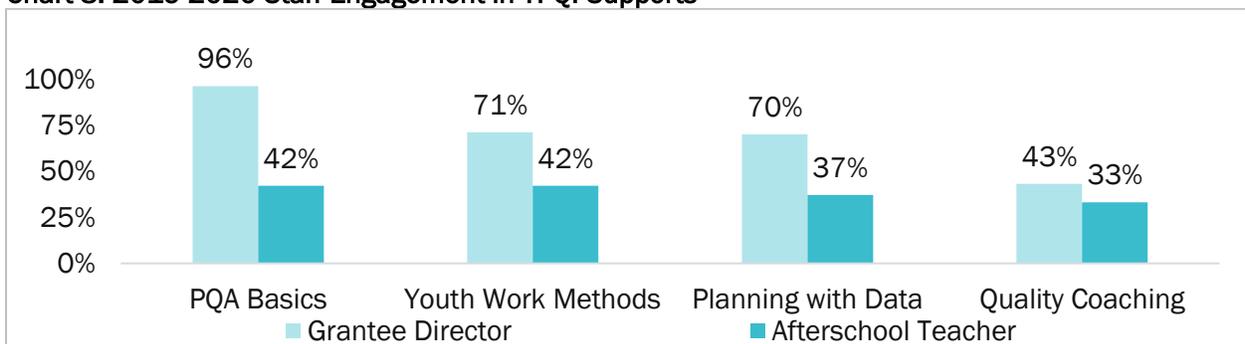
As described above, the four staff practices central to YPQI implementation are program quality assessment, data-driven improvement planning, coaching, and training. Both Grantee Directors/Site Coordinators and Afterschool Teachers/Youth Workers shared similar reports around the implementation of these practices **with the majority of staff reporting engagement in each of these core components of continuous quality improvement** (Chart 7). While staff report suggests that participation in training opportunities could improve, comparisons to the previous year show that staff engagement in assessment, coaching and improvement planning have all increased demonstrating progress towards achieving ADE Objective 3.4.

Chart 7. 2019-2020 Staff Engagement in YPQI Practices



Additional questions were examined to see the extent to which staff participated in the various training opportunities provided to support YPQI. Staff indicated whether they attended a specific training, and if they did, whether they attended alone or with someone else at their site. Given that the majority of trainings are designed for management staff, it makes sense that Grantee Directors were more likely to attend the various trainings than other staff (Chart 8). When compared to the 2018-2019 program year, **the survey results show a small increase in staff participation across all YPQI trainings as well as a 12-percentage point increase in the participation of Grantee Directors in Youth Work Methods**, most likely attributed to the availability of online courses.

Chart 8. 2019-2020 Staff Engagement in YPQI Supports



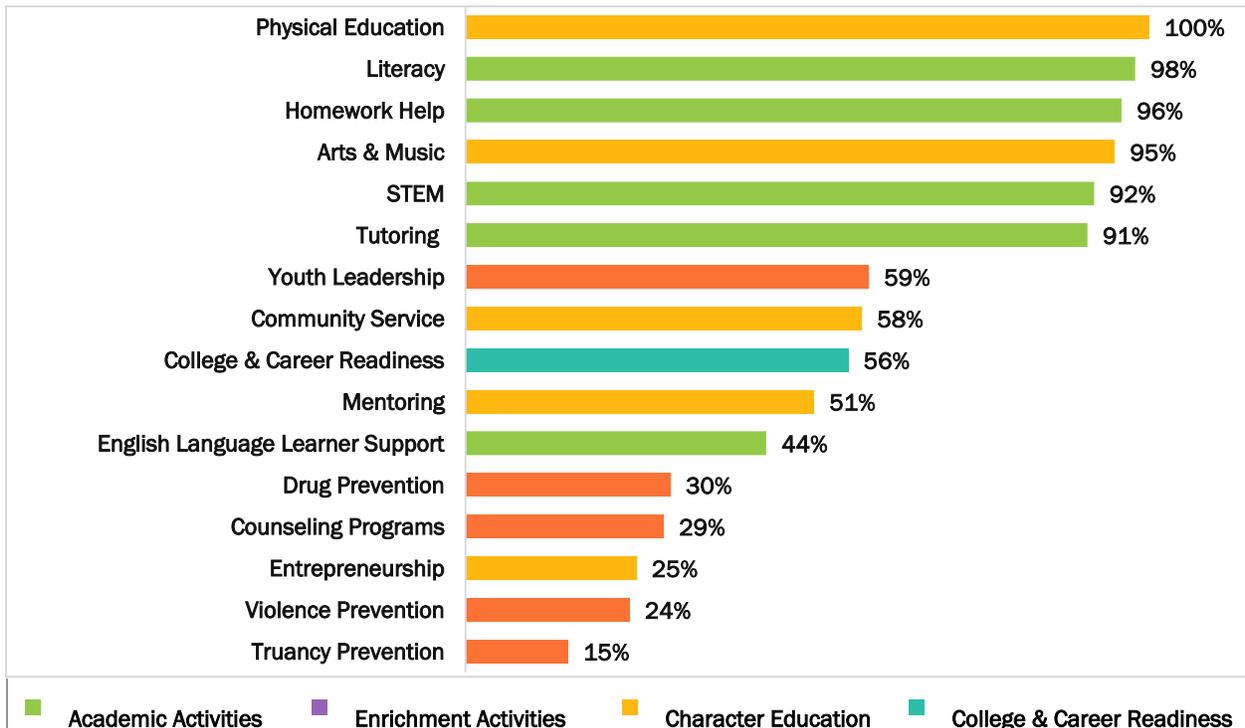
Aligning with the ADE 21st CCLC Program Model, whereby both implementation fidelity and instructional practices provide the essential foundation for overall program quality, additional analyses were conducted to explore the relationship between YPQI practices and PQA scores at the site level. Expanding on previous analyses, **the 2019-2020 results show a statistically significant relationship between YPQI practices and program quality**, such that sites with greater engagement in assessment, improvement planning, coaching, and training were more likely to implement higher quality staff practices across Supportive Environment ($r(69)=.251, p<.05$), Interaction ($r(69)=.455, p<.001$) and Engagement domains ($r(69)=.248, p<.05$). Taken together, these findings suggest that **changes made this past year to improve the relevance, access, and facilitation of YPQI trainings contributed to greater participation and YPQI fidelity, which in turn supported continued program quality improvement across ADE 21st CCLC sites.**

Engagement

Academic and Enrichment Activities

The priorities of 21st CCLC funding are to provide students with academic and enrichment activities that will promote youth skills aligned to school-day success. For each APR term, staff reported on the different types of academic, enrichment, and character education activities that were offered.

Chart 9. 2020 School Year Program Activities

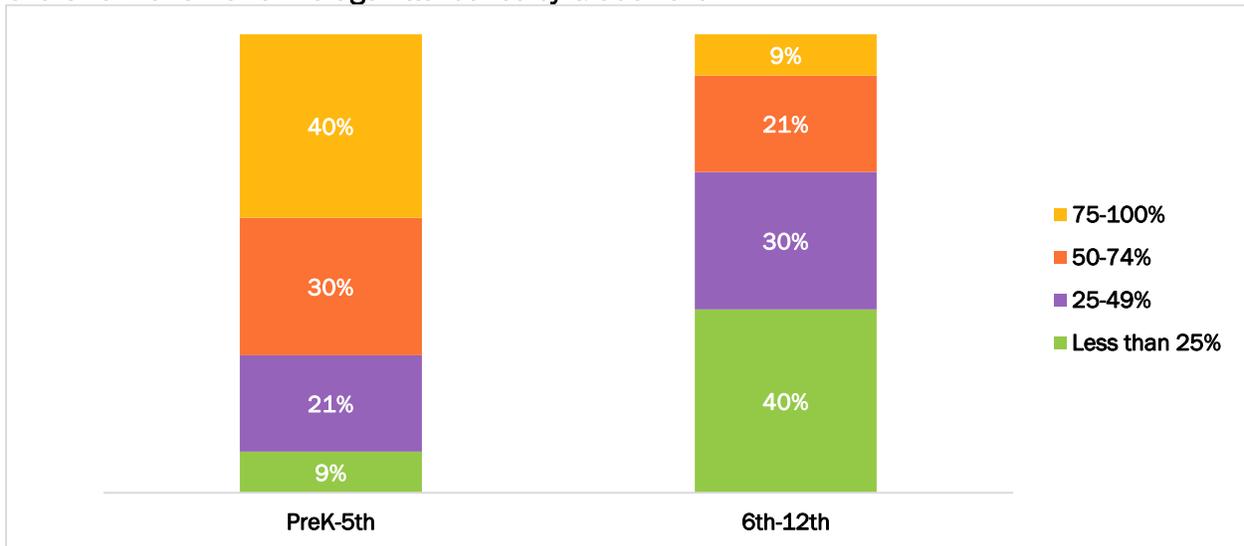


Focusing on activities offered during the school year (see Chart 9), the results show sites prioritized Academic activities, along with Physical Education and Arts & Music. **Aligned with statewide Objectives 3.1 and 3.2, 96% of sites reported offering Homework Help throughout the year, with the majority of sites also offering Literacy, STEM and Tutoring activities in support of student academic success.** Additionally, while only 56% of sites reported offering specific College & Career Readiness activities, 83% of sites acknowledged that the academic and enrichment activities offered were in support of College & Career Readiness skills. On average, each of these activities were offered at least once a week, for approximately 1-2 hours, serving 11-20 students each session. Similar to the 2018-2019 program year, Character Education activities, such as Youth Leadership, Prevention and Counseling programs, were more likely to be offered once a term or monthly and served a larger group of students each time.

Program Attendance

For the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year.¹⁰ The 21st CCLC annual performance requirements track 30-day, 60-day and 90-day attendance patterns each term as indicators of student engagement. Given the challenges experienced in spring due to COVID-19, attendance was recalculated as quartiles to examine patterns across students who participated Less than 25% of days, 25-49% of days, 50-74% of days, and 75-100% of days offered.

Chart 10. 2019-2020 Average Attendance by Grade Level



¹⁰ Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. *Policy Studies Associates, Inc.*

Similar to the previous year, attendance patterns were quite different across grade levels. **Students in grades PreK-5 were most likely to attend 75-100% of days offered, or the equivalent of 4-5 days a week, whereas older students in grades 6-12 were most likely to attend less than 25% of the time, or 1-2 days a week.** This difference in daily attendance provides one possible explanation for why Character Education activities are offered less frequently as these program activities are typically prioritized for teens and high school aged youth.

Additional analyses were explored to examine the relationship between attendance and program quality and **a statistically significant correlation between the Interaction domain and attendance was found, meaning that programs with higher quality interaction practices were also more likely to have greater youth attendance throughout the year** ($r(72)=.247, p<.05$). In particular, student attendance was more likely to be higher at programs that demonstrated strong practices in Belonging ($r(72)=.271, p<.05$) and Leadership ($r(70)=.318, p<.01$). These findings align well with existing afterschool literature acknowledging the importance of activities that promote positive peer and adult interactions, identity exploration and teamwork to program satisfaction, and suggest that instructional priorities around facilitating group dynamics and youth decision-making would be especially beneficial for programs seeking to improve youth attendance.¹¹

Analyses also examined the extent to which all youth had equal access to quality 21st CCLC programs throughout the state. **The results found no significant differences in program quality across demographic characteristics, meaning all participating youth in Arkansas had equal access to high-quality afterschool programming.**

Family Engagement

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth academic success. In response to ADE Objective 3.3, **95% of sites offered family engagement activities throughout the year, with 85% of sites offering family engagement activities in the fall and 89% in the spring.** Extending the trend from previous years, the percentage of sites offering family engagement activities continues to increase, with sites offering more activities to PreK-5th grade families than families with 6th-12th grade youth.

Table 7. 2019-2020 Family Engagement Services

| | PreK-5 th Grade Families | 6 th -12 th Grade Families |
|-------------|-------------------------------------|--|
| Fall 2019 | 48 sites | 41 sites |
| | 3,307 families | 1,631 families |
| Spring 2020 | 50 sites | 44 sites |
| | 3,511 families | 1,677 families |

¹¹ Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of research on adolescence, 13*(1), 25-55.

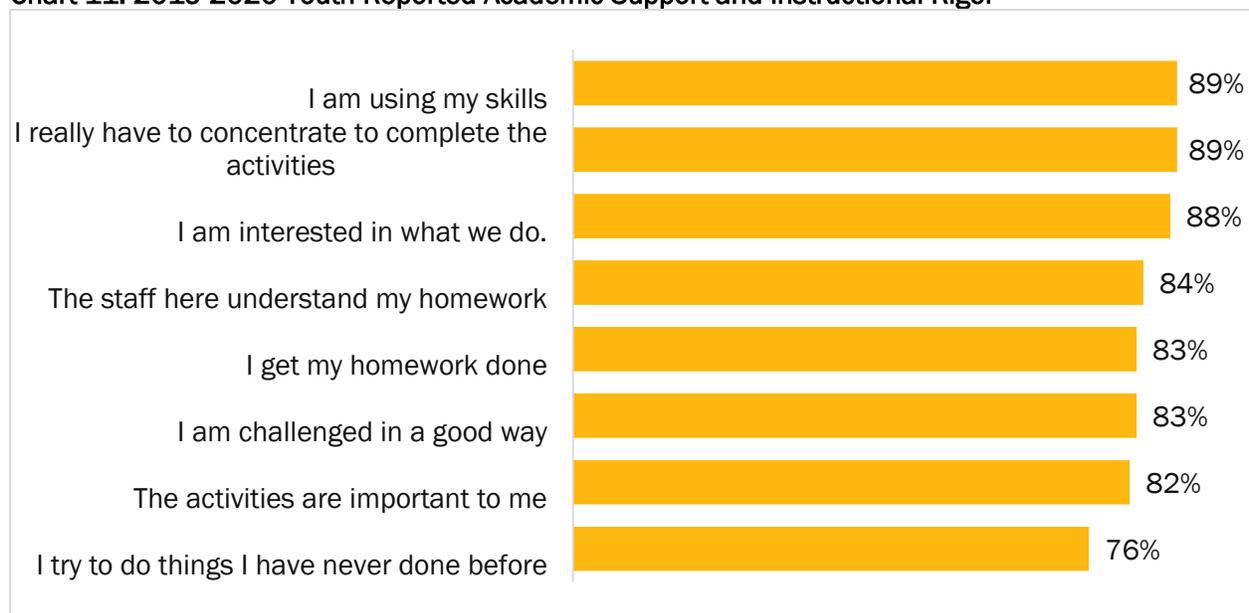
More importantly, **families reported high levels of satisfaction with ADE 21st CCLC programs, with almost all families agreeing that they trusted program staff (97%), that their child was having a positive experience (94%) and that program staff were well informed of their child's progress in school (79%).** Family survey responses also indicated that only 64% of families received program information each month, with only 58% of families connecting with program staff in person, suggesting that more intentional and frequent family communications may promote greater participation in family activities.

Skill Development

Instructional Rigor

The critical connection between high quality 21st CCLC programming and student academic achievement is the point-of-service interactions where staff practices are responsive to a student's individual needs. While self-assessment of program quality is a valued perspective, it is equally important to check in with students to see if their program experiences align with 21st CCLC program expectations. When asked about the instructional context and content provided during program activities (Chart 11), **consistently more than three-quarters of students reported that the academic support provided and instructional rigor of program activities was supportive of their academic development at least half the time or more.** These reports align well with staff reports of homework support, as more than 80% of students reported that program staff understand their homework and therefore homework assignments are completed during programs hours at least half the time or more.

Chart 11. 2019-2020 Youth Reported Academic Support and Instructional Rigor

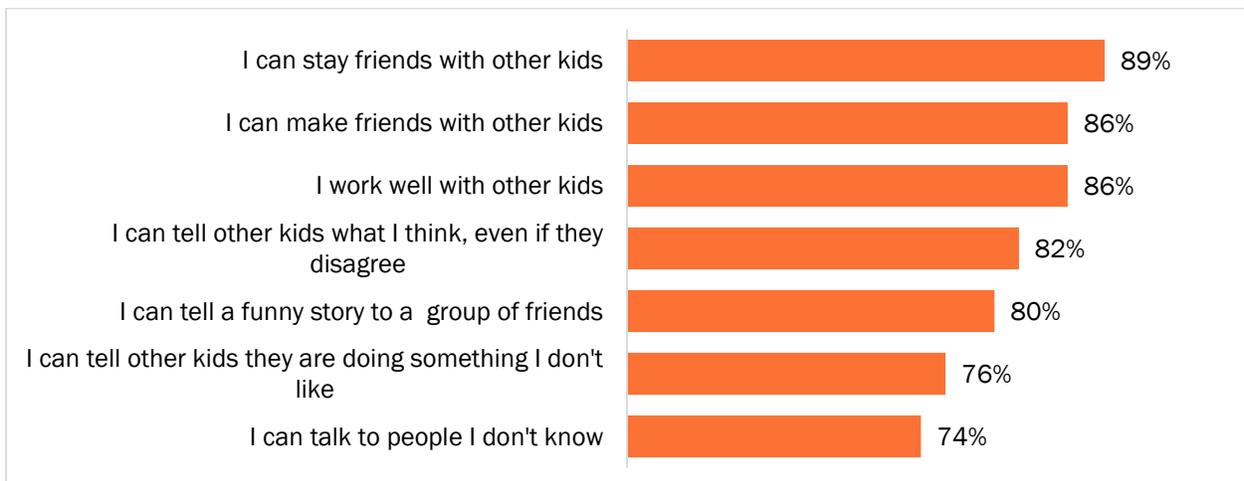


Youth's 21st CCLC Skills

The development of social and emotional learning, critical thinking, and leadership skills is similar to a muscle; the more youth practice them, the stronger and more easily accessible they become. When youth have consistent opportunities for teamwork, problem solving and communication, and are supported through intentional activities and staff practices, the skills and confidence gained can be transferred to other settings that allow youth to achieve success across multiple contexts and be better prepared for post-secondary life.¹²

Successfully achieving Objective 2.1, more than 75% of youth attending ADE 21st CCLC programs reported high levels of social and emotional skills for the 2019-2020 program year, measured by a response of *true half the time or more* (Chart 12) . A strong majority of youth reported that the program frequently helped them make friends (86%), work well with others (86%), tell other youth their thoughts, even if there was disagreement (82%), and talk with people they did not know (74%).

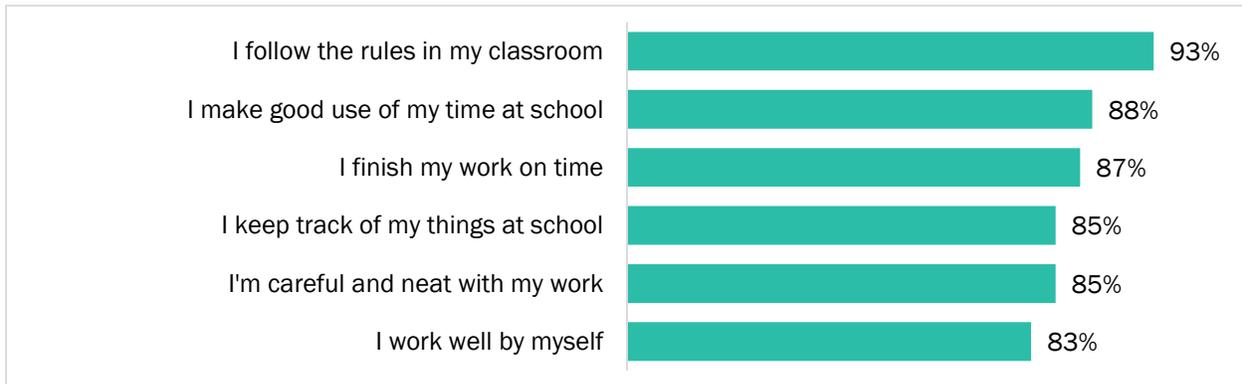
Chart 12: 2019-2020 Youth Reported Social and Emotional Skill Development



Similarly, **Objective 2.2 was achieved with more than 75% of participating youth during the 2019-2020 program year reporting high levels of academic habits**, measured by a response of *true half the time or more* (Chart 13). Youth reported that they follow the rules in the classroom (93%), practice good time management (88%) and finish their work on time (87%). While the response rate from sites and youth was down in comparison to previous years due to COVID-19 disruptions, the findings are consistent with previous years and continue to show that ADE 21st CCLC programs provide students with high-quality activities that promote positive youth development.

¹² Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck, S.C. (2016). Preparing Youth to Thrive: Promising Practices for Social Emotional Learning. Forum for Youth Investment, Washington, D.C.

Chart 13: 2019-2020 Youth Reported Academic Habits



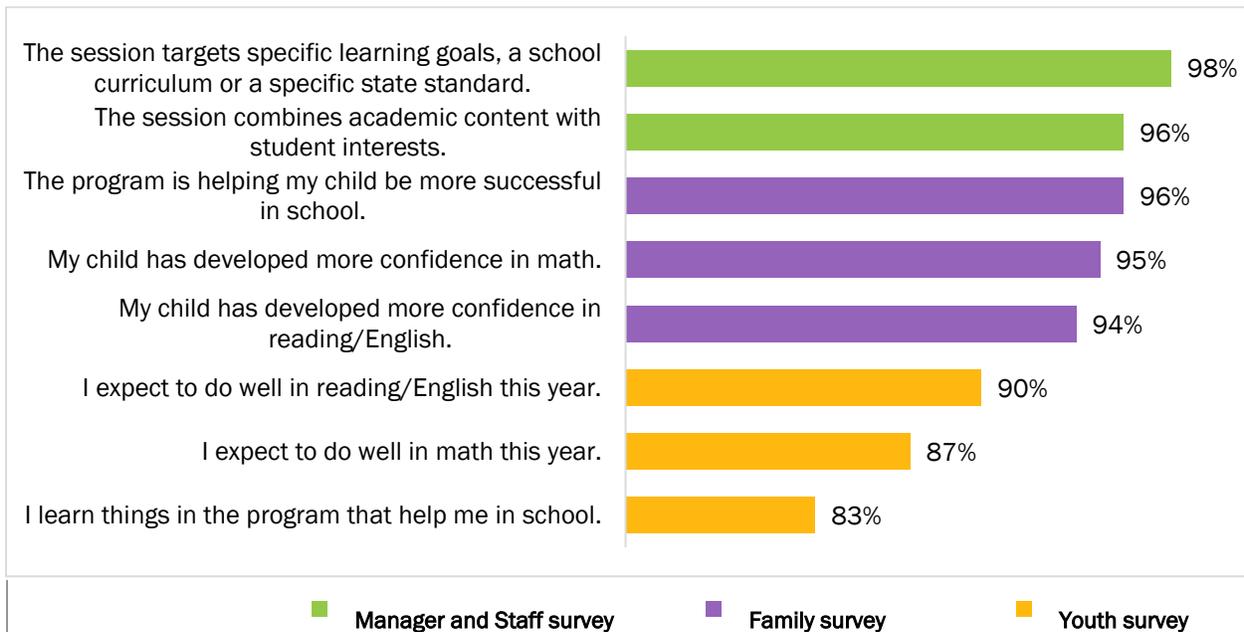
Additional analyses were explored to examine the relationships between program quality and youth skill development. The findings suggest that staff practices within the Safe Environment ($r(31)=.405$, $p<.05$) and Engagement ($r(31)=.404$, $p<.05$) domains contributed significantly to greater work habits. More specifically, sites reported to have higher-quality practices around emergency preparedness ($r(31)=.471$, $p<.01$), choice ($r(29)=.438$, $p<.05$), and reflection ($r(31)=.405$, $p<.05$) were more likely to have students report greater experiences of engagement and belonging in the program. Similarly, students were more likely to report stronger work habits at sites where staff demonstrated higher quality reflection practices ($r(31)=.417$, $p<.05$). When examining the relationships between organizational capacity and youth skill development, sites where staff reported higher levels of YPQI value as well as stronger connections to School-Day content were more likely to have students that reported more positive program experiences and greater skill development throughout the program year.¹³ Taken together, **these significant correlations between staff practices and youth skills give support to the ADE 21st CCLC program model and reinforce the critical importance of intentional and consistent staff practices at all levels, especially around youth-led activities, internal staff communications, and program-school partnerships to promote skill development and academic success for participating youth.**

¹³ Correlation between YPQI Value and Youth Engagement & Belonging: $r(31)=.527$, $p<.01$
Correlation between YPQI Value and Youth Homework Completion: $r(31)=.397$, $p<.05$
Correlation between YPQI Value and Youth SEL Skills: $r(31)=.457$, $p<.01$
Correlation between YPQI Value and Youth Work Habits: $r(31)=.403$, $p<.05$
Correlation between School Day Content and Youth Engagement & Belonging: $r(31)=.425$, $p<.05$
Correlation between School Day Content and Youth Homework Completion: $r(31)=.467$, $p<.01$
Correlation between School Day Content and Youth SEL Skills: $r(31)=.392$, $p<.05$
Correlation between School Day Content and Youth Work Habits: $r(31)=.409$, $p<.05$

Academic Outcomes

With an emphasis on preparing all students with the skills necessary to promote academic success, the annual state assessments provide an opportunity to reflect on the alignment between instructional quality, program activities and student's academic needs. Since COVID-19 school closures led to the cancellation of state assessments, it was not possible to measure Objectives 1.1 and 1.2 accurately this program year. However, staff, family and youth did report their observations and confidence in youth academic outcomes which provides some indication of program impact.

Chart 14. 2019-2020 Reported Academic Progress



As shown in Chart 14, participating ADE 21st CCLC staff, families and youth all reported high levels of attention to and confidence in academic skill growth for the 2019-2020 program year. In particular, the strong majority of participating youth expected to do well in both English (90%) and math (87%). When examined alongside program quality scores, sites with the highest levels of Engagement practices were more likely to serve students who reported the greatest expectations for math success ($r(31) = .406, p < .05$). Again, these findings affirm the transformative impact that high-quality programs can have on students 21st century skill development and academic achievement.

Conclusion and Recommendations

The purpose of this report is to summarize the performance, successes and growth opportunities that emerged for Arkansas 21st CCLC programs during the 2019-2020 program year. With a focus on program quality, implementation fidelity, youth and family engagement and skill development, this evaluation included multiple sources of data from staff, families, students, and program records to inform conclusions and recommendations.

- ❖ **ADE 21st CCLC program staff reported that improvements in PQA training opportunities led to a deeper understanding of high-quality practices, which in turn contributed to a small decrease in program quality.**

Arkansas 21st CCLC sites continue to provide high-quality programs throughout the state with 42% of sites reporting an ITS above 3.90, a decline of 10 percentage points from the previous year. Consistent with national trends, instructional practices within the Safe Environment and Supportive Environment domains were strongest, with slightly lower staff practices reported within the Interaction and Engagement domains. Sites were more likely to have scored a 1 for Planning, Reflection, Leadership and Choice scales, identifying these as the greatest opportunities for improvement throughout the network. Staff feedback following training events suggest that this PQA decline may be attributed to a deeper understanding of the assessment protocol and high-quality instructional practices that was achieved through a strengthened training approach. Given this positive feedback the findings suggest that the changes made this past year to improve the relevance, access, and facilitation of YPQI trainings contributed to greater participation and YPQI fidelity, which in turn supported continued program quality improvement across ADE 21st CCLC sites.

- ❖ **Sites with greater fidelity to the YPQI process reported the highest quality programs.**

Engagement in all elements of YPQI increased during the 2019-2020 program year, with 100% of sites completing program quality assessments and program improvement plans. Additionally, 89% of staff reported they engaged in coaching, while only 63% of staff reported attending training to support their instructional practice. Afterschool Teacher/Youth Workers reported a small increase in staff participation across all YPQI trainings and Grantee Director/Site Coordinators reported a 12-percentage point increase Youth Work Methods participation, most likely attributed to the availability of online courses. Additional analyses confirmed that sites with greater engagement in assessment, improvement planning, coaching, and training were more likely to implement higher quality staff practices across Supportive Environment, Interaction, and Engagement domains.

❖ **Compliance with the Annual Performance Requirements increased, with more sites offering academic, enrichment and family engagement activities throughout the year.**

Aligned with APR requirements, sites continued to prioritize Academic activities, including Homework Help, Literacy, STEM and Tutoring, along with Physical Education and Arts & Music, throughout the year. While only 56% of sites reported offering specific College & Career Readiness activities, 83% of sites acknowledged that the academic and enrichment activities offered were in support of College & Career Readiness skills. In addition to youth activities, almost all sites offered family engagement activities throughout the year, with the most outreach targeting PreK-5th grade families, especially during the spring. In addition to this increase in required program activities, it is important to note that site compliance with required data collection activities also significantly improved during the 2019-2020 program year, even with the COVID-19 disruptions.

❖ **Students attending higher-quality programs were more likely to have greater program attendance and report stronger skill development across social and emotional and academic domains.**

The 2019-2020 ADE 21st CCLC evaluation reaffirmed the critical importance of intentional and consistent high-quality instructional practices to promote skill development and academic success for participating youth. While students attending programs with higher-quality staff practices across all domains were more likely to demonstrate positive outcomes, it was sites with the strongest Engagement practices that were most likely to report more frequent program attendance, and greater levels of skill development and academic efficacy. The significance of high-quality Engagement staff practices suggests that additional staff training on topics such as Planning & Reflection, Structure & Clear Limits, Youth Voice and Problem Solving would support staff's efforts to promote positive developmental outcomes for all students.

Appendix A: Annual Performance Report (APR) Requirements for Data Collection

| Program Area | Data Collected | Summer ¹⁴ | Fall | Spring |
|-----------------------------------|---|----------------------|------|--------|
| Centers | <ul style="list-style-type: none"> Center Name, Address, City, State, Zip Code Contact Name, Email and Phone Number Center Type: Public School, Charter School, College/University, Community Based, Faith Based, Other Expanded Learning Time: Yes/No Feeder Schools Community Partners | X | X | X |
| Activities | Frequency, average hours per session, average participants per session, and secondary College and Career Readiness goal for the following: Academics <ul style="list-style-type: none"> STEM Literacy Tutoring Homework Help English Language Learning Support Enrichment <ul style="list-style-type: none"> Entrepreneurship Arts and Music Physical Activity Community/ Service Learning Mentoring Character Education <ul style="list-style-type: none"> Drug Prevention Counseling Programs Violence Prevention Truancy Prevention Youth Leadership College and Career Readiness <ul style="list-style-type: none"> College and Career Readiness | X | X | X |
| Staffing | Number of paid and volunteer <ul style="list-style-type: none"> Administrators College students Community members High school students Parents School day teachers Non-teaching school staff Subcontracted staff Other | X | X | X |
| Families | If program serves families of youth Pre-K to 5 th Grade and 6 th Grade to 12 th Grade Number of family members served of Pre-K to 5 th Grade youth Number of family members served of 6 th – 12 th Grade Youth | X | X | X |
| Participation and Outcomes | Youth Demographic Information: race, gender, English proficiency, free or reduced lunch eligibility, special needs status, grade level Youth Outcomes data: Previous and Current year Math and ELA Performance <ul style="list-style-type: none"> Arkansas School Testing Program (OSTP) for youth in grades 3-8 Attendance Data by Term | | | X |

¹⁴ Summer data is not collected from first year grantees.

Appendix B. Leading Indicator Framework

| Organizational Context | | |
|----------------------------|-----------------------------------|--|
| Indicator | Scale | Source |
| Staffing Model | Capacity | Program Director/Site Coordinator Survey |
| | Job Satisfaction | Program Director/Site Coordinator Survey Direct Staff/Youth Worker Survey |
| Continuous Improvement | Continuous Quality Improvement | Program Director/Site Coordinator Survey Direct Staff/Youth Worker Survey |
| | Participation in YPQI Supports | Program Director/Site Coordinator Survey Direct Staff/Youth Worker Survey |
| | Horizontal Communication | Direct Staff/Youth Worker Survey |
| | Vertical Communication | Direct Staff/Youth Worker Survey |
| Youth Governance | Youth Role in Governance | Program Director/Site Coordinator Survey |
| Enrollment Policy | Academic Targeting | Program Director/Site Coordinator Survey |
| Instructional Context | | |
| Indicator | Scale | Source |
| Academic Press | Academic Planning | Direct Staff/Youth Worker Survey |
| | Homework Completion | Youth Survey |
| Engaging Instruction | Youth Engagement and Belonging | Youth Survey |
| | Growth and Mastery Goals | Direct Staff/Youth Worker Survey |
| | Instructional Quality | Youth PQA & School-Age PQA |
| External Relationships | | |
| Indicator | Scale | Source |
| System Norms | Accountability | Program Director/Site Coordinator Survey |
| | Collaboration | Program Director/Site Coordinator Survey |
| Family Engagement | Communication | Family Survey |
| School Alignment | Student Data | Program Director/Site Coordinator Survey |
| | School Day Content | Program Director/Site Coordinator Survey Direct Staff/Youth Worker Survey |
| Community Resources | Community Engagement | Program Director/Site Coordinator Survey |
| Youth Skills | | |
| Indicator | Scale | Source |
| Socioemotional Development | Social and Emotional Competencies | Youth Survey |
| Academic Efficacy | Work Habits | Youth Survey |
| | Reading/English Efficacy | Youth Survey |
| | Math Efficacy | Youth Survey |
| | Science Efficacy | Youth Survey |
| | Technology Efficacy | Youth Survey |
| | Academic Efficacy | Family Survey |
| Family Satisfaction | | |
| Indicator | Scale | Source |
| Family Satisfaction | Confidence in Care | Family Survey |
| | Convenience of Care | Family Survey |
| | Family School Connection | Family Survey |