



DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Oklahoma 21st Century Community Learning Centers Statewide Evaluation

2014-2015 Annual Report
Report to the Oklahoma State Department of Education

February 2016

Oklahoma 21st Century Community Learning Centers Statewide Evaluation Report: 2014-2015 Annual Report

May 4, 2016

Prepared by
Anna Gersh, Charles Smith, & Angelina Garner
The David P. Weikart Center for Youth Program Quality
A Division of the Forum for Youth Investment

Table of Contents

- Table of Contents 3
- Introduction 5
- Purpose and Components of the Evaluation..... 6
 - Oklahoma 21st CCLC Project Goals and Objectives..... 8
- Summary of Findings..... 9
 - Goal 1: Improvement of Academic and Non-Academic Outcomes..... 9
 - Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits. 10
 - Goal 3: Provide opportunities for parents and students to learn and connect with their community together..... 10
- Evaluation Methodology..... 12
 - Measures, Data Collection Procedures, and Sample Characteristics 12
 - Grantee Director/Site Coordinator Survey & Sample 13
 - Afterschool Teacher/Youth Worker Survey 14
 - Youth Survey 15
 - Parent Survey 16
 - Program Quality Assessment..... 18
 - Annual Performance Reporting – Data Management 19
- Findings/Results 21
 - Leading Indicator 1.1 – Staffing Model 23
 - Leading Indicator 1.2 – Continuous Improvement..... 24
 - Leading Indicator 1.2 – Continuous Improvement continued..... 25
 - Leading Indicator 1.3 – Youth Governance..... 26
 - Leading Indicator 1.4 – Enrollment Policy 27
 - Leading Indicator 2.1 – Academic Press..... 29
 - Leading Indicator 2.2 – Engaging Instruction 30
 - Leading Indicator 2.2 – Engaging Instruction continued 31
 - Indicator 3.1 – System Norms 33
 - Indicator 3.2 – Family Engagement 34
 - Indicator 3.3 – School Alignment 35
 - Indicator 3.4 – Community Resources 37
 - Indicator 4.1 – Socioemotional Development..... 39
 - Indicator 4.2 – Academic Efficacy 40
 - Indicator 4.2 – Academic Efficacy continued 42
 - Indicator 5.1 – Family Satisfaction..... 44
 - Indicator 5.1 – Family Satisfaction continued..... 45
- Recommendations 46

Goal 1: Improvement of Academic and Non-Academic Outcomes..... 46

Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits. 46

Goal 3: Provide opportunities for parents and students to learn and connect with their community together..... 47

References..... 50

Appendix A: Technical Detail on Reliability of Measures..... 52

Appendix B: Profiles of High- and Low-Performing Sites 54

Appendix C. 2014-2015 Oklahoma State Department of Education 21st CCLC Coach Support Services Menu 56

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, 2011).

Both the State Education Agency (SEA) and grantees must comply with specific evaluation and accountability policies and reporting structures. SEAs must provide comprehensive annual evaluations of their 21st CCLC programs, reporting on the performance measures listed in their applications 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 Oklahoma State Department of Education (OSDE) has utilized federal dollars to fund afterschool programming in a wide variety of school districts and community organizations. To date, OSDE has awarded approximately 175 grantees serving approximately 12,000 youth per year (Afterschool Alliance, 2013; Oklahoma State Department of Education, 2014).

During the 2014-2015 program year, thirteen new grantees were awarded bringing the total number of grantees receiving funding to 59. These 59 grantees, representing 99 different sites/centers would split the approximately \$11.6 million that was delegated to OSDE by the federal government.

In fulfillment of the federal requirement for an annual evaluation, and because OSDE does not require that grantees hire local evaluators, OSDE sought an evaluation design that prioritized usefulness to grantee-level stakeholders. Therefore, in the fall of 2010, the Oklahoma State Department of Education enlisted the David P. Weikart Center for Youth Program Quality at the Forum for Youth Investment (hereafter "evaluation contractor") to provide a statewide evaluation of the Oklahoma 21st CCLC program.

Purpose and Components of the Evaluation

The evaluation design includes two overarching components – Program Evaluation and Program Quality Improvement. Program Evaluation includes 1) support in the collection and submission of federally required data through the Profile and Performance Information Collection System (PPICS), 2) collection of statewide Leading Indicator data at multiple levels from multiple sources, and 3) preparation of grantee-level Leading Indicator reports allowing for grantee-level comparisons to statewide norms. Table 1 presents a complete timeline of the services and supports surrounding the Program Evaluation component.

Table 1 - 2013-2014 Program Quality Improvement & Evaluation Components Timeline

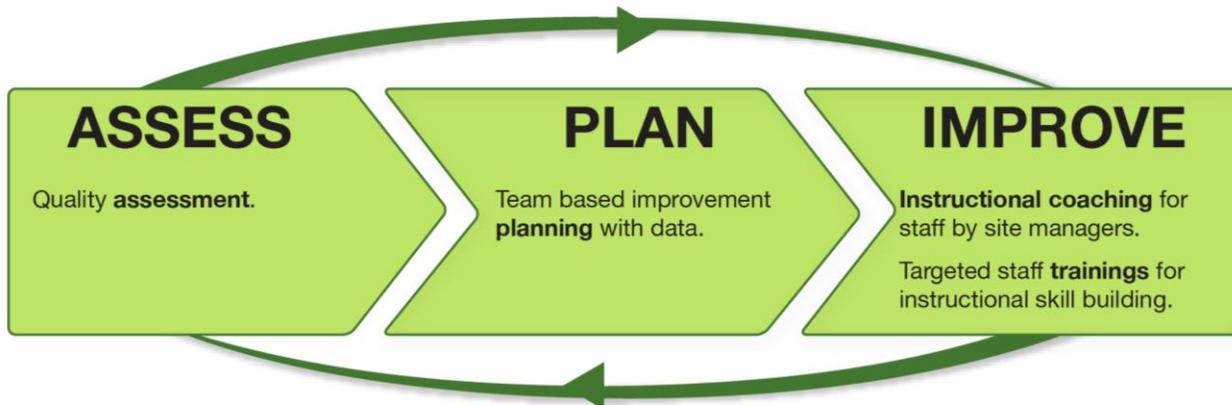
Date/Time	Activities
September 28, 2014	OSDE Grantee Orientation Kickoff
October 8 & 9, 2014	Live Youth PQA Basics/Plus Training: Online training also available
October 6 – November 21, 2014	Site Self Assessment Teams conduct program self assessment and receive external assessment (year one and year three grantees)
November 8, 2014	Youth Work Methods Summits
November 5 & 7, 2014	Self Assessment Check-in webinars
January 15 & 16, 2015	Live Planning with Data Workshops
January 30, 2015	Due Date: Grantee Profile Updated/Completed
December 4, 2015	Due Date: All PQA data due in Scores Reporter
February 4 & 6, 2015	Improvement Planning Webinars
February 13, 2015	Due Date: Program Improvement Plans due in Scores Reporter
January - March, 2015	Surveys Administered
November, 2015	NEW Federal Data Collection System: Annual Performance Reporting (APR) Opens
May 29, 2015	Due Date: Operations, feeder schools, and partners data due in PPICS
May 31, 2015	End of program year – last day of data collection for 2013-2014 program year
June 1, 2015	Beginning of 2014-2015 program year
June 30, 2015	Due Date: Attendance, Staffing, and Activities data due
August 31, 2015	Due Date: State Assessment Data due
October, 2014	Leading Indicator Reports Created
Fall-Winter, 2015/16	Statewide Evaluation Report

The program quality improvement process (see Figure 1) is aimed at embedding a culture of continuous improvement through a cycle of assessment, planning, and implementation¹. Typically, clients are asked to select a site team to conduct program self assessments using the Youth Program Quality Assessment (Youth PQA) (Smith & Hohmann, 2005). Once data is collected, clients then review their data to identify strengths and areas for improvement. A program improvement plan is then created based on these areas, which includes detailed information about the timeline for the goals, parties responsible, resources and supports necessary, and a description of what success looks like. Throughout the program year, clients implement the steps necessary to achieve these goals.

The program quality improvement process used in the Oklahoma CCLC network was adapted from the Weikart Center’s evidence-based continuous improvement model and includes 1) support in the understanding and interpretation of the Leading Indicator reports, 2) support in the creation and implementation of Program Improvement Plans based on the data in the Leading Indicator reports and 3) intensive technical assistance (management coaching) for select sites.

¹ 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, training, and technical assistance, flowing through managers and staff implementation of continuous improvement practices, and resulting in effects on staff instructional practices. For more information, and to read the full report, please visit www.cypq.org/ypqi.

Figure 1



Oklahoma 21st CCLC Project Goals and Objectives

In the 2013-2014 report a set of project goals and objectives were created to guide ongoing improvement efforts for the Oklahoma 21st CCLC network. These goals and objectives, with some revisions for the 2014-15 year are presented below. Recommendations for the 2014-2015 programming year are made based on recommendations in previous year's reports and ongoing progress made toward those recommendations as well as data from the 2014-2015 programming year. Recommendations for the 2014-2015 programming year and progress to date are presented following this report (See p. 45).

Goal 1: Improve both academic and non-academic outcomes for regularly attending participants.

Objective 1.1: Participants in the program will demonstrate increased performance on State Assessment Proficiency Tests in reading and mathematics.

Objective 1.2: Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.

Objective 1.3: Grantees will demonstrate improved alignment with the school day.

Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

Objective 2.1: Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA.

Objective 2.2: Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.

Objective 2.3: Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, and technology.

Goal 3: Provide opportunities for parents and students to learn and connect with their community together.

Objective 3.1: Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants' access to a variety of opportunities.

Objective 3.2: Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

Objective 3.3: Grantees will maintain a high satisfaction rate among families served by the program.

Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.

Objective 4.1: Grantees will identify students characterized as "at-risk" and actively recruit those students to attend 21st CCLC programming.

Objective 4.2: Grantees will engage in the Youth Program Quality Intervention (YPQI) as a part of a program quality improvement process.

Objective 4.3: Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.

Objective 4.4: Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.

Objective 4.5: State will provide targeted supports to eligible grantees.

Summary of Findings

During the 2014-2015 program year, Oklahoma 21st CCLC successfully completed requirements for both components of the statewide evaluation: Program Evaluation and Program Quality Improvement, for 99 sites representing 59 grantees. The Program Quality Improvement process is composed of four core elements: program assessment (self or external); data-driven improvement planning; professional development aligned with program improvement goals; and continuous feedback loops on instructional practice between managers and staff. This year, 100% of grantees submitted program assessments using the Youth or School-Age PQA, 100% of grantees submitted program improvement plans based upon data from PQA and/or Leading Indicator reports.

Goal 1: Improvement of Academic and Non-Academic Outcomes

- ❖ **Objective 1.1:** Participants in the program will demonstrate increased performance on State Assessment Proficiency Tests in reading and mathematics.
 - Of the Students regularly attending program (measured as attending between 30-59 days) with proficiency data from both 2013-2014 and 2014-2015:
 - 81% demonstrated an increase to Proficient or Advanced for Reading Proficiency scores on state benchmark tests.
 - 81% demonstrated an increase to Proficient or Advanced for Math Proficiency scores on state benchmark tests.
 - Proficiency changes in both Reading and Math were similarly distributed for students with both 60-89 days and 90+ days in programming.
 - Across all reading and math attendance categories, less than 20% of participating students began the 2013-2014 programming year in the Limited Knowledge (below proficiency) category (see Table 7).
- ❖ **Objective 1.2:** Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.
 - Across the Oklahoma 21st CCLC network, program youth report high and stable levels of overall social and emotional competencies (See Leading Indicator 4.1).
 - The Devereux Student Strengths Assessment (DESSA) Mini was conducted with a pilot group of 10 sites.
 - One hundred percent of pilot sites submitted student level ratings.
 - 36% of assessed students fell within the “strength” range of social-emotional competency, meaning 36% of assessed students were found to have above average social-emotional competencies.
 - 54% of assessed students fell within the “typical” range of social-emotional competency, meaning 54% of assessed students were found to have average social-emotional competencies.
 - 10% of assessed students fell within the “need” range of social-emotional competency, meaning 10% of assessed students were found to have below average social-emotional competencies.
- ❖ **Objective 1.3:** Grantees will demonstrate improved alignment with the school day.
 - Project directors report that they have access to and regularly review academic progress of program youth. (See Leading Indicator 3.3)
 - Program administration and staff report they have regular contact with school day staff, though they are less likely to manage formal communication between school-day personnel, families, and the after school program (See Table 25).
 - Thirty-two sites indicated regular access to and use of student school day data and 24 sites indicated a high degree of use of that data to inform programming (high quartile mean=4.56).

Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

- ❖ **Objective 2.1:** Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA, Leading Indicator 2.2 Growth and Mastery, and Leading Indicator 2.1 Academic Planning.
 - 43% of sites using the Youth PQA scored a 3.9² or higher Instructional Total Quality Score.
 - 51% of sites using the School-Age PQA scored a 3.9 or higher Instructional Total Quality Score.
 - 42% of grantees scored a 3.9 or higher in the Growth and Mastery scale (See Table 19).
 - 52% of grantees scored a 3.9 or higher in Academic Planning scale (See Table 16).
- ❖ **Objective 2.2:** Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.
 - Information on this objective will be made available with the release of legacy data from the updated online federal APR data collection system.
- ❖ **Objective 2.3:** Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, and technology.
 - Information on this objective will be made available with the release of legacy data from the updated online federal APR data collection system.

Goal 3: Provide opportunities for parents and students to learn and connect with their community together.

- ❖ **Objective 3.1:** Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants' access to a variety of opportunities.
- ❖ **Objective 3.2:** Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
 - Information on this objective will be made available with the release of legacy data from the updated online federal APR data collection system.
- ❖ **Objective 3.3:** Grantees will maintain a high satisfaction rate among families served by the program.
 - Parents report they believe their children are safe and having a positive experience in the afterschool program. (See Table 35).
 - Parents report the afterschool program is convenient and cost effective for families. (See Table 36).
 - Parents report the afterschool program is helping their children be more successful in school (See Table 37).

² Scores of 3.9 or higher have been associated with high quality (Interest, Belonging, and Challenge) on the Youth PQA (Akiva, 2011).

Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.

- ❖ **Objective 4.1:** Grantees will identify students characterized as “at-risk” and actively recruit those students to attend 21st CCLC programming.
 - Project directors report students are targeted for participation in program based on low proficiency scores on state assessments about half the time (See Table 15).
- ❖ **Objective 4.2:** Grantees will engage in the Youth Program Quality Intervention (YPQI) as a part of a program quality improvement process.
 - Grantees implemented a fifth year of data collection activities and training and technical assistance to improve the quality of Oklahoma afterschool programs.
 - 100% of grantees submitted program assessments using the Youth or School-Age PQA.
 - 100% of grantees submitted program improvement plans based upon data from PQA and/or Leading Indicator reports.
 - 78% of staff reported professional development participation unrelated to Weikart Center training.
 - 43% reported participation in Weikart Center trainings.
 - 86% of staff reported that their manager engages them in continuous feedback dialogue on at least a monthly basis.
- ❖ **Objective 4.3:** Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.
 - Fifty-one sites were identified in the high quartile of the Collaboration Leading Indicator and 10 sites were identified in the low quartile (See Table B1).
 - Project directors report that collaboration is encouraged by network administrators and that sites share a similar definition of quality (See Table 22).
 - Staff report semi-regular opportunities to co-plan with other staff (See Table 11).
 - Staff report regular communication from supervisors regarding program priorities and goals (See Table 12).
- ❖ **Objective 4.4:** Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.
 - Program staff and administration report high levels of job satisfaction (See Table 9).
- ❖ **Objective 4.5:** OSDE will provide targeted supports to eligible grantees.
 - OSDE used the Performance Distribution Index (PDI) to identify challenges specific to grantees.
 - Among the 99 sites, 38 sites had a PDI score of 3 or less.
 - Twenty-two sites had a PDI score of 8 or more (see Appendix B).
 - 100% of new sites received technical assistance from a Quality Coach.

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 which is focused on specific best practices at multiple levels - system, organization, point of service – in order to simultaneously empower actors at all levels and roles to improve performance;
 - Collecting child level data which is 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 high and low 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 et al., 2012) and was first executed in the state of Michigan's 21st CCLC programs beginning in 2008. In the Oklahoma evaluation, Leading Indicator reports were produced for each grantee, comparing grantee performance with normative performance across all grantees in the state. This report provides a summative profile of performance for the statewide system, across all sites and grantees.

The thirteen leading Indicators described on pages 22-44 of this report are constructed as composites from 29 scale scores drawn from survey administered to program staff, students and parents and observational measures of program quality. 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 et al., 2012). These composite scores are most appropriately used for exploratory purposes, guiding grantee/site staff toward further examination of scale and item level scores. The Leading Indicators are arranged in alignment with five primary contexts that characterize afterschool programming: Organizational, Instructional, External Relationships, Youth Skills, and Family Satisfaction.

The reliability and validity of the leading indicators are described in a report to the Oklahoma Department of Education and is based on research methods for composing scores from multiple criteria (Bobko, Roth, & Buster, 2007; Fralick & Raju, 1982; Smith et al., 2012). Appendix A provides descriptive information and reliability evidence for the Oklahoma 2013-2014 sample. In general, the 29 scales demonstrate acceptable levels of internal consistency (items within scales) and fairly high levels of inter-rater agreement (persons within program sites).

The following section describes each of the Leading Indicator measures and sample characteristics as well as additional sources of information used in this report and procedures for data collection.

NOTE*** Significant changes in the federal Annual Performance Reporting (APR) data collection system were advanced over the 2014-2015 programming year. System revisions included, but were not limited to multiple data collection periods (Summer; Fall; Spring) throughout the programming year (previously APR data was collected from sites only once at the end of the programming year); new system user interface; and adjustments to data calculations related to changes in the data collection periods. These updates are addressed in greater detail in the Annual Performance Reporting – Data Management section, following the description of measures (p. 18).

Grantee Director/Site Coordinator Survey & Sample

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

The Grantee 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, enrollment for students with academic risk factors, accountability and collaboration norms, connections to the school day, and community engagement with the afterschool program.

The Grantee Director/Site Coordinator survey was administered February 18 – April 24, 2015. Surveys were constructed within Qualtrics, an online survey program, and a link to the survey was posted on the Oklahoma 21st CCLC project page of the evaluation contractor's website, with e-mail reminders sent to non-respondents roughly halfway through the data collection period. Information at the beginning of the survey clarified the purpose of the surveys – this year, no confidentiality assurances were made.

A total of 109 grantee directors and site coordinators responded to the online survey, representing 100% of the 99 Oklahoma 21st CCLC sites. Table 2 below displays characteristics of grantee directors and site coordinators. The majority of respondents had a Master's degree, were white females, and 78% were certified teachers. The average number of hours worked per week was 17.8 and grantee directors and site coordinators worked for approximately 10.7 months out of the year.

Table 2 – Grantee Director/Site Coordinator Survey Respondent Characteristics

Characteristics	N=109
Average years of experience at site in any capacity	4.68
Average years of experience at site as Site Coordinator	3.49
Education Level	
Less than high school diploma/GED	0%
GED/High School diploma	1%
Some college, no degree	9%
Associate’s Degree	4%
Bachelor’s Degree	26%
Graduate program but no degree yet	3%
Master’s Degree	52%
Doctorate	4%
Other professional degree after BA	1%
Teaching Certification	78%
Average months worked per year	10.31
Average hours worked per week	17.21
Gender	16% male
Race	
White	85%
African American	5%
Native American	17%
Hispanic	2%
Arab American	0%
Asian	1%
Other Race	0%

Afterschool Teacher/Youth Worker Survey

The Afterschool Teacher/Youth worker survey consisted of 53 different questions and was directed at the staff within each site/center who were directly responsible for providing programming to children and youth. These staff were in direct contact with children and youth on a day-to-day basis. This survey asked questions regarding job satisfaction, involvement in continuous quality improvement efforts, communication with peers and with the grantee directors/site coordinators, the extent that academic activities are planned into their afterschool offerings, the growth and mastery skills of the children and youth in their programs, and connections to the school day.

The Afterschool Teacher/Youth Worker survey was administered February 18 – April 24, 2015 via Qualtrics, an online survey program. Surveys were constructed within Qualtrics and a link to the survey was posted on the Oklahoma 21st CCLC project page of the evaluation contractor’s website, with e-mail reminders sent to non-respondents roughly halfway through the data collection period. Information at the beginning of the survey clarified the purpose of the surveys – this year, no confidentiality assurances were made.

A total of 821 after school teachers and youth workers responded to the online survey, representing responses from 95% of Oklahoma 21st CCLC grantees. Table 3 highlights the characteristics of the afterschool teachers and youth workers that interact with youth on a daily basis. The average number of years worked at the site was three years and the majority of staff had either a Bachelors’ or Master’s degree. Approximately 63% of staff were certified school-day teachers and white females. The majority of staff worked 8.2 months out of the year and approximately 8.3 hours per week.

Table 3 – Afterschool Teacher/Youth Worker Survey Respondent Characteristics

Characteristics	N=821
Average years of experience at site	3.30
Education Level	
Less than high school diploma/GED	7%
GED/High School diploma	13%
Some college, no degree	9%
Associate’s Degree	5%
Bachelor’s Degree	40%
Graduate program but no degree yet	5%
Master’s Degree	19%
Doctorate	1%
Other professional degree after BA	1%
Teaching Certification	63.4%
Average months worked per year	8.20
Average hours worked per week	8.35
Gender	12% male
Race	
White	80%
African American	4%
Native American	21%
Hispanic	4%
Arab American	0%
Asian	1%
Other Race	1%

Youth Survey

The youth survey consisted of 40 different questions and was administered to youth in grades fourth through twelfth 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 (D. L. Vandell, 2012) and are being used with permission.

In an effort to reduce paper consumption, youth surveys were administered online via the online survey software Qualtrics *unless* a site specifically requested paper surveys. If paper surveys were requested, one hundred youth surveys were mailed to each site/center along with instructions for administering the surveys to youth. Each survey (online and paper) contained instructions for completing the survey as well as confidentiality assurances for youth. Online surveys were automatically saved to the system. Once paper surveys were completed, the grantee 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 at the halfway point during data collection and continued until the data collection period ended.

A total of 2,781 youth in fourth through twelfth grade completed a survey, representing responses from 93% of Oklahoma 21st CCLC sites. Table 4 presents demographic information for the youth in this sample. The average age of youth in the 21st CCLC programs was 11.67 years old and the average grade in school was sixth grade. Fifty percent of youth were male, while 60% reported white as their race, 38% reported they were Native American, 11% reported Hispanic, 9% reported African American, 7% reported “other”, 1% reported being Arab American, and 1% reported being Asian.

Table 4 – Youth Survey Respondent Characteristics

Characteristics	N=2,781
Average Age	11.67
Average Grade	5.77
Gender	50% male
Race (check all that apply)	
White	60%
Native American	38%
African American	9%
Hispanic	11%
Arab American	1%
Asian	1%
Other Race	7%

Parent Survey

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

Parent surveys were also administered online via the online survey software Qualtrics *unless* a site specifically requested paper surveys. If paper surveys were requested, one hundred parent surveys were mailed to each site/center along with instructions for administering the surveys to youth. Each survey (online and paper) contained instructions for completing the survey as well as confidentiality assurances for parents. Online surveys were automatically saved to the system. One hundred confidentiality envelopes were also enclosed for parents to put their completed paper surveys in before returning them to the grantee director. Once paper surveys were completed, the grantee 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 at the halfway point during data collection and continued until the data collection period ended.

A total of 3,001 parents completed a survey, representing responses from 92% of Oklahoma 21st CCLC sites. Table 5 displays information for the parent sample from 2014-2015 program year data collection. The majority of parents ranged between 26 and 44 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, while 56% reported white as their race, 28% reported Native American, 8% reported Hispanic, 8% reported African American, 6% reported Asian, and 1% reported “other.”

Table 5 – Parent Survey Respondent Characteristics

Characteristics	N=3,001
Average Age	
25 or less years old	5%
26-30 years old	19%
31-35 years old	27%
36-40 years old	19%
41-44years old	14%
46-50 years old	7%
51-55 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	11%
GED/High School diploma	31%
Some college, no degree	24%
Associate's Degree	12%
Bachelor's Degree	14%
Graduate program but no degree yet	2%
Master's Degree	5%
Doctorate	.5%
Other professional degree after BA	.5%
Race (check all that apply)	
White	56%
African American	8%
Native American	28%
Hispanic	8%
Arab American	1%
Asian	6%
Other Race	1%
Gender	18.5% male
Income	
Less than \$10,000	8%
\$10,000 to \$19,999	14%
\$20,000 to \$29,999	21%
\$30,000 to \$39,999	15%
\$40,000 to \$49,999	10%
\$50,000 to \$59,999	7%
\$60,000 to \$69,999	5%
\$70,000 to \$79,999	5%
\$80,000 to \$89,999	4%
\$90,000 to \$100,000	4%
More than \$100,000	5%
If federal funding for this afterschool program stopped, would you be willing to pay a fee for afterschool services?	48%
If federal funding for this afterschool program stopped, would you be able to pay a fee for afterschool services?	41%

Program Quality Assessment

The *Youth Program Quality Assessment* (Youth PQA) and the *School-Age Program Quality Assessment* (School-Age PQA) are observation-based measures which were used to conduct program self assessments as a critical piece of the Program Quality Improvement component, but also provided very useful data within the Instructional Context of the Leading Indicators. Raters using the PQA use 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 fall into four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Youth PQA is currently being used in over 80 afterschool networks across the United States and evidence from multiple replication samples suggests that data produced by the Youth PQA has characteristics of both precision (reliability) and meaningfulness (validity) (Smith et al., 2012; Smith & Hohmann, 2005).

The School-Age PQA is composed of 68 different items comprising 20 different scales, which fall under the same four domains from 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.

Program quality *self* assessments were conducted with each grantee. The program self assessment method includes the selection of a site team that observe each other's practice using the developmentally appropriate PQA assessment tool (Youth PQA or School-Age PQA). Once the site team has a chance to observe each other's practice, a scoring meeting is scheduled in which staff discusses 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 these grantees (those in the second year of their grant). Grantees who received program quality external assessment contracted with independent raters to come in and observe their programs. Raters received endorsement through the completion of a rigorous reliability training process in which they are required to pass an examination by reaching 80% perfect agreement with the Weikart Center's gold standard scores on the PQA.

Between October 2014 and December 2014, a total of 47 self assessments with the Youth PQA and 86 self assessments with the School-Age PQA were conducted, representing 95% of all sites. Also between October and December, a total of 16 external assessments using the Youth PQA and 23 external assessments using the School-Age PQA were conducted, representing 93% of all second-year grantees.

Annual Performance Reporting – Data Management

The 2014-15 program year was the first year in which a new federal data collection system was introduced to 21st CCLC programs. This system replaced the Profile and Performance Information Collection System (PPICS) where grantees were asked to submit their grantee profile and their operations, activities, partners, and feeder school information. At the time of this writing, this information has not yet been made available to the evaluation contractor. This report represents retention information, program attendance information, and student progress on academic achievement.

The new online federal data collection system (hereafter referred to as APR System) went online in November, 2015 and data collection for the 2014-2015 programming year is still underway. The evaluation contractor provided technical assistance to grantees needing to fulfill data submission requirements via APR System and the evaluation contractor submitted the staffing, attendance, and impact category for regular attendees (state assessment cross year) in the APR System for all grantees.

In order to complete the attendance, staffing, and state assessment modules for grantees, the evaluation contractor asked all grantees to keep track of their data using an Excel spreadsheet created by the evaluation contractor. Grantees were asked to update these files on a monthly basis and then submit to the evaluation contractor once the program year had ended.

Table 6 highlights key program characteristics of the grantees in this sample. During the 2014-2015 program year, there were 59 different grantees across the state of Oklahoma representing 99 different sites (i.e., spaces where afterschool programming was in operation). These 59 grantees across Oklahoma served a diverse population and have their own unique characteristics, including the content of the afterschool activities offered, operations, community partners, program enrollment, etc. Almost three quarters of sites offered programming during both the summer and the school year.

***Note on Operations data: distribution of programming time around academic content will be completed following release of federal data collection system 2014-2015 data.

The average number of students who attended less than 30 days was 82 compared to the average of 131 students who attended 30 days or more (regular attendees).

Table 6 – Oklahoma 21st CCLC Grantee Program Characteristics

Program Characteristics	N=99
Operations:	
Number of sites/centers operating during the school year only	67
Number of sites/centers operating during both the summer and school year	99
Partners	
Average Number of Community Partners	*
Time on Academics	
Average number of activity hours spent on academics during the school year	*
Average number of activity hours spent on academics during the summer	*
Recruitment and Retention	
Ratio of anticipated to actual students served	*3
Ratio of students attending 30 or more days to students attend 30 days or less	131:82

³ Values marked with an asterisk have not yet been made available via the federal data collection system.

Table 7 – Oklahoma 21st CCLC Regular Attendee Academic Achievement*

Academic Achievement	
Reading Proficiency	
30-59 days	
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	81
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	15
60-89 days	
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	79
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	15
90+ days	
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	80
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	17
Math Proficiency	
30-59 days	
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (30-59 days)	81
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	18
60-89 days	
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (60-89 days)	83
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	16
90+ days	
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (90+ days)	82
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	17

*For regular attendees that had both pre- and post- test data.

Table 7 highlights academic achievement data for students who had test score data available for both the 2013-2014 and the 2014-2015 program years. Data is presented for both reading and math and are disaggregated by the number of days of attendance. This information includes students who made a “jump up” from the previous year’s proficiency level OR those students who remained in the Advanced or Proficient categories from one year to the next.

Findings/Results

The following section presents findings from the 2014-2015 Oklahoma 21st CCLC Statewide Evaluation conducted by the evaluation contractor. The 2014-2015 program year marks 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 of each grantee. As such, 2014-2015 program data is presented alongside 2011-2012, 2012-2013, and 2013-2014 program data. The exclusion of 2010-2011 data was made due to the fact that baseline Leading Indicator data was measured at the grantee level, rather than the site level. Specifically data from grantees with more than one site was aggregated to the grantee level and grantee data was compared with the network aggregate. Following this initial baseline year, all sites were measured individually and compared with the network aggregate.

The inclusion of 2011-2012, 2012-2013, and 2013-2014 program data is provided to support comparisons across years, with a number of critical caveats:

- In most cases, this data cannot be used to represent changes in the behavior of specific individuals. Because we do not collect identifying information for any specific individual, year-to-year comparisons only represent changes in the average scores for groups of individuals (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 (i.e., 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 a yardstick for how much change is substantively important.

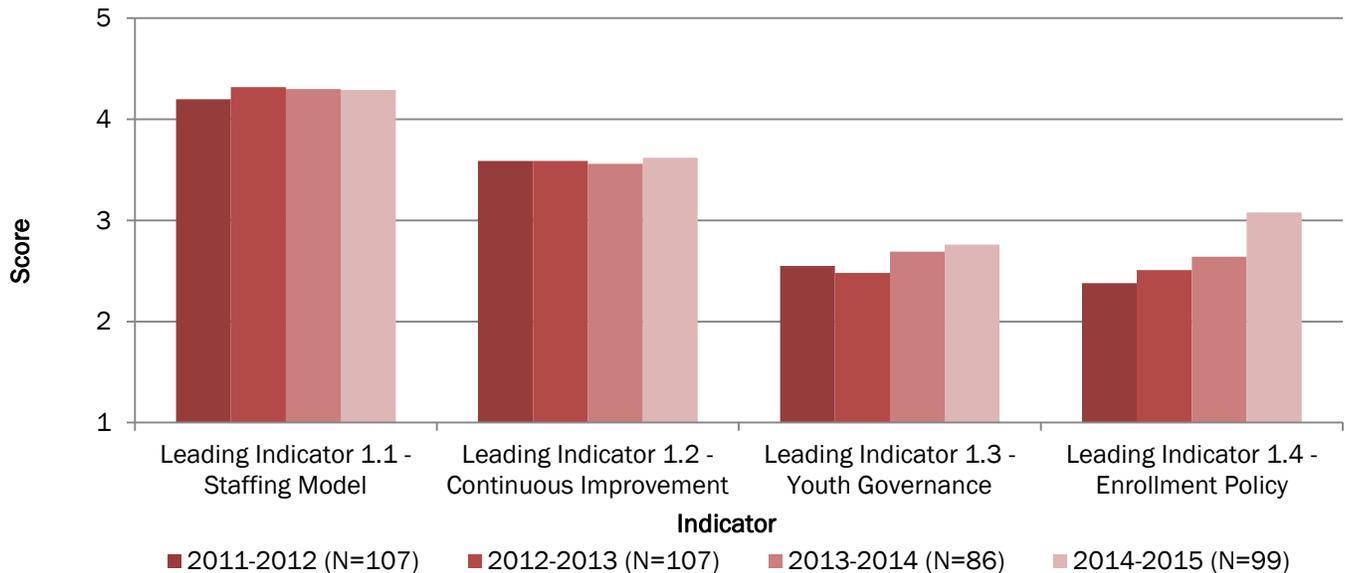
The inclusion of multi-year data is aimed at driving deeper and more critical thinking, investigation, and question-raising to support lower stakes decision making about program improvement.

All summaries of data tables and figures described below are predicated upon 2014-2015 program year data only. Data representations for the 2011-2012, 2012-2013 and the 2014-2015 program years are solely meant 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 assesses the degree to which grantee directors and site coordinators feel their staff members are prepared for their jobs, their own ability to offer supports and resources to their staff, and the extent to which people feel like they enjoy their jobs. Overall, it appears that grantee directors and site coordinators feel their staff members are generally prepared to lead afterschool activities and respondents are satisfied with their job most of the time.

Continuous Improvement measures the extent to which staff members participate in professional development opportunities and activities that are meant to increase the quality of the services they provide. It also measures how well staff members communicate with their peers and supervisors regarding program quality. On average, staff are engaged in some form of professional development opportunities and exhibit effective communication.

Youth Governance scores lower than Staffing Model and Continuous Improvement, however this leading indicator has shown steady improvement over time. It is important to note that questions related to this Leading Indicator were only asked of grantees who serve middle school and high school age youth and questions ask respondents to report *about* middle school and high school age youth.

The Enrollment Policy Leading Indicator represents intentional efforts to target low-income at-risk youth, a primary purpose of the 21st CCLC funding stream. This indicator has demonstrated gradual and consistent improvement since the beginning of the QIS. Updates to the Grantee Guidance that recommend intentional enrollment policies; targeted professional development that supports identifying students most in need of services; and updates to the Leading Indicator measure have all contributed to this improvement over time.

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

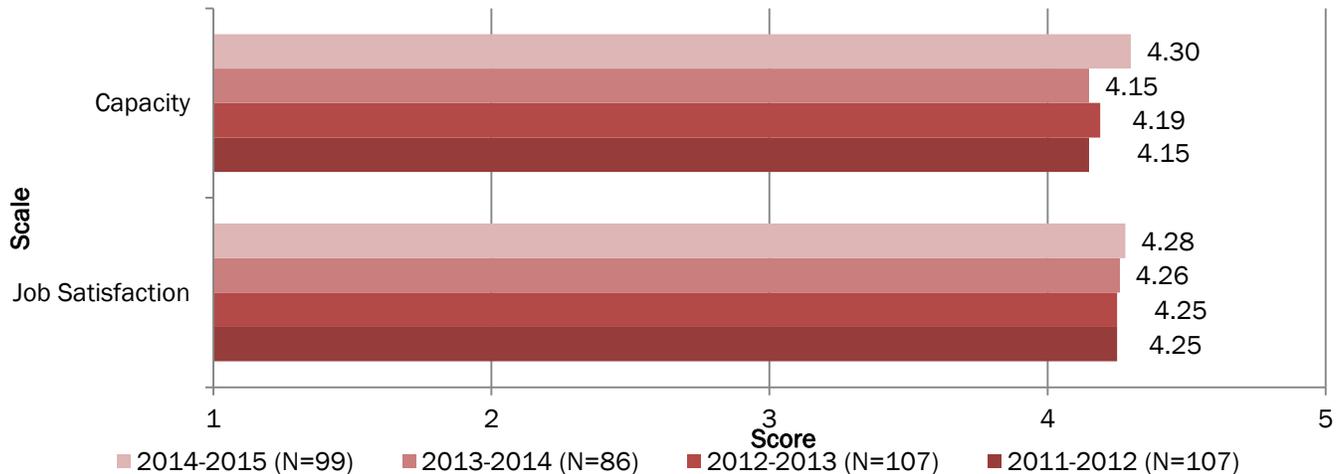


Table 8 – Capacity Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Capacity	4.15	4.19	4.15	4.30
Staff come to the program with adequate training or experience	4.29	4.14	4.08	4.13
Staff stay at our program for a long time	4.29	4.42	4.46	4.46
We have enough staff and/or student-to-staff ratios are good	4.56	4.49	4.43	4.63
New staff get an adequate orientation	4.00	3.99	3.89	4.13
Staff have enough time to attend meetings or do planning	3.50	3.74	3.69	4.03
Staff are designing and delivering activities consistent with program goals and objectives for students	4.27	4.35	4.32	4.44

Data Source: Grantee Director/Site Coordinator Survey

Table 9 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Job Satisfaction	4.25	4.25	4.26	4.28
In most ways, this job is close to my ideal	4.16	4.17	4.14	4.15
The condition of my current job is excellent	4.37	4.37	4.38	4.33
I am satisfied with this job	4.35	4.29	4.45	4.52
If I could change my career so far, I would not change anything	4.11	4.17	4.09	4.14

Data Source: Grantee Director/Site Coordinator Survey & Afterschool Teacher/Youth Worker Survey

Key Points:

- Grantee directors report that staff retention is high and that staff are delivering programming consistent with program goals and objectives for students.
- Sites appear to be making meeting time a greater priority.
- Respondents report an overall sense of job satisfaction.

Leading Indicator 1.2 – Continuous Improvement

This Leading Indicator is meant to capture the degree to which staff communicate with their peers and their supervisors as well as their participation in efforts to continuously improve their delivery of high quality instruction.

Figure 4 – Leading Indicator 1.2 Continuous Improvement: Scale Scores

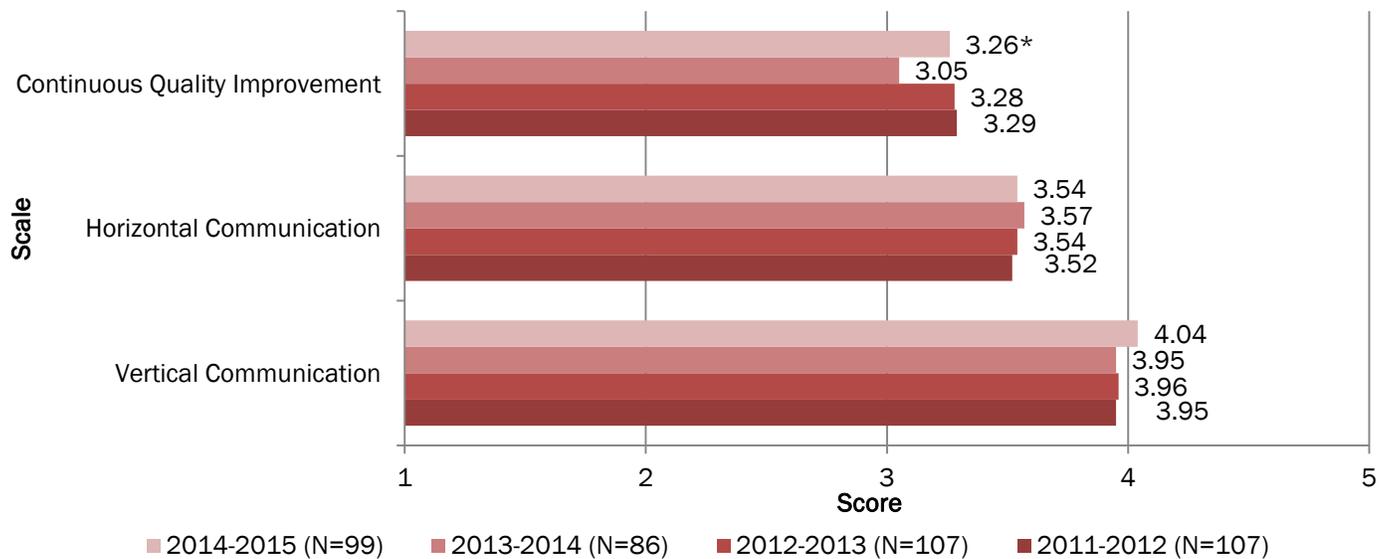


Table 10 – Continuous Quality Improvement Scale Detailed Scores

	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Continuous Quality Improvement	3.29	3.28	3.05	3.26
<i>Please select one response for each statement (1=No, 3=One or the other, 5=Both).</i>				
Are you currently using the Youth Program Quality Assessment (YPQA) from High/Scope as a quality assessment tool and/or any other quality assessment tool that employs observation and written evidence to produce quality ratings at your site?	2.56	2.58	2.62	3.69
<i>In the past year or so at your program, how often have you: (1=Never, 3=Once, 5=Two or more times).</i>				
Observed staff sessions with youth to assess quality?	3.13	3.23	3.11	3.25
Collected written anecdotal evidence on program quality?	2.76	2.70	2.46	2.64
Conducted program planning using quality assessment data?	3.02	3.03	2.82	3.13
<i>How much training have you had on the following during the past year? (1=None, 3=One day or less, 5=Two days or more)</i>				
Weikart Center PQA Basics or Basics Plus Youth Workers Methods, Youth PQA, or Planning with Data	*	*	*	2.43
Weikart Center Planning with Data or Advanced Planning with Data	*	*	*	2.18
Weikart Center Youth Work Methods	*	*	*	2.38
Other training re positive youth development	*	*	*	3.25
<i>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>				
My supervisor gives me helpful feedback about how I work with youth	3.88	3.96	3.94	4.06
My supervisor is visible during the offerings that I lead or co-lead	4.14	4.21	4.19	4.26
My supervisor knows what I am trying to accomplish with youth	4.38	4.47	4.43	4.46

Data Source: Afterschool Teacher/Youth Worker Survey

*NOTE: The Continuous Quality Improvement Leading Indicator items were updated for the 2014-2015 data collection to reflect training priorities within the Oklahoma 21stCCLC Network. For information regarding previous items, see earlier Oklahoma 21st CCLC Statewide Evaluation Reports, or contact the Weikart Center, www.cypq.org.

Leading Indicator 1.2 – Continuous Improvement continued

Table 11 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Horizontal Communication	3.52	3.54	3.57	3.54
I co-plan with another member of staff	3.86	3.83	3.82	3.76
I discuss teaching problems or practices with another staff member	4.20	4.19	4.28	4.19
A co-worker observes my session and offers feedback about my performance	3.23	3.25	3.32	3.26
I work on plans for program policies or activities with other staff	3.43	3.44	3.54	3.54
I observe a co-worker's session and provide feedback about their performance	2.86	2.98	2.90	2.93

Data Source: Afterschool Teacher/Youth Worker Survey

Table 12 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Vertical Communication	3.95	3.96	3.95	4.04
My supervisor challenges me to innovate and try new ideas	3.78	3.78	3.83	3.89
My supervisor makes sure that program goals and priorities are clear to me	4.11	4.15	4.08	4.18

Data Source: Afterschool Teacher/Youth Worker Survey

Key Points:

- Staff report average use of the Youth PQA assessment tool and/or other quality assessment tools, mainly using one or the “other,” but a few sites are using more than one. Staff also report that they experience overall good communication with their supervisors and that supervisors are present and available during program hours and know the goals of their staff.

Table 13 - YPQI Fidelity – Proportion of Sites Completing Fidelity Elements

	Assess PQA	Plan Program Improvement Planning	Weikart Center professional development	Improve Other professional development	Supervisor feedback to staff
Proportion of sites completing (survey)	67%	66%	68%	90%	67% (Every few months or more)
Proportion of sites completing (Scores Reporter)	95%	88%	Not available	Not available	Not available

- Staff report that they discuss teaching problems or practices with other staff members, but are less likely to have had experience observing their peers and providing feedback about their performance.
- Only 20% of participating sites completed the end of cycle fidelity survey during the 2014-2015 programming year.

Leading Indicator 1.3 – Youth Governance

This Leading Indicator is meant to capture the degree to which middle school and high school age youth are intentionally included in the operations of their own afterschool program.

Figure 5 – Leading Indicator 1.3 Youth Governance: Scale Scores

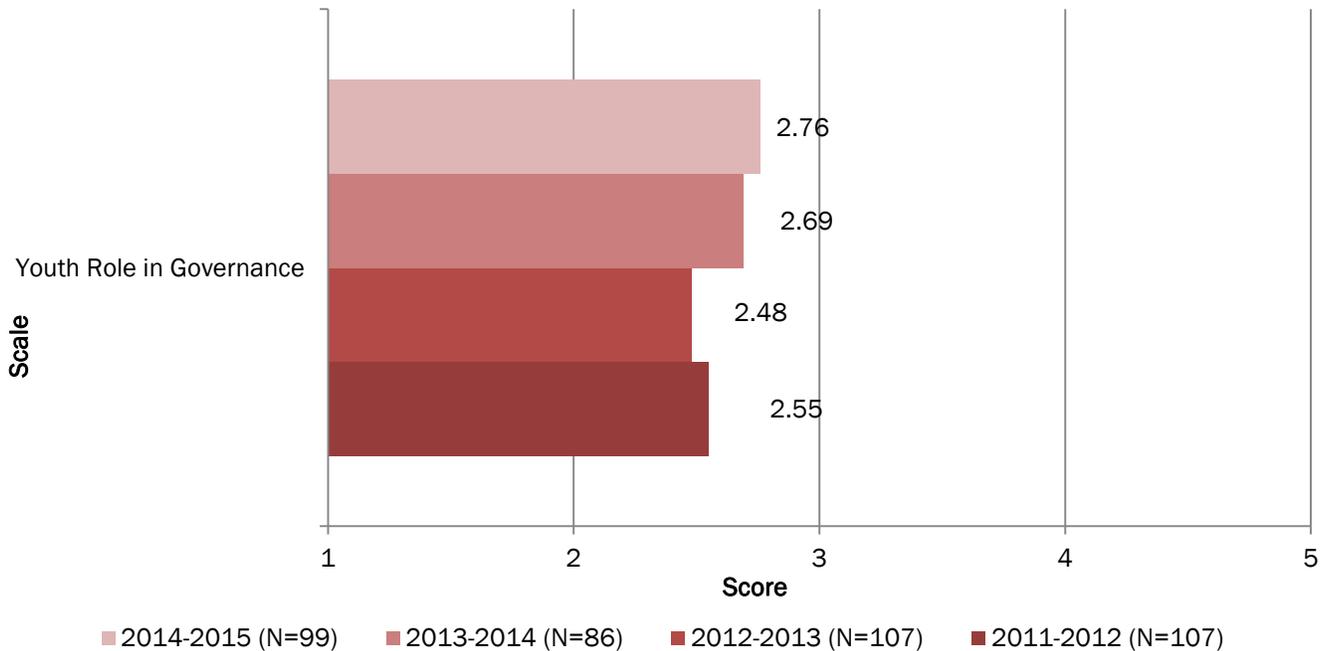


Table 14 – Youth Role in Governance Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Youth Role in Governance	2.55	2.48	2.69	2.76
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.48	3.38	3.71	3.71
Youth are involved in selecting the content or purposes of activities and sessions	3.36	3.27	3.55	3.59
Youth contribute to the design, appearance, and aesthetics of the physical space	2.79	2.76	2.88	2.95
Youth are involved in hiring new staff	1.36	1.37	1.55	1.58
Youth are involved in deciding how the organization's budget is spent	1.74	1.68	1.75	1.99

Data Source: Grantee Director/Site Coordinator Survey

Key Points:

- Grantee directors and site coordinators report that on average, approximately half of youth have opportunities to start their own projects, initiatives, or enterprises, but fewer are likely to have had opportunities to be involved in the hiring of new staff or deciding how the organization's budget is spent.

Leading Indicator 1.4 – Enrollment Policy

This Leading Indicator is meant to capture the degree to which the 21st CCLC programs in Oklahoma 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

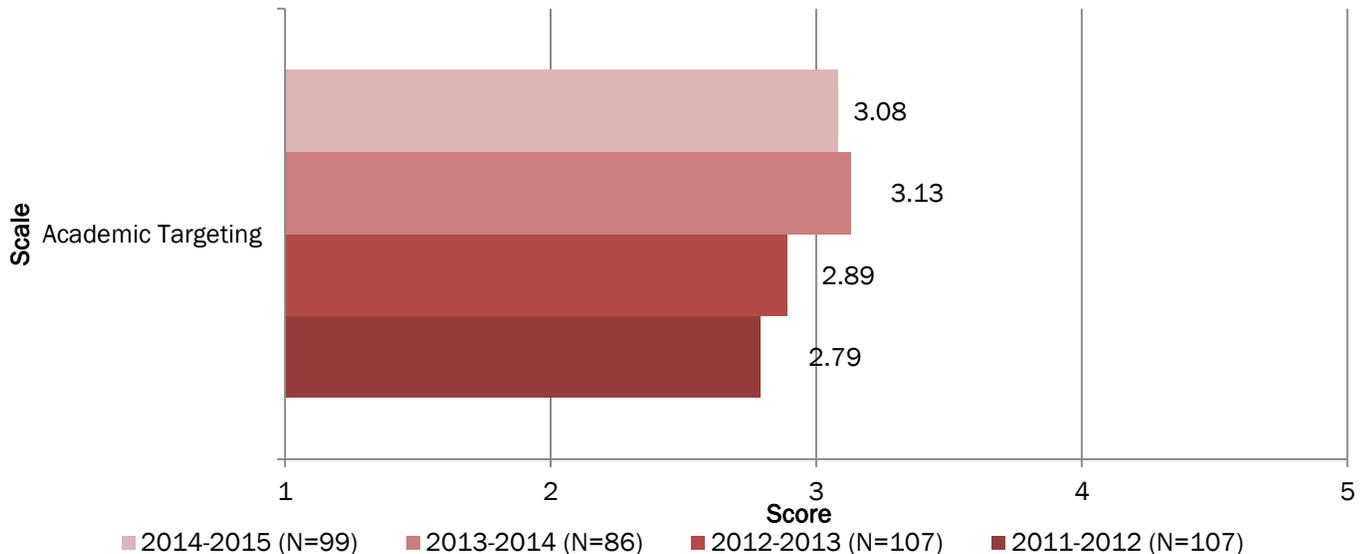


Table 15 – Targeting Academic Risk Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Targeting Academic Risk	2.79	2.89	3.13	3.08
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments	3.08	3.16	3.47	3.39
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	2.91	2.93	3.29	3.14
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	3.19	3.44	3.56	3.57
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	1.97	2.01	2.21	2.22

Data Source: Grantee Director/Site Coordinator Survey

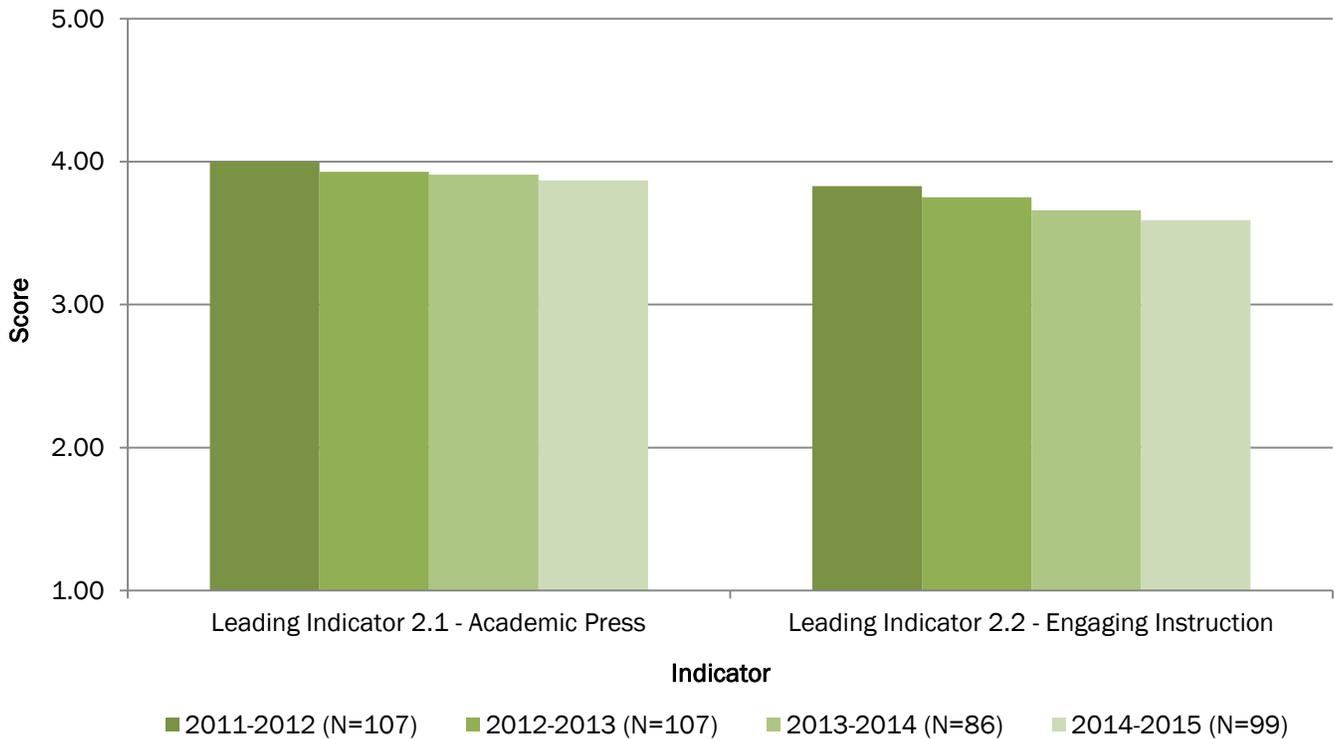
Key Points:

- Grantee directors and site coordinators report that approximately half of their students are the result of targeted efforts to include students in higher need categories, including those not meeting proficiency in state assessments. They also report that about half of their students are referred to the program by a teacher for assistance in readings, mathematics, and science.

Instructional Context

Two Leading Indicators were included under the Instructional Context: Academic Press and Engaging Instruction. These two indicators reflect instructional level practices.

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 Oklahoma 21st CCLC grantees put a relatively large emphasis on making sure that academic content areas are covered during programming and that youth have some opportunity to complete their homework during program hours.

Engaging instruction refers to the extent that 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.

Leading Indicator 2.1 – Academic Press

This Leading Indicator is meant to capture 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

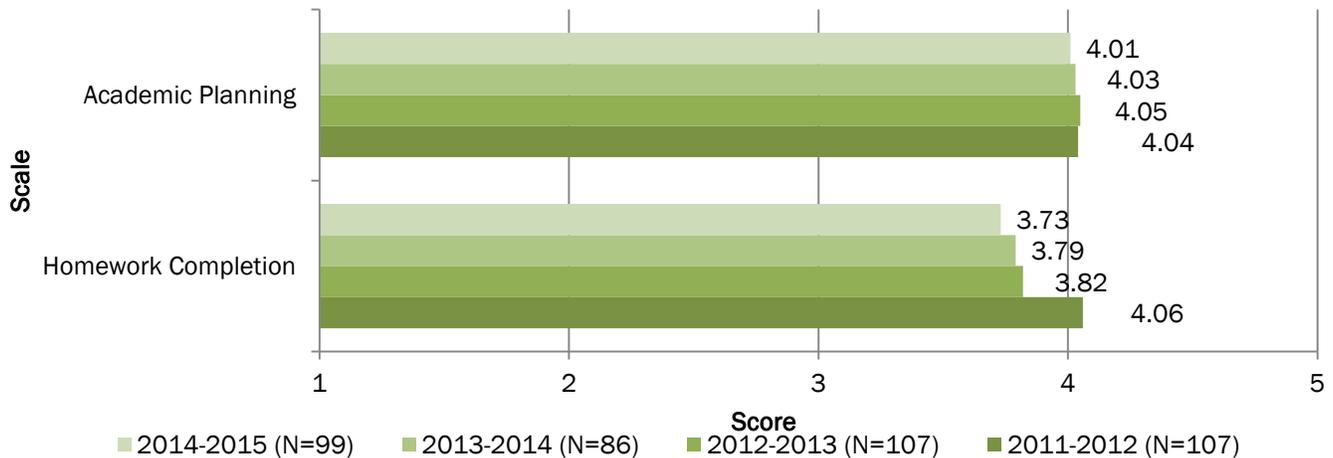


Table 16 – Academic Planning Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Academic Planning	4.04	4.05	4.03	4.01
The session is planned in advance and written out in a lesson plan format	3.61	3.75	3.71	3.73
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	4.27	4.16	4.17
The session builds upon steps taken in a prior activity or session	4.13	4.05	4.07	4.09
The session is based on recent feedback from students about where they need support	3.95	3.97	4.00	3.92
The session combines academic content with the expressed interests of students	4.25	4.24	4.18	4.15

Data Source: Afterschool Teacher/Youth Worker Survey

Table 17 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Homework Completion	4.06	3.82	3.79	3.73
I get my homework done when I come to the afterschool program	4.14	3.85	3.79	3.75
The staff here understand my homework and can help me when I get stuck	4.22	3.99	3.97	3.96
I learn things in the afterschool program that help me in school	3.82	3.64	3.62	3.47

Data Source: Youth Survey

Key Points:

- Staff report that activities are targeted at specific learning goals for their students a majority of the time and they incorporate the interests of students into the program.
- Youth report that they are able to complete their homework at the afterschool program and that staff are available to help them with it.

Leading Indicator 2.2 – Engaging Instruction

This Leading Indicator is meant to capture the processes and practices in which staff members engage that are consistent with high quality instruction and the extent to which youth feel like they belong and are engaged in the program.

Figure 9 – Leading Indicator 2.2 Engaging Instruction: Scale Scores

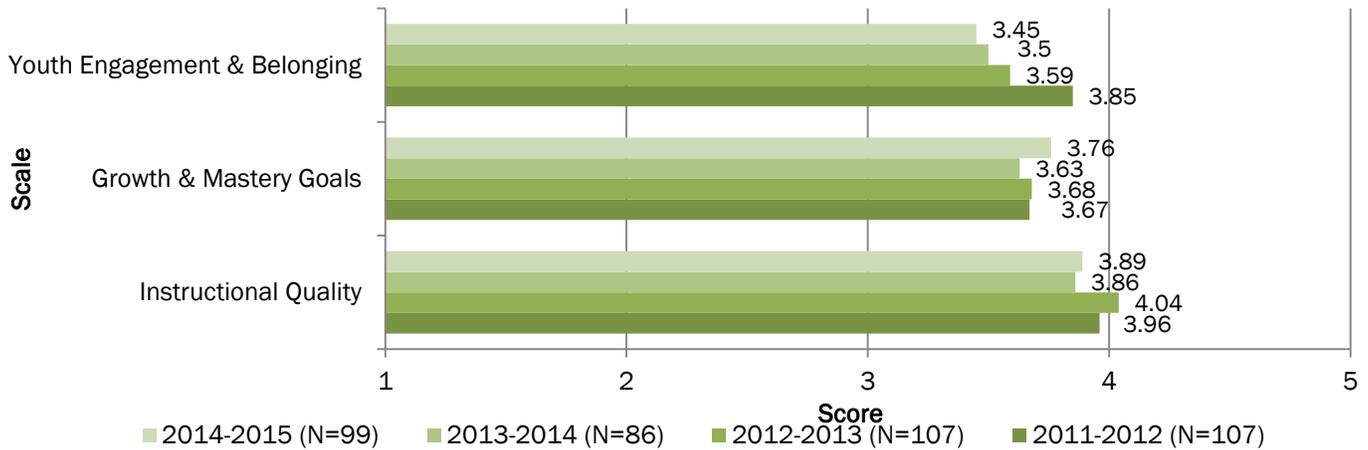


Table 18 – Youth Engagement and Belonging Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Youth Engagement and Belonging	3.85	3.59	3.50	3.45
I am interested in what we do	3.92	3.53	3.44	3.43
The activities are important to me	3.76	3.47	3.35	3.23
I try to do things I have never done before	3.84	3.57	3.46	3.40
I am challenged in a good way	3.87	3.61	3.48	3.39
I am using my skills	4.16	3.82	3.83	3.78
I really have to concentrate to complete the activities	3.56	3.36	3.32	3.28
I feel like I belong at this program	3.89	3.72	3.62	3.55
I feel like I matter at this program	3.80	3.67	3.54	3.49

Data Source: Youth Survey

Table 19 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Growth and Mastery Skills	3.67	3.68	3.63	3.76
We will expose students to experiences which are new for them	3.92	3.98	3.89	4.02
Students will have responsibilities and privileges that increase over time	3.91	3.93	3.85	3.92
Students will work on group projects that take more than five sessions to complete	2.95	2.94	2.92	3.11
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	4.14	4.09	4.04	4.15
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.27	3.27	3.24	3.51
Students will identify a skill/activity/pursuit that the feel they are uniquely good at	3.78	3.85	3.80	3.88

Data Source: Afterschool Teacher/Youth Worker Survey

Leading Indicator 2.2 – Engaging Instruction continued

Table 20 – Instructional Quality Scale Detailed Scores

	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Instructional Quality	3.96	4.04	3.86	3.89
Supportive Environment	4.28	4.32	4.19	4.25
Interaction	4.05	4.13	3.96	3.98
Engagement	3.56	3.66	3.42	3.43

Data Source: Youth PQA & School-Age PQA

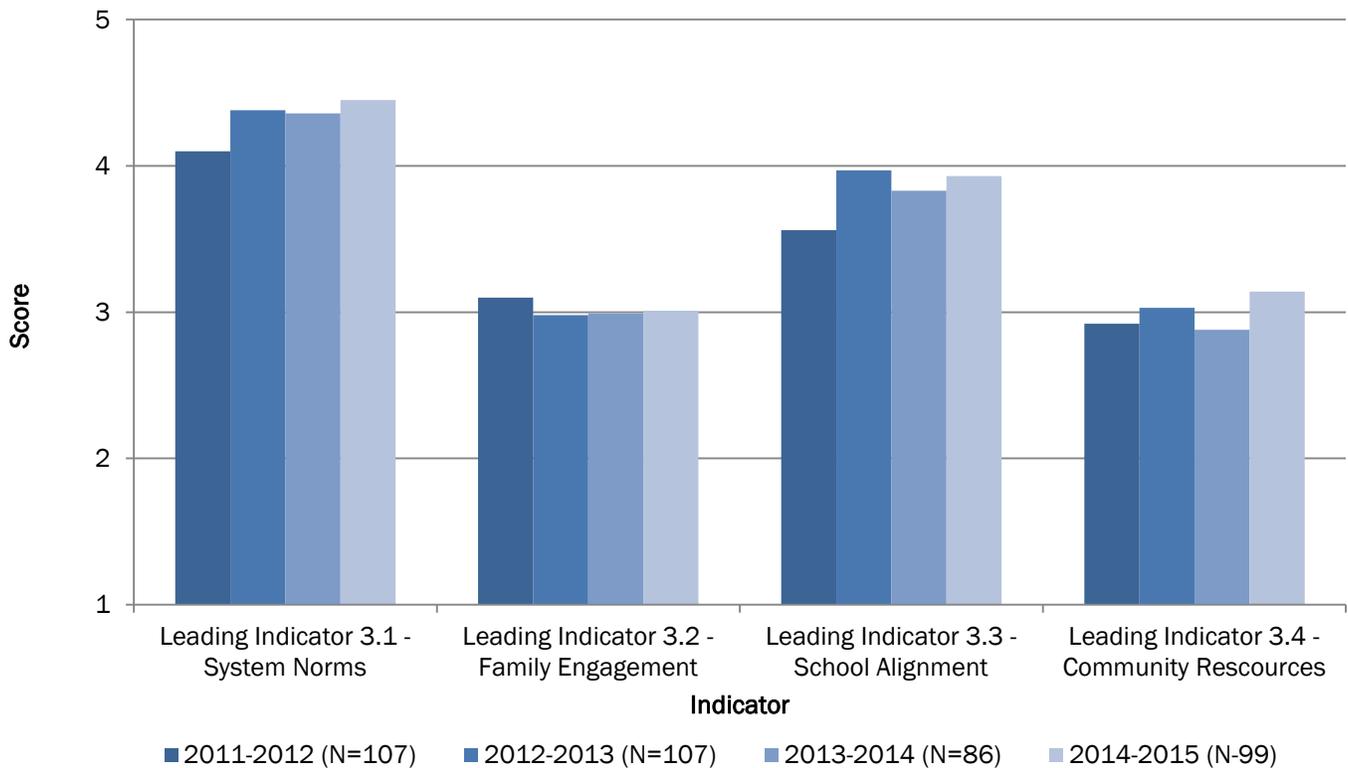
Key Points:

- Youth report that they are often using their skills in the afterschool program and that they belong and matter at the program.
- Staff report that they frequently expose students to new experiences and that students will be acknowledged for their achievements and contributions, but report that group projects rarely take more than five sessions to complete.
- Program self assessment scores indicate that key instructional practices are being delivered during the afterschool programs.

External Relationships

Four Leading Indicators were included under 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.

Figure 10 –External Relationships Leading Indicators



The System Norms Leading Indicator represents the extent to which the afterschool program holds itself accountable for providing high quality services as well as being able to collaborate with other programs in their network. Overall, grantees appear to hold themselves accountable and collaborate well with others.

Family Engagement measures the extent to which the afterschool program is connected and communicating effectively with the family members of the youth they serve. Grantees in the Oklahoma 21st CCLC network appear to have only average level of communication with family members.

School Alignment measures the extent to which the afterschool program connects the youths’ school day in terms of how well it supplements the learning happening in school and the communication with school-day staff about what youth are working on. Grantees in Oklahoma report having slightly higher than average communication and alignment with the school-day.

The Community Resources Leading Indicator measures the extent to which available partners in the community are being involved in the afterschool program. Overall, it appears that the utilization of community resources is happening about fifty percent of the time.

Indicator 3.1 – System Norms

This Leading Indicator is meant to capture the extent to which grantee directors and site coordinators hold themselves, their program, and their staff accountable for delivering high quality services, as well as the ability to work with others in the 21st CCLC network.

Figure 11– Leading Indicator 3.1 System Norms: Scale Scores

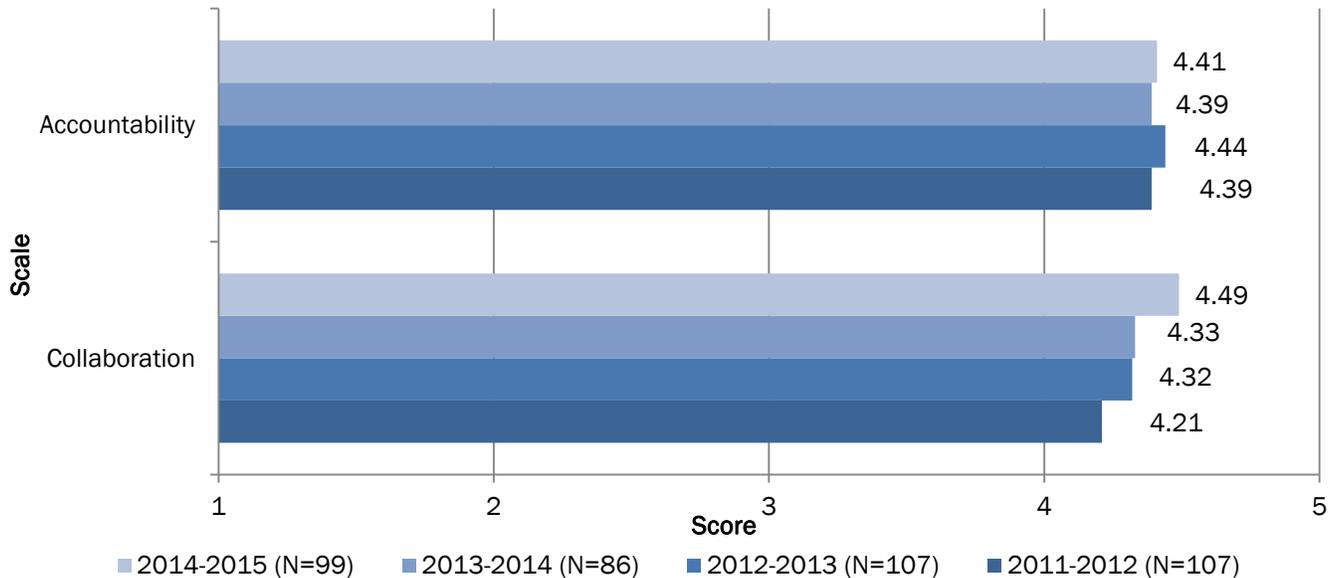


Table 21 – Accountability Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Accountability	4.39	4.44	4.39	4.41
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.53	4.48	4.57	4.59
Our program is routinely monitored by higher level administrators	4.14	4.25	4.14	4.10
In our program all staff are familiar with standards of quality	4.48	4.58	4.47	4.53

Data Source: Grantee Director/Site Coordinator Survey

Table 22 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Collaboration	4.21	4.32	4.33	4.49
Collaboration across sites is strongly encouraged by network administrators	4.01	4.23	4.26	4.43
Site supervisors in our network share a similar definition of high quality services	4.40	4.43	4.40	4.55

Data Source: Grantee Director/Site Coordinator Survey

Key Points:

- Grantee directors and site coordinators report that they are familiar with and accountable for standards of quality as well as monitored by higher level administrators.
- Grantee directors and site coordinators report that they collaborate across sites and share a similar definition of quality.

Indicator 3.2 – Family Engagement

This Leading Indicator is meant to capture the degree to which staff members communicate with the families of youth.

Figure 12 – Leading Indicator 3.2 Family Engagement: Scale Scores

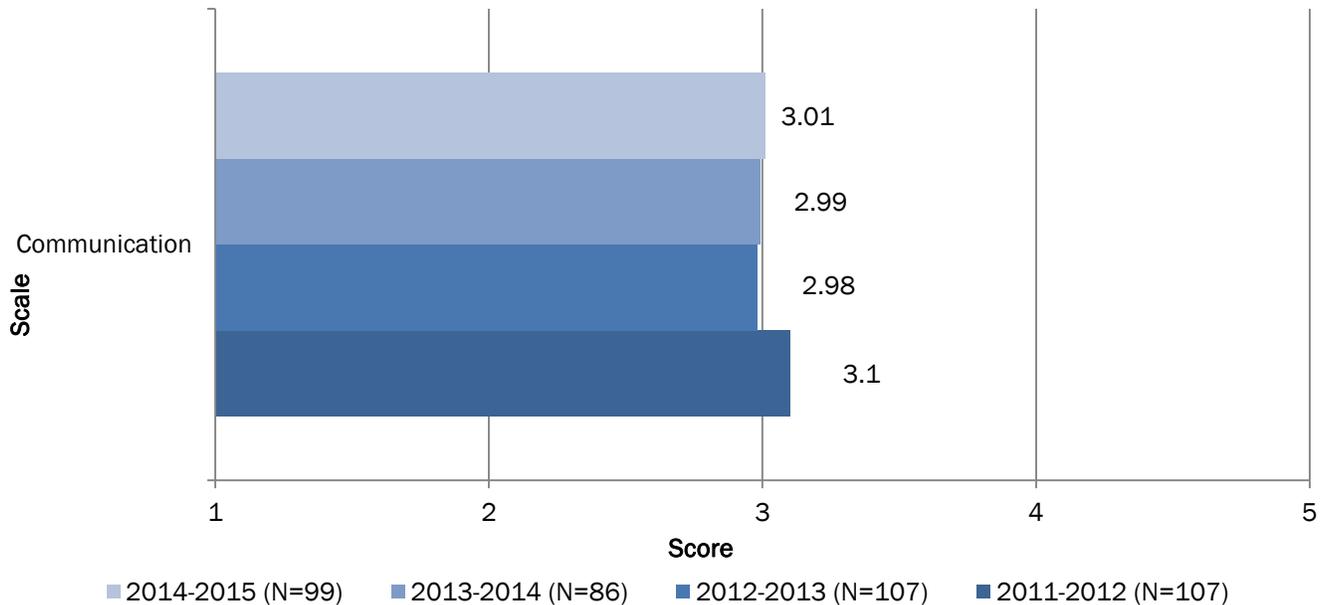


Table 23 – Communication Scale Detailed Scores

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)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Communication	3.10	2.98	2.99	3.01
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.57	3.39	3.37	3.48
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	3.36	3.18	3.27	3.29
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.35	2.36	2.33	2.28

Data Source: Parent Survey

Key Points:

- Parents report that they receive information about the program a little above fifty percent of the time. While parents report that they have some regular contact with program staff, they are less likely to be asked to participate in the afterschool program in some way.

Indicator 3.3 – School Alignment

This Leading Indicator is meant to capture the degree to which staff members utilize information provided by schools to inform their activity programming.

Figure 13 – Leading Indicator 3.3 School Alignment: Scale Scores

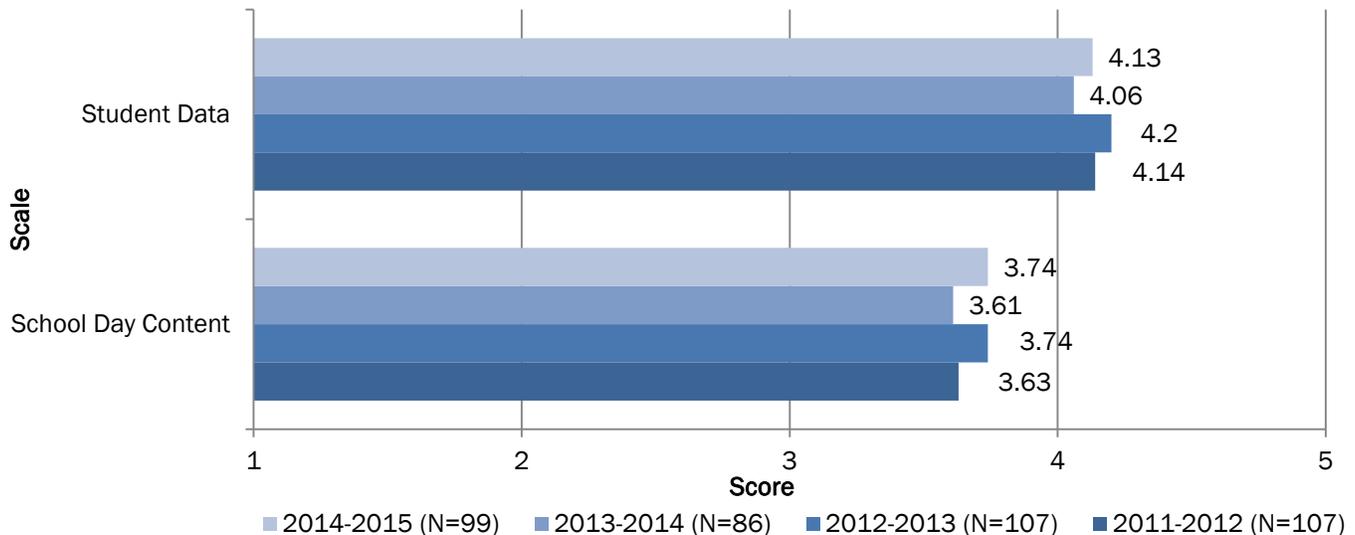


Table 24 – Student Data Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Student Data	4.14	4.20	4.06	4.13
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.65	4.67	4.51	4.56
We receive student progress reports from school-day teachers during the current year	3.74	3.77	3.61	3.88
We review diagnostic data from the current school year for individual students	4.02	4.20	4.06	3.96

Data Source: Grantee Director/Site Coordinator Survey

Table 25 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
School Day Content	3.63	3.74	3.61	3.74
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	4.29	4.26	4.17	4.30
I coordinate the activity content of afterschool sessions with students' homework	3.91	4.04	3.82	3.89
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	3.34	3.52
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	3.51	3.67	3.61	3.72
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	3.09	3.19	3.13	3.27

Data Source: Grantee Director/Site Coordinator Survey & Afterschool Teacher/Youth Worker Survey

Key Points:

- Grantee directors and site coordinators report that they review achievement test scores on a yearly basis, but are less likely to review student progress reports.
- Grantee directors and site coordinators report they know what academic content their students are covering during the school day, but are less likely to participate in parent-teacher conferences to provide information on individual students' progress in the afterschool program.

Indicator 3.4 – Community Resources

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

Figure 14 – Leading Indicator 3.4 Community Resources: Scale Scores

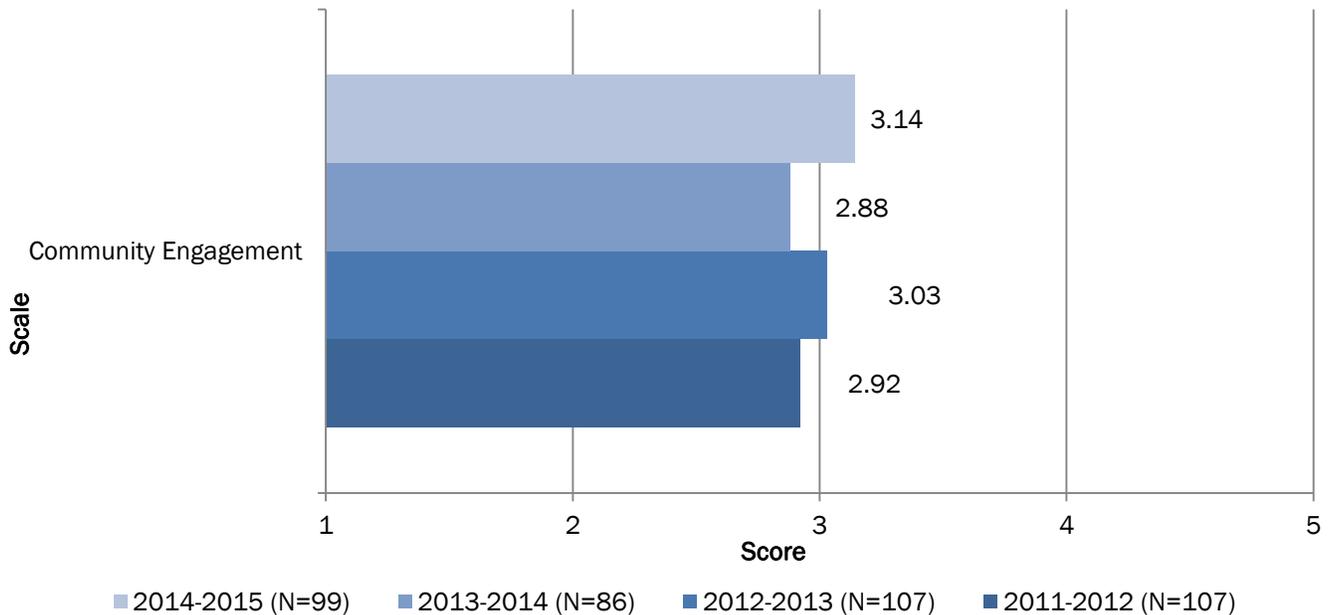


Table 26 – Community Engagement Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Community Engagement	2.92	3.03	2.88	3.14
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.56	3.63	3.38	3.78
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	2.99	3.12	3.07	3.34
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	2.19	2.36	2.19	2.36
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	2.96	3.02	2.86	3.03

Data Source: Grantee Director/Site Coordinator Survey

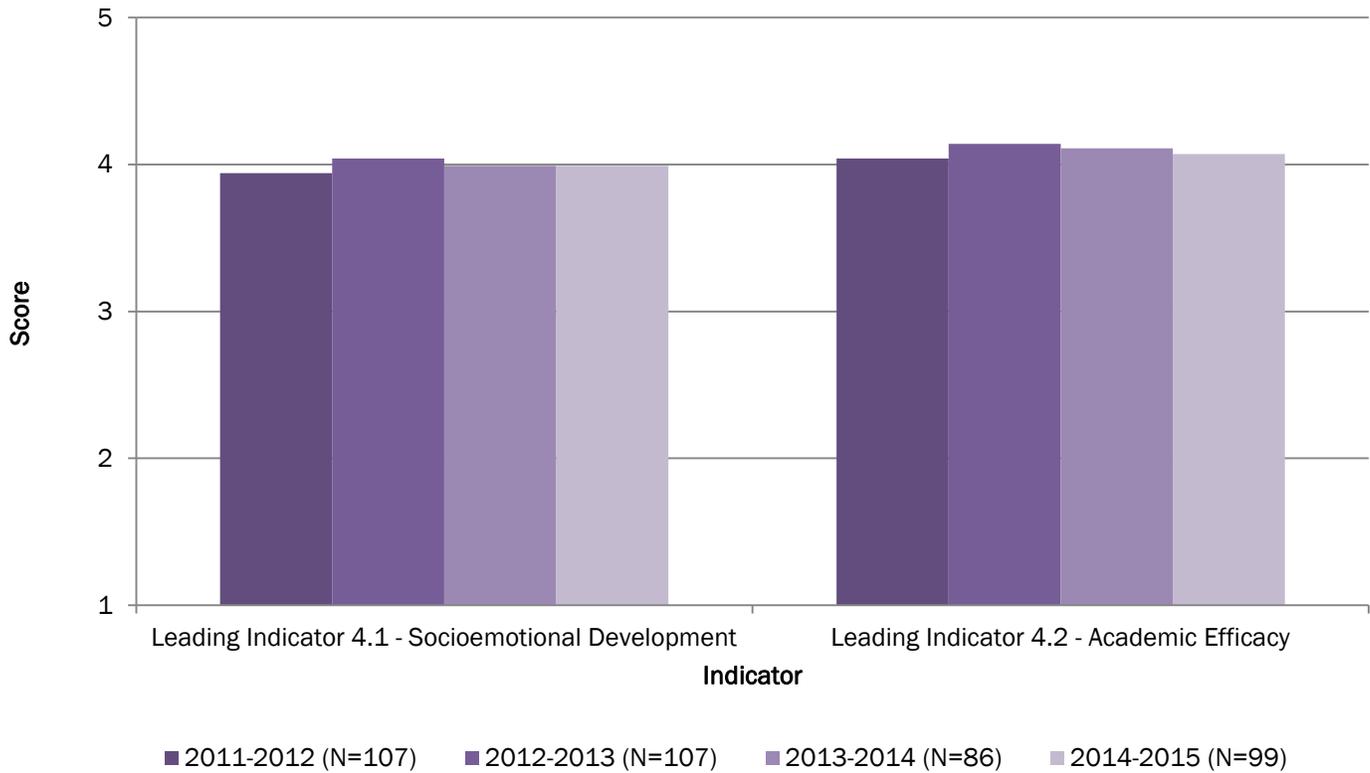
Key Points:

- Grantee directors and site coordinators report that their students are likely to participate in community service or service learning projects, but are less likely to have afterschool session led by *past* afterschool students who return as paid staff or volunteers.

Youth Characteristics

Two Leading Indicators were included under the Youth Characteristics Context: Socioemotional Development and Academic Efficacy. These two indicators reflect the characteristics of the youth who attend the afterschool programs and are reported by the youth themselves or their parents.

Figure 15 –Student Characteristics Leading Indicators



The Socioemotional Development Leading Indicator measures the extent to which youth feel they are competent and able to work with others. Overall, the youth in this sample report that they feel relatively competent socially and emotionally.

Academic Efficacy measures the extent to which youth feel they are good at different academic content areas. Youth report high levels of academic efficacy overall, as do their parents.

Indicator 4.1 – Socioemotional Development

This Leading Indicator captures the degree to which staff are providing atmosphere in which youth feel that they are socially and emotionally competent.

Figure 16 – Leading Indicator 4.1 Socioemotional Development: Scale Scores

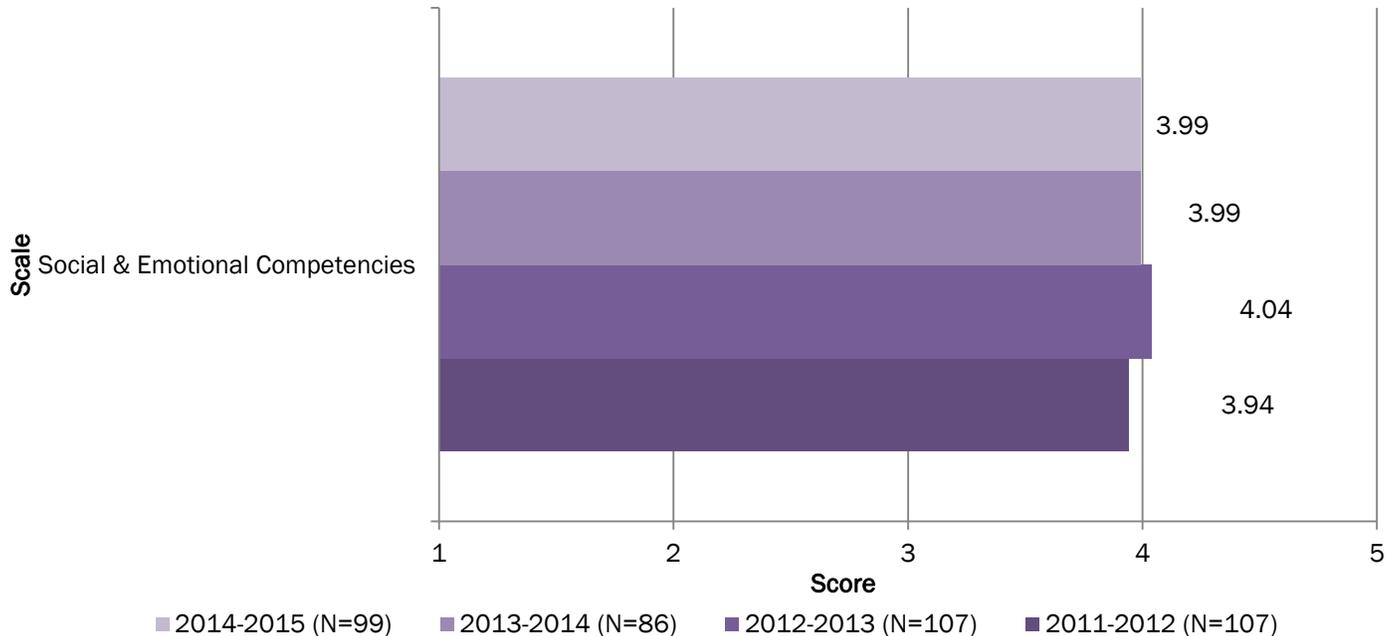


Table 27 – Social & Emotional Competencies Scale Detailed Scores

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)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Social & Emotional Competencies	3.94	4.04	3.99	3.99
I work well with other kids	3.97	4.11	4.08	4.09
I can make friends with other kids	4.22	4.33	4.27	4.25
I can talk with people I don't know	3.54	3.67	3.49	3.54
I can tell other kids that they are doing something I don't like	3.68	3.76	3.70	3.67
I can tell a funny story to a group of friends	3.96	4.09	4.08	4.02
I can stay friends with other kids	4.27	4.35	4.34	4.31
I can tell other kids what I think, even if they disagree with me	3.95	4.01	4.00	4.02

Data Source: Youth Survey

Key Points:

- Youth report 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 is meant to capture the degree to which the program environment allows youth to develop good work habits and feel efficacious in a variety of content areas.

Figure 17 – Leading Indicator 4.2 Academic Efficacy: Scale Scores

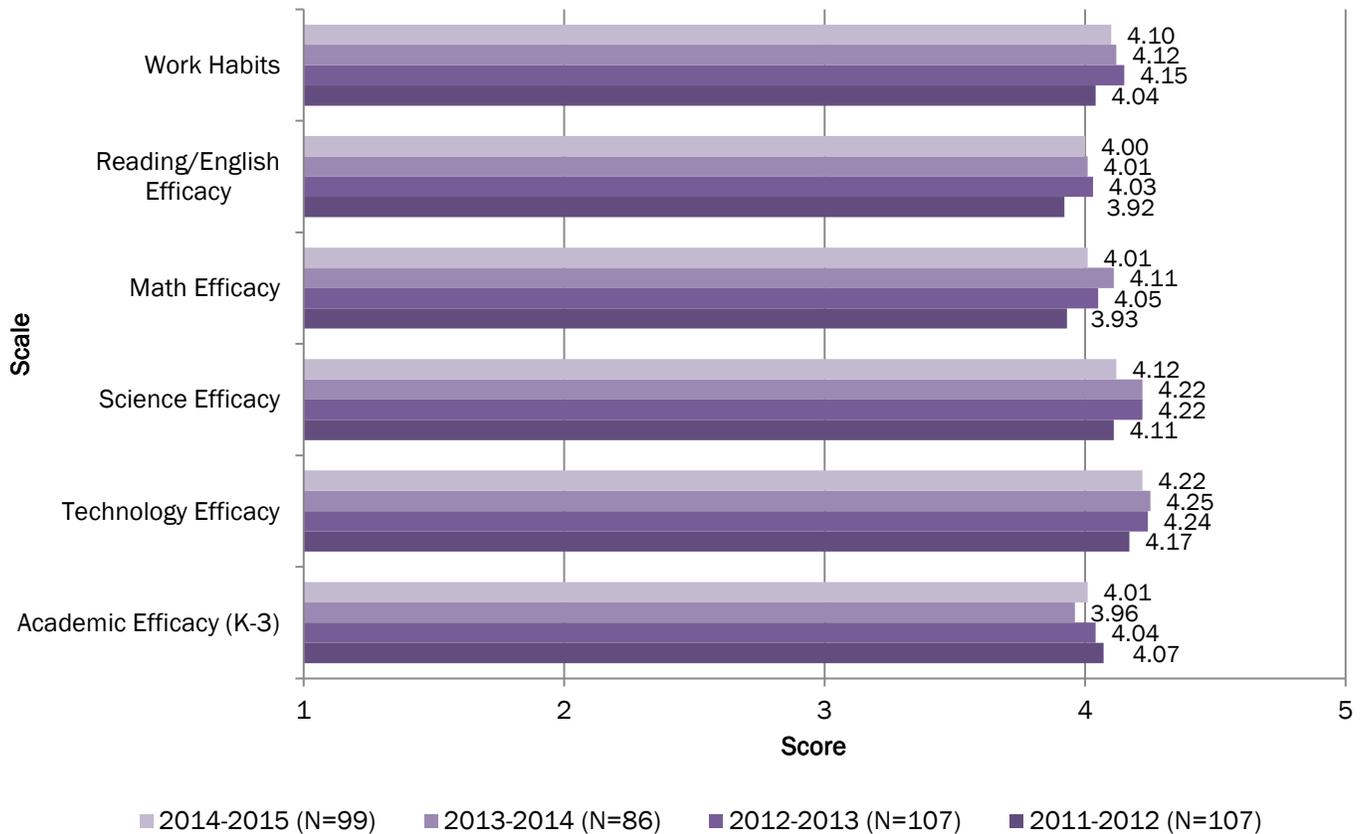


Table 28 – Work Habits Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Work Habits	4.04	4.15	4.12	4.10
I follow the rules in my classroom	4.14	4.28	4.28	4.26
I work well by myself	4.03	4.09	4.01	4.02
I am careful and neat with my work	3.93	4.07	4.02	4.02
I make good use of my time at school	4.05	4.19	4.18	4.12
I finish my work on time	4.01	4.08	4.02	4.03
I keep track of my things at school	4.10	4.19	4.22	4.14

Data Source: Youth Survey

Table 29 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Reading/English Efficacy	3.92	4.03	4.01	4.00
I am interested in reading/English	3.58	3.75	3.73	3.73
I am good at reading/English	3.94	4.01	4.01	4.00
I expect to do well in reading/English this year	4.23	4.28	4.26	4.24
I would be good at learning something new in reading/English	3.95	4.12	4.04	4.05

Data Source: Youth Survey

Table 30 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Math Efficacy	3.93	4.05	4.11	4.01
I am interested in math	3.73	3.91	3.96	3.87
I am good at math	3.86	3.95	4.02	3.92
I expect to do well in math this year	4.20	4.30	4.34	4.23
I would be good at learning something new in math	3.99	4.08	4.15	4.04

Data Source: Youth Survey

Table 31 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Science Efficacy	4.11	4.22	4.22	4.12
I am interested in science	4.07	4.20	4.23	4.10
I would be good at learning something new in science	4.16	4.24	4.21	4.13

Data Source: Youth Survey

Table 32 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Technology Efficacy	4.17	4.24	4.25	4.22
I am interested in technology (computers, robotics, internet design)	4.24	4.24	4.29	4.24
I would be good at learning something new in technology	4.10	4.23	4.20	4.20

Data Source: Youth Survey

Indicator 4.2 – Academic Efficacy continued

Table 33 – Academic Efficacy Scale Detailed Scores

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)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Academic Efficacy	4.07	4.04	3.96	4.01
As a result of participating in the afterschool program this year my child has developed better work habits	4.12	4.08	4.00	4.05
As a result of participating in the afterschool program this year my child has developed more confidence in math	4.03	4.02	3.95	4.00
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.13	4.06	3.98	4.04
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	4.00	3.98	3.92	3.98

Data Source: Parent Survey

Table 34 – 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	52.2% (n=421)	54.7% (n=420)	64.1% (n=421)	58.2% (n=422)	66.7% (n=421)	64.8% (n=421)	73.9% (n=422)	64.6% (n=421)
5 th Grade	41.5% (n=291)	45.0% (n=300)	55.7% (n=296)	56.0% (n=300)	66.3% (n=297)	65.2% (n=296)	67.3% (n=294)	64.4% (n=301)
6 th Grade	37.0% (n=235)	40.0% (n=245)	39.2% (n=237)	51.6% (n=248)	58.9% (n=234)	49.3% (n=247)	67.0% (n=237)	55.4% (n=247)
7 th Grade	26.1% (n=180)	36.1% (n=141)	40.2% (n=179)	35.4% (n=144)	47.2% (n=182)	39.8% (n=143)	53.8% (n=180)	43.7% (n=144)
8 th Grade	31.3% (n=150)	36.2% (n=135)	27.3% (n=146)	31.1% (n=138)	42.1% (n=147)	33.3% (n=138)	54.0% (n=148)	36.2% (n=138)
9 th Grade	29.0% (n=31)	48.4% (n=33)	43.7% (n=32)	39.3% (n=33)	39.3% (n=33)	33.3% (n=33)	42.4% (n=33)	37.5% (n=32)
10 th Grade	31.8% (n=22)	30.0% (n=33)	47.6% (n=21)	24.2% (n=33)	63.6% (n=22)	28.1% (n=32)	52.3% (n=21)	48.4% (n=33)
11 th Grade	20.0% (n=20)	50.0% (n=22)	35.0% (n=20)	30.4% (n=23)	50.0% (n=20)	39.1% (n=23)	47.3% (n=19)	45.4% (n=22)
12 th Grade	22.2% (n=9)	28.5% (n=14)	20.0% (n=10)	14.0% (n=14)	33.0% (n=10)	35.7% (n=14)	50.0% (n=10)	21.4% (n=14)

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

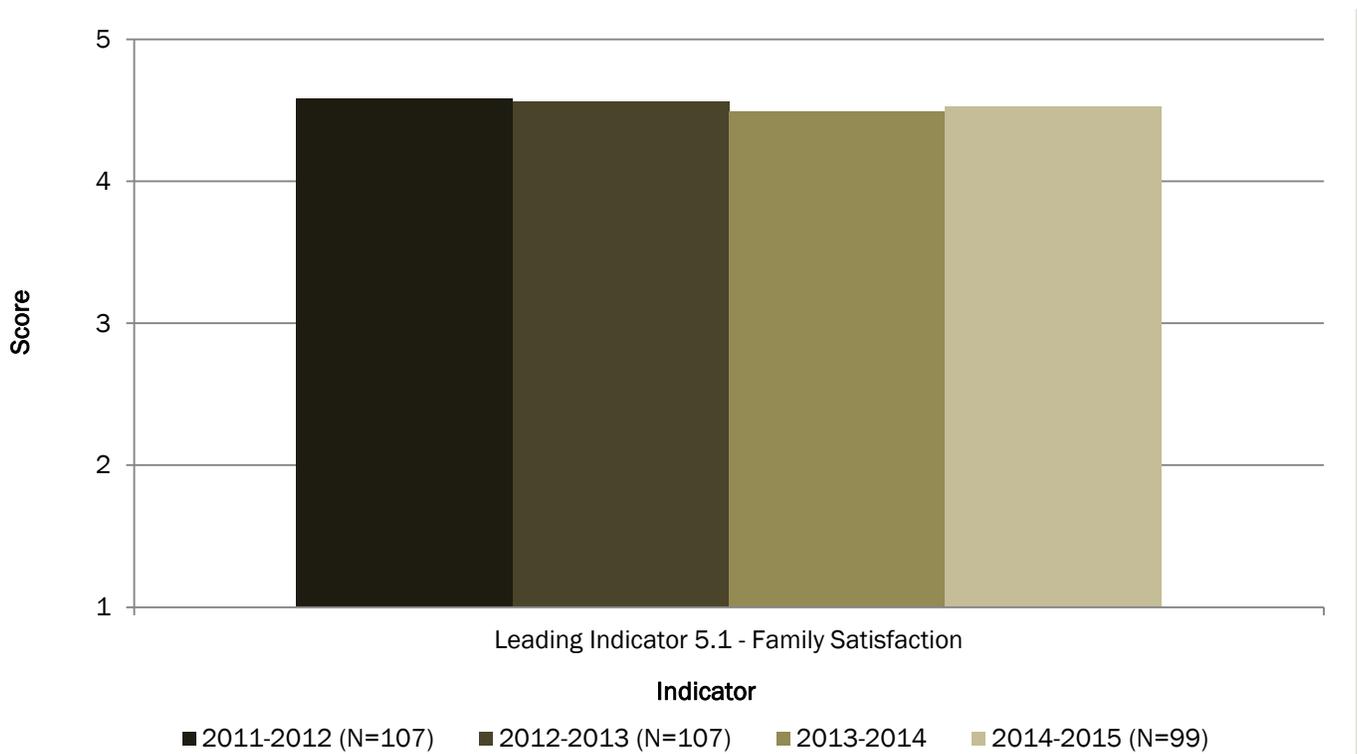
Key Points:

- Youth report they have good work habits.
- Youth report they feel more efficacious in science and technology than in reading and math, although most expect they will be successful in reading and math classes. Youth report they have the least amount of interest in reading/English.
- Parents report that the afterschool program has helped their child(ren) develop better work habits as well as confidence in Reading/English.

Family Satisfaction

One Leading Indicator was included under the Family Satisfaction Context: Family Satisfaction. This indicator reflects the parent perception of the afterschool programs offered in the Oklahoma 21st CCLC network. The score for the Leading Indicator is presented in Figure 18.

Figure 18 –Family Satisfaction Leading Indicators



Family Satisfaction measures 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 they believe the afterschool program is connected to the regular school day. Overall, family satisfaction with the afterschool programs in the Oklahoma 21st CCLC network is high.

Indicator 5.1 – Family Satisfaction

This Leading Indicator is meant to capture the degree to which the programming offered by staff is considered reliable and convenient by parents and is well connected to the youths' school day.

Figure 19 – Leading Indicator 5.1 Family Satisfaction: Scale Scores

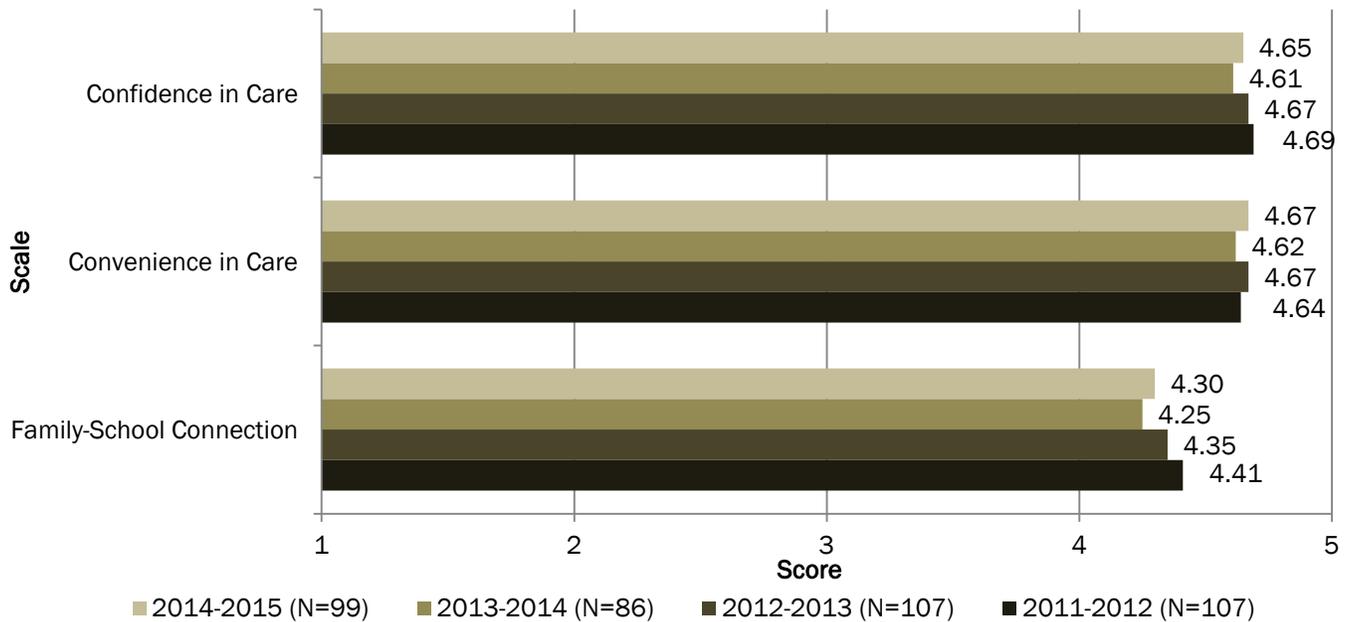


Table 35 – Confidence in Care Scale Detailed Scores

<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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Confidence in Care	4.69	4.67	4.61	4.65
I don't worry about my child when at the afterschool program	4.61	4.61	4.56	4.64
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.74	4.72	4.65	4.69
My child is having a positive experience in the afterschool program	4.71	4.68	4.63	4.62

Data Source: Parent Survey

Table 36 – Convenience 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Convenience of Care	4.64	4.67	4.62	4.67
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.63	4.70	4.60	4.67
The afterschool program is cost effective for our family	4.67	4.64	4.64	4.67

Data Source: Parent Survey

Indicator 5.1 – Family Satisfaction continued

Table 37 – 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>	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)
Family-School Connection	4.41	4.35	4.25	4.30
The afterschool program is helping my child to be more successful in school	4.60	4.54	4.42	4.52
Afterschool staff are well informed about my child's learning successes and challenges in school	4.45	4.38	4.30	4.32
The afterschool program has helped our family get to know the school and school day teachers better	4.18	4.14	4.04	4.07

Data Source: Parent Survey

Key Findings:

- Parents report that they do not worry about their child(ren) when at the afterschool program and that they believe their child(ren) are having a positive experience.
- Parents report that the either the location of the program or the transportation is convenient and reliable, as well as cost-effective.
- Parents report that the afterschool program has been beneficial to their child(ren)'s learning in school, that they are well informed, and that they feel like they know the school-day teachers better.

Recommendations

In 2013, OSDE proposed a set of statewide goals and objectives for 21st CCLC programs, based on multi-year trends of performance on the Leading Indicators measurement system. In this section, we report progress to date for each goal and provide recommendations for continued improvement. As the statewide continuous improvement system is large and complex, changes may take several years to implement, or for results to be measured. Therefore, some recommendations may be repeated from year to year.

Goal 1: Improvement of Academic and Non-Academic Outcomes

- ❖ **Objective 1.1:** Participants in the program will demonstrate increased performance on State Assessment Proficiency Tests in reading and mathematics.
- ❖ **Objective 1.2:** Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.
- ❖ **Objective 1.3:** Grantees will demonstrate improved alignment with the school day.

Context: Social-emotional competencies are known to support both academic and non-academic outcomes (Farrington et al., 2012; Nagaoka, Farrington, Ehrlich, & Heath, 2015).

Progress to Date: During the 2013-2014 programming year, 10 expanded learning programs in the Oklahoma 21st CCLC network collected data on youth social and emotional skills using the Devereux Student Strengths Assessment (DESSA)–Mini. The purpose of this pilot was to determine the feasibility of using the DESSA Mini to identify social and emotional strengths and need areas among program youth. The pilot entered a second year in 2014-15. Nine sites returned to the pilot. Returning sites used the reports during their Planning with Data session.

Recommendations:

1. Expand efforts to measure and support SEL development for students across the network.
 - Use two year data from pilot sites to identify potential improvement areas for pilot sites.
 - Integrate a focus on social and emotional learning into the continuous improvement cycle by including targeted training on SEL. (See Smith, McGovern, Larson, Hillaker, & Peck, 2016)
2. Update guidance on coordination with school-day personnel and access to student data, including guidance on how and when to review this data. Action steps include:
 - Encourage staff to request access to online grading systems and/or a regular reporting schedule with a school representative (e.g., school social worker, lead teacher, guidance counselor, etc.) who can provide data access and supports.
 - Offer shared professional development experiences and family engagement events between school and afterschool staff, including parent-teacher conferences.
 - Encourage sites to establish a school liaison whose role is to communicate with school staff, maintain working relationships, and assure that students' school-day goals are a priority afterschool.

Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.

- ❖ **Objective 2.1:** Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA, Leading Indicator 2.2 Growth and Mastery, and Leading Indicator 2.1 Academic Planning.
- ❖ **Objective 2.2:** Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.
- ❖ **Objective 2.3:** Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, and technology.

Context: An important pathway to skill development is involving students in engaging activities that sequentially grow more complex over time (J. A. Durlak & R. P. Weissberg, 2007; Marzano, 1998), (e.g., project-based learning and skills training). Successful project-based learning opportunities provide physically and emotionally safe learning environments that support sequential instruction and leadership opportunities for youth.

Progress to Date: During the 2014-2015 programming year, grantees were encouraged to develop skills toward this goal in the following ways:

- Regional Youth Work Methods trainings included a focus on skills for project-based learning: Active Learning and Planning and Reflection. Coaches assigned to grantees focused on supporting Active Learning and Planning and Reflection.
- OSDE provided a “You for Youth” online course which focused on project-based learning.
- OSDE sponsored the Aerospace Education and Industry Partnership Day, which focused on STEM content. Twenty grantees attended this statewide event which supported curriculum development and job skills awareness.

Recommendations:

3. Update the grant guidance for specific recommendations on project based learning:
 - Update the grant application and scoring rubrics to favor applicants that include staff planning time in their budget submissions.
 - Provide suggestions for project-based and skill-focused activities (curricula).
 - Encourage the use of lesson planning for afterschool sessions. For example, have staff map learning themes over time (e.g., sessions, weeks) with learning objectives that build over sessions, potentially integrating community resources.
4. Establish a Project-Based Learning Task Force. This may be a working group of interested volunteers or possibly the 6 sites featured in the Oklahoma Case Study Report⁴. This group might be tasked to:
 - Develop a Resource Guide to support other sites in creating successful project-based learning experiences and sustaining supportive partnerships. This Resource Guide could be accessible to all sites from the OSDE/21st CCLC webpage.
 - Create and/or gather short forms of documentation from program sites (e.g., post on Facebook/twitter; video blog; TED Talk) of successful project-based learning experiences.

Goal 3: Provide opportunities for parents and students to learn and connect with their community together.

- ❖ **Objective 3.1:** Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants’ access to a variety of opportunities.
- ❖ **Objective 3.2:** Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
- ❖ **Objective 3.3:** Grantees will maintain a high satisfaction rate among families served by the program.

Context: Community engagement supports the development of youth to be engaged citizens (Flanagan & Levine, 2010) and helps the community to see young people as productive and valued members of the community (Smith et al., 2016).

Progress to date: The transition of the federal APR data collection system has temporarily delayed access to details of partnerships and programming information for the 2014-2015 programming year. Information regarding

⁴ The Oklahoma Case Study Report (in press) was contracted by the Oklahoma 21st CCLC network to identify best practices among six Oklahoma 21st CCLC sites. One important finding was the consistent presence of Project-based learning opportunities for youth.

community partnerships and details of site programming and activities will be made available following the release of federal APR legacy data.

Recommendations:

5. Establish working groups to develop a set of recommendations around establishing and maintaining productive partnerships in both rural districts and urban districts. The specific differences and unique aspects of each may be collected as a supplementary guidance document and made available to sites from the OSDE webpage.

Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.

- ❖ **Objective 4.1:** Grantees will identify students characterized as “at-risk” and actively recruit those students to attend 21st CCLC programming.
- ❖ **Objective 4.2:** Grantees will engage in the Youth Program Quality Intervention (YPQI) as a part of a program quality improvement process.
- ❖ **Objective 4.3:** Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.
- ❖ **Objective 4.4:** Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.
- ❖ **Objective 4.5:** OSDE will provide targeted supports to eligible grantees.

Context: Research has shown that regular participation in high-quality expanded learning programs is linked to significant gains in academic, behavioral, and future employability outcomes (J. Durlak & R. Weissberg, 2007; Farrington et al., 2012; D. Vandell, Reisner, & Pierce, 2007).

Progress to date: During the 2014-2015 programming year OSDE supported grantees in the following ways:

Objective 4.1:

- Worked closely with the student support office. Priority points were awarded to applications from the lowest performing 5% of districts/schools.
- Addressed the issue of targeting “at-risk” students at the YPQI Kick-Off, discussed Leading Indicator data for Targeting scale to bring grantee attention to targeting “at-risk” population.

Objective 4.2:

- Required program staff attend five professional development opportunities. During program monitoring, grantees were supported in developing systems to track staff participation in professional development.

Objective 4.3:

- Created a monthly newsletter which was used to celebrate grantee successes and circulate evaluation requirements and deadlines.
- Created a Facebook page where grantees have been encouraged to share successes, including successful completion of evaluation requirements.

Objective 4.5:

- Provided 100% of new sites with technical assistance from a Quality Coach. See Appendix C for a description of coaching services.
- Used the Performance Distribution Index (PDI) to identify challenges specific to grantees.
- Outlined the role of a coach to provide targeted support to eligible grantees identified for support services by the PDI.

Recommendations:

6. Incorporate statewide proficiency data to provide a comparison for 21st CCLC programs about targeting “at risk” youth. Is the proportion of “at risk” youth served in the 21st CCLC programs representative of the proportion of “at risk” youth in schools across the state of Oklahoma?
7. Encourage grantees to include site coordinators and program staff in all facets of the YPQI process.
 - Use a professional development tracking system to assure all staff are given opportunities to participate in all four foundational elements of the YPQI: program self assessment, program improvement planning, targeted skills training, and instructional coaching.
 - Provide guidance on how to revisit the program improvement plan and relevant domains of the Program Quality Assessment. Encourage staff to reflect on progress in areas targeted for improvement.
8. Annually, establish an area of focus for a performance goal that is consistent across all grantees.
 - Work with grantee directors to develop a network-wide goal focus area based on federal education goals and 21st CCLC grantee guidance. Examples of such goal areas include: targeting “at risk” youth, offering high quality activities in core academic areas, maintaining community relationships, etc. It is important to still allow flexibility and autonomy among grantees and sites to define their individual performance targets and action steps, but a common goal focus could be an opportunity for OSDE to offer targeted professional development.
 - Use Table B1 to identify indicators that have larger distributions between the high and low quartile means to guide network-wide improvement goals. Larger gaps between high and low quartile means indicate potential targeted improvement areas.
9. Request self-nomination of grantee leaders that have expertise in evaluation requirements and external communication and include these mentors on state-wide network and e-learning (webinars or conference calls) opportunities. This could take the form of a monthly conference call, hosted by OSDE with standing agenda items, and rotating professional development topics. Additional action steps include:
 - Request grantees share methods they employ for high response rates on their surveys, particularly parent surveys.
 - Host a webinar where mentors can share guidance with grantees who struggle to enter their data and/or get high survey response rates.
10. Evaluate the effectiveness of the coaching initiative. What is the satisfaction level of grantees who receive coaching services? What are the staff-reported effects of receiving coaching services? Do coaching services result in satisfactory scores on targeted Leading Indicators?

References

- Afterschool Alliance. (2013). *Defining Youth Outcomes for STEM Learning in Afterschool*: Afterschool Alliance.
- Bliese, P. D. (2000). Within-Group Agreement, Non-Independence, and Reliability: Implications for Data Aggregation and Analysis. In K. J. Klein & S. W. Kozlowski (Eds.), *Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions, and New Directions* (1 ed., pp. 349-381): Jossey-Bass.
- Bobko, P., Roth, P. L., & Buster, M. A. (2007). The usefulness of unit weights in creating composite scores: A literature review, application to content validity, and meta-analysis. *Organizational Research Methods*, 10(4), 689-709.
- Durlak, J., & Weissberg, R. (2007). *The impact after-school programs that promote personal and social skills*. Chicago, IL.
- 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 (CASEL).
- Farrington, C. A., Roderick, M., Johnson, D. W., Keyes, T. S., Allensworth, E., Nagaoka, J., & Beechum, N. O. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance. *The University of Chicago Consortium on Chicago School Research*.
- Flanagan, C., & Levine, P. (2010). Civic engagement and the transition to adulthood. *The Future of Children*, 20(1), 159-179.
- Fralicx, R. D., & Raju, N. S. (1982). A comparison of five methods for combining multiple criteria into a single composite. *Educational and Psychological Measurement*, 42, 823-827.
- Marzano, R. J. (1998). *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-continent Regional Educational Laboratory.
- Nagaoka, J., Farrington, C., Ehrlich, S. B., & Heath, R. D. (2015). *Foundations for Young Adult Success: A Developmental Framework. Concept Paper for Research and Practice*: The University of Chicago Consortium on Chicago School Research.
- Oklahoma State Department of Education. (2014). 21st Century Community Learning Centers Award Recipients. Retrieved from <http://ok.gov/sde/21st-century-community-learning-centers-award-recipients>
- Smith, C., Akiva, T., Sugar, S., Lo, Y. J., Frank, K. A., Peck, S. C., & Cortina, K. S. (2012). *Continuous quality improvement in afterschool settings: Impact findings from the Youth Program Quality Intervention study*. Ypsilanti, MI: David P. Weikart Center for Youth Program Quality at the Forum for Youth Investment.
- Smith, C., & Hohmann, C. (2005). *Full findings from the Youth PQA validation study*. Ypsilanti, MI: High/Scope Educational Research Foundation.
- Smith, C., McGovern, G., Larson, R., Hillaker, B., & Peck, S. C. (2016). *Preparing Youth to Thrive: Promising Practices for Social and Emotional Learning*. Ypsilanti, MI: David P. Weikart Center for Youth Program Quality at the Forum for Youth Investment.
- Vandell, D., Reisner, E. R., & Pierce, K. (2007). *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Finding from the Study of Promising Afterschool Programs*: University of California, Irvine; University of Wisconsin, Madison; Policy Studies Associates, Inc.

Vandell, D. L. (2012). *California Afterschool Outcome Measures Project: Field Test Of The Online Toolbox Final Report To California Department Of Education*. Irvine, CA: University of California, Irvine.

Appendix A: Technical Detail on Reliability of Measures

The leading indicator framework is comprised of multiple, nested levels of measurement: five domains, 13 Leading Indicators, 29 scales and 190 items. Table A1 provides descriptive information for the 29 scales including the number of items that comprise each scale, the source of the items, the scale mean, standard deviation and skew which describes the shape of the distribution of site scores for each scale. In general, scales with skew coefficients between +/- 2 are considered in the acceptable range. Table A1 also provides reliability information for the 29 scales. Internal consistency (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.

Two additional intra-class correlations (ICC (1) and ICC (2)) are provided in the final two columns of Table A1 and these coefficients describe the reliability of multiple staff and youth reports from the same program site in terms of the degree of agreement between respondents within the same program site. In general, higher levels of agreement among respondents in the same program site are required to meaningfully interpret an average score for multiple respondents in the same program site. ICC (1) can be understood as the reliability of a rating from a single respondent and the proportion of scale score variance explained by differences between sites. ICC (2) describes the reliability of the scale mean for each site by taking into account the number of additional raters included in the mean scale score (Bliese, 2000). In general, ICCs (1) and (2) indicate that there is relatively high agreement within program sites and that program site means can be meaningfully interpreted.

ICCs (1) and (2) were calculated using variance estimates from one-way ANOVA with random effects model for the data with each scale as the dependent variable and the site ID as the factor. The formulas for each are provided in Figure A1 where MSB is the scale score variance accounted for between sites, MSW is the scale score variance accounted for within sites and K is the average number of staff, youth or parents contributing to the mean scale score for that site.

Figure A1. Calculating Formulas for Intraclass Coefficients

$$ICC(1) = \frac{MSB-MSW}{MSB+[(k-1)*MSW]}$$

$$ICC(2) = \frac{k(ICC(1))}{1+(k-1)ICC(1)}$$

Table A1. Descriptive and Reliability Information for 29 Leading Indicator Scale Scores

	Number of Items	Source*	Mean	SD	Skew	Cronbach's Alpha	ICC (1)	ICC (2)
1.1 - Staffing Model								
Capacity	6	SC	4.30	0.52	-.59	.71	*	*
Job Satisfaction	4	SC,S	4.28	0.44	-.74	.87	0.01	0.39
1.2 - Continuous Improvement								
Continuous Quality Improvement	11	S	3.26	0.67	.21	.88	0.04	0.78
Horizontal Communication	5	S	3.54	0.67	-.43	.87	0.02	0.65
Vertical Communication	2	S	4.04	0.61	-.94	.88	0.02	0.60
1.3 - Youth Governance								
Youth Role in Governance	5	SC	2.76	0.74	.34	.79	*	*
1.4 - Enrollment Policy								
Targeting Academic Risk	4	SC	3.08	1.01	.16	.85	*	*
2.1 - Academic Press								
Academic Planning	5	S	4.01	0.49	-.29	.81	0.01	0.55
Homework Completion	3	Y	3.73	0.44	.09	.65	0.04	0.78
2.2 - Engaging Instruction								
Youth Engagement & Belonging	8	Y	3.45	0.36	.22	.84	0.04	0.79
Growth & Mastery Skills	6	S	3.76	0.54	-.62	.88	0.02	0.67
Instructional Quality	3	PQA	3.89	0.63	-.27	.83	*	*
3.1 - System Norms								
Accountability	3	SC	4.41	0.55	-.53	.46	*	*
Collaboration	2	SC	4.49	0.68	-1.44	.79	*	*
3.2 - Family Engagement								
Communication	3	P	3.01	0.67	.01	.88	0.09	0.90
3.3 - School Alignment								
Student Data	3	SC	4.13	0.93	-1.08	.75	*	*
School Day Content	5	SC,S	3.74	0.67	-.22	.83	0.02	0.61
3.4 - Community Engagement								
Community Engagement	4	SC	3.14	0.97	-.09	.77	*	*
4.1 - Socio-Emotional Development								
Social & Emotional Competencies	7	Y	3.98	0.28	.22	.82	0.03	0.73
4.2 - Academic Efficacy								
Work Habits	6	Y	4.10	0.38	-2.91	.92	0.03	0.76
Reading/English Efficacy	4	Y	4.00	0.37	-.57	.90	0.03	0.73
Math Efficacy	4	Y	4.01	0.42	-1.24	.92	0.03	0.71
Science Efficacy	2	Y	4.12	0.49	-2.38	.95	0.02	0.67
Technology Efficacy	2	Y	4.22	0.37	-.41	.91	0.02	0.64
Academic Efficacy (parent)	4	P	4.01	0.49	-2.79	.98	0.05	0.83
5.1 - Family Satisfaction								
Confidence in Care	3	P	4.65	0.33	-3.53	.93	0.12	0.92
Convenience of Care	2	P	4.67	0.34	-3.04	.81	0.10	0.91
Family-School Connection	3	P	4.30	0.46	-2.51	.92	0.07	0.87

*SC=Site coordinator survey; S=Staff survey; Y=Youth survey; P=Parent survey; PQA= Program Quality Assessment. ICC values place-marked with an asterisk indicate single data source (response), no variance across respondents can be measured.

Appendix B: 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. As a first step we examined the difference between group means score 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 appear to be statistically significant differences for all scales that had low and high quartile data.

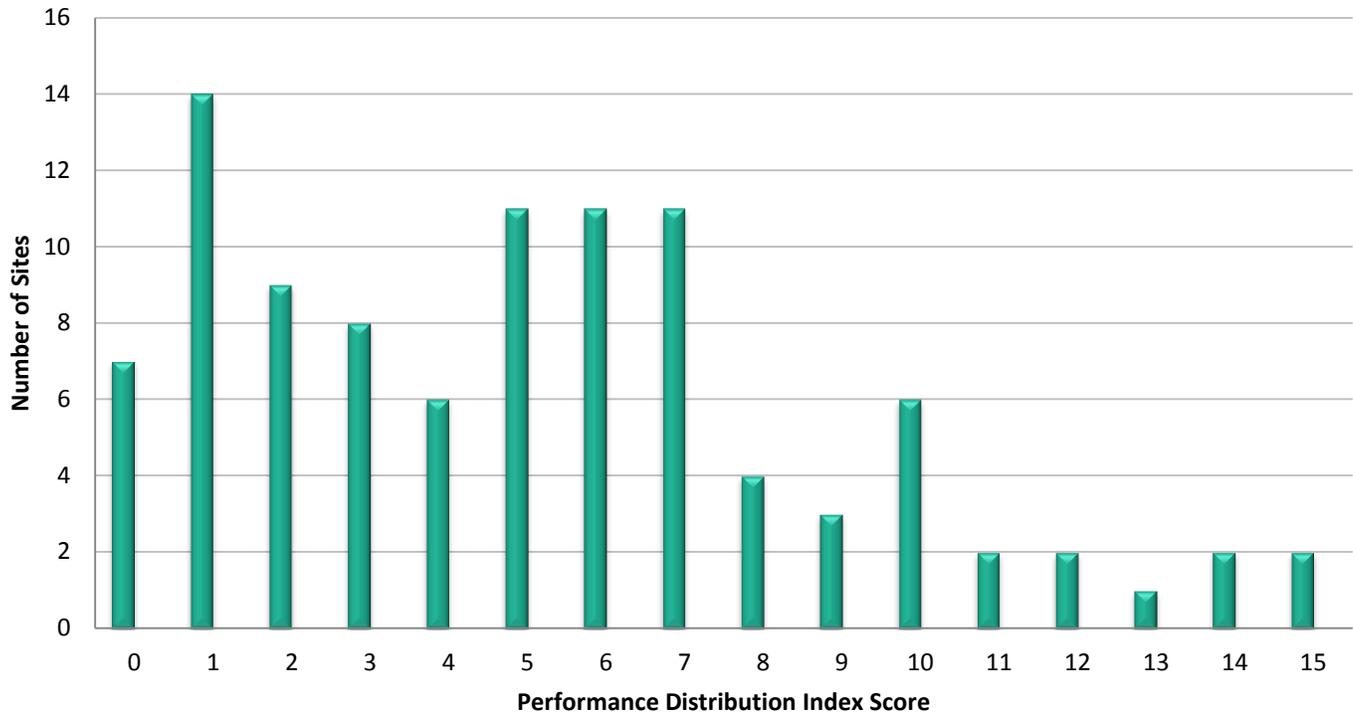
Table B1 – Comparison of Group Means for High and Low Quartiles

	# Sites in High Quartile	High Quartile Mean	# Sites in Low Quartile	Low Quartile Mean	Mean Difference	P value
Capacity	23	4.92	32	3.71	1.20	.000
Job Satisfaction	23	4.78	27	3.72	1.06	.000
Continuous Improvement	22	4.22	23	3.04	1.18	.000
Horizontal Communication	23	4.37	23	2.69	1.68	.000
Vertical Communication	20	4.77	24	3.27	1.49	.000
Youth Governance	15	3.87	18	1.83	2.03	.000
Targeting	22	4.63	24	3.39	2.63	.000
Academic Planning	22	4.63	22	3.39	1.23	.000
Youth Engagement & Belonging	23	3.90	23	2.99	.90	.000
Growth & Mastery Skills	23	4.38	25	3.10	1.27	.000
Instructional Quality	23	4.64	23	3.06	1.58	.000
Accountability	33	5.00	35	3.78	1.21	.000
Collaboration	51	5.00	10	2.97	2.02	.000
Communication	22	3.90	22	2.19	1.71	.000
Student Data	32	5.00	30	3.01	1.98	.000
School Day Content	24	4.56	24	2.80	1.75	.000
Community Engagement	23	4.38	27	1.95	2.42	.000
Academic Efficacy - Parent Report	25	4.47	35	3.60	.86	.000
Confidence in Care	22	4.91	22	4.26	.65	.000
Convenience of Care	21	4.95	22	4.24	.70	.000
Family-School Connection	22	4.75	23	3.74	1.01	.000

As a next step in describing the prevalence of lower performing sites, we created a Performance Distribution 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 Performance Distribution Index, with scores ranging between 0 (no membership in any low quartiles across all 22 LI measures) and 22 (membership in the low quartile of all 22 LI measures). Figure B1 illustrates the prevalence of low performance across sites. Performance Distribution Index scores for the 2014-2015 programming year range from zero to 15, meaning that some sites had zero scales for which their scores were in the lowest quartile (out of 22), while some sites had as many as 15 scales.

Figure B1 – Performance Distribution Index Score by Number of Sites

The goal of the Performance Distribution Index (PDI) is to appropriately target program supports. However, membership in the lowest quartile may not always indicate a need for targeted improvement efforts. Quartile scoring is designed to organize scores into quartile groups, regardless of the scores. Even if all the scores were very high, 25% would always be in the lowest quartile. The PDI is meant to support network leadership in making decisions about resource distribution but accurate interpretation requires Table B1, which provides the values for the high and low quartile means and their difference score. Higher mean differences indicate areas for potential targeted improvements. Sites with membership in the low quartiles of these scales may be candidates for additional supports.



Appendix C. 2014-2015 Oklahoma State Department of Education 21st CCLC Coach Support Services Menu

Welcome Letter

Learning community members receive a letter welcoming them to the initiative and providing a brief introduction to their coach and the supports available.

Introductory TACSS Meeting

Coach and project director meet to review the TACSS initiative and process and emphasize relationship development. Returning learning community members may use this time for continued relationship development as well as updates to any services or changes to service levels.

TA Planning

Coach, project director, and other appropriate staff meet to review the menu of core and supplemental services and develop a working draft of the TA Plan.

Self-Assessment Support

Coach provides support related to the self-assessment process. This may include discussing the PQA process with staff, login support, scoring questions, brainstorming, etc...

PQA Basics or PQA Plus

Coach facilitates regional PQA Basics or PQA Plus training for project director, site coordinators, vendors, youth, program staff or others as appropriate.

Planning with Data

Coach co-facilitates a regional Planning with Data workshop to assist Project Director and program staff with analyzing PQA data and goal-setting for program improvement.

Improvement Plan Supports

Coach co-facilitates a regional Data Planning Session for program staff with project director and other appropriate staff.

Observation/Reflection

Coach conducts an Observation/Reflection with a staff member in order to model the technique for site-coordinators or project director.

Youth Work Methods

Coach facilitates one of several Youth Work Methods trainings for program staff.

Program Management Support

Coach provides topic specific support to project director. Examples might include developing job descriptions, preparing for a board presentation, etc...

Site Visit

Coach visits program sites with project director.

Ongoing Communication

Coach will maintain relationship and information sharing with project director through e-mail, phone and face-to-face communication.

Coach Reflection Report

Coach provides project director with a year-end report which includes a summary of services, highlights and recommendations for the future.