Evaluating Oklahoma 21st Century Community Learning Centers

2021-2022 Statewide Evaluation Report

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Prepared by:

The David P. Weikart Center for Youth Program Quality
A unit of the Forum for Youth Investment

7064 Eastern Avenue, NW
Washington, DC 20012

www.forumfyi.org/weikartcenter

This report provides a comprehensive overview of the previous detailed network- and site-level data summaries provided to the Oklahoma State Department of Education during the 2021-2022 program year.

2021-2022 Site and Network Survey Data Summaries, delivered September 2022

2021-2022 SAPQA and YPQA Network and Site Reports available in Scores Reporter

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Executive Summary

Oklahoma State Department of Education (OSDE) distributes federal funds to 21st Century Community Learning Centers (21 CCLC) in high-need areas each year to provide academic activities, enrichment activities, and family engagement services in support of student success. OSDE 21st CCLC programs are designed on the evidence-based premise that high-quality staff practices, supported by strong organizational capacity and a culture of continuous quality improvement will achieve greater levels of youth attendance in the variety of academic, enrichment, and family engagement activities offered, providing opportunities to students to strengthen the academic and life skills needed to increase their confidence and readiness for classroom learning. To support this program theory, OSDE has partnered with the Forum for Youth Investment's Weikart Center for Youth Program Quality since 2010 to operate the Youth Program Quality Improvement (YPQI) process, a data-driven continuous quality improvement system built on an annual cycle of assessment, program improvement planning, targeted training opportunities, and coaching.

To assess the impact of Oklahoma 21 CCLC engagement, Weikart's evaluation team designed, implemented, and analyzed data from program quality assessments, surveys, and program and school records submitted in response to federal requirements annually. In addition to data summaries provided throughout the year to inform quality improvement conversations, each year culminates with a summative evaluation report to document best practices and identify growth areas. This report summarizes data with the intent to document progress towards Oklahoma 21 CCLC goals and objectives, identify essential practices that contribute to program quality improvement and student success, as well as recommend key priorities for improvement that can accelerate effective youth programming in Oklahoma moving forward.

Of note, the 2021-2022 program year coincided with the COVID-19 pandemic, creating unique challenges to program implementation and measurement, as well as widely acknowledged impediments to student learning. Findings outlined in this report should be interpreted with that contextual framing and will be assessed in upcoming reports to monitor consistency of trends. Moreover, the federal evaluation of student outcomes associated with 21 CCLC participation, which falls under the Government Performance and Results Act or GPRA, has shifted. With new federal reporting requirements, OSDE will align their state priorities and revisit Oklahoma 21 CCLC goals and objectives for future reports.

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 the 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.
Summary As outlined in **Objective 1.1**, program participants largely demonstrated increased performance on the State Assessment Proficiency Tests in reading and mathematics. For the 2021-2022 program year, 87% overall improved their assessment scores in ELA. 92% overall improved their assessment scores in Math. Youth attending Oklahoma 21 CCLC programs reported high levels of social and emotional skills, as did their caregivers, measured by an average response of somewhat true or very true across indicators. Satisfying **Objective 1.2**, on average, most families and students acknowledged youth strengths in their ability to make friends and ask for help when needed, as well as feeling good about themselves and standing up for others. Aligned with existing literature supporting the relationship between social and emotional skills and academic achievement, this data suggests that Oklahoma 21 CCLC students continue to develop skills that will help them be successful in school, work, and life.

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.
Summary The 2021-2022 PQA data show that grantees successfully achieved **Objective 2.1** by continuing to offer high-quality instructional programming. In reviewing self-assessments, all Program Quality Assessment (PQA) domains received an average score of 3 or higher, meaning that most quality instructional practices were observed some of the time and/or for some of the students. The data show strong support for **Objectives 2.2 and 2.3** as well, with almost all sites offering a variety of academic and enrichment activities. Like previous years, sites prioritized academic activities, including Literacy Education, Academic Enrichment, and STEM, along with activities that fall into the "Well-Rounded Activities" category, like service learning, arts and music, and youth leadership programming, and Healthy & Active Lifestyle activities. In support of these program goals, most staff reported intentional efforts to provide students with new experiences (86%) and align academic content with youth interests (92%) as well as align academic activities to support school learning (88%).

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.

Summary

Data suggests that OSDE 21 CCLC programs are prioritizing connections with local businesses to support students' community service and awareness of local opportunities. For instance, 85% of staff report that students participate in learning activities within the local community and 75% of staff reported that students experience afterschool sessions provided by local businesses, community groups and youth-serving organizations who are not paid service vendors, fulfilling **Objective 3.1**.

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth's academic success. In support of **Objective 3.2**, 47% of sites reported they provided family services throughout the year, with sites engaging an average of 46 families at each engagement. More than half of the families surveyed reported that they received information at home and/or attend a program meeting at least monthly, and 86% of families agreed that the program improved their connections to school day teachers and school content. Families also reported high levels of program satisfaction.

Fulfilling **Objective 3.3**, almost all families surveyed voiced strong confidence in Oklahoma 21 CCLC programs and appreciated the reliability and convenience they offered families. Almost all families agreed that staff cared about their child and family (94%), that their child was excited to attend the program (97%), and that program staff were well informed of their child's progress in school (87%; Figure 14). Of note, 94% of caregivers agreed that there are program staff available at programs to talk to about their child, and 87% agreed that program staff can connect them to resources.

Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21 CCLC programming.
Objective 4.1: Grantees will identify students characterized as "at-risk" and actively recruit those students to attend 21 CCLC programming.
Objective 4.2: Grantees will engage in the Youth Program Quality Improvement 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 21 CCLC programs.
Objective 4.4: Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.

Summary

The Oklahoma statewide performance goals prioritize the need for sites to actively recruit "at-risk youth" to participate in 21 CCLC programs. Grantees must serve students who attend school sites eligible for Title 1 designation, meaning at least 40% of students at the school must qualify to receive free or reduced-price meals through the National School Lunch Program. During the 2021-2022 program year, sites served proportionally high rates of students qualified to receive free and reduced-price meals, achieving **Objective 4.1**. While statewide only 53% of youth qualified for free and reduced-price meals, 82% of youth attending 21 CCLC programs received free and or reduced-price meals. Oklahoma 21 CCLC grantees served a greater proportion of American Indian youth, a group of young people who on average experience greater academic, mental health and behavioral challenges in comparison to their peers. Additionally, Program Directors and Site Coordinators reported that most students were recruited to the program because they were not achieving minimum performance standards on state assessment (88%) or course requirements (86%) and would benefit from additional academic supports (96%).

Fulfilling **Objective 4.2**, most staff reported high engagement in the YPQI process, confirming they participated in the assessment process, attended trainings to support instructional practice and data use, and received coaching during the 2021-2022 program year.

Nearly all program staff (99%) reported that supervisors were available to discuss program goals and priorities, as well as to encourage staff to be innovative and try new ideas (98%). This support translates into frequent staff collaboration, with nearly all (98%) afterschool staff reporting that they discussed best practices and common challenges with other staff and 99% collaborated to make program and activity decisions, meeting **Objective 4.3** encouraging communication among staff and sites. Moreover, almost all Program Directors/Site Coordinators (99%) and Afterschool Teachers (99%) reported they were highly satisfied with their job, successfully achieving **Objective 4.4.**

Key Recommendations

In response to these overall trends among Oklahoma 21 CCLC programs and to guide recovery efforts from the COVID-19 pandemic, the following recommendations are offered. Refer to page 36 for full details on recommendations.

❖ **Utilize training and coaching supports to promote higher-order aspects of positive youth development programming.**

Quality instructional practices were observed more consistently in the Safe Environment and Supportive Environment domains, with staff practices within the Interactive Environment and Engaging Environment domains scored lower. Higher order aspects of positive youth development programming, as articulated in the scales of the Interaction and Engagement domains in the Program Quality Assessment (PQA) include providing young people with opportunities for collaboration, planning, choice, and reflection. Although incorporating these elements into programming may not be intuitive, with some ideas and intentionality, they can be readily incorporated into 21 CCLC programs and promote deeper learning and engagement in young people.

❖ **Review training efforts tied to the scoring of PQA self-assessments to ensure scores are valid and reliable.**

With the variation in PQA scores given for the same programs on their self-assessment and external assessment, opportunities for continued calibration over the course of the year, beyond the initial training, would be beneficial. Our experience is that when staff have more training on scoring the tool and/or have more professional development training on how to implement practices within a particular domain, the self-assessment scores tend to move close to external assessment scores.

❖ **Promote the relationship between engaging programs and student attendance, emphasizing the connection to stronger academic outcomes.**

Significant associations between student attendance and program quality scores suggest that programs with higher-quality offerings more deeply engage students who then attend at higher levels. Trends in academic outcomes also favor high-attending students. Early, targeted data collection and review in programs with lower attendance could provide actionable data mid-course, granting new opportunities for deepened engagement and stronger youth outcomes.

❖ **Deepen family engagement efforts to better communicate the academic goals of 21 CCLC to caregivers.**

Families who completed surveys reported high program satisfaction; however, within their responses, the rates of communication and opportunities for engagement could be improved. Create targeted communication efforts with families to familiarize them with the academic goals of the program and to create opportunities to work in partnership with families to prioritize and reach students' learning goals.

Program Background

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

1. Provide opportunities for **academic enrichment**, including tutorial services to help students meet the challenging state academic standards.

2. Offer students a broad array of **additional services, programs and activities** designed to reinforce and complement the regular academic program.

3. Offer families of participating students opportunities for active and **meaningful engagement in their children's education**, including opportunities for literacy and related educational development.

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

During the 2021-2022 program year, the Oklahoma State Department of Education (OSDE) delegated more than $15 million of federal funds to 21 CCLC programming.[1,2] In the 2021-2022 program year, the OSDE network funded 51 grantees, who were responsible for grant management for the 99 unique sites (e.g., elementary school program, local clubhouse) where youth programming took place. OSDE provides guidance, supportive resources, and technical assistance throughout the year to support high-quality programming across the state and ensure compliance with federal requirements.

Oklahoma 21st Century Community Learning Centers

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

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[1] Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (20 U.S.C. 7171-7176)
[2] Data retrieved from Fiscal Year 2021-FY 2023 President's Budget State Tables for the U.S. Department of Education 24stbyprogram.xlsx (live.com)

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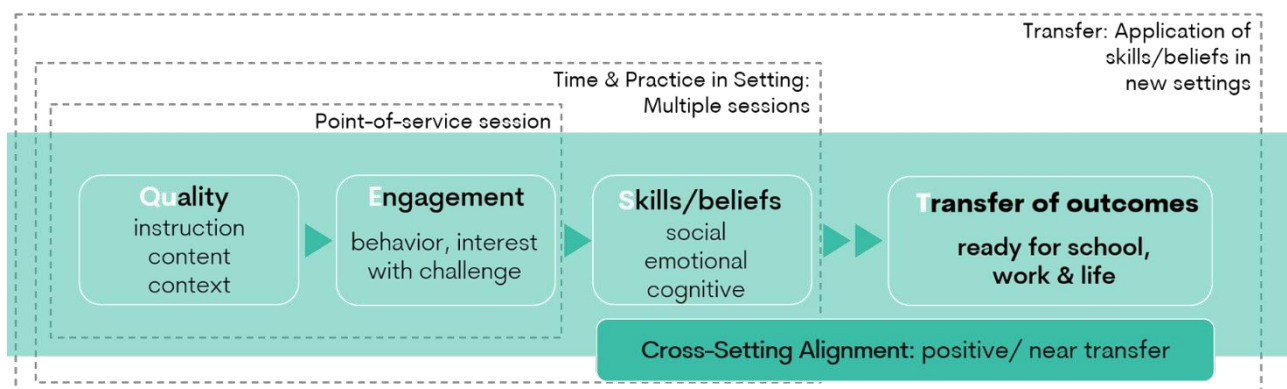
Combined with the 21 CCLC Annual Performance Reporting requirements, the Oklahoma 21 CCLC program framework begins with high-quality out-of-school-time programming (**Table 1**). If students are provided high-quality programs (e.g., high-quality staff practices supported by strong organizational capacity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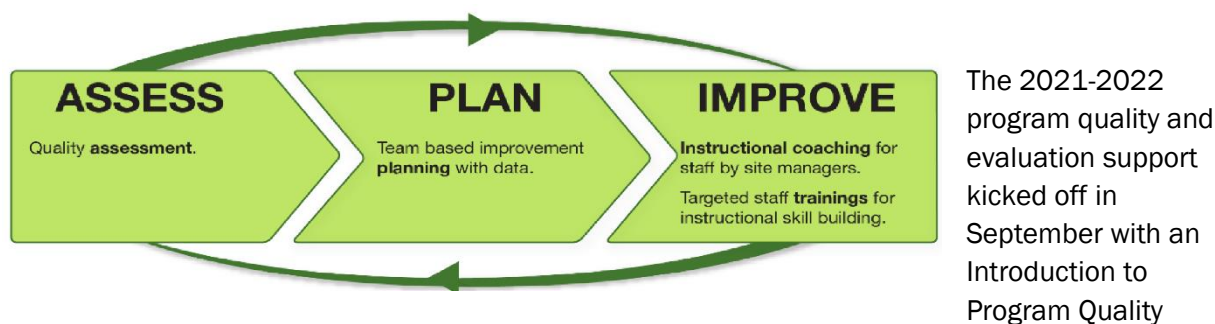
Table 1. Oklahoma 21 CCLC Program Framework

Quality	Engagement	Skill	Transfer Outcomes
Organizational Context • Staffing • Student Recruitment • Communication & Collaboration YPQI Fidelity • Assessment • Planning with Data • Training • Coaching Youth Program Quality • Safe Environment • Supportive Environment • Interaction • Engagement	Program Attendance Academic Support Enrichment Activities Family Engagement	Homework Completion Social & Emotional Skills Academic Efficacy	Academic Outcomes • English/Reading • Math College & Career Readiness

In support of these objectives, OSDE has partnered with the Forum's Weikart Center for Youth Program Quality to implement the Youth Program Quality Improvement (YPQI) process, a data-driven continuous improvement process centered on four core staff practices. First, managers and staff are trained to use the Program Quality Assessment (PQA) that aligns best with their program and coordinate self- and external assessments of instructional quality at their sites. Next, staff participate in a Planning with Data workshop leaving them empowered with a drafted improvement plan to implement program quality improvements at their site. Third, managers and staff attend aligned trainings (e.g., Youth Work Methods Workshops, Quality Coaching) to strengthen skills and support quality practices. Finally, managers and other identified coaches provide technical assistance and ongoing support to program staff.[3,4] The YPQI process embeds a culture of continuous assessment, planning, and improvement in program quality (**Figure 2**).

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

Figure 2. Youth Program Quality Improvement

The 2021-2022 program quality and evaluation support kicked off in September with an Introduction to Program Quality Assessment live workshop, hosted virtually for all grantees and programs, with new staff participating in PQA Basics and returning staff completing Beyond PQA Basics. From late September to early December all sites were expected to complete a self-assessment using the Youth or School-Age PQA to collect objective data about staff-youth interactions within programs at each site.

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

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

Additional external assessments were conducted for grantees in their third year by the Oklahoma 21 CCLC coaching team to provide a more objective and reliable perspective on program quality. In January 2022, grantees and sites participated in a live Planning with Data workshop to review their program strengths and growth opportunities and subsequently submit a Program Improvement Plan detailing goals, timelines, necessary resources, and staffing supports to achieve desired improvements.

To support these goals, managers and staff had access to ongoing training opportunities throughout the year to improve targeted instructional skills including online self-paced Youth Work Methods workshops throughout the year to support identified program improvements. Supplemented by ongoing technical assistance and embedded coaching supports provided by the Oklahoma 21 CCLC leadership team as well as take-it back agendas, these opportunities were made available to all participating programs to reinforce continuous improvement practices.

Table 2. 2021-2022 OSDE 21 CCLC Project Timeline

Activity	Timeline	Aligned Data Collection
Summer Programming	May 2021 – August 2021	
Afterschool Programming	August 2021– May 2022	
Ongoing TA and Coaching	September 2021-May 2022	
Annual Performance Reporting	• Summer: June – August 2021 • Fall: August – December 2021 • Spring: January – May 2022 *Training webinar September 15, 2021	Attendance Staffing Academic, Enrichment & Family Activities
Program Quality Assessments	September – November 2021 *Training webinar October 27, 2021	Self and External YPQA and SAPQA
Professional Development PQA Basics/Beyond PQA Basics Planning with Data Youth Work Methods	• September 27, 28, and 29, 2021 • January 11 – 13, 2022 • Online self-paced courses available all year	Training Evaluation Surveys
Leading Indicator Surveys	February 9 – April 29, 2022 *Training webinar February 9, 2022	Site Coordinator/ Grantee Director Afterschool Teacher/Youth Workers Youth Family School Day Teacher

Evaluation Design

To assess the impact of Oklahoma 21 CCLC engagement, the annual evaluation examines improvements in program quality, youth engagement in academic and enrichment activities, and the development of 21st century skills among participating PreK-12th grade students. These findings are then examined alongside the Oklahoma 21 CCLC Statewide Goals and Objectives to assess annual performance and progress (**Table 3**).

Table 3. Oklahoma 21 CCLC Statewide Goals and Objectives

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 the 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.

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, 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.
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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 21 CCLC programming. |
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| *Objective 4.1*: Grantees will identify students characterized as "at-risk" and actively recruit those students to attend 21 CCLC programming. |
| *Objective 4.2*: Grantees will engage in the Youth Program Quality Intervention 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 21 CCLC programs. |
| *Objective 4.4:* Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff. |

Performance Measures

Multiple data sources were collected from participating sites to evaluate the impact of 21 CCLC programs each year. Each site was expected to submit Program Quality Assessment (PQA) data during the fall; Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, Family and Youth surveys each spring; youth participation, staffing, activities offered, and family engagement data for each term; and student outcomes data for each term in alignment with the Annual Performance Reporting requirements.

Program Quality Assessment

The PQA is a validated, observation-based instrument designed to evaluate the quality of K-12 youth programs and identify staff training needs. PQA data spans four domains of program quality: Safe Environment, Supportive Environment, Interaction, and Engagement. Oklahoma 21 CCLC programs used both the School-Age PQA and the Youth PQA to collect site performance data.

Figure 3. Pyramid of Program Quality
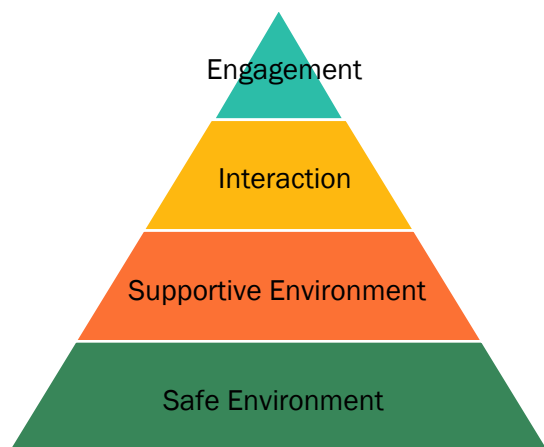
The **School-Age PQA** is composed of 70 items comprising 19 scales. The School-Age PQA is appropriate for observing programs that serve youth in Kindergarten – 6th grades.

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

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

The primary purpose of the PQA is to measure *instructional quality*, defined as the extent to which programs promote positive youth development through evidence-based staff practices implemented consistently across youth activities. Instructional quality, measured by the Instructional Total Score (ITS), is composed of ratings of staff practice at the point of service, or when staff or youth interact

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

OSDE recruited and trained reliable assessors for third-year grantees to hire for external assessment. Raters received endorsement through a reliability training process in which they were required to reach 80% agreement with the Weikart Center's master scores on the PQA. Scores were entered into Scores Reporter, a Weikart Center online data collection platform.

Annual Performance Reporting

The online federal data collection system (21APR) was designed to collect required site operations data across seven key program areas including: Centers, Activities, Staffing, Families, Participation and Outcomes, and Program Attendance, outlined in alignment with the GPRA Indicators. The Weikart Center collects data at three timepoints throughout the program year (summer, fall, and spring) for input into the online 21APR platform in accordance with federally mandated deadlines.

Leading Indicator Surveys

Program directors, site coordinators, afterschool teachers/youth workers, students, and families were invited to complete surveys to share feedback on their experience during the program year (**Table 4**). Specifically, these surveys informed our understanding of Organizational Context, Instructional Context, External Relationships, Youth Skills, and Family Satisfaction. Online surveys were administered via Qualtrics. The Weikart Center provided sites with weekly audits to monitor survey completion.

Table 4. 2021-2022 Leading Indicator Surveys

Survey	Intended Audience	Length
Grantee Director/Site Coordinator	Individual(s) responsible for site operations.	108 items
Afterschool Teacher/ Youth Worker	Staff responsible for providing direct programming to youth.	120 items
Family	All parents/guardians of youth attending the afterschool programs (regardless of youth age)	59 items
Youth	Youth in grades 4 through 12 who attended the afterschool programs[5]	50 items

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

Evaluation Sample

Each year, all participating sites were expected to submit the required data for each term they were approved to offer programs. Almost all sites submitted the required 21 CCLC annual performance data on program activities, family services, and attendance to the US Department of Education each term and completed their self PQA (**Table 5**). Upon review of 2021-2022 completion data, OSDE has committed to monitoring data collection more closely in the future, setting completion benchmarks at 95% or higher given the importance of this data in facilitating the continuous quality improvement process.

Table 5. Participation by Calendar Year, 2019-2022

	2017-18	2018-19	2019-20	2020-21	2021-22
Grantees	58	55	58	53	51
Sites	100	101	110	102	99
PQA					
External	37 (100% required[t] sites)	33 (100% required sites)	39 (100% required sites)	N/A*	46 (100% required sites)
Self	64 (100% required sites)	68 (100% required sites)	106 (100% required sites)	N/A*	98 (99% sites)
Surveys					
Manager	144 (97% sites)	157 (97% sites)	89 (64% sites)	73 (50% sites)	162 (94% sites)
Staff	947 (99% sites)	813 (100% sites)	335 (69% sites)	845 (96% sites)	1,063 (97% sites)
Student	2,986 (97% sites)	3,284 (96% sites)	N/A	2,665 (89% sites)	3,395 (93% sites)
Family	2,599 (97% sites)	2,723 (98% sites)	1,226 (62% sites)	1,990 (93% sites)	2,719 (96% sites)
APR					
Program Attendance	12,875 students (100% sites)	14,125 students (100% sites)	15,188 students (94% sites)	11,975 students (100% sites)	14,988 students (100% sites)
ELA Test Scores	6,946 students	8,458 students	N/A*	N/A*	5,861 students
Math Test Scores	6,881 students	8,458 students	N/A*	N/A*	5,879 students

Disrupted due to the COVID-19 pandemic.

[t] *2nd and 3rd-year grantees were required to complete external assessments of program quality*

During the 2021-2022 program year Oklahoma 21 CCLC program served a total of 14,988 students, steadily increasing from the number of participating students served the previous year. In alignment with 21 CCLC federal requirements, programs continued to serve the most vulnerable students each

year. For example, most students received a free and/or reduced-price lunch (82%) and many required English Language Learning supports (8%) or were categorized as Special Needs (19%; **Table 6**).

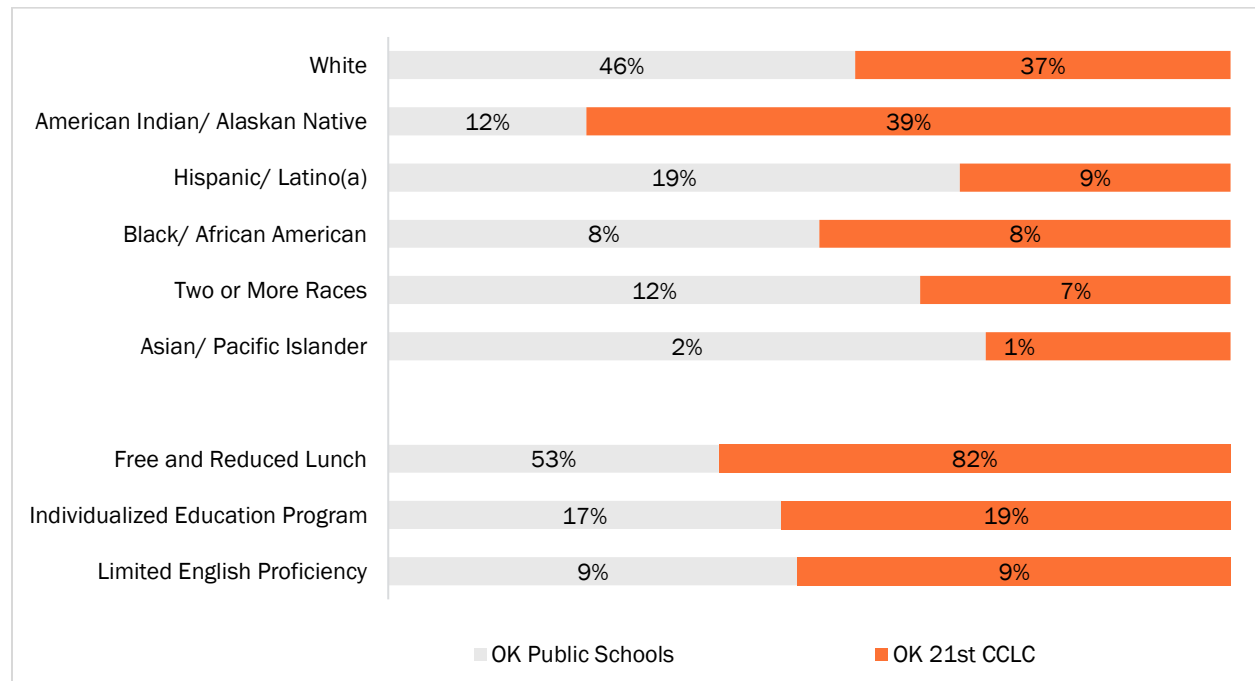Table 6. Student and Staff Demographic Characteristics, 2022

		Student	Staff
Grade	PreK-5th	71%	
	6th-12th	29%	
Race	White	37%	59%
	Hispanic or Latino	9%	2%
	Black/African American	8%	3%
	Native Hawaiian/Pacific Islander	<1%	<1%
	Two or more races	7%	9%
	Asian	<1%	<1%
	Native American/Native Alaskan	39%	19%
Gender	Male	50%	13%
	Female	50%	87%
English Language Learner	Yes	9%	
Free and Reduced Lunch	Yes	82%	
Students with Disabilities	Yes	19%	
Educational Attainment	Less than HS		5%
	HS Diploma or GED		7%
	Some College		12%
	Associate		5%
	Bachelor		36%
	Graduate no degree		4%
	Masters		22%
	Doctorate		<1%
	Professional Certification		<1%

Intentional Recruitment

The Oklahoma statewide performance goals prioritize the need for sites to actively recruit "at-risk youth" to participate in 21 CCLC programs. Grantees must serve students who attend school sites eligible for Title 1 designation, meaning at least 40% of students at the school must qualify to receive free or reduced-price meals through the National School Lunch Program. During the 2021-2022 program year, sites served proportionally high rates of students qualified to receive free and reduced-price meals, achieving Objective 4.1. While statewide only 53% of youth qualified for free and reduced-price meals, 82% of youth attending 21 CCLC programs received free and or reduced-price meals (**Figure 4**). Oklahoma 21 CCLC grantees also served a greater proportion of American Indian youth, a group of young people who on average experience greater academic, mental health

and behavioral challenges in comparison to their peers.[6] Additionally, Program Directors and Site Coordinators reported that most students were recruited to the program because they were not achieving minimum performance standards on state assessment (88%) or course requirements (86%) and would benefit from additional academic supports (96%).

Figure 4. 2022 Student Demographics compared to OK Public Schools

	OK Public Schools	OK 21st CCLC
White	46%	37%
American Indian/ Alaskan Native	12%	39%
Hispanic/ Latino(a)	19%	9%
Black/ African American	8%	8%
Two or More Races	12%	7%
Asian/ Pacific Islander	2%	1%
Free and Reduced Lunch	53%	82%
Individualized Education Program	17%	19%
Limited English Proficiency	9%	9%

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[6] Fast Facts: Native American Youth and Indian Country (2016). The Center for Native American Youth at The Aspen Institute. Retrieved from: https://www.cnay.org/resource-hub/fast-facts/

Evaluation Results

Quality

Consistent implementation of high-quality instructional practices across sites requires clear leadership and support from Program Directors around program operations, quality standards and YPQI expectations, and available resources for staff support and development. Through annual submission of the PQA and Leading Indicator surveys, data measuring Organizational Context, Program Context, CQI implementation, External Relationships (i.e., with families and schools), Youth Outcomes, and Program Quality (i.e., Safe Environment, Supportive Environment, Interaction and Engagement) were examined to assess the organizational setting and quality of Oklahoma 21 CCLC programs.
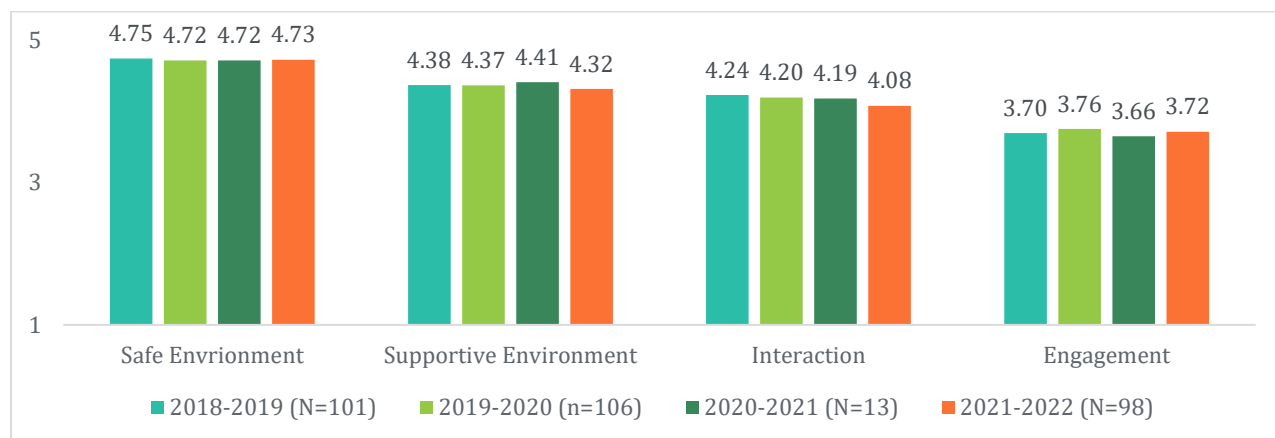
Instructional Quality

Research within the youth development field has established the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest instructional practices, meaning those that prioritize a safe environment, supportive relationships, positive staff-youth interactions, and active learning principles are more likely to promote youth engagement and attendance, which in turn promotes youth skill development across multiple domains, such as academic, social-emotional, and behavioral skills.[7]

The 2021-2022 PQA data show that grantees successfully achieved Objective 2.1 by continuing to offer high-quality instructional programming. In reviewing self-assessments (**Figure 5**), all PQA domains received an average score of 3 or higher, meaning that most quality instructional practices were observed some of the time and/or for some of the students. Moreover, these results are consistent with previous results, such that instructional practices within the Safe Environment and Supportive Environment domains were strongest, with lower staff practices reported within the Interaction and Engagement domains. This pattern is common among all YPQI networks as providing an interactive and engaging program environment for youth requires an advanced set of staff practices and can be more difficult to achieve compared to establishing a Safe and Supportive Environment.

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[7] Durlak, J., & Weissberg, R. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology, 45*(3-4), 294-309.

## Figure 5. Self PQA Domain Scores by Calendar Year, 2018-2021

Scale: Quality Instructional practices observed…1 = None of the time; 3 = some of the time; 5 = All of the time

The Instructional Total Score (ITS; comprised of the Supportive Environment, Interaction, and Engagement domains) is used as a measure of high-quality instructional practice. Figure 6 presents instructional total scores (ITS) on PQA external assessments. Analysis of similar Weikart Center data indicates that ITS above the "high-engagement" threshold (3.90) are strongly associated with youth reports of engagement in the form of interest, challenge, and belonging. ITS below the "low-engagement" threshold (2.90) are associated with little to no youth sense of belonging, interest, or challenge at the program.[8]

In Oklahoma, 11 of the 46 sites with externally-scored PQA had an ITS between the high- and low-engagement thresholds, 27 sites scored above the high-engagement threshold, and 6 sites scored below the low-engagement threshold (**Figure 6**).

Figure 6. Program Quality Instructional Total Scores Compared to Thresholds

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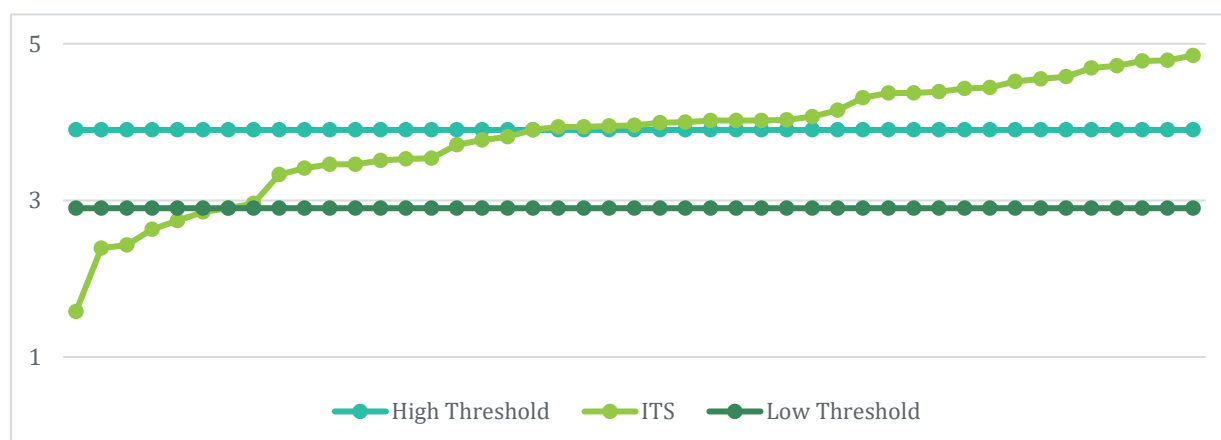
[8] Akiva, T., Cortina, K. S., Eccles, J. S., & Smith, C. (2013). Youth belonging and cognitive engagement in organized activities: A large-scale field study. *Journal of Applied Developmental Psychology, 34*(5), 208-218. doi: http://dx.doi.org/10.1016/j.appdev.2013.05.001

Examining 2022 survey responses, students agreed that Safe and Supportive program quality practices were more common than Interactive and Engaging practices (**Figure 7**).

Figure 7. Student Perspectives on Program Quality, 2022 (N=92)
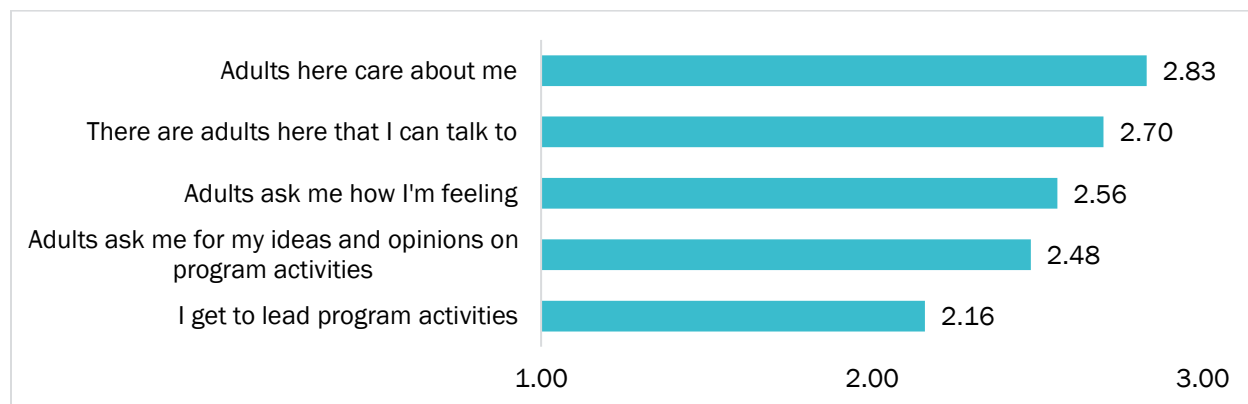
Scale: 1 = Not at all true; 2 = Somewhat true; 3 = Very true

In reviewing data from the PQA assessments scored by an external assesor during the 2021-2022 program year, there is a clear divergence of scores as the practices become more complex. **Figure 8** includes PQA domain scores for programs that participated in both a self- and externally-scored assessment in the 2021-2022 program year. While the difference in self- and external assessment scores is not uncommon given how the assessments are conducted (e.g., self-assessment scores are based on a consensus meeting, external assessors are required to pass reliability training), this finding suggests that enhanced training and discussion around identifying staff practices for scoring purposes may benefit all sites and support a greater shared understanding of high-quality programs across grantees. Scoring differences at the scale level can be found in Technical Appendix A.

Figure 8. 2021-2022 PQA Domain Scores for Self- and External Assessments
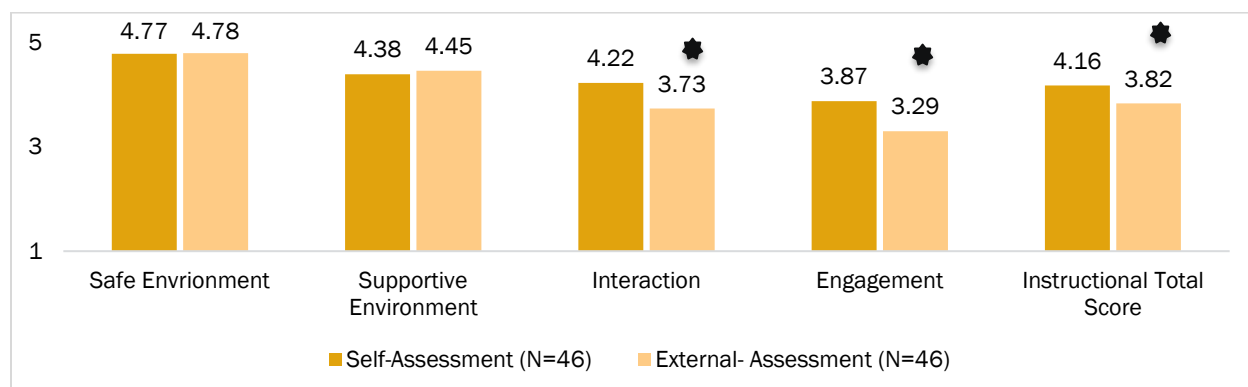
* Indicates significant mean differences.

Changes in self-assessment PQA scale scores from 2018-19 to 2021-22 were also examined to identify areas of consistent strength, areas needing improvement and areas showing change from prior to the COVID-19 pandemic (See **Table 7**). PQA scales with averages above 4.25 across years were identified as stable strengths in programming across this period. Scales that had averages consistently below 3.7 were identified as growth areas between program years. Other scales did not perform consistently over time, demonstrating some level of improvement or decline between the two program years. As suggested earlier, this comprehensive examination of both domain and scale scores both prior to and into the COVID-19 pandemic suggests that additional training and coaching on staff practices aligned to the Interaction and Engagement domains would support program quality improvements throughout OSDE 21 CCLC programs.

Table 7. PQA Strengths and Opportunities

	PQA Scales (Self-Assessment)
Strengths	Emotional Safety Healthy Environment Emergency Preparedness Accommodating Environment Nourishment Warm Welcome Session Flow Skill-Building Managing Feelings Adult Interactions (SAPQA Only) Responsibility
Significant Declines	Reframing Conflict Belonging
Growth Areas	Leadership Planning Reflection

Note: Scores are calculated across the network at two points in time; therefore, these network averages represent varying sets of programs, which could also cause shifts in scores.

Organizational Quality

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

Survey data from Program Directors/Site Coordinators, afterschool teachers/youth workers, families, and youth were collected each year to examine staff implementation of the Oklahoma 21 CCLC program model. Complemented by APR data regarding program activities, staffing and youth performance, survey responses about YPQI fidelity, instructional context, and youth experiences were analyzed to confirm that Oklahoma 21 CCLC programs had the necessary resources to provide positive developmental opportunities for all participating youth.

YPQI Fidelity

Implementation fidelity requires that grantee and site leaders establish clear policies and procedures that create a supportive work environment for afterschool staff to deliver high-quality programs. When staff were asked about their work environment, nearly all (99%) reported that supervisors were available to discuss program goals and priorities, as well as to encourage staff to be innovative and try new ideas (98%). This support translates into frequent staff collaboration, with nearly all (98%) afterschool staff reporting that they discussed best practices and common challenges with other staff and 99% collaborated to make program and activity decisions, meeting Objective 4.3 encouraging communication among staff and sites. Moreover, almost all Program Directors/Site Coordinators (99%) and Afterschool Teachers (99%) reported they were highly satisfied with their job, successfully achieving Objective 4.4.

Building on this strong foundation, staff are prepared to engage in the four core staff practices central to YPQI implementation: program quality assessment, data-driven improvement planning, coaching, and training. Fulfilling Objective 4.2, most staff reported high engagement in the YPQI process, confirming they participated in the assessment process, attended trainings to support instructional practice and data use, and received coaching during the 2021-2022 program year (see **Figure 8**). Importantly, when engagement was examined by position, Program Directors and Site Coordinators reported significantly greater participation in the YPQI process in comparison to afterschool staff.

Figure 8. Staff Engagement in YPQI Practices, 2022
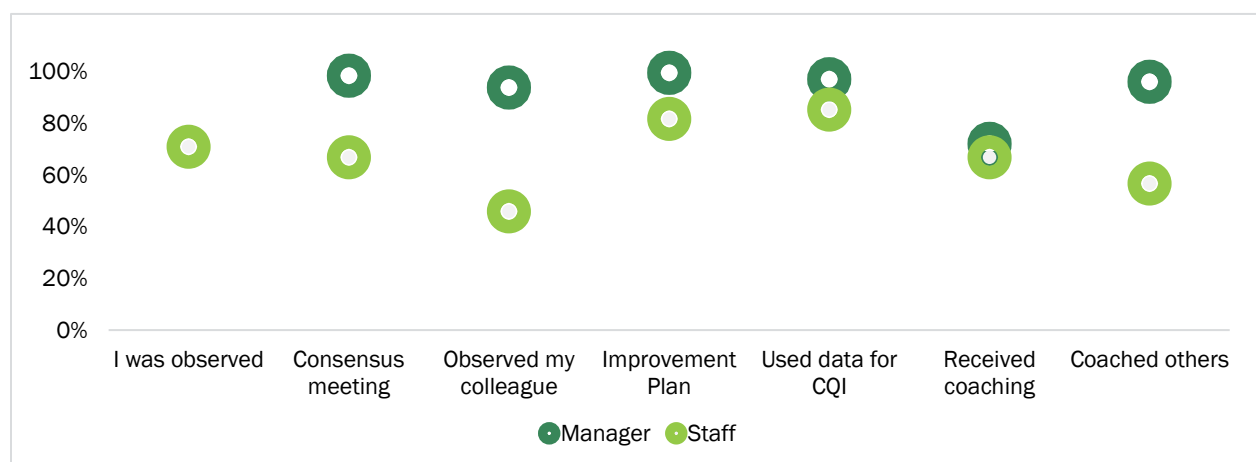
Additional questions were examined to understand the extent to which staff participated in the various training opportunities provided to support YPQI. The 2022 survey data showed that there was a noticeable difference in participation by position for the PQA Basics and the Planning with Data trainings, but participation was comparable across role for the other trainings offered over the course of the year (**Figure 9**). Moving forward, OSDE will partner with the Weikart Center to complete a more detailed review of training engagement data to better understand who is attending the trainings and efforts being made to share back learning with non-atendees.

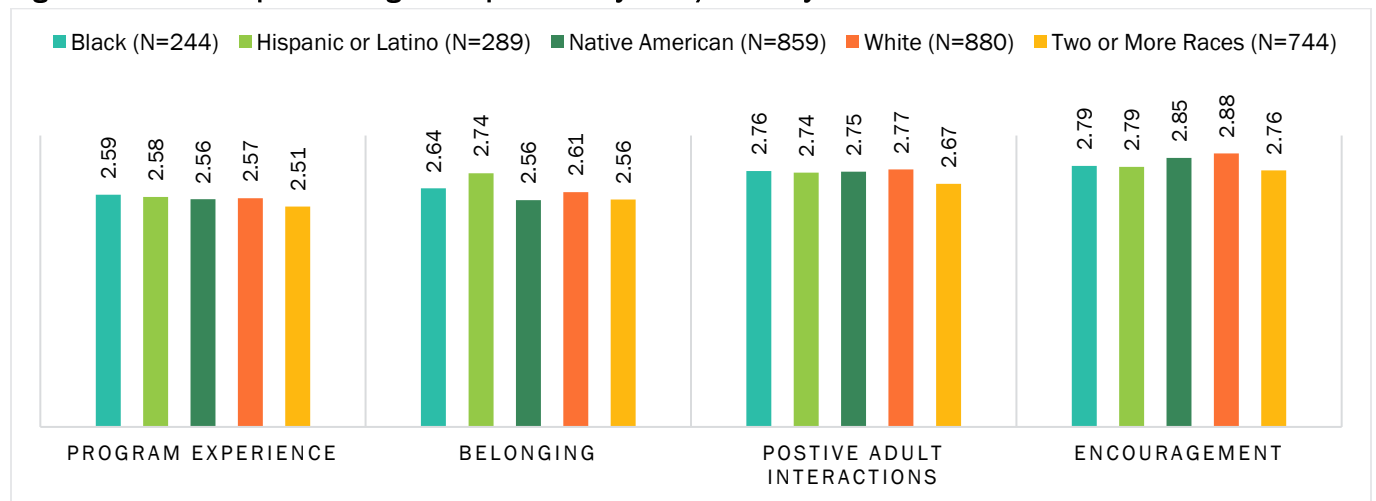**Figure 9. Staff Engagement in YPQI Trainings, 2022**

Equitable Access

Analyses conducted for the 2020-2021 evaluation of OSDE 21 CCLC programs suggested variable access to high-quality youth programming. Beginning this summer, the Weikart Center will begin exploring potential cultural differences in the scoring of the PQA and implications on the interpretation of program quality across racial-ethnic groups. For this year's evaluation report, youth reports of program experience were disaggregated by race-ethnicity to better understand subgroup differences in program quality. The Program Experience measure consisted of 12 survey questions and asked students to identify how true each statement was about their time in the program. Sample items included, "I get to try new things I have never done before," "I feel safe to speak up when I see others being treated unfairly," and "I get along well with other students here." While this was a global measure, there were also individual questions that were analyzed tied to Belonging, Positive Adult Interactions and Encouragement.

For each of these measures, a statistically significant difference was found across racial categories, suggesting there may be between-group differences (**Figure 10**). Further analysis demonstrated that students identifying as more than one race scored significantly lower than at least one other group on multiple measures. Though this finding signals potential subgroup differences, programs generally appeared to provide comparable program experiences based on student responses.

Figure 10: Youth Report of Program Experience by Race/Ethnicity

■ Black (N=244) ■ Hispanic or Latino (N=289) ■ Native American (N=859) ■ White (N=880) ■ Two or More Races (N=744)

	Black	Hispanic or Latino	Native American	White	Two or More Races
PROGRAM EXPERIENCE	2.59	2.58	2.56	2.57	2.51
BELONGING	2.64	2.74	2.56	2.61	2.56
POSTIVE ADULT INTERACTIONS	2.76	2.74	2.75	2.77	2.67
ENCOURAGEMENT	2.79	2.79	2.85	2.88	2.76

*Scale: 1=Not at all true, 2=Somewhat true, 3=Very true*
Given the limited size of the samples, scores for Multi-Racial and Middle-Eastern students were not included in this analysis.

Additional analyses were conducted on Staff and Manager self-reported data from the Leading Indicator surveys and site self-assessment PQA data to explore the relationship between organizational quality and program quality. No discernable trends were observed. Summary of associations can be found in Technical Appendix B.

External Relationships

Strong partnerships create opportunities for programs and students to build connections to the local community. For 21 CCLC programs, it is essential to establish a collaborative relationship with the local schools to ensure that students are receiving the types of supports needed to be successful during the school day. More than two-thirds of Grantee and site staff reported attending meetings to discuss linkages between the school day and program activities. Similarly, 85% of Grantee and site staff surveyed reported meeting with school-day staff to discuss the academic progress of individual students and 80% reported connecting parents with school-day staff and information to support wrap-around connections between the school-day, afterschool program, and home environment.

Additional data suggests that OSDE 21 CCLC programs are prioritizing connections with local businesses to support students' community service and awareness of local opportunities. For instance, 85% of staff report that students participate in learning activities within the local community and 75% of staff reported that students experience afterschool sessions provided by local businesses, community groups and youth-serving organizations who are not paid service vendors, fulfilling Objective 3.1.
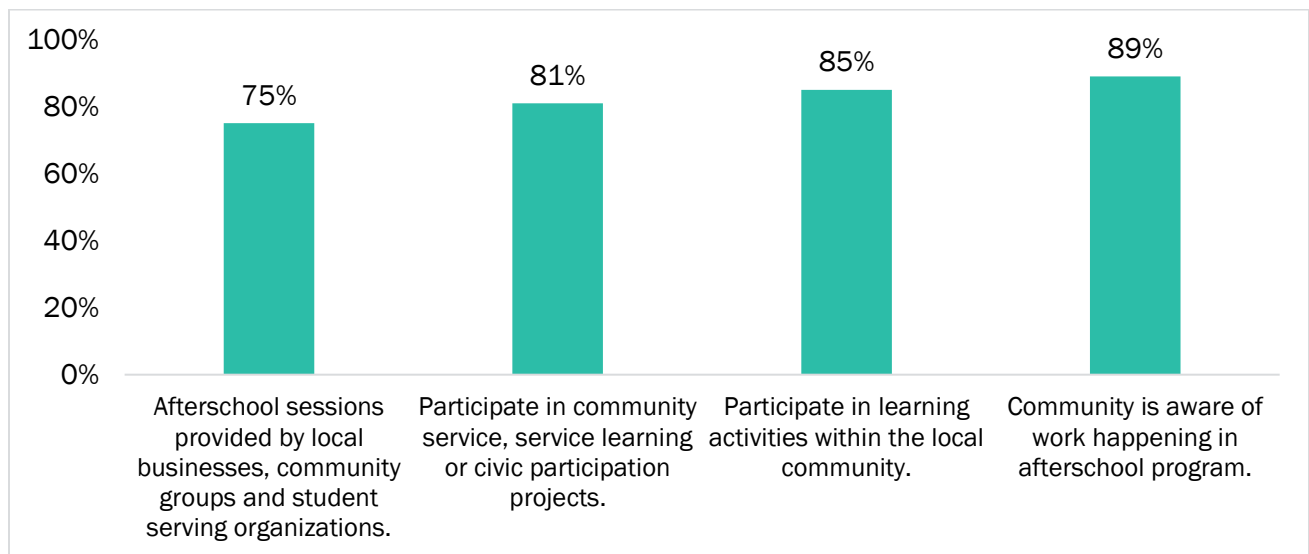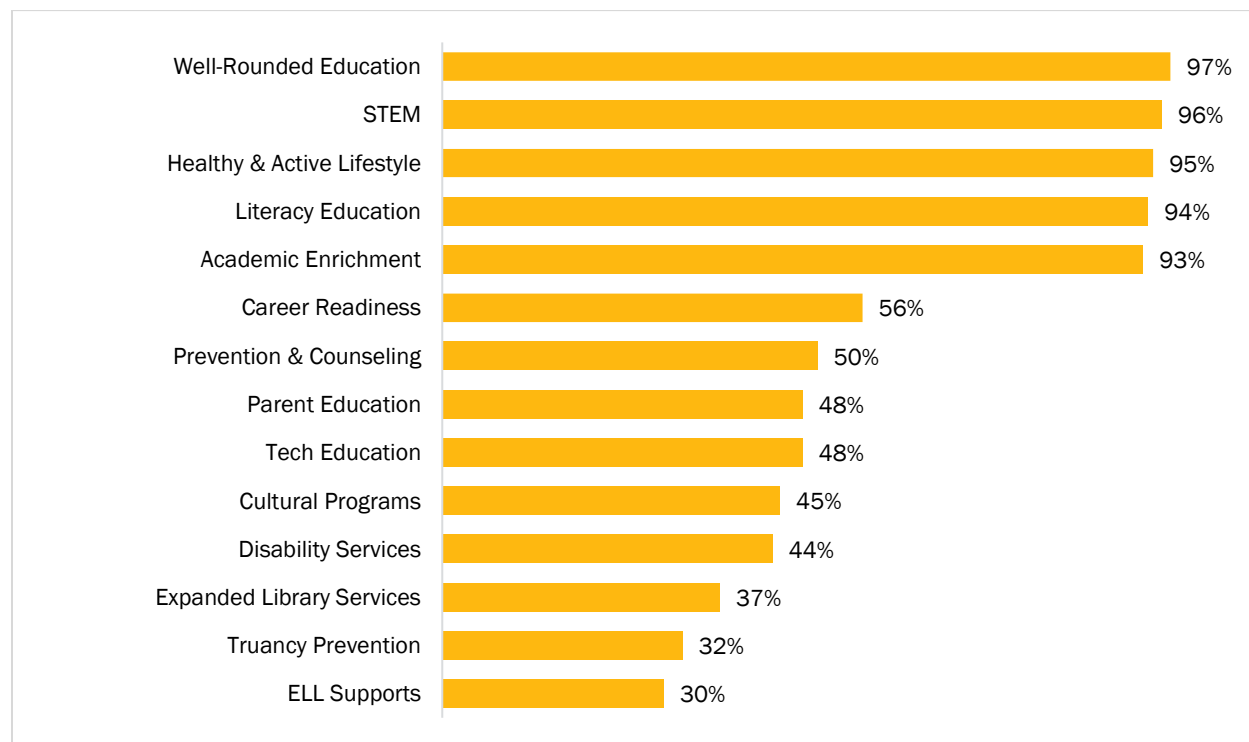
Engagement

The priorities of 21 CCLC funding are to provide students with academic and enriching activities that will promote program attendance so that more skill development can occur within the program and then transfer into school day success. Each term, staff reported on the different types of academic and enrichment activities that were offered, youth attendance, and the various family activities designed to deepen family engagement in student learning.

Program Activities

The priorities of 21 CCLC funding are to provide students with academic and enrichment activities that will promote youth skills aligned to school-day success. For each APR term, staff reported on the different types of academic, enrichment, and character education activities that were offered. The data show strong support for Objectives 2.2 and 2.3, with almost all sites offering a variety of academic and enrichment activities. Like previous years, sites prioritized academic activities, including Literacy Education, Academic Enrichment, and STEM, along with activities that fall into the "Well-Rounded Activities" category, like service learning, arts and music, and youth leadership programming, and Healthy & Active Lifestyle activities (**Figure 11**). In support of these program goals, most staff reported intentional efforts to provide students with new experiences (86%) and align academic content with youth interests (92%) as well align academic activities to support school learning (88%).

Figure 11. Program Activities, 2022

Activity	Percentage
Well-Rounded Education	97%
STEM	96%
Healthy & Active Lifestyle	95%
Literacy Education	94%
Academic Enrichment	93%
Career Readiness	56%
Prevention & Counseling	50%
Parent Education	48%
Tech Education	48%
Cultural Programs	45%
Disability Services	44%
Expanded Library Services	37%
Truancy Prevention	32%
ELL Supports	30%

Program Attendance

For the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year.[9] The 21 CCLC annual performance requirements track student participation for all students who have ever attended a program offering, not just regular attenders. During the 2021-2022 school year, the largest proportion of participating students attended their program between 90 and 179 hours (**Figure 12**). Importantly, in the Fall and Spring terms, nearly 20% of students only attended their program between 1 and 14 hours.

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

Figure 12. Program Attendance by Term, 2021-2022
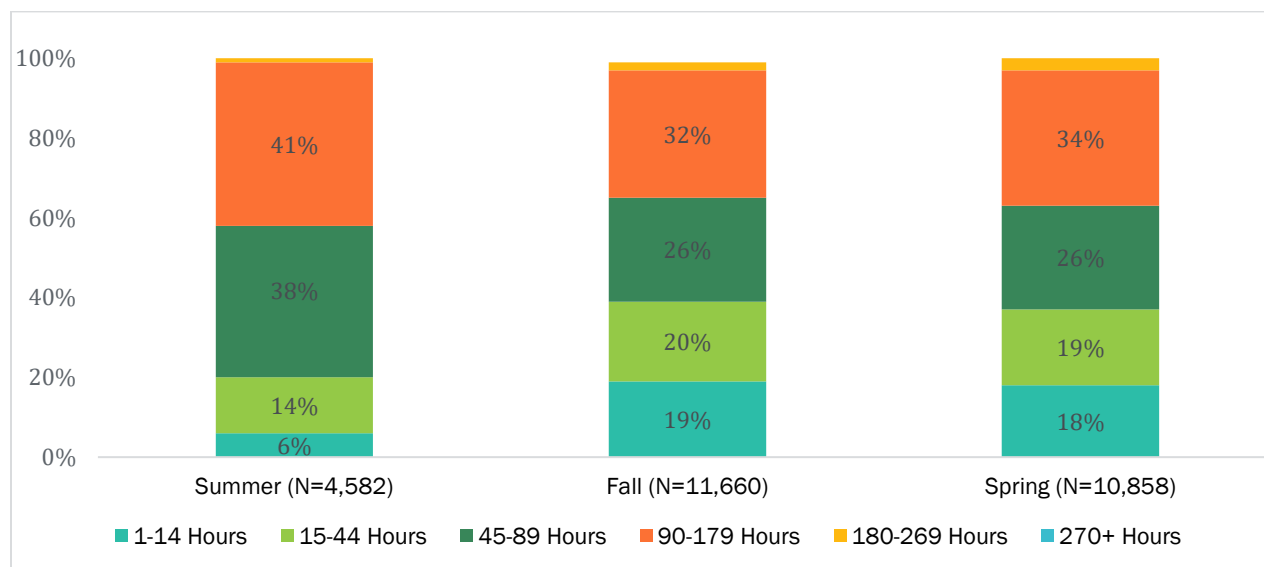
Additional analyses were explored to examine the relationship between self-assessed program quality and youth attendance. Small (i.e., r<.20) but statistically significant correlations between Supportive Environment, Interactive Environment, and Engaging Environment domains and attendance were found, meaning that students in programs offering higher-quality offerings had higher rates of attendance throughout the year (**Figure 13**). Additional analyses were conducted at the site level to explore the relationship between a site's average attendance and program quality and can be found in Technical Appendix C.

Figure 13. PQA Scores by Student Attendance, 2021-2022
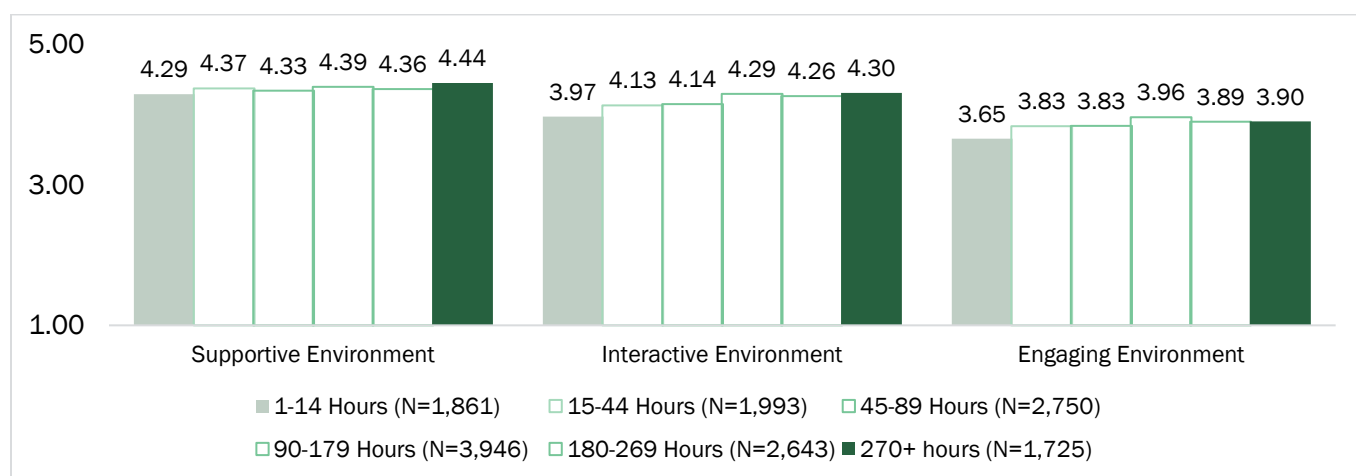
Participating students continued to report high levels of satisfaction with the activities offered and noted they were excited to attend the program, got along well with other students, were themselves, and tried new things (**Figure 14**).
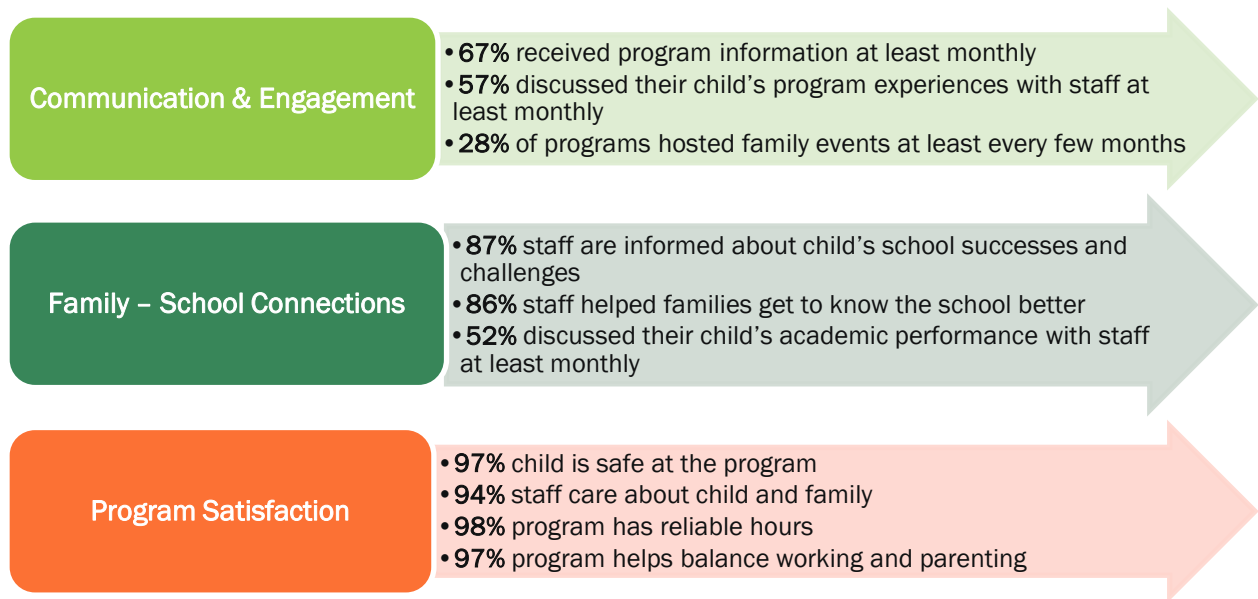
Figure 14. Student Satisfaction, 2022
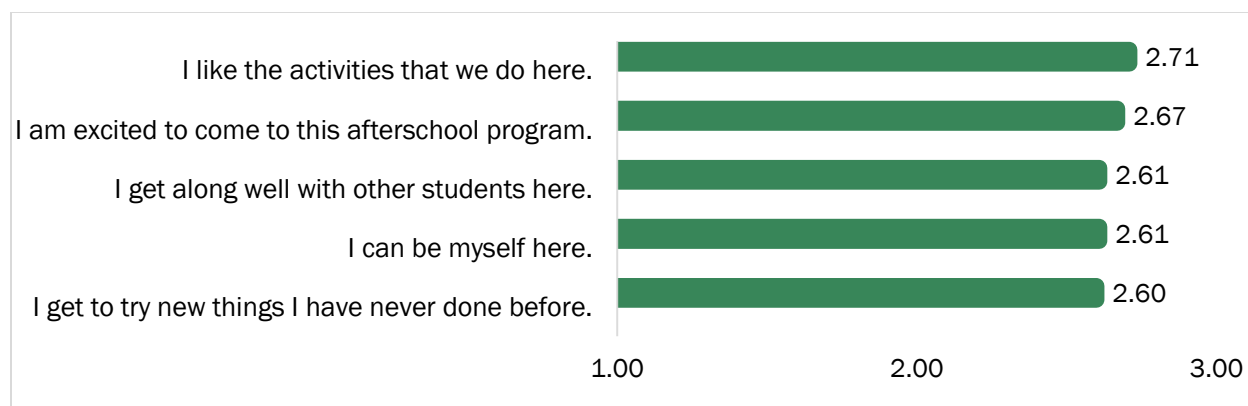
Scale: 1=Not at all true, 2=Somewhat true, 3=Very true
Analysis conducted at the site level.

Family Engagement

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth's academic success. In support of Objective 3.2, 47% of sites reported they provided family services throughout the year, with sites engaging an average of 46 families at each engagement. More than half of the families surveyed reported that they received information at home and/or attend a program meeting at least monthly, and 86% of families agreed that the program improved their connections to school day teachers and school content. Families also reported high levels of program satisfaction. Fulfilling Objective 3.3, almost all families surveyed voiced strong confidence in Oklahoma 21 CCLC programs and appreciated the reliability and convenience they offered families. Almost all families agreed that staff cared about their child and family (94%), that their child was excited to attend the program (97%), and that program staff were well informed of their child's progress in school (87%; **Figure 15**). Of note, 94% of caregivers agreed that there are program staff available at programs to talk to about their child, and 87% agreed that program staff can connect them to resources.

Figure 15. Family Engagement, 2022

Communication & Engagement	• **67%** received program information at least monthly • **57%** discussed their child's program experiences with staff at least monthly • **28%** of programs hosted family events at least every few months
Family – School Connections	• **87%** staff are informed about child's school successes and challenges • **86%** staff helped families get to know the school better • **52%** discussed their child's academic performance with staff at least monthly
Program Satisfaction	• **97%** child is safe at the program • **94%** staff care about child and family • **98%** program has reliable hours • **97%** program helps balance working and parenting

Skill Development

Instructional Rigor

The critical connection between high quality 21 CCLC programming and student academic achievement is the point-of-service interactions where staff practices are responsive to a student's individual needs. While self-assessment of program quality is a valued perspective, it is equally important to check in with students to see if their program experiences align with 21 CCLC program expectations. When asked about the instructional context and content provided during program activities, most students reported that the academic support provided, and instructional rigor of program activities was supportive of their academic development (**Figure 16**). These reports align well with staff agreement that time is spent doing homework (89%), and students (85%) reporting that program staff understand their homework and that they are able to complete their homework during programs hours.

Figure 16. Youth Reported Academic Support and Instructional Rigor, 2022

I get my homework done in this program.	85%
I like the activities that we do here.	91%
I get to try new things I have never done before.	89%
Adults here understand my homework and can help me when I get stuck.	85%
The activities that we do here make me think.	84%
I get my work done on time.	90%

Youth Skills

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

Youth attending Oklahoma 21 CCLC programs reported high levels of social and emotional skills, as did their caregivers, measured by an average response of somewhat true or very true across indicators. Satisfying Objective 1.2, on average, most families and students acknowledged youth strengths in their ability to make friends and ask for help when needed, as well as feeling good about themselves and standing up for others (**Figure 17**). Aligned with existing literature supporting the relationship between social and emotional skills and academic achievement[10], this data suggests that Oklahoma 21 CCLC students continue to develop skills that will help them be successful in school, work, and life.

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

Figure 17. Student Skill Development, 2022
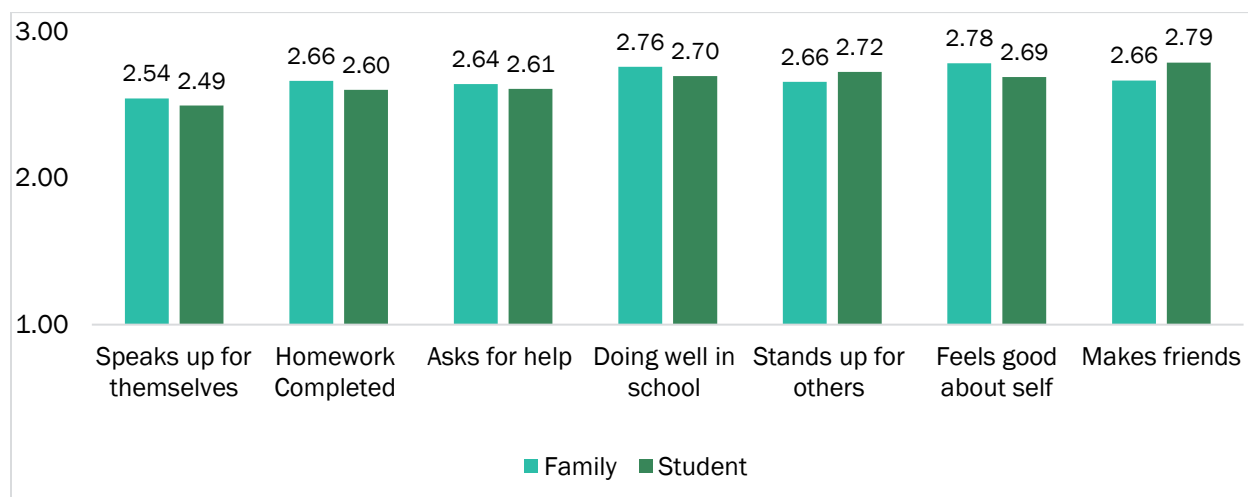
Scale: 1=Not at all true, 2=Somewhat true, 3=Very true

Transfer Outcomes

Given that 100% of programs reported devoting substantial time to academic activities, 21 CCLC programs play a significant role in students' academic achievement. A summary of academic outcomes reported for Government Performance Results Act (i.e., GPRA) can be found in **Table 9**, with definitions of metrics found in **Table 8**. Generally, students with higher attendance in 21 CCLC programs had stronger academic outcomes. Specifically, as outlined in Objective 1.1, program participants demonstrated increased performance on the State Assessment Proficiency Tests in reading and mathematics. For the 2021-2022 program year, 87% overall improved their assessment scores in ELA. 92% overall improved their assessment scores in Math.

Table 8. GPRA Definitions of Academic Outcomes, 2022

Metric	Definition
Math and ELA assessment scores	Percentage of students in grade 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.
GPA	Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.

School Day Attendance	Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.
Behavior	Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
Student Engagement in Learning	Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.

Table 9. Student Academic Outcomes, 2022

	1-14 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours
Math	85%	85%	86%	87%	90%	91%
ELA	91%	92%	91%	92%	91%	93%
GPA	61%	60%	65%	63%	68%	59%
School Day Attendance	69%	69%	76%	78%	83%	81%
Behavior	Did not Meet Criteria					
Student Engagement in Learning	90%	93%	93%	92%	93%	92%

* Highlights indicate highest scoring attendance band.

Recommendations

In response to these overall trends among Oklahoma 21 CCLC programs and to guide recovery efforts from the COVID-19 pandemic, the following recommendations are offered:

❖ **Utilize training and coaching supports to promote higher-order aspects of positive youth development programming.**

In reviewing self-assessments, all PQA domains received an average score of 3 or higher, meaning most quality instructional practices were observed some of the time and/or for some of the students. Instructional practices within the Safe Environment and Supportive Environment domains were strongest, with staff practices reported within the Interactive Environment and Engaging Environment domains demonstrating lower scores. In reviewing a level deeper – at the scale level – select practices within the Interactive and Engaging Environment domains scored consistently low since the 2018-2019 program year, prior to the COVID-19 pandemic. Student survey data agreed with these trends observed in the PQA data.

Higher order aspects of positive youth development programming, as articulated in the scales of the Interaction and Engagement domains in the PQA, include providing young people with opportunities for collaboration, planning, choice, and reflection. Although incorporating these elements into programming may not be intuitive, with some ideas and intentionality, they can be readily incorporated into 21 CCLC programs and promote deeper learning and engagement in young people. Simple ideas for helping young people reflect on their learning, make choices, or plan their activities are taught in the Weikart Center's Planning and Reflection workshop and can take up minimal program time. Other workshops such as Building Community or Cooperative Learning provide practical ideas that can improve scores in the Interactive domain. Engaging direct staff in relevant professional development opportunities is ideal, but managers can also utilize staff meetings or brief coaching interchanges to provide staff with easy ways to increase young people's opportunities for constructive collaboration, leadership, and engaging in higher order thinking skills.

❖ **Review training efforts tied to the scoring of PQA self-assessments to ensure scores are valid and reliable.**

With the variation in PQA scores given for the same programs on their self-assessment and external assessment, opportunities for continued calibration over the course of the year, beyond the initial training, would be beneficial. While external assessments and self-assessments may capture staff practices at different points of time and self-assessment scores capture practices in a wider scope of offerings, it's worth noting the discrepancies in scores provided, especially for higher-order aspects of youth programming. It may be that these higher order practices are happening *sometime*s and being reflected in higher self-assessment scores, but not happening in every program offering or the offering observed by an external assessor. It also may be staff are less skilled than external assessors in accurately recognizing variation in some of the higher order practices, as they have had less training and experience with them. Our experience is that when staff have more training on scoring the tool and/or have more professional development training on how to implement practices

within a particular domain, the self-assessment scores tend to move close to external assessment scores.

❖ **Promote the relationship between engaging programs and student attendance, emphasizing the connection to stronger academic outcomes.**

In reviewing student attendance hours for both the Fall and Spring terms, nearly 20% of students are participating for fewer than 15 hours. The largest group of students fell into an hourly attendance bracket of 90-179 hours for each of the spring and fall terms, which translates to 6-12 hours/week or around 1-2.5 hours/day, assuming a 15-week term.

Significant associations between student attendance and program quality scores suggest that programs with higher-quality offerings more deeply engage students who then attend at higher levels. Moving forward, it may be helpful to review which sites have the lowest attendance and develop informal data collection opportunities to hear from low-attending students around why they engage less frequently. If early in the year, this could reveal opportunities for programs to remove barriers to attendance or improve program practices that make participation more appealing to youth. Students responding to the survey at the end of the year are satisfied with program offerings; however, earlier, more targeted data collection in programs with lower attendance could provide actionable data mid-course, granting new opportunities for deepened engagement and stronger youth outcomes.

Further, for the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year.[11] Generally, students are improving on their academic outcomes. Trends in academic outcomes favor high-attending students and continue to underscore the importance of student engagement and its eventual translation to stronger programmatic outcomes.

Importantly, all findings drawn from attendance and academic data should be interpreted with caution given the COVID-19 pandemic. These findings will be reassessed in future reports for replication, with the expectation that they will strengthen given more typical programmatic circumstances.

❖ **Deepen family engagement efforts to better communicate the academic goals of 21 CCLC to caregivers.**

Families who completed surveys reported high program satisfaction; however, within their responses, the rates of communication and opportunities for engagement could be improved. Around half of families did *not* report discussing their child's program experience at least monthly with program staff, and similarly half did *not* report discussing their student's academic performance

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

at least monthly. Families agree that the program is safe, reliable, and provides childcare benefits. The opportunity here includes deepening communication efforts with families to familiarize them with the academic goals of the program and to create opportunities to work in partnership with families to prioritize and reach students' learning goals.
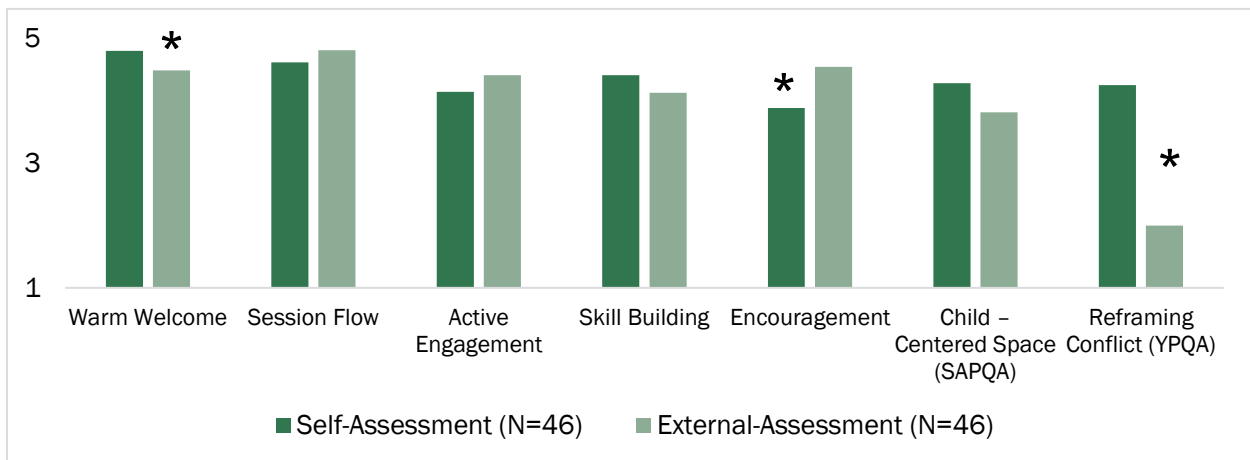
Technical Appendix A

PQA scale scores were reviewed for programs that participated in both a self- and externally-scored assessment in the 2021-2022 program year.

Table 1. Safe Environment Self versus External Assessment, 2022
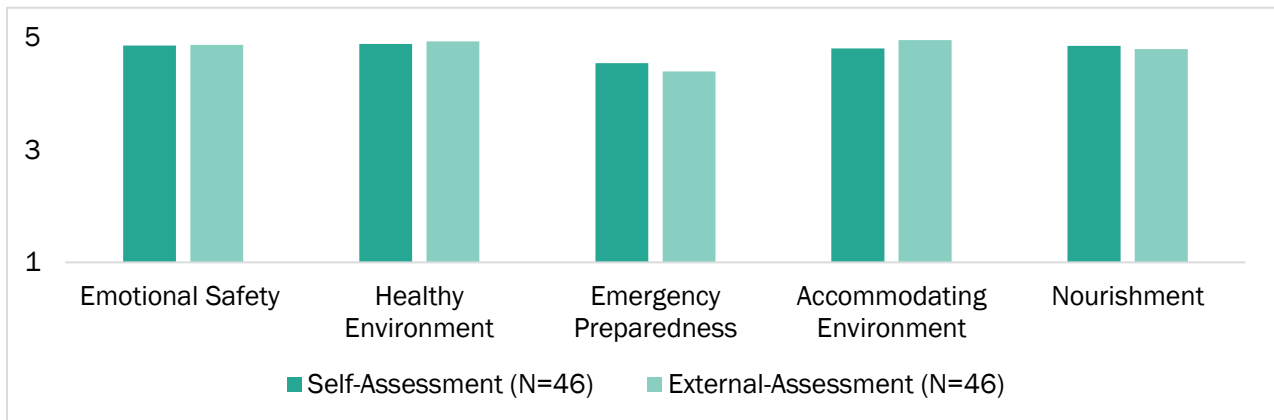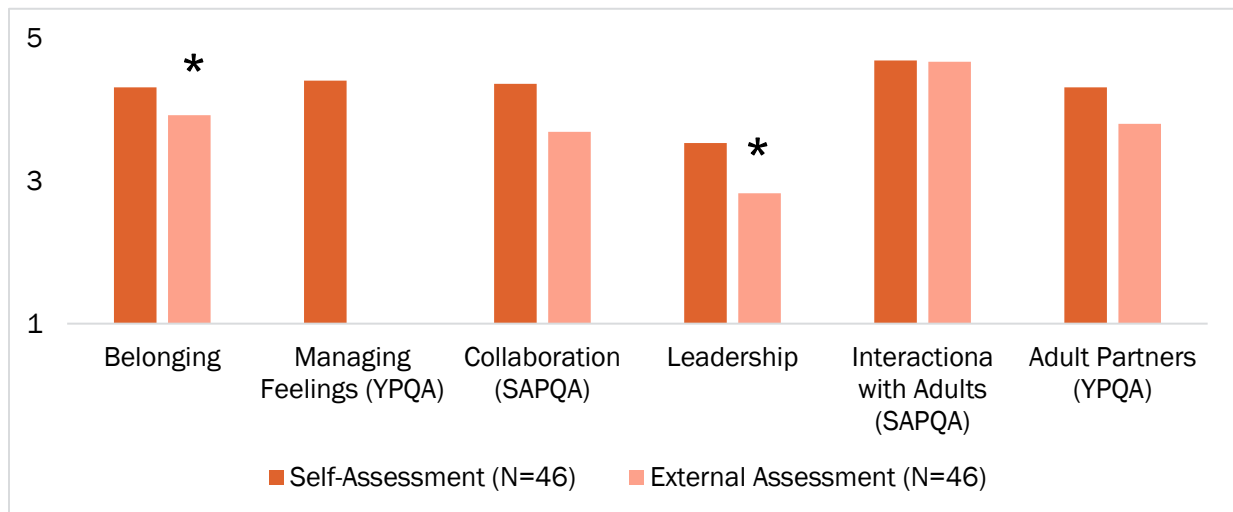

* Indicates significant mean differences.

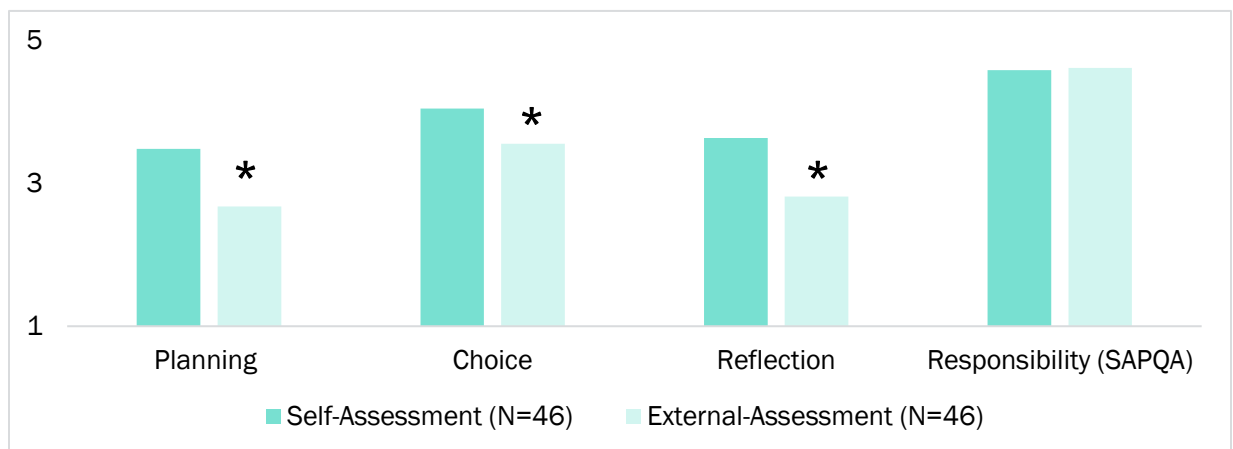Table 2. Supportive Environment Self versus External Assessment, 2022

* Indicates significant mean differences.

Table 3. Interactive Environment Self versus External Assessment, 2022

* Indicates significant mean differences.

Table 4. Engaging Environment Self versus External Assessment, 2022

* Indicates significant mean differences.

Technical Appendix B

Correlation analyses were conducted to determine if there was an association between measures of Organizational Context and Program Quality. Analyses were conducted from Staff and Manger self-reported data on the Leading Indicator survey and site self-assessment PQA data during the 2021-2022 program year. Domain-level associations are displayed in the table, as well as scales with significant associations.

Table 1. Correlation Analyses Depicting Relationship between Organizational Context and Program Quality, 2021-2022

	Safe Environment Domain	Supportive Environment Domain	Interactive Environment Domain	Engaging Environment Domain	Child-Centered Spaces (SAPQA)	Leadership	Adult Partners (YPQA)
Org Practice S	0.125	0.135	.161*	0.120	.243*	.185*	.350**
Org Practice M	0.134	0.138	0.112	0.070	.245**	.166*	0.236
Org Values S	0.122	0.080	0.033	0.016	.227*	0.012	0.254
Org Values M	0.122	0.080	0.033	0.016	.227*	0.012	0.254
Org Experience S	0.010	-0.006	-0.011	-0.018	0.055	0.026	0.070
Org Experience M	0.066	0.065	0.047	0.042	0.121	0.054	0.187

Note: S denotes Staff surveys. M denotes Manager surveys. All domains captured in table; scales with significant associations summarized in table.

Technical Appendix C

ANOVA models were conducted to assess whether there were significant mean differences between attendance categorical groups and PQA scales or domains. Four categorical attendance groups were utilized based on site-level average attendance bands of 15-44 hours, 45-89 hours, 90-179 hours, and 189-269 hours. Self-assessment PQA data was then used to examine whether there were significant mean differences between sites by attendance category. Mean difference in self-assessment PQA data were significant in the Managing Feelings scale. No other significant mean differences were observed.

Table 1. Comparison of PQA Self-Assessment Score Means for Site Groupings by Average Attendance

	Attendance Groups					
	15-44 Hours (N=6)	45-89 Hours (N=17)	90-179 Hours (N=57)	180-269 Hours (N=12)	ANOVA	Sig. Contrast
Managing Feelings	4.75	5.00	4.80	4.96	$F(2, 42) = 3.690$, $p = .033$	*45-89 hours < 90-179*