David P. Weikart
Center for Youth
Program Quality

Oklahoma 21st Century Community Learning Centers Statewide Evaluation

2012-2013 Annual Report
Report to the Oklahoma State Department of Education

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The David P. Weikart Center for Youth Program Quality is a division of The Forum for Youth Investment.

Oklahoma 21st Century Community Learning Centers Statewide Evaluation Report: 2012-2013 Annual Report

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Introduction

In 2002, the No Child Left Behind Act (NCLB) was reauthorized and the responsibility for distributing federal funding regarding 21st Century Community Learning Centers (CCLC) was shifted to each state. These dollars are intended to fund afterschool programs that are located in high poverty areas or in low-achieving schools. Grants are awarded to applicants whose main goals are to increase academic achievement, provide additional enrichment activities, and provide literacy and educational services for the parents of youth who attend the afterschool programs (United States Department of Education, 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 the Profile and Performance Information Collection System (PPICS), 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 128 different grantees serving approximately 17,600 youth per year (Afterschool Alliance, 2013; Oklahoma State Department of Education, 2014)).

During the 2012-2013 program year, nine new grantees were awarded bringing the total number of grantees receiving funding to 61. These 61 grantees, representing 107 different sites/centers would split the approximately $11.8 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 - 2012-2013 Program Evaluation Component Timeline

Date/Time	Activities
September 13-14, 2012	OSDE Grantee Orientation Kickoff
January 23 & 25, 2013	PPICS Webinars: Grantee Profile & Data Management Spreadsheet
February 1, 2013	Due Date: Grantee Profile Updated/Completed in PPICS
March, 2013	Surveys Administered
April, 2013	PPICS Annual Performance Report (APR) Opens
May 10 &13, 2013	PPICS Webinars: APR & Data Management Spreadsheet
May 31, 2013	Due Date: Operations, feeder schools, and partners data due in PPICS
May 31, 2013	End of program year – last day of data collection for the 2012-2013 program year
June 1, 2013	Beginning of 2013-2014 program year
June 30, 2013	Due Date: Attendance, Staffing, and Activities data due
August, 2013	Due Date: State Assessment Data due
September, 2012	Leading Indicator Reports Created
Fall-Winter, 2013/14	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 implementation[1]. 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. Another program self assessment is conducted to assess where gains were made and to look to other areas that may need attention, thus returning to the beginning of the continuous Program Quality Improvement cycle.

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

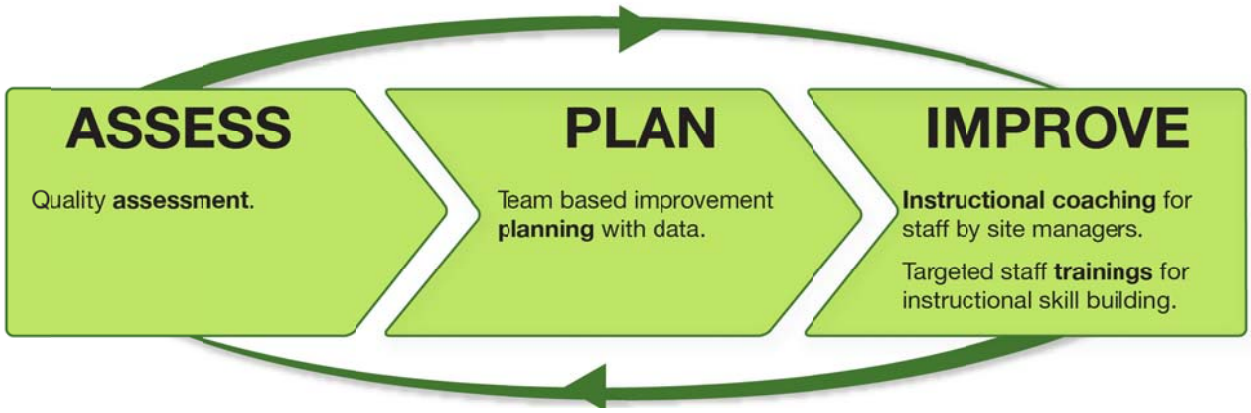


Table 2 presents a complete timeline of the services and supports regarding the Program Quality Improvement component.

Table 2 – 2012-2013 Program Quality Improvement Component Timeline

Date/ Time	Activities
September 13-14, 2012	OSDE Grantee Orientation Kickoff
October 9-11, 2012	Live Youth PQA Basics/Plus Training: Online training also available
October 2012 – January 2013	Site Self Assessment Teams conduct program self assessment and receive external assessment (year one and year three grantees)
November 2012 – January 2013	YPQA External Assessor Refresher Webinar
November 2012	Base Camp 2012 event – Youth Work Methods Trainings
December 2012 – January 2013	Self Assessment Check-in webinars
January 25, 2013	Due Date: All PQA data due in Scores Reporter
February 12-13, 2013	Live Planning with Data Workshops
February, 2013	Improvement Planning Webinars
March 1, 2013	Due Date: Program Improvement Plans due in Scores Reporter
March 25-29, 2013	Improvement Stage Webinars

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, Akiva, Sugar, Lo, 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 15-38 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, Akiva, Sugar, Lo, 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; Fralicx & Raju, 1982; Smith, Akiva, Sugar, & Hallman, 2012). Appendix A provides descriptive information and reliability evidence for the Oklahoma 2012-2013 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).

With completion of the third year of data collection, we are for the first time able to analyze change in program site performance over multiple years. In Figure 20 we describe patterns of change over sequential years on the 13 composite indicators. In Appendix B we examine change over time on the twenty-two program quality measures and seven student outcome measures that make up the composite indicators. These preliminary analyses and findings are a prelude to more extensive analyses that will be conducted in spring 2014. The primary evaluative emphasis of the Leading Indicator method is focused on performance of individual sites. For this reason, the findings for over-time change in performance provided in Figure 20 and Appendix B are presented in terms of the proportion of sites demonstrating specific patterns of change.

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

Grantee Director/Site Coordinator Survey & Sample

In many 21st CCLC systems across the United States, a grantee would typically oversee multiple sites (or locations where programming is offered), each of which is managed by a site coordinator who is responsible for the daily operations of programming and staff supervision. Conversely, the 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 mid-March through the first week of May 2013. 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 114 grantee directors and site coordinators responded to the online survey, representing 96% of the 107 Oklahoma 21st CCLC sites. Table 3 below displays characteristics of grantee directors and site coordinators. The majority of respondents had a Master's degree, were white females, and 81% were certified teachers. The average number of hours worked per week was 17.6 and grantee directors and site coordinators worked for approximately 10.2 months out of the year.

Table 3 – Grantee Director/Site Coordinator Survey Respondent Characteristics

Characteristics	N=114
Average years of experience at site in any capacity	4.8
Average years of experience at site as Site Coordinator	3.6
Education Level	
Less than high school diploma/GED	0%
GED/High School diploma	1%
Some college, no degree	7%
Associate's Degree	3%
Bachelor's Degree	22%
Graduate program but no degree yet	3%
Master's Degree	65%
Doctorate	0%
Other professional degree after BA	0%
Teaching Certification	81%
Average months worked per year	10.2
Average hours worked per week	17.6
Gender	22% male
Race	
White	82%
African American	3%
Native American	21%
Hispanic	3%
Arab American	0%
Asian	1%
Other Race	0%

Afterschool Teacher/Youth Worker Survey

The Afterschool Teacher/Youth worker survey consisted of 42 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 also administered mid-March 2013 through the first week of May via Qualtrics, an online survey program. 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 894 afterschool teachers and youth workers responded to the online survey, representing responses from 98% of Oklahoma 21st CCLC grantees. Table 4 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 and a

half years and the majority of staff had either a Bachelors' or Master's degree. Approximately 69% of staff were certified school-day teachers and white females. The majority of staff worked 8.5 months out of the year and approximately 8.5 hours per week.

Table 4 – Afterschool Teacher/Youth Worker Survey Respondent Characteristics

Characteristics	N=894
Average years of experience at site	3.5
Education Level	
Less than high school diploma/GED	4%
GED/High School diploma	8%
Some college, no degree	10%
Associate's Degree	4%
Bachelor's Degree	43%
Graduate program but no degree yet	5%
Master's Degree	24%
Doctorate	1%
Other professional degree after BA	0%
Teaching Certification	69%
Average months worked per year	8.5
Average hours worked per week	8.5
Gender	12% male
Race	
White	81%
African American	3%
Native American	20%
Hispanic	3%
Arab American	0%
Asian	0%
Other Race	39%

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 (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 2,990 youth in fourth through twelfth grade completed a survey, representing responses from 94% of Oklahoma 21st CCLC sites. Table 5 presents demographic information for the youth in this sample. The average age of youth in the 21st CCLC programs was 11.6 years old and the average grade in school was sixth grade. Forty-eight percent of youth were male,58% reported they were white, 30% reported they were Native American, 14% reported

Hispanic, 10% reported they were African American, 7% reported "other", 4% reported Arab American, and 2% reported being Asian.

Table 5 – Youth Survey Respondent Characteristics

Characteristics	N=2,990
Average Age	11.6
Average Grade	5.8
Gender	48% male
Race (check all that apply)	
White	58%
Native American	30%
African American	10%
Hispanic	14%
Arab American	4%
Asian	2%
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. New this year, 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 2,605 parents completed a survey, representing responses from 92% of Oklahoma 21st CCLC sites. Table 6 displays information for the parent sample from 2012-2013 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. Twenty percent of respondents were male, while 62% reported white as their race, 24% reported Native American, 10% reported Hispanic, 6% reported African American, 2% reported Asian, and 1% reported "other."

Table 6 – Parent Survey Respondent Characteristics

Characteristics	N=2,605
Average Age	
25 or less years old	6%
26-30 years old	18%
31-35 years old	28%
36-40 years old	20%
41-44years old	12%
46-50 years old	8%
51-55 years old	4%
56-60 years old	3%
61-65 years old	2%
66 or more years old	1%
Education	
Less than high school diploma/GED	12%
GED/High School diploma	27%
Some college, no degree	26%
Associate's Degree	12%
Bachelor's Degree	16%
Graduate program but no degree yet	2%
Master's Degree	4%
Doctorate	2%
Other professional degree after BA	0%
Race (check all that apply)	
White	62%
African American	6%
Native American	24%
Hispanic	10%
Arab American	0%
Asian	2%
Other Race	1%
Gender	20% male
Income	
Less than $10,000	8%
$10,000 to $19,999	16%
$20,000 to $29,999	18%
$30,000 to $39,999	17%
$40,000 to $49,999	11%
$50,000 to $59,999	7%
$60,000 to $69,999	6%
$70,000 to $79,999	5%
$80,000 to $89,999	4%
$90,000 to $100,000	3%
More than $100,000	5%
If federal funding for this afterschool program stopped, would you be willing to pay a fee for afterschool services?	50%
If federal funding for this afterschool program stopped, would you be able to pay a fee for afterschool services?	43%

Program Quality Assessment

The *Youth Program Quality Assessment* (Youth PQA) and the *School-Age Program Quality Assessment* (School-Age PQA) are observation-based measures 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, Akiva, Sugar, Lo, 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 s*elf* 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 discuss their observations and come to a consensus on the score for each item on the PQA.

Program quality *external* assessments were also conducted for a subset of 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 2012 and January 2013, a total of 65 self assessments with the Youth PQA and 95 self assessments with the School-Age PQA were conducted, representing 86% of all sites. Also between October and January, a total of four external assessments using the Youth PQA and seven external assessments using the School-Age PQA were conducted, representing 100% of all second-year grantees.

Profile and Performance Information Collection System (PPICS)

The information extracted from PPICS and included in this report represents recruitment and retention information, program attendance information, student progress on academic achievement, and community partnerships.

The evaluation contractor provided technical assistance to grantees needing to fulfill data submission requirements via the online PPICS system. Grantees were asked to submit or update their grantee profile and their operations, activities, partners, and feeder school information under the annual performance report in PPICS, with assistance from evaluation contractor staff. Conversely, the evaluation contractor submitted the staffing, attendance, and impact category for regular attendees (state assessment cross year) in PPICS 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 7 highlights key program characteristics of the grantees in this sample. During the 2012-2013 program year, there were 61 different grantees across the state of Oklahoma representing 107 different sites (i.e., spaces where afterschool programming was in operation). These 61 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 and the average number of active community partners was over eight partners per grant. Approximately 38% of activity hours offered during the school year focused on academic related content, and approximately 30% during the summer (for those operating during the summer). According to grantees at the beginning of the program, the average anticipated enrollment was 142 students, while the actual number of students served was 163. It is also important to note that 23% of grantees are serving 75% or less of their original anticipated number of students served, as indicated in their Grantee Profile. The average number of students who

attended less than 30 days was 65 compared to the average of 98 students who attended 30 days or more (regular attendees).

Table 7 – Oklahoma 21st CCLC Grantee Program Characteristics

Program Characteristics	N=107
Operations	
Number of sites/centers operating during the school year only	28
Number of sites/centers operating during both the summer and school year	79
Partners	
Average Number of Community Partners	8
Time on Academics	
Average number of activity hours spent on academics during the school year	5
Average number of activity hours spent on academics during the summer	6
Recruitment and Retention	
Ratio of anticipated to actual students served	142:163
Ratio of students attending 30 or more days to students attend 30 days or less	98:65

Table 8 – Oklahoma 21st CCLC Regular Attendee Academic Achievement*

Academic Achievement	
Reading Proficiency	
30-59 days	(n=1213)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	64.5%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	12.9%
60-89 days	(n=942)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	63.3%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	14.1%
90+ days	(n=1341)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	62.8%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level	14.1%
Math Proficiency	
30-59 days	(n=1231)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (30-59 days)	60.8%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	9.5%
60-89 days	(n=923)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (60-89 days)	59.4%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	13.1%
90+ days	(n=1346)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (90+ days)	57.8%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level	13.1%

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

Table 8 highlights academic achievement data for students who had test score data available for both the 2011-2012 and the 2012-2013 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. These numbers hover at approximately 61 percent. Data is also presented for students who moved from the Unsatisfactory or Limited Knowledge proficiency level to the Proficient or Advanced proficiency levels. These numbers hover around 11 percent.

Findings/Results

The following section presents findings from the 2012-2013 Oklahoma 21st CCLC Statewide Evaluation conducted by the evaluation contractor. The 2012-2013 program year marks the third 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, 2012-2013 program data is presented alongside 2010-2011 and 2011-2012 program data.

The inclusion of 2010-2011 and 2011-2012 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.
- Average scores for all individuals within a site are only meaningful if individual scores are similar. If there is wide variation within sites, then average scores are hard to interpret. In future years, we plan to report coefficients for within-site variation and this method will be developed.
- 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.

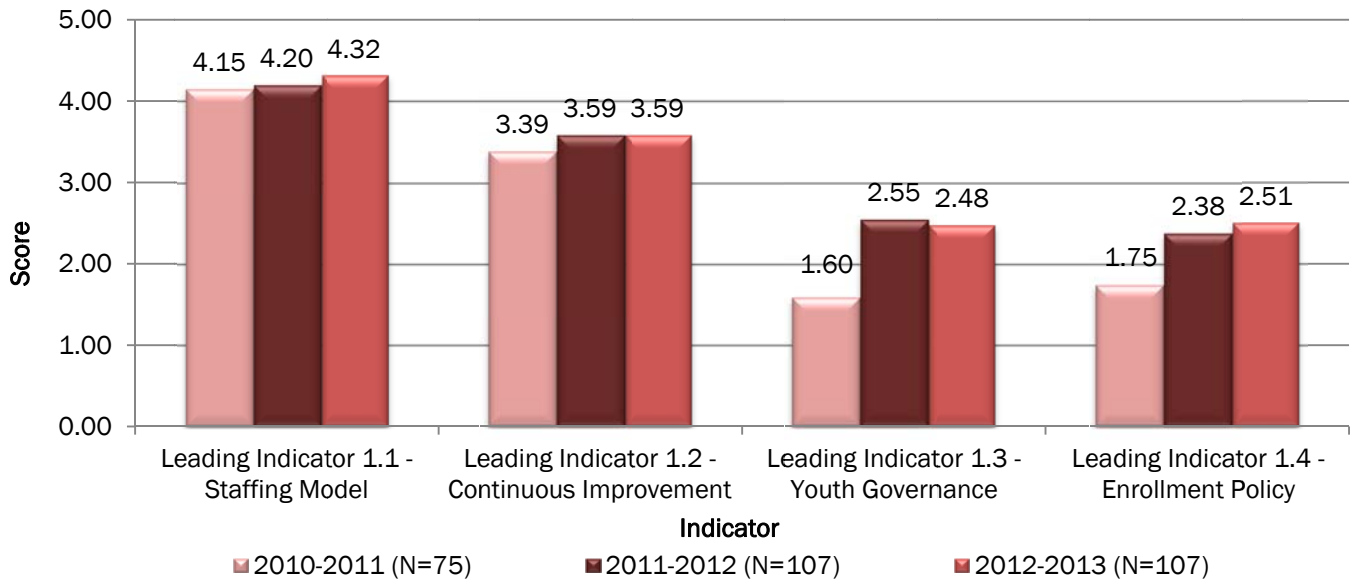
The inclusion of multi-year data is aimed at driving deeper and more critical thinking, investigation, and question-raising to support lower stakes decision making about program improvement.

All summaries of data tables and figures described below are predicated upon 2012-2013 program year data only. Data representations for the 2010-2011 and 2011-2012 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 and 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 relatively 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, which is an indication that opportunities for youth to participate in important decision-making roles is not as present in Oklahoma 21st CCLC program sites. 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 as well as asking *about* middle school and high school age youth.

Enrollment Policy is the lowest scoring Leading Indicator within organizational context, signaling that the intentional efforts to target low-income at-risk youth, a primary purpose of the 21st CCLC funding stream, could use improvement. Also worth noting, further iterations of the grantee director/site coordinator survey may warrant revision or further specification on the intent of these questions.

Leading Indicator 1.1 – Staffing Model

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

Figure 3 – Leading Indicator 1.1 Staffing Model: Scale Scores

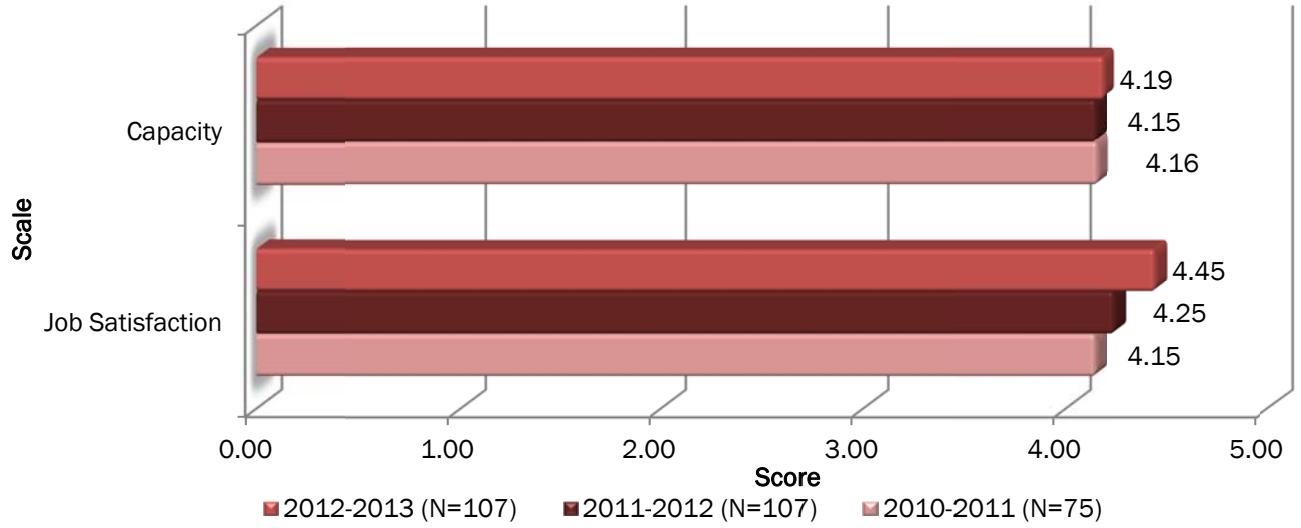


Table 9 – Capacity Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Capacity	**4.16**	**4.15**	**4.19**
Staff come to the program with adequate training or experience	4.04	4.29	4.14
Staff stay at our program for a long time	4.44	4.29	4.42
We have enough staff and/or student-to-staff ratios are good	4.39	4.56	4.49
New staff get an adequate orientation	4.17	4.00	3.99
Staff have enough time to attend meetings or do planning	3.54	3.50	3.74
Staff are designing and delivering activities consistent with program goals and objectives for students	4.36	4.27	4.35

Data Source: Grantee Director/Site Coordinator Survey

Table 10 – Job Satisfaction Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Job Satisfaction	**4.15**	**4.25**	**4.45**
In most ways, this job is close to my ideal	4.00	4.16	4.17
The condition of my current job is excellent	4.22	4.37	4.37
I am satisfied with this job	4.36	4.35	4.29
If I could change my career so far, I would not change anything	4.02	4.11	4.17

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

Key Points:

- Grantee directors and site coordinators report that they have enough staff and the student-to-staff ratios are good, but may also feel that staff do not have enough time to attend meetings or do planning or that new staff have an adequate orientation.
- 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

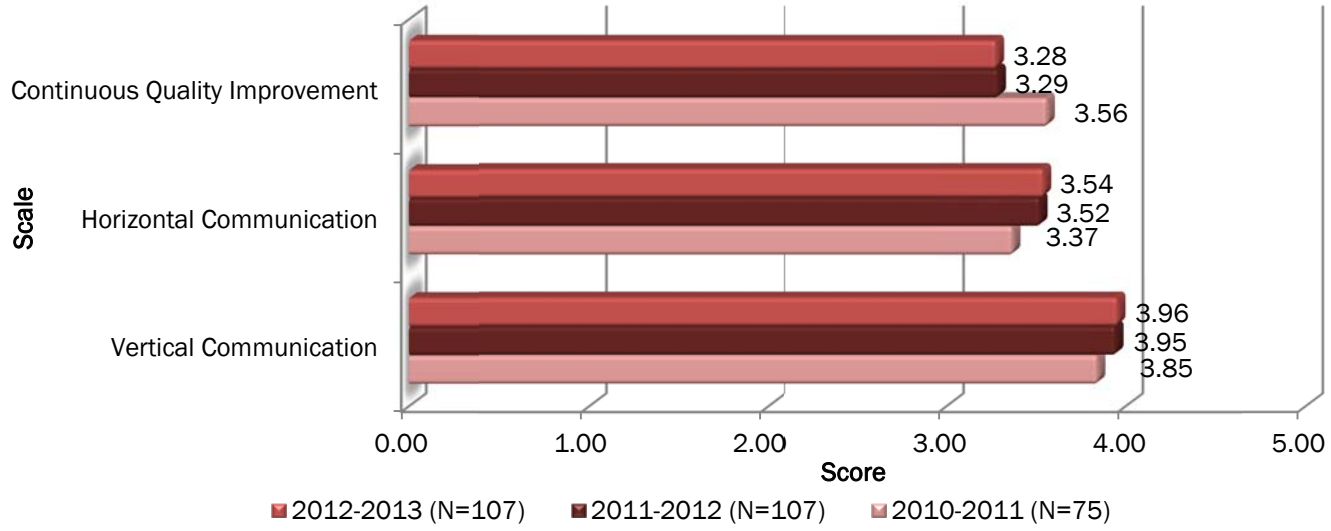


Table 11 – Continuous Quality Improvement Scale Detailed Scores

	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Continuous Quality Improvement	3.56	3.29	3.28
Please select one response for each statement (1=No, 3=One or the other, 5=Both).			
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?	2.51	2.56	2.58
In the past year or so at your program, how often have you: (1=Never, 3=Once, 5=Two or more times).			
Observed staff sessions with youth to assess quality?	3.42	3.13	3.23
Collected written anecdotal evidence on program quality?	3.46	2.76	2.70
Conducted program planning using quality assessment data?	3.48	3.02	3.03
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)			
Developmental Assets training	3.58	3.64	3.63
Advancing Youth Development training	3.63	3.66	3.59
Bringing Yourself to Work training	3.33	2.42	2.22
Youth Work Methods or Youth PQA training	3.36	2.25	2.28
Other training re positive youth development	3.61	3.38	3.31
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).			
My supervisor gives me helpful feedback about how I work with youth	3.76	3.88	3.96
My supervisor is visible during the offerings that I lead or co-lead	4.14	4.14	4.21
My supervisor knows what I am trying to accomplish with youth	4.33	4.38	4.47

Data Source: Afterschool Teacher/Youth Worker Survey

Leading Indicator 1.2 – Continuous Improvement continued

Table 12 – Horizontal Communication Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Horizontal Communication	3.37	3.52	3.54
I co-plan with another member of staff	3.65	3.86	3.83
I discuss teaching problems or practices with another staff member	4.15	4.20	4.19
A co-worker observes my session and offers feedback about my performance	3.07	3.23	3.25
I work on plans for program policies or activities with other staff	3.24	3.43	3.44
I observe a co-worker's session and provide feedback about their performance	2.73	2.86	2.98

Data Source: Afterschool Teacher/Youth Worker Survey

Table 13 – Vertical Communication Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Vertical Communication	3.85	3.95	3.96
My supervisor challenges me to innovate and try new ideas	3.65	3.78	3.78
My supervisor makes sure that program goals and priorities are clear to me	4.06	4.11	4.15

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 not more than one. Staff also report that supervisors are present and available during program hours and know the goals of their staff.

Table 14 - YPQI Fidelity – Proportion of Sites Completing Fidelity Elements

	Assess		Plan	Improve		
	PQA	Other assessment tool	Program Improvement Planning	Weikart Center professional development	Other professional development	Supervisor feedback to staff
Proportion of sites completing (survey)	60%	18%	57%	41%	77%	87% (Every few months or more)
Proportion of sites completing (Scores Reporter)	86%	Not available	92%	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.
- Staff report they know the goals and priorities of the program and are sometimes able to be innovative in their work.

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

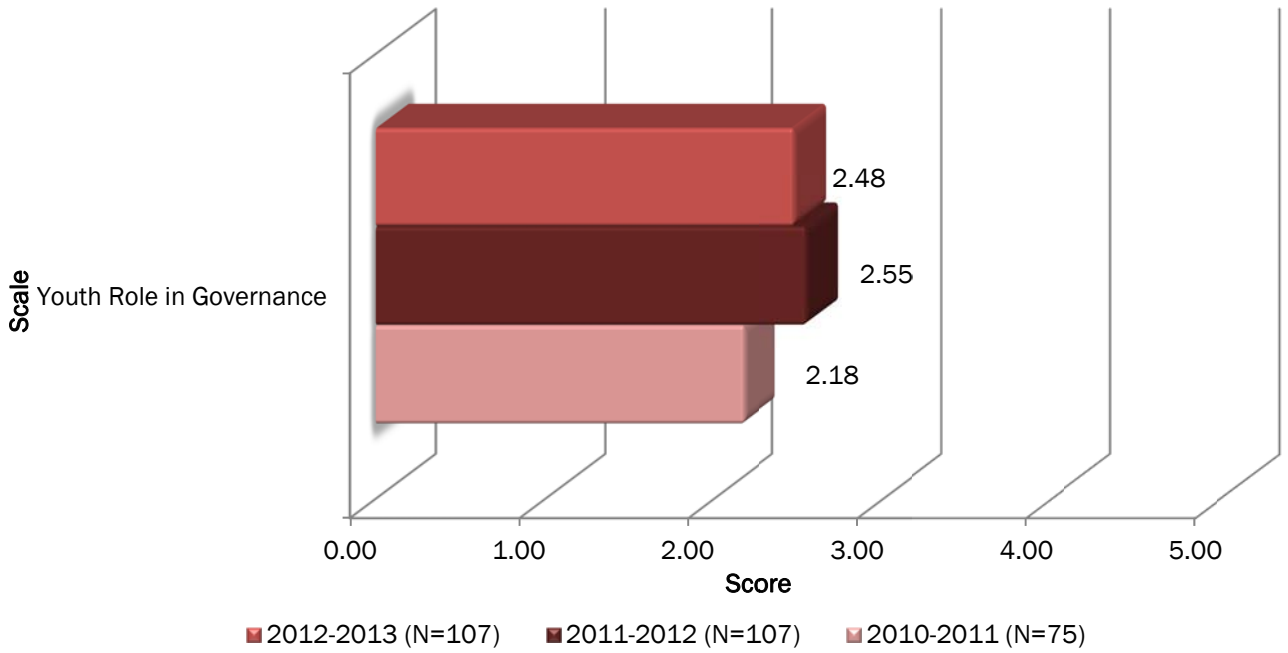


Table 15 – Youth Role in Governance Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Youth Role in Governance	2.18	2.55	2.48
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.01	3.48	3.38
Youth are involved in selecting the content or purposes of activities and sessions	2.90	3.36	3.27
Youth contribute to the design, appearance, and aesthetics of the physical space	2.43	2.79	2.76
Youth are involved in hiring new staff	1.21	1.36	1.37
Youth are involved in deciding how the organization's budget is spent	1.37	1.74	1.68

Data Source: Grantee Director/Site Coordinator Survey

Key Points:

- Grantee directors and site coordinators report that on average, a little more than 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

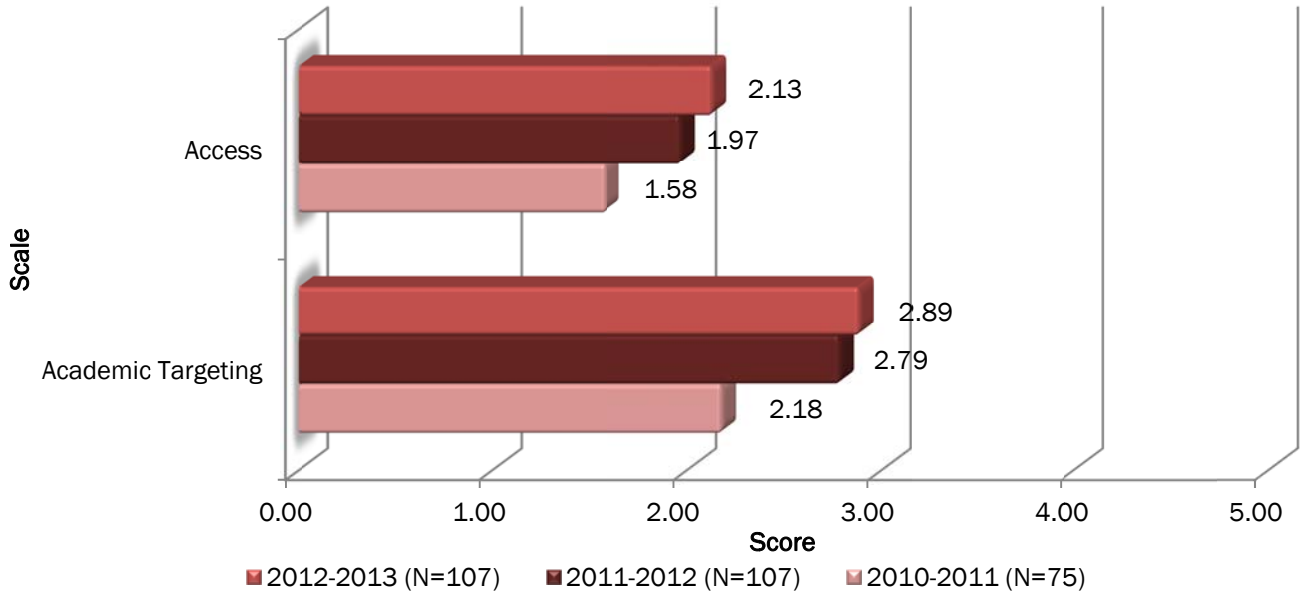


Table 16 – Access Scale Detailed Scores

PROMPT: Please rate the extent to which the following statements are true for program sessions at your site (1=Almost never true, 3= True for about half of sessions, 5=Almost always true).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Access	**1.58**	**1.97**	**2.13**
Program sessions have enrollment priority for certain groups of students	1.75	2.38	2.79
Program sessions are restricted so only certain groups of students can participate	1.42	1.55	1.52

Data Source: Grantee Director/Site Coordinator Survey

Table 17 – Targeting Academic Risk Scale Detailed Scores

PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Targeting Academic Risk	**2.18**	**2.79**	**2.89**
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments	2.36	3.08	3.16
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	2.07	2.91	2.93
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	2.71	3.19	3.44
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	1.53	1.97	2.01

Data Source: Grantee Director/Site Coordinator Survey

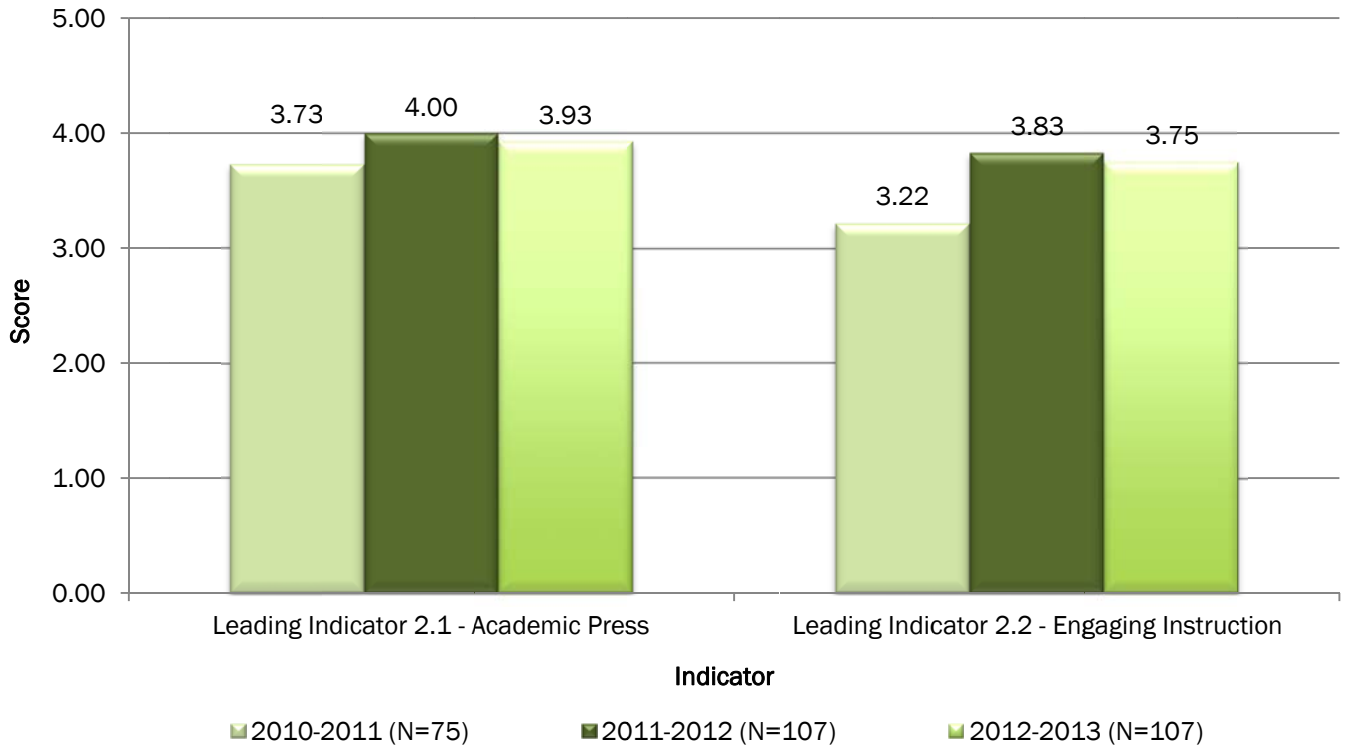
Key Points:

- Grantee directors and site coordinators report that they rarely prioritize making their programs accessible to certain groups of students. 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 and scores are presented in Figure 7.

Figure 7 –Instructional Context Leading Indicators



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

Engaging instruction refers to the extent 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. Oklahoma grantees appear to be offering these opportunities on a fairly regular basis.

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

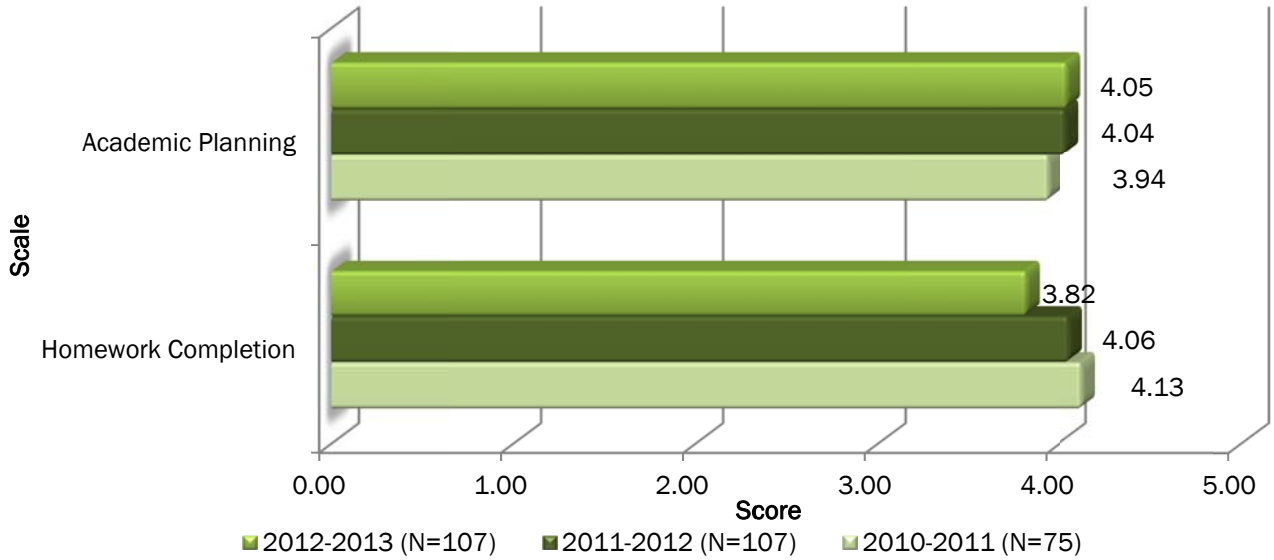


Table 18 – Academic Planning Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Academic Planning	**3.94**	**4.04**	**4.05**
The session is planned in advance and written out in a lesson plan format	3.47	3.61	3.75
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	4.18	4.28	4.27
The session builds upon steps taken in a prior activity or session	4.02	4.13	4.05
The session is based on recent feedback from students about where they need support	3.89	3.95	3.97
The session combines academic content with the expressed interests of students	4.12	4.25	4.24

Data Source: Afterschool Teacher/Youth Worker Survey

Table 19 – Homework Completion Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Homework Completion	**4.13**	**4.06**	**3.82**
I get my homework done when I come to the afterschool program	4.17	4.14	3.85
The staff here understand my homework and can help me when I get stuck	4.32	4.22	3.99
I learn things in the afterschool program that help me in school	3.90	3.82	3.64

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

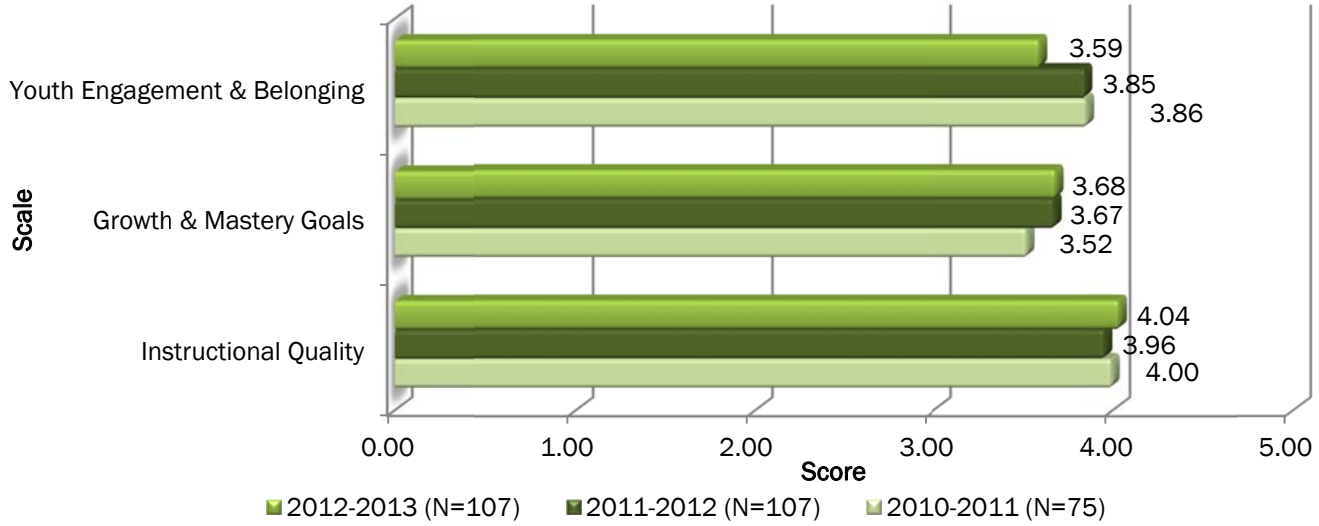


Table 20 – Youth Engagement and Belonging Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Youth Engagement and Belonging	**3.86**	**3.85**	**3.59**
I am interested in what we do	3.90	3.92	3.53
The activities are important to me	3.75	3.76	3.47
I try to do things I have never done before	3.81	3.84	3.57
I am challenged in a good way	3.91	3.87	3.61
I am using my skills	4.17	4.16	3.82
I really have to concentrate to complete the activities	3.56	3.56	3.36
I feel like I belong at this program	3.93	3.89	3.72
I feel like I matter at this program	3.87	3.80	3.67

Data Source: Youth Survey

Table 21 – Growth and Mastery Skills Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Growth and Mastery Skills	**3.52**	**3.67**	**3.68**
We will expose students to experiences which are new for them	3.83	3.92	3.98
Students will have responsibilities and privileges that increase over time	3.81	3.91	3.93
Students will work on group projects that take more than five sessions to complete	2.80	2.95	2.94
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	3.96	4.14	4.09
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.03	3.27	3.27
Students will identify a skill/activity/pursuit that the feel they are uniquely good at	3.69	3.78	3.85

Data Source: Afterschool Teacher/Youth Worker Survey

Leading Indicator 2.2 – Engaging Instruction continued

Table 22 – Instructional Quality Scale Detailed Scores

	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Instructional Quality	4.00	3.96	4.04
Supportive Environment	4.26	4.28	4.32
Interaction	4.11	4.05	4.13
Engagement	3.62	3.56	3.66

Data Source: Youth PQA & School-Age PQA

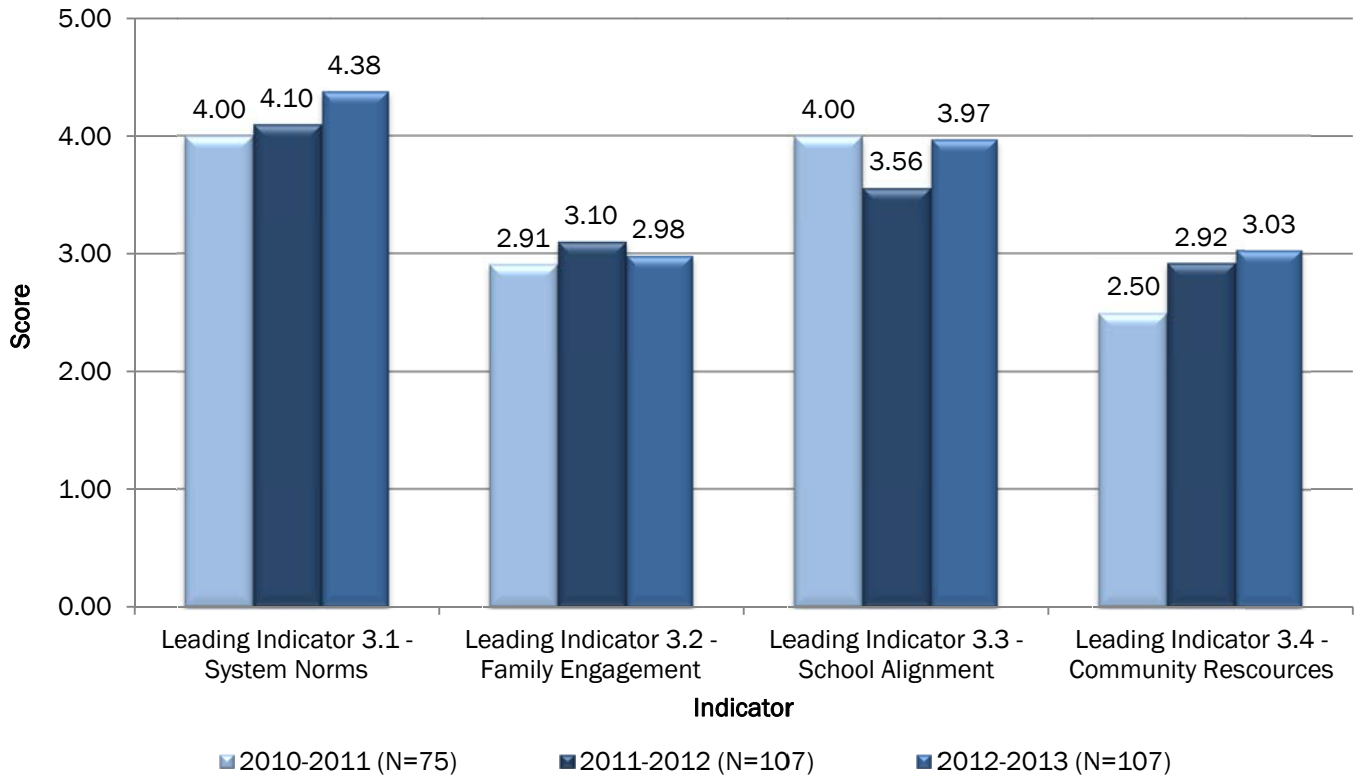
Key Points:

- 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 will not 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. Scores for the four Leading Indicators are presented in Figure 10.

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

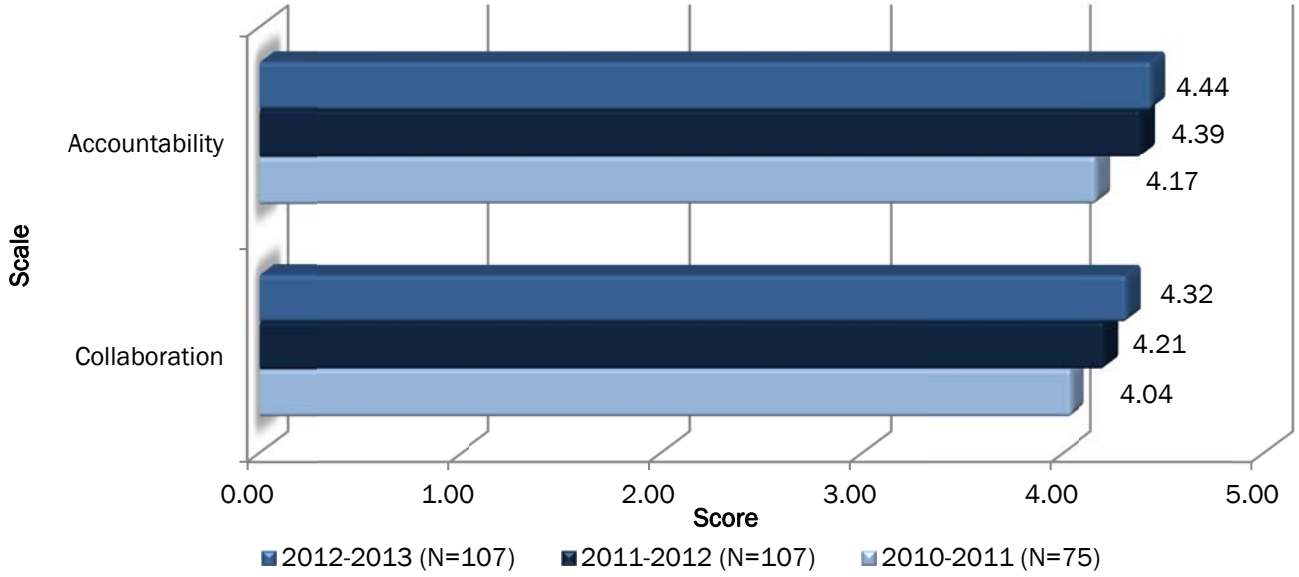


Table 23 – Accountability Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Accountability	**4.17**	**4.39**	**4.44**
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.37	4.53	4.48
Our program is routinely monitored by higher level administrators	3.69	4.14	4.25
In our program all staff are familiar with standards of quality	4.46	4.48	4.58

Data Source: Grantee Director/Site Coordinator Survey

Table 24 – Collaboration Scale Detailed Scores

PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Collaboration	**4.04**	**4.21**	**4.32**
Collaboration across sites is strongly encouraged by network administrators	3.78	4.01	4.23
Site supervisors in our network share a similar definition of high quality services	4.29	4.40	4.43

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

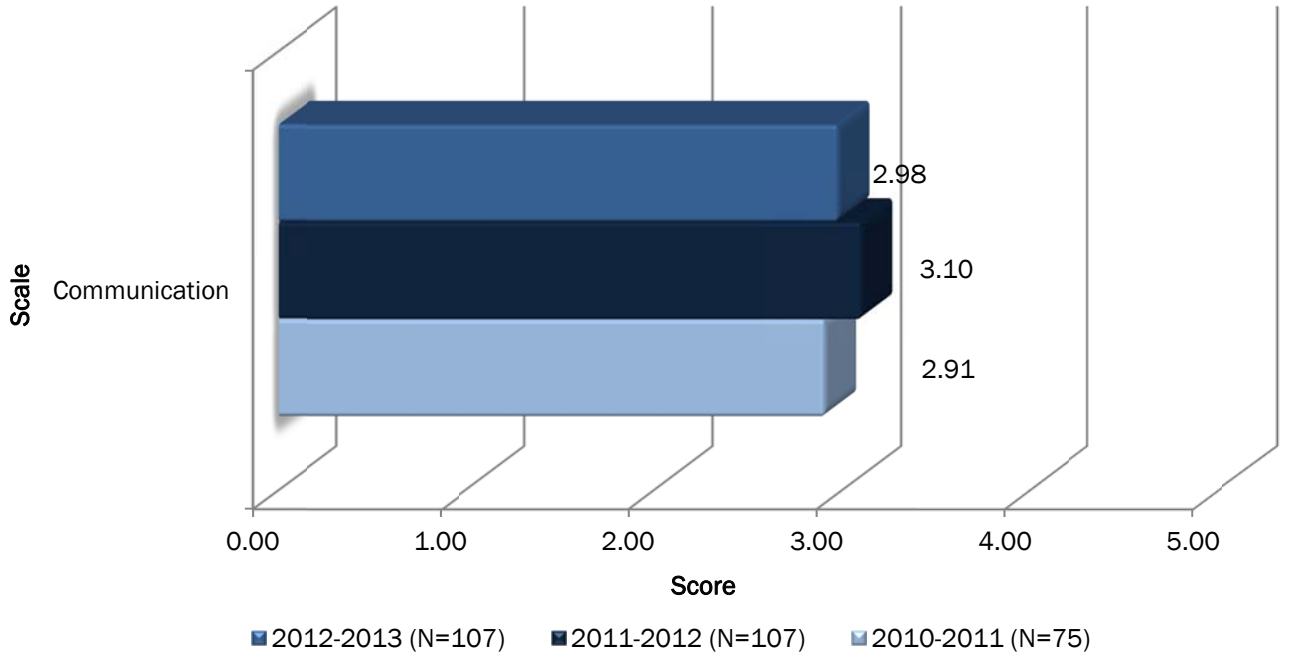


Table 25 – Communication Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Communication	**2.91**	**3.10**	**2.98**
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.35	3.57	3.39
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	3.12	3.36	3.18
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.25	2.35	2.36

Data Source: Parent Survey

Key Points:

- Parents report that they receive information about the program a little above fifty percent of the time, but 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

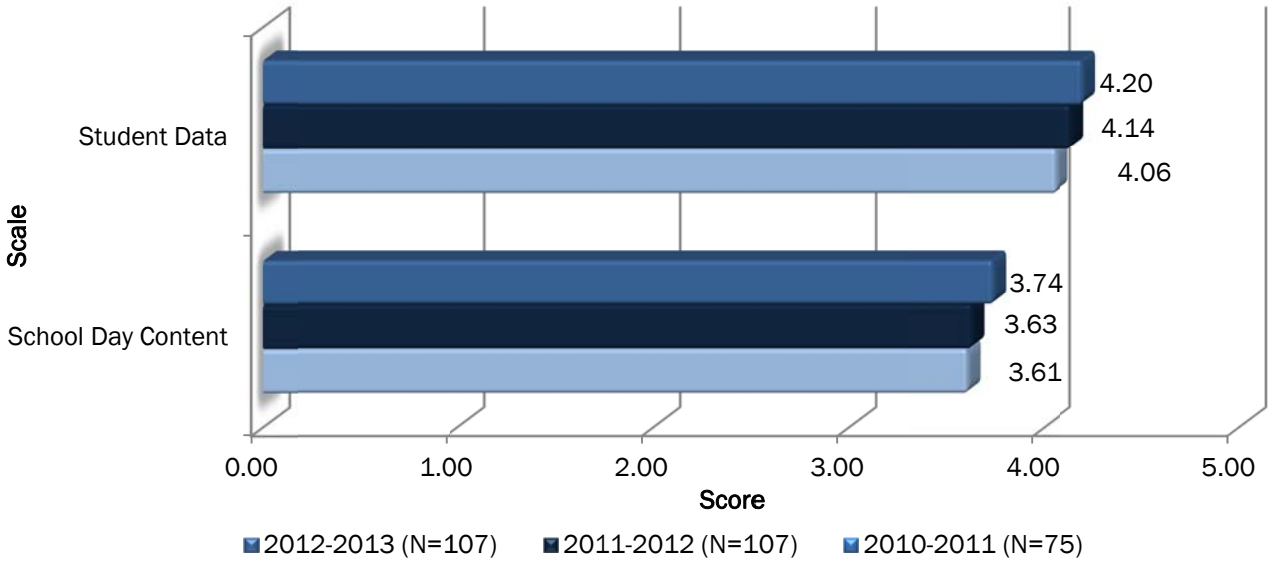


Table 26 – Student Data Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Student Data	**4.06**	**4.14**	**4.20**
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.59	4.65	4.67
We receive student progress reports from school-day teachers during the current year	3.51	3.74	3.77
We review diagnostic data from the current school year for individual students	4.05	4.02	4.20

Data Source: Grantee Director/Site Coordinator Survey

Table 27 – School Day Content Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
School Day Content	**3.61**	**3.63**	**3.74**
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	4.16	4.29	4.26
I coordinate the activity content of afterschool sessions with students' homework	3.85	3.91	4.04
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	3.31	3.33	3.51
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	3.51	3.67
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	3.20	3.09	3.19

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 manage the communication between themselves, school-day teachers, and parents and participate in parent-teacher conferences.

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

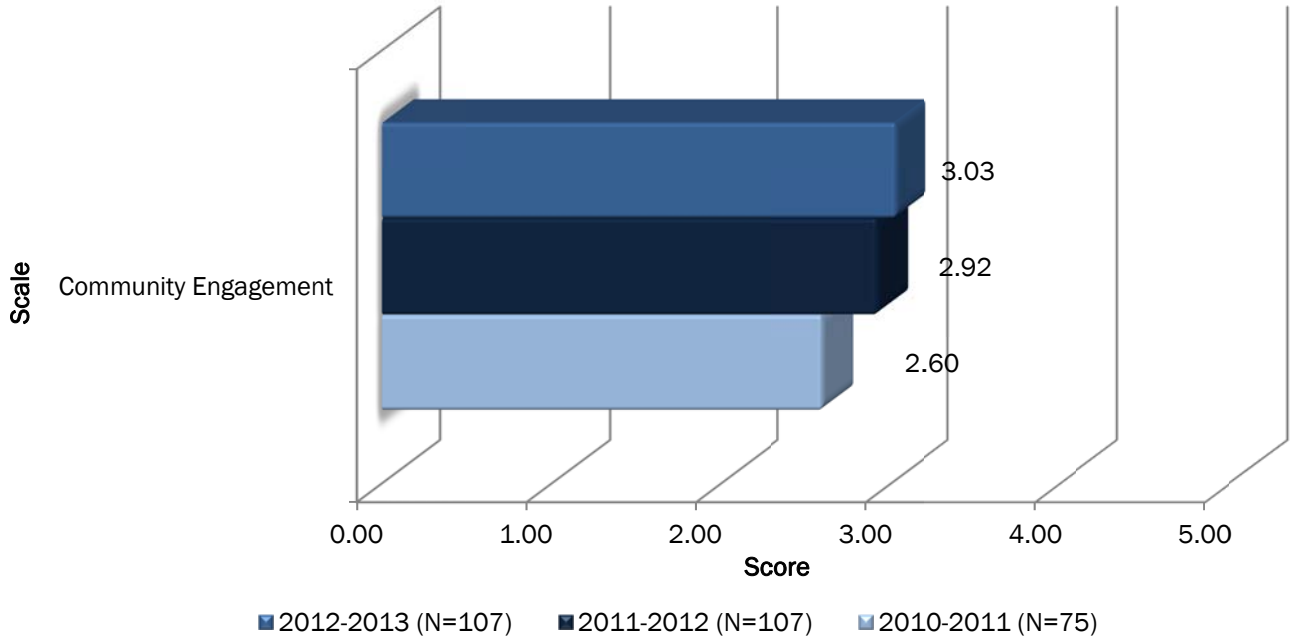


Table 28 – Community Engagement Scale Detailed Scores

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).	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Community Engagement	**2.60**	**2.92**	**3.03**
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.42	3.56	3.63
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	2.67	2.99	3.12
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	1.73	2.19	2.36
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	2.51	2.96	3.02

Data Source: Grantee Director/Site Coordinator Survey

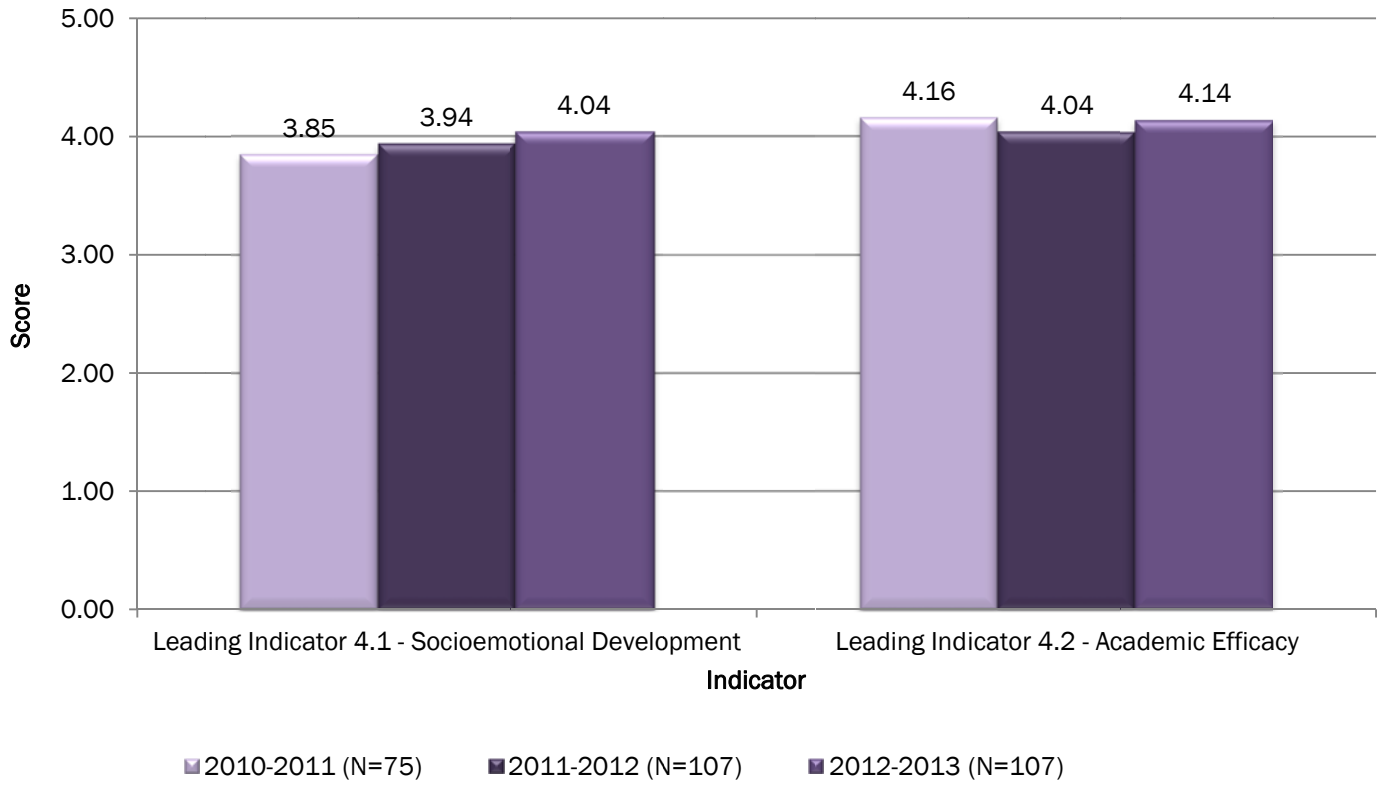
Key Points:

- 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. Scores for the two Leading Indicators are presented in Figure 15.

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

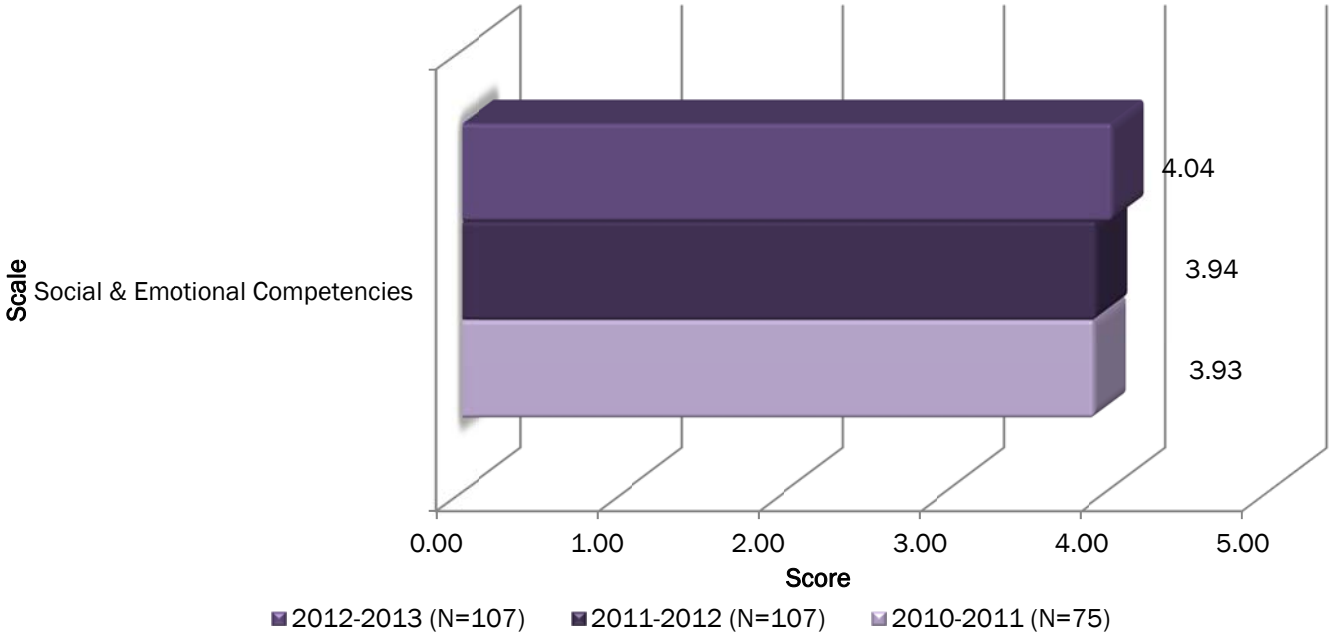


Table 29 – Social & Emotional Competencies Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Social & Emotional Competencies	3.93	3.94	4.04
I work well with other kids	3.97	3.97	4.11
I can make friends with other kids	4.20	4.22	4.33
I can talk with people I don't know	3.53	3.54	3.67
I can tell other kids that they are doing something I don't like	3.69	3.68	3.76
I can tell a funny story to a group of friends	3.92	3.96	4.09
I can stay friends with other kids	4.25	4.27	4.35
I can tell other kids what I think, even if they disagree with me	3.95	3.95	4.01

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

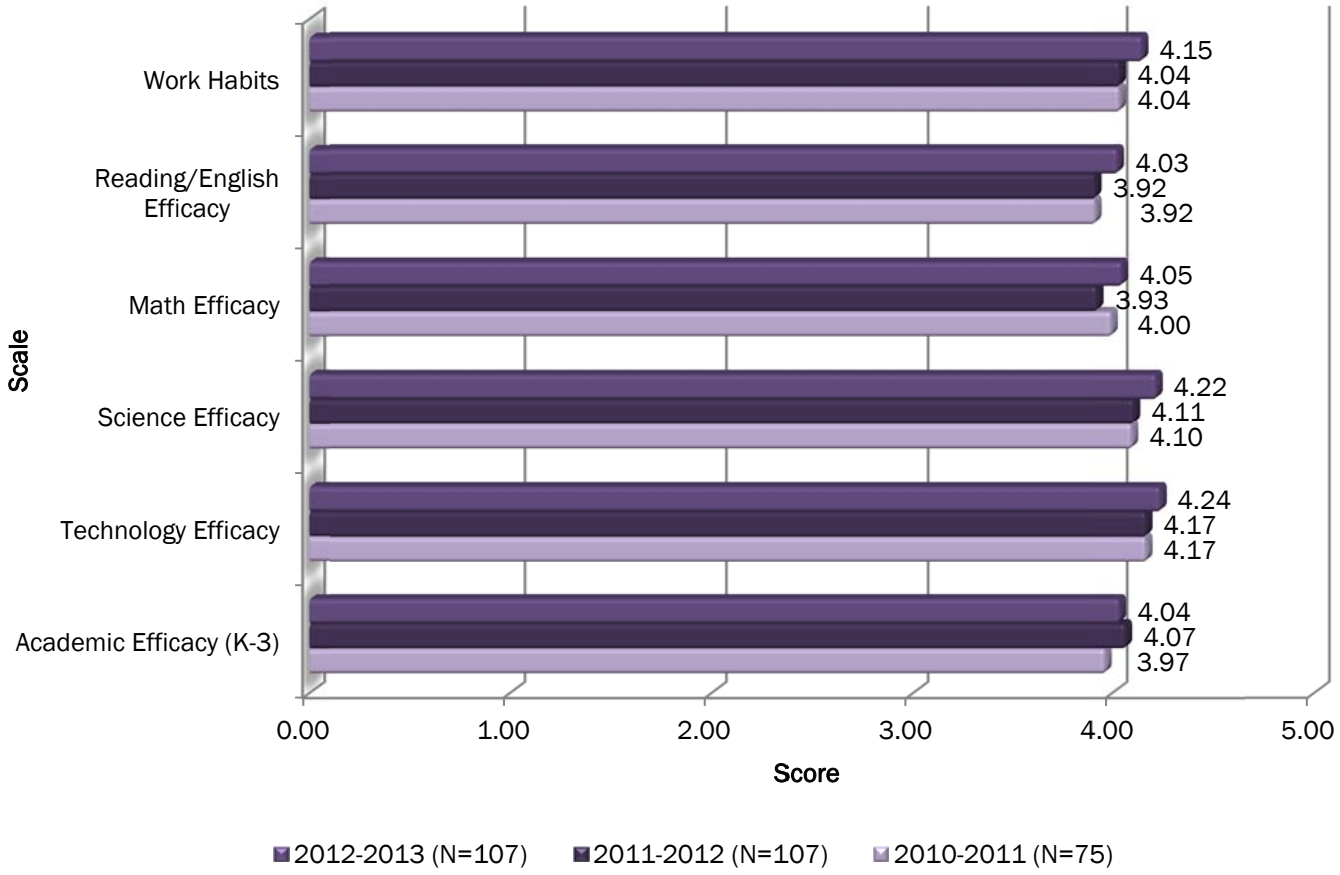


Table 30 – Work Habits Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Work Habits	**4.04**	**4.04**	**4.15**
I follow the rules in my classroom	4.15	4.14	4.28
I work well by myself	4.04	4.03	4.09
I am careful and neat with my work	3.91	3.93	4.07
I make good use of my time at school	4.07	4.05	4.19
I finish my work on time	4.01	4.01	4.08
I keep track of my things at school	4.09	4.10	4.19

Data Source: Youth Survey

Table 31 – Reading/English Efficacy 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Reading/English Efficacy	3.92	3.92	4.03
I am interested in reading/English	3.58	3.58	3.75
I am good at reading/English	3.91	3.94	4.01
I expect to do well in reading/English this year	4.24	4.23	4.28
I would be good at learning something new in reading/English	3.98	3.95	4.12

Data Source: Youth Survey

Table 32 – Math Efficacy 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Math Efficacy	4.00	3.93	4.05
I am interested in math	3.84	3.73	3.91
I am good at math	3.92	3.86	3.95
I expect to do well in math this year	4.26	4.20	4.30
I would be good at learning something new in math	4.00	3.99	4.08

Data Source: Youth Survey

Table 33 – Science Efficacy 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Science Efficacy	4.10	4.11	4.22
I am interested in science	4.10	4.07	4.20
I would be good at learning something new in science	4.11	4.16	4.24

Data Source: Youth Survey

Table 34 – Technology Efficacy 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Technology Efficacy	4.17	4.17	4.24
I am interested in technology (computers, robotics, internet design)	4.25	4.24	4.24
I would be good at learning something new in technology	4.10	4.10	4.23

Data Source: Youth Survey

Indicator 4.2 – Academic Efficacy continued

Table 35 – 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Academic Efficacy	3.97	4.07	4.04
As a result of participating in the afterschool program this year my child has developed better work habits	4.01	4.12	4.08
As a result of participating in the afterschool program this year my child has developed more confidence in math	3.96	4.03	4.02
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.03	4.13	4.06
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	3.87	4.00	3.98

Data Source: Parent Survey

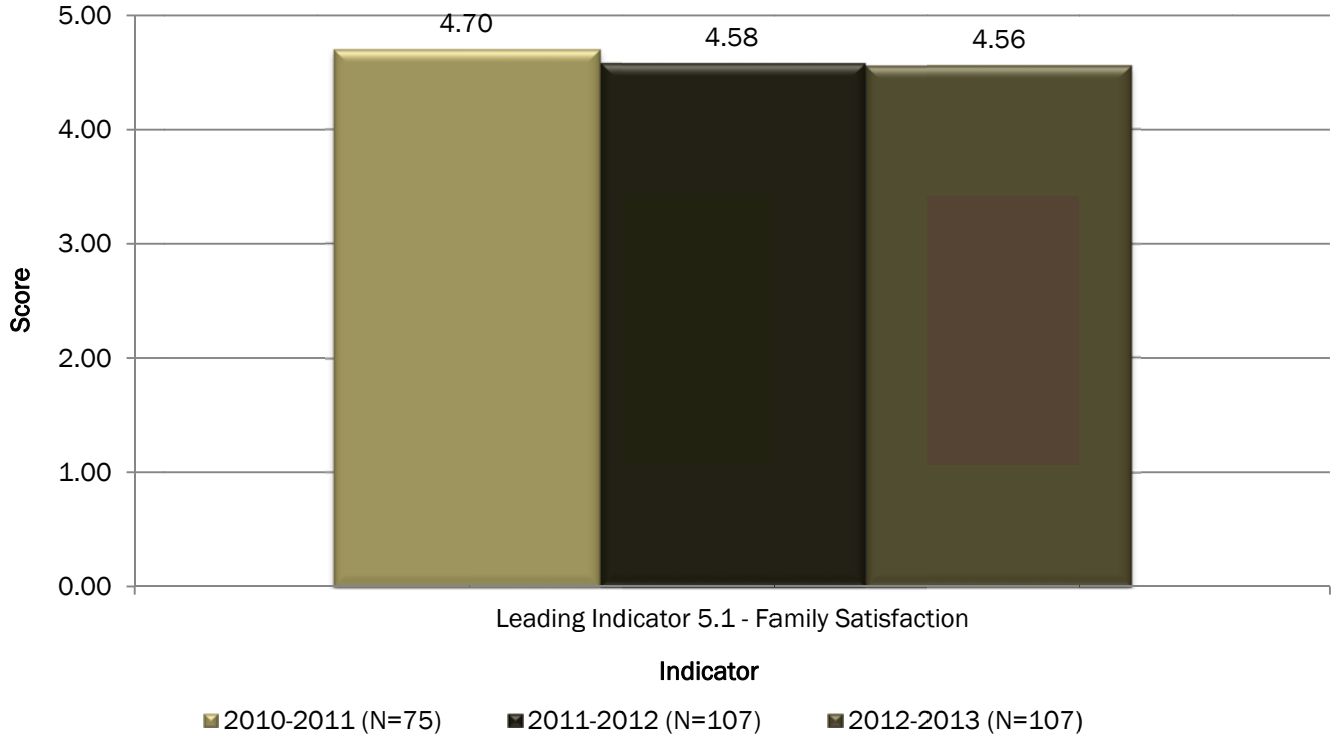
Key Points:

- Youth report they have good work habits.
- Youth report they feel more efficacious in science and technology than in reading and math and 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

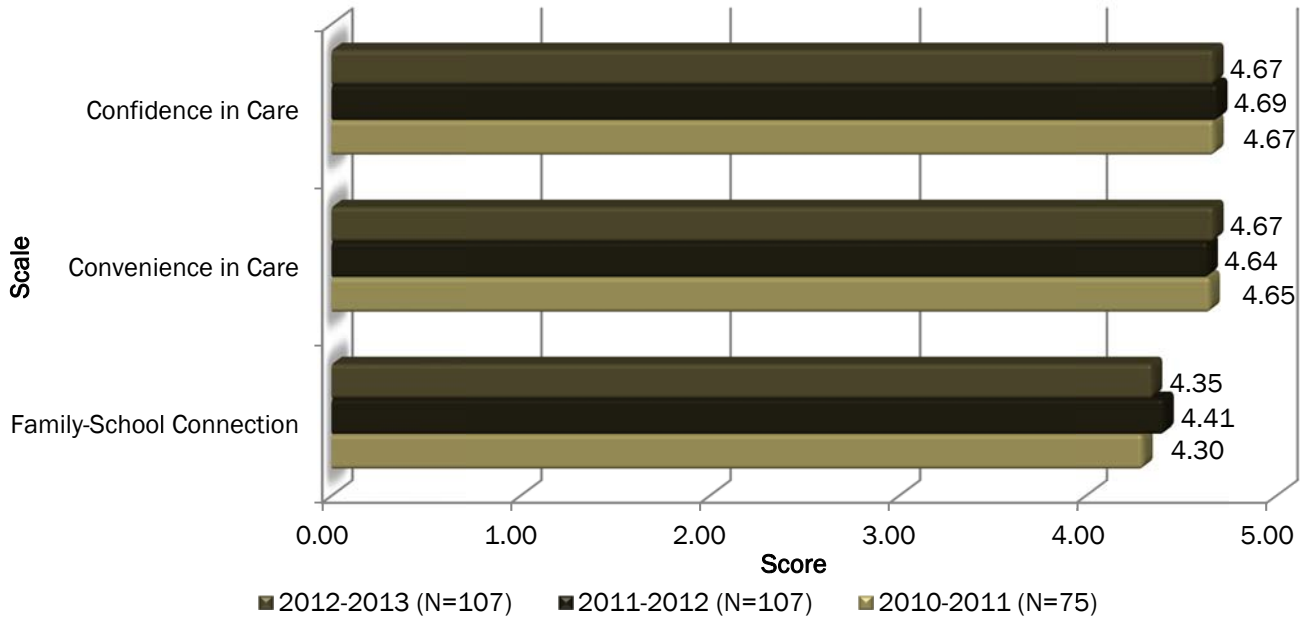


Table 36 – Confidence in Care Scale Detailed Scores

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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Confidence in Care	**4.67**	**4.69**	**4.67**
I don't worry about my child when at the afterschool program	4.65	4.61	4.61
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.72	4.74	4.72
My child is having a positive experience in the afterschool program	4.65	4.71	4.68

Data Source: Parent Survey

Table 37 – Convenience in Care 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Convenience of Care	**4.65**	**4.64**	**4.67**
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.63	4.63	4.70
The afterschool program is cost effective for our family	4.67	4.67	4.64

Data Source: Parent Survey

Indicator 5.1 – Family Satisfaction continued

Table 38 – Family-School Connection 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)	2010-2011 OK Aggregate (N=75)	2011-2012 OK Aggregate (N=107)	2012-2013 OK Aggregate (N=107)
Family-School Connection	4.30	4.41	4.35
The afterschool program is helping my child to be more successful in school	4.52	4.60	4.54
Afterschool staff are well informed about my child's learning successes and challenges in school	4.29	4.45	4.38
The afterschool program has helped our family get to know the school and school day teachers better	4.09	4.18	4.14

Data Source: Parent Survey

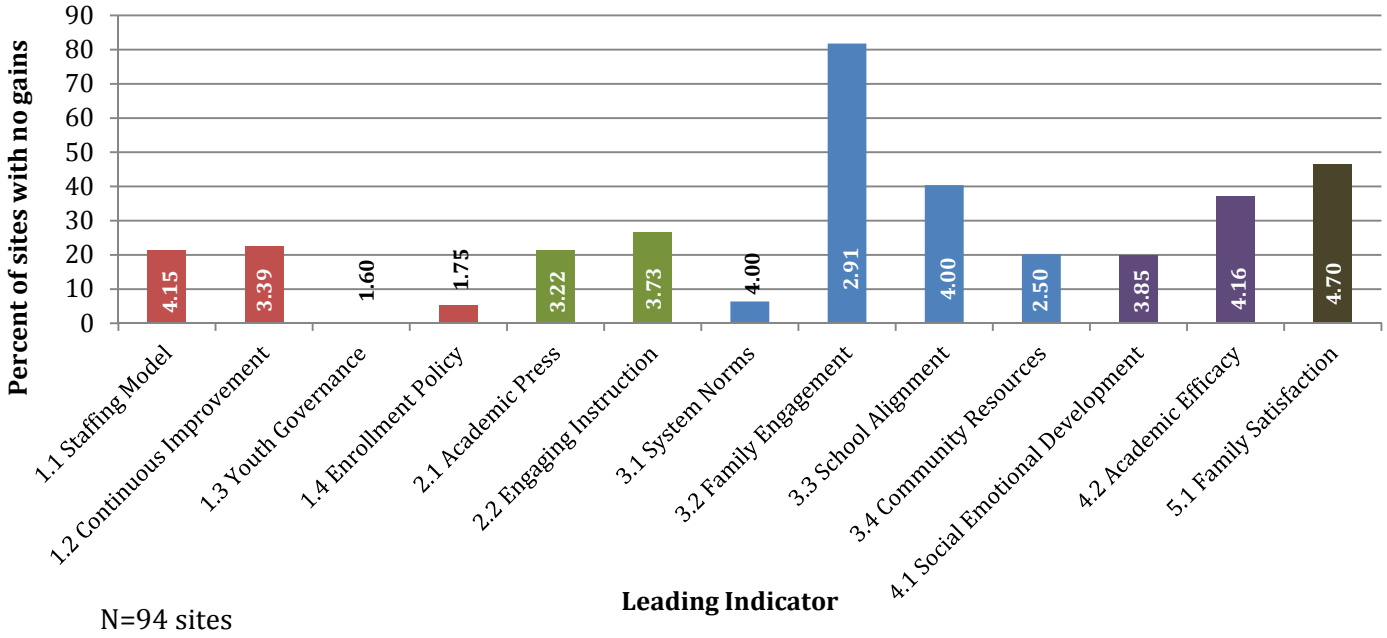
Key Findings:

- 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.

Leading Indicators and Quality Improvement Planning

In an effort to provide OSDE with recommendations for quality improvement planning at the system level, analyses were run to examine the frequency with which program performance scores improved over time. A normative baseline score was established on each Leading Indicator composite score for each site using baseline year of data collection (2010-2011). We then examined data from the 2011-2012 and 2012-2013 program years to determine the proportion of sites that were above the normative baseline on each of the 13 Leading Indicator Composites. Figure 20 reports the proportion of sites for which *no gains* were demonstrated on each Leading Indicator in either program year. Normative scores for all sites are included for each Leading Indicator composite. Program sites in the first year of their grant were excluded from these analyses.

Figure 20 - Percent of Sites with No Gain in 2011-2012 or 2012-2013 Program Years by Leading Indicator



While the earlier caveats[2] regarding the examination of these data across time apply to these findings as well, we offer the following guidance for interpretation of these findings to support quality improvement planning.

In Figure 20, Family Engagement and Family Satisfaction are the two Leading Indicators with the highest percentage of sites exhibiting no positive change over two successive program years and so are likely candidates for quality improvement. However, because the baseline for *Family Satisfaction* was very high, there is perhaps less priority for improvement (and indeed, less possibility for improvement because scores were very high). A similar logic may hold for School Alignment. It is useful to draw attention to indicators where the baseline is relatively low *and* where there are a larger number of sites that have made no gains. These are: Continuous Improvement, Academic Press, Engaging Instruction, and Community Resources.

[2] Caveats for examination of data across time repeated from page 13:
(a) 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, so year-to-year comparisons only represent changes in the average scores for groups of individuals (within sites) that almost certainly differ across years.
(b) When we create average scores for all individuals within a site, these scores are only meaningful as an average level, if individual scores are similar. If there is wide variation within sites, then average scores are hard to interpret. In future years, we plan to report coefficients for within-site variation and this method will be developed.
(c) 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).
(d) At this point, we lack a yardstick for how much change is substantively important.

Summary of Findings

During the 2012-2013 program year, Oklahoma 21st CCLC grantees 107 sites representing 61 grantees successfully completed requirements for both components of the statewide evaluation: Program Evaluation and Program Quality Improvement. There are four core elements of the YPQI process: 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, 86% of sites submitted program assessments using the Youth or School-Age PQA, 92% of sites submitted program improvement plans based upon data from PQA and/or Leading Indicator reports, 77% of staff reported professional development participation unrelated to Weikart Center training (41% reported participation in Weikart Center trainings), and 87% of staff reported that their manager engages them in continuous feedback dialogue on at least a monthly basis.

The findings described in this report indicate that grantees are doing well in several areas, and continue to do well in the same areas from year to year. In this section we present three major findings and then a number of more detailed findings divided into program strengths and areas for improvement.

Major Findings

- Grantees implemented a third year of data collection activities as well as intensive training and technical assistance to improve the quality of Oklahoma afterschool programs. Aside from the required submission of data to the federal government through PPICS, grantees also completed program self assessments, submitted program improvement plans, submitted a number of evaluation surveys, and participated in various staff development trainings (including a Planning with Data training that utilized both PQA data *and* site-level Leading Indicator reports). Grantees in their second year also contracted with external assessors to come into their program to observe using the Youth or School-Age PQA. A select number of grantees also received intensive coaching services.

- Based on preliminary analyses of change in program performance over multiple years (described in Figure 20), several composite indicators have been identified for which a high proportion of sites have made little progress. These include Continuous Improvement, Academic Press, Engaging Instruction, and Community Resources. Over time change analyses at the scale level (described in Appendix B) also indicate that a substantial proportion of sites have improved over time, including program sites in the lowest performance quartile at the baseline year. Leading Indicator scales for which the largest proportion of bottom quartile sites have improved and sustained include: job satisfaction, scales associated with a positive program culture (vertical and horizontal communication), academic planning and collaboration among program site leaders.

- Similar to last year, two primary indicators of program outcomes related to academic proficiency and numbers of students served were:
    - Approximately 61 percent of Oklahoma 21st CCLC programs' regular attendees, regardless of attendance gradations, continue to either remain in the Advanced or Proficient levels on the state assessment test from year to year OR increase a proficiency level for both reading and math. Approximately 11 percent make a jump from Unsatisfactory or Limited Knowledge to either the Proficient or Advanced levels.

    - On average, programs served slightly more students than anticipated during the 2012-2013 program year. Grantees are required to provide a grantee profile in PPICS and submit the number of youth they anticipate serving during the program year. This number was compared with the actual number of students served based on attendance records submitted at the end of the program year by each grantee. This indicates that grantees may be generating more interest in their programs.

Detailed findings for quality improvement planning:

Program Strengths

- According to youth, Oklahoma 21st CCLC programs continue to provide spaces where they feel they can be efficacious, develop good work habits, develop positive relationships, build upon and master skills, and complete their homework while being supported in doing so. Students appear to be more interested in the science and technology subjects than in reading or math.

Table 39 – Youth-Reported Interest* in Academic Subject Areas by Grade and Gender

	Reading		Math		Science		Technology	
	Male	Female	Male	Female	Male	Female	Male	Female
4th Grade	49.1% (n=191)	54.2% (n=254)	65.1% (n=255)	64.6% (n=307)	65.8% (n=258)	67.1% (n=314)	74.2% (n=287)	64.8% (n=308)
5th Grade	43.2% (n=140)	43.1% (n=143)	57.7% (n=188)	58.1% (n=193)	64.9% (n=211)	61.5% (n=203)	76.0% (n=247)	60.7% (n=201)
6th Grade	33.2% (n=79)	45.4% (n=129)	47.9% (n=115)	49.0% (n=140)	59.9% (n=142)	50.5% (n=144)	71.7% (n=172)	63.2% (n=180)
7th Grade	38.1% (n=69)	40.9% (n=76)	43.1% (n=78)	37.0% (n=70)	56.1% (n=101)	45.0% (n=85)	66.1% (n=121	46.6% (n=88)
8th Grade	31.3% (n=42)	36.5% (n=42)	29.9% (n=40)	30.4% (n=35)	47.7% (n=63)	33.3% (n=38)	60.4% (n=81)	36.5% (n=42)
9th Grade	28.6% (n=4)	33.3% (n=7)	14.3% (n=2)	42.9% (n=9)	50.0% (n=7)	52.4% (n=11)	50.0% (n=7)	57.1% (n=12)
10th Grade	34.4% (n=11)	53.8% (n=26)	43.8% (n=14)	50.0% (n=13)	43.8% (n=14)	46.2% (n=12)	65.6% (n=21)	48.0% (n=12)
11th Grade	35.7% (n=10)	46.2% (n=12)	39.3% (n=11)	40.0% (n=10)	57.1% (n=16)	42.3% (n=11)	85.7% (n=24)	40.0% (n=10)
12th Grade	19.0% (n=4)	74.1% (n=20)	36.4% (n=8)	53.6% (n=15)	27.3% (n=6)	48.1% (n=13)	50.0% (n=11)	51.9% (n=14)

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

- Most parents of the youth in the afterschool programs appear to be satisfied with the services that the 21st CCLC programs provide in terms of the program's convenience, the reliability of the program to provide a safe space for youth, and the program's ability to contribute to their child's success in school. Parents also report that communication with the afterschool program is fairly regular.

- Staff in the afterschool programs report that they are able to provide opportunities for growth and mastery for students, specifically by exposing them to new experiences. Staff also appear to be satisfied with their jobs, know the goals and priorities of their programs, and are able to talk to their peers and supervisors.

- According to grantee directors and site coordinators, they are familiar with the standards of quality for the 21st CCLC program, they collaborate across sites and share a common definition of quality, they are aware of the learning that is happening for their students during the school day, and they have students who participate in community service or service learning as well as start their own projects and initiatives.

Improvement Areas

- Grantee directors and site coordinators report that they rarely prioritize making programs accessible to certain groups of students or target students who are academically at risk. Also, grantee directors and site coordinators are likely to review achievement test scores annually, but are less likely to review student progress reports. While reviewing achievement test scores can describe how students are doing from year to year, identifying progress (or lack thereof) that is being made *during* the program year may be more beneficial to students.

- While grantee directors and staff report that they know what academic content their students will be focusing on during the school day, they are less likely to report involvement and facilitation of effective communication between school day stakeholders, parents, and themselves. This communication is important to ensure that all of the supports that surround the youth in the program are operating with a unified goal in mind.

- Grantee directors and site coordinators report that middle school and high school age youth are not involved in decisions for hiring or how the organization's budget is spent. Further, youth are not: regularly offered opportunities to begin their own projects, initiatives, and enterprises; involved in selecting the content and purposes of the activities and the sessions; and able to contribute to the design, appearance, and aesthetics of the physical space.

- An important part of building new skills and intrinsic motivation in youth is involving them in engaging activities that grow increasingly complex over time. Staff report that group projects offered in the afterschool program typically do not take over five sessions to complete.

- For grantees that have been in the 21st CCLC system for more than one year, approximately 20% have shown no gains on several Leading Indicators: Continuous Improvement; Academic Press; Engaging Instruction; and Community Resources. Additionally, nearly 80% have shown no gains on the Family Engagement Leading Indicator.

Recommendations

The findings presented above highlighted a few key areas where it may be beneficial to do some further investigation and reflection. The recommendations below serve as a starting point for further examination and build upon recommendations from previous years. Where applicable, each recommendation accompanied by suggested action steps to accomplish the larger recommendation, and also some proposed solutions. It is important to note that these recommendations have been an iterative process over the last three years of data collection. It has taken three years of data collection to both be comfortable with what the data were telling us, but also to look at interesting trends in the data. These trends and trust in the data allow us to make more robust and detailed recommendations that can be acted upon.

- Since 21st CCLC funding is intended to be directed at low-income at-risk youth, the state lead may want to review guidance pertaining to enrollment of these students. Many grants may service all students in the community, but are intentional efforts being made to make sure the students who would benefit from programming are the ones enrolled in the program? Are programs prepared to deliver targeted services to students who are identified as experiencing academic challenges?
    - **Action Step:** Discuss barriers to enacting policies to target students who are at risk for program enrollment. Explore options for guidance to programs who know who their academically challenged students are.
    - **Action Step:** Provide a one-pager of guiding steps to walk a grantee director through the process of targeting their at-risk population. Identify program exemplars where targeted services are available to students who are identified as being academically at risk.
    - **Action Step:** Clarify the intent of the question on the evaluation survey to better identify programs that are either not targeting or do not have a targeted service model available for academically at risk students.
  - **Possible Solution**: Updates to the application and guidance can be a great milestone in the accomplishment of these steps. Changes to how applications are reviewed and scored may reveal opportunities for selecting grantees that are truly in need of 21st CCLC services. Additionally, providing clarification in the application of what is expected of potential grantees will eliminate surprises in quality improvement and evaluation participation at the outset. Additionally, clarification in the grantee guidance document will help grantees navigate through these requirements throughout the life of their grants.

- An important pathway to skill development is involving students in engaging activities that sequentially grow more complex over time (Durlak & Weissberg, 2007; Marzano, 1998). The state lead may want to guide grantees to implement programming that has a larger goal or end product and takes multiple sessions to complete. STEM or art activities may be a great way to build in multi-session projects.
    - **Action Step:** Encourage the use of lesson planning for afterschool sessions. For example, create themes to cover a specific amount of time (days, weeks, and semesters) with specific learning objectives that build from one session to the next. How can you incorporate community resources into these themes or sessions?
  - **Possible Solution**: Update the guidance to suggest how grantees can incorporate staff planning time into their program in an effort to provide more intentional programming. Additionally, update the grant application and scoring rubrics to *seek out* applicants that include staffing time in their budget submissions.

- When schools share student academic progress with afterschool staff, the information can be used to create a complementary learning environment to support developmental outcomes for students (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Weiss, Little, Bouffard, Deschenes, & Malone, 2009). The state lead may want to guide grantees on a process for reviewing student progress reports more frequently in an effort to identify the possible needs of and supports for students during the program year.
    - **Action Step:** Where possible, encourage schools with online grading systems to grant access to afterschool program staff. Where technology does not support this access, encourage afterschool programs to establish a regular reporting schedule with a school representative (e.g., principal, school social worker, lead teacher. guidance counselor, etc.) who can access the information in a

timely manner. Regular reporting may be monthly, quarterly, or on a semester basis, depending on the school's grading schedule.
    - **Action Step:** Encourage relationship-building between the school and afterschool program such that professional development experiences and family engagement events are shared between the two groups. In particular, afterschool staff should attend parent-teacher conferences when possible.
- **Possible Solution**: Update the guidance to suggest how grantees can interact with school-day teachers and other school personnel to receive data that will inform the learning needs of students. Additionally, provide specific guidance on how and when to review this data, as well as suggestions for collaboration with the school-day based on student needs.

❖ Youth voice is important in establishing a sense of ownership of the afterschool program for middle and high school youth. Fostering youth voice involves finding ways for young people to actively participate in shaping the decisions that affect their lives (Mitra, 2004) and helping youth to develop and realize their own goal, interests and values (Assor, Kaplan, & Roth, 2002; Connell & Wellborn, 1991; Reeve, Jang, Carrell, Jeon, & Barch, 2004). The state lead may want to guide grantees on establishing youth advisory boards, panels, or councils that will be able to participate in these and other organizational decisions regarding programming for middle school and high school age youth.
    - **Action Step:** Ask grantees who serve middle and high school youth to enroll their staff in professional development opportunities that increase their capacity to create opportunities for youth to participate in the types of activities listed above.
- **Possible Solution**: Update the application to require prospective grantees serving middle and high school age youth to include a youth governance board within their program. Provide specific scoring rubrics for this section of the application so applicants are aware that if they are offering services to middle and high school age youth, they need to have a plan in place on how to include those youth in the governance of that program.

❖ Revisit the extent to which grantees are actually including site coordinators and front-line staff in the elements of the Youth Program Quality Intervention (YPQI) model. A study of the YPQI showed that significant improvements in quality at the point-of-service was the result of manager and staff participation in four main activities: 1) program quality assessment, 2) data-driven improvement planning, 3) training aligned with quality assessment domains and 4) coaching by a supervisor during instruction (Smith, Akiva, Sugar, Lo, et al., 2012). It is worth asking, "Are program self assessments including appropriate site team members?"
    - **Action Step:** Provide guidance on who should attend each component of professional development around the Youth Program Quality Intervention model. For returning grantees who have sent their directors and site coordinators, consider sending direct service staff to the trainings in order to deepen the intervention within the site. This person can also be asked to present back to the larger staff about what they learned and how to incorporate it into staff practices.
- **Possible Solution**: Create an inventory for each grant of training participation of the last four years. If grantee directors have continually attended the same trainings, provide guidance on other staff they can send to these training in their stead. Keep this list available and up to date.

❖ Consider identifying grantee mentors in the state that can assist new or struggling grantees with collecting the data required for PPICS, as well as successful approaches to administering evaluation surveys that are in line with the survey administration protocols. Also, consider identifying exemplar grantees who have been effective communicators with parents and community members. These exemplars could share their methods as a webinar or at a statewide network meeting.
    - **Action Step:** Survey grantees about the ease of PPICS data collection activities and what methods they employ to capture high response rates on their surveys, particularly parent surveys.
    - **Action Step:** Host a learning webinar where these exemplars can share their stories and tricks of the trade with other grantees who may be struggling to enter their data and get high response rates for survey data collection.
- **Possible Solution**: Prepare an update/memo informing grantees that their expertise regarding various areas of content and practice will be sought for inclusion in state-wide e-learning opportunities (webinars or conference calls). This could look like a monthly call, hosted by OSDE with standing agenda items, and then rotating professional development topics at the end of the standing agenda items.

- Consider asking grantees to offer more Science, Technology, Engineering, and Math (STEM) activities within their programs and provide them with resources and support for their staff to be effective facilitators of STEM activities. The National Research Council recommends that informal or out-of-school time programs should be designed with specific learning goals in mind (e.g. the strands of science learning), be interactive; provide multiple ways for learners to engage with concepts; practices, and phenomena within a particular setting, facilitate science learning across multiple settings; prompt and support participants to interpret their learning experiences in light of relevant prior knowledge, experiences, and interest; and support and encourage learners to extend their learning over time (Committee on Learning Science in Informal Environments, 2009).

- The state lead may want to consider a revision of statewide goals and the development of specific objectives for meeting those goals. Objectives are useful when considering how to measure whether or not progress has been made on a goal. They should include clarity around how the goal is to be measured (what data are collected that will help answer these questions) as well as specific benchmarks (the "how much" of what is to be achieved).
    - **Action Step:** During the spring of 2013, OSDE and the evaluation contractor worked to specify a more defined set of goals and objectives for the statewide 21st CCLC network in Oklahoma. This included an initial review of existing goals and discussions of how to make sure data were being collected for each goal/objective in question. A unified set of goals and objectives exist at the state level for 21st CCLC grantees in Oklahoma. These goals and objectives have been worked into the most recent Request for Proposals as the main set of goals OSDE would like to see for all grantees.
    - **Possible Solution:** In order to assess progress made on these goals and objectives, it is imperative that these goals and objectives be communicated with all existing grantees. Create a memo to all grantees regarding the expectations around data collection to measure progress made on these goals and objectives. Also, add this information to the grantee application.

- Set up site visits specifically for sites that are not making progress on the Leading Indicators identified as low-scoring at baseline in order to identify barriers to change, resources available, and potential solutions.
    - **Action Step:** Site visits might include formal or informal observation of programming, interviews with managers and staff, document review, discussions about the Leading Indicator Reports, or other strategies to identify specific areas for improvement.
    - **Action Step:** Create, with the site, a program improvement plan with specific timelines for progress checks and benchmarks for improvement. The state lead may want to determine if there are additional resources available for supports including coaching, closer monitoring by OSDE, or recommending a mentor site that can provide specific guidance.

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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 *a*) 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 $a \geq .7$ 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	4.19	.63	-1.24	.82	*	*
Job Satisfaction	4	SC,S	4.45	.42	-1.47	.92	0.13	0.54
1.2 - Continuous Improvement								
Continuous Quality Improvement	12	S	3.28	.51	.34	.87	0.21	0.68
Horizontal Communication	5	S	3.54	.75	-.26	.93	0.22	0.69
Vertical Communication	2	S	3.96	.58	-.67	.85	1.37	0.57
1.3 - Youth Governance								
Youth Role in Governance	5	SC	2.48	.57	.70	.65	*	*
1.4 - Enrollment Policy								
Access	2	SC	2.13	.93	.73	.56	*	*
Targeting Academic Risk	4	SC	2.89	.92	.35	.84	*	*
2.1 - Academic Press								
Academic Planning	5	S	4.05	.56	-.84	.90	0.14	0.56
Homework Completion	3	Y	3.82	.49	-.21	.80	0.08	0.74
2.2 - Engaging Instruction								
Youth Engagement & Belonging	8	Y	3.59	.44	.42	.93	0.13	0.82
Growth & Mastery Skills	6	S	3.68	.58	-.46	.88	0.18	0.64
Instructional Quality	3	PQA	4.04	.66	-.66	.87	*	*
3.1 - System Norms								
Accountability	3	SC	4.44	.55	-1.04	.72	*	*
Collaboration	2	SC	4.32	.81	-1.96	.85	*	*
3.2 - Family Engagement								
Communication	3	P	2.98	.68	.09	.86	0.21	0.88
3.3 - School Alignment								
Student Data	3	SC	4.20	.71	-.67	.68	*	*
School Day Content	5	SC,S	3.74	.71	-.41	.90	0.15	0.59
3.4 - Community Engagement								
Community Engagement	4	SC	3.03	.99	.04	.82	*	*
4.1 - Socio-Emotional Development								
Social & Emotional Competencies	7	Y	4.04	.36	-1.04	.89	0.05	0.64
4.2 - Academic Efficacy								
Work Habits	6	Y	4.15	.36	-1.24	.94	0.06	0.67
Reading/English Efficacy	4	Y	4.03	.42	-1.51	.93	0.05	0.65
Math Efficacy	4	Y	4.05	.51	-2.39	.93	0.06	0.68
Science Efficacy	2	Y	4.22	.42	-1.51	.93	0.06	0.67
Technology Efficacy	2	Y	4.24	.46	-2.80	.92	0.03	0.55
Academic Efficacy (parent)	4	P	4.04	.34	-.23	.94	0.07	0.69
5.1 - Family Satisfaction								
Confidence in Care	3	P	4.67	.23	-1.11	.83	0.07	0.69
Convenience of Care	2	P	4.67	.32	-2.86	.638	0.13	0.81
Family-School Connection	3	P	4.35	.36	-.64	.874	0.10	0.76

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

Appendix B: Preliminary Analyses of Change in Program Quality Over Three Years

With completion of the third year of data collection for the Oklahoma Leading Indicators evaluation, we are for the first time able to analyze change over time in the twenty-two dimensions of program quality and seven child outcomes that make up the Leading Indicators performance measurement system. In this appendix we describe some preliminary analyses and findings as a prelude to more rigorous analyses that will be conducted in spring 2014. In this appendix we follow the logic of the leading Indicators performance measurement design by focusing on analytics for describing change at the level of the individual program site. Specifically, we employ an analytic approach more often used in clinical settings to evaluate the substantive importance of a pre to post-test change for an individual. In this case, we apply the reliable change index as an analytic method to describe change for each individual program site for each of the 27 measures in the Leading Indicators system.

The reliable change index is calculated for each scale score using the following steps:

- Calculate the sample standard error of measurement (*SEM*) for each scale as $\delta\sqrt{1-\rho}$, where δ is the standard deviation for the baseline sample and ρ is the scale reliability coefficient for the baseline sample.
- Calculate the sample standard error of the difference between two scores (SE_{Diff}) for each scale as $\sqrt{2(SEM)^2}$.
- Calculate the Reliable Change Index (RCI) for each site as ($M_2 - M_1 \ / \ SE_{Diff}) > 1.96$, where *M* is the mean for a given time point for a program site and 1.96 is the index cut point for a statistically significant effect.

Table B1 provides several types of summary information about change on the 27 Leading Indicator's performance measures over three programs years, 2010-2011 (Baseline), 2011-2012 (Year 2), and 2012-2013 (Year 3). To simplify explanation we describe each column, A-G.

- Column A: Provides mean baseline scores for all program sites in the top quartile of scores for each scale.
- Column B: Provides mean baseline scores for all program sites in the bottom quartile of scores for each scale. All group mean differences between the two quartiles groups are statistically significant , p<.001
- Column C: Provides the percentage of program sites with multiple years of data that had positive score change in either the baseline to year 2 period or baseline to year 3 period or both. This column describes the percentage of sites for which performance measures have gone up at any time during the three year project period.
- Column D: Provides the percentage of program sites with multiple years of data that had statistically significant positive score change in either the baseline to year 2 period or baseline to year 3 period or both. This column describes the percentage of sites for which performance measures have gone up a substantively important amount at any time during the three year project period.
- Column E: Provides the percentage of site with multiple year of data that had statistically significant positive score change for two successive years. Scale scores for these program sites increased substantially between baseline and year 2 and were maintained at those levels into year 3.
- Column F: Provides the percentage of program sites who were in the lowest scoring quartile of sites at baseline and which had statistically significant positive score change in either the baseline to year 2 period or baseline to year 3 period or both. This column describes the percentage of sites in the lowest baseline quartile for which performance measures have gone up a substantively important amount at any time during the three year project period.
- Column G: Column E: Provides the percentage of site who were in the lowest scoring quartile of sites at baseline and which had statistically significant positive score change for two successive years. This column describes the percentage of sites in the lowest baseline quartile for which performance measures increased substantially between baseline and year 2 and were maintained at those levels into year 3.

Table B1. Baseline Group Means and Multi-year Score Change Data for Twenty-Two Leading Indicator Scales

	All Sites					Sites in the Bottom Quartile at Baseline	
	A	B	C	D	E	F	G
	Baseline Group Mean for Top Quartile	Baseline Group Mean for Bottom Quartile	Baseline to Year 2 or 3: % Sites with Any Positive Score Change	Baseline to year 2 or 3: % Sites with Positive Score Change > RCI Threshold	Proportion of Sites with Change > RCI Cut for two years	Proportion of Sites with Change > RCI Cut between baseline and any year	Proportion of Sites with Change > RCI Cut for two years
Capacity	4.93	3.28	.53	.17	.08	.45	.30
Job Satisfaction	4.61	3.57	.85	.57	.26	.90	.60
Continuous Quality Improvement	3.86	3.19	.23	.10	.00	.16	.00
Horizontal Communication	4.19	2.61	.63	.41	.16	.82	.41
Vertical Communication	4.55	3.02	.65	.31	.15	.68	.42
Youth Role in Governance	3.02	1.58	.63	.35	.04	.75	.25
Access	2.99	NA	.56	.21	.04	NA	NA
Targeting Academic Risk	3.23	1.27	.73	.43	.08	.63	.21
Academic Planning	4.57	3.16	.53	.41	.16	.87	.47
Homework Completion	4.62	3.70	.30	.11	.02	.29	.00
Youth Engagement & Belonging	4.37	3.41	.32	.24	.07	.57	.21
Growth & Mastery Skills	4.04	2.84	.68	.33	.10	.50	.14
Instructional Quality	4.69	3.28	.52	.27	.11	.56	.28
Accountability	4.97	3.19	.58	.23	.09	.89	.33
Collaboration	4.97	2.88	.54	.39	.16	.75	.45
Communication	3.81	2.02	.69	.30	.11	.64	.36
Student Data	5.00	2.86	.57	.21	.09	.67	.33
School Day Content	4.46	2.65	.68	.45	.17	.73	.23
Community Engagement	3.59	1.58	.58	.36	.08	.50	.25
Social & Emotional Competencies	4.34	3.56	.67	.29	.09	.69	.31
Work Habits	4.40	3.65	.62	.31	.16	.75	.50
Reading/English Efficacy	4.33	3.57	.70	.33	.09	.69	.31
Math Efficacy	4.46	3.53	.56	.27	.07	.54	.23
Science Efficacy	4.57	3.64	.52	.27	.11	.63	.38
Technology Efficacy	4.61	3.73	.48	.33	.18	.80	.47
Academic Efficacy (parent)	4.45	3.78	.63	.52	.18	.77	.69
Confidence in Care	4.92	4.30	.46	.20	.09	.53	.33
Convenience of Care	4.92	4.29	.54	.05	.02	.18	.06
Family-School Connection	4.75	3.63	.60	.32	.11	.71	.43