

# Evaluating Oklahoma 21<sup>st</sup> Century Community Learning Centers

2019-2020 Report to the Oklahoma State  
Department of Education

December 2020



## Evaluating Oklahoma 21<sup>st</sup> Century Community Learning Centers 2019-2020 Report to the Oklahoma State Department of Education

Prepared by:

The David P. Weikart Center for Youth Program Quality

A unit of the Forum for Youth Investment

7064 Eastern Avenue, NW

Washington, DC 20012

Phone: 734.961.6900

[www.cypq.org](http://www.cypq.org)

This report provides a comprehensive overview of the previous detailed Network and site-level data summaries provided to the Oklahoma State Department of Education during the 2019-2020 program year.

2019-2020 Site and Network Survey Data Summaries, delivered August 21, 2020

2019-2020 SAPQA and YPQA Network and Site Reports available in Scores Reporter

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## Program Background

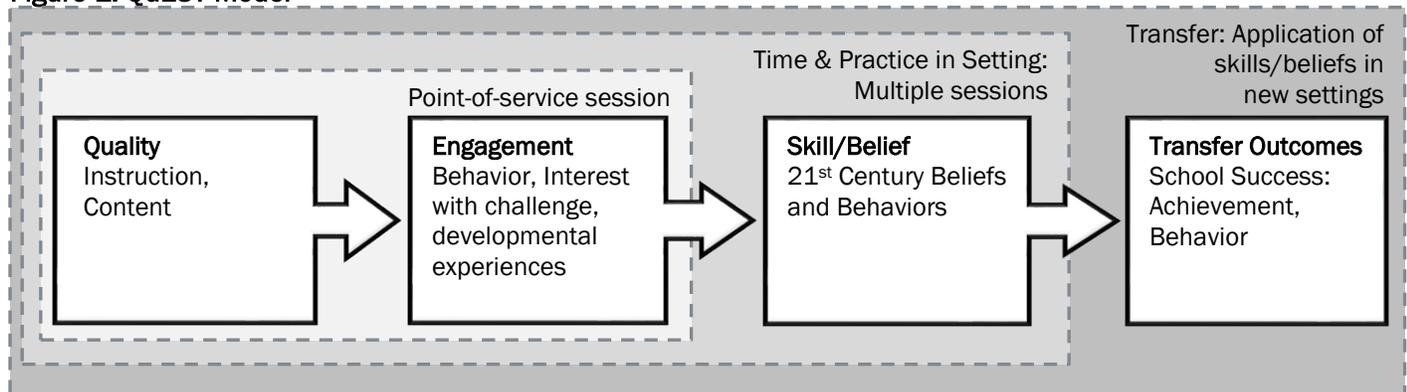
During the 2019-2020 program year, The Oklahoma State Department of Education (OSDE) delegated more than \$14.5 million of federal funds to 21<sup>st</sup> Century Community Learning Center (CCLC) programming.<sup>1,2</sup> In the 2019-2020 program year, the OSDE network funded 58 grantees, representing 112 different sites/centers across the state.

OSDE 21<sup>st</sup> CCLC funding is awarded to applicants whose main goals are to:

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

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

Figure 1. QuEST Model



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

<sup>2</sup> Data retrieved from <https://www2.ed.gov/about/overview/budget/statetables/index.html>

Combined with the 21<sup>st</sup> CCLC Annual Performance Reporting requirements, the OSDE 21<sup>st</sup> CCLC program framework begins with high-quality out-of-school-time programming (See Figure 2). If students are provided high-quality programs (e.g. high-quality staff practices supported by strong organizational capacity) then OSDE will see higher levels of youth attendance in the variety of academic, enrichment, and family engagement activities offered. If activities offered are both high-quality and engaging, then students will have more opportunities to improve the skills required to be successful in the 21<sup>st</sup> century, such as social and emotional behaviors and academic efficacy, which will prepare youth to be more confident and interested in school day content. These students will then show up to the classroom ready to learn, leading them to greater gains in academic performance and post-secondary success.

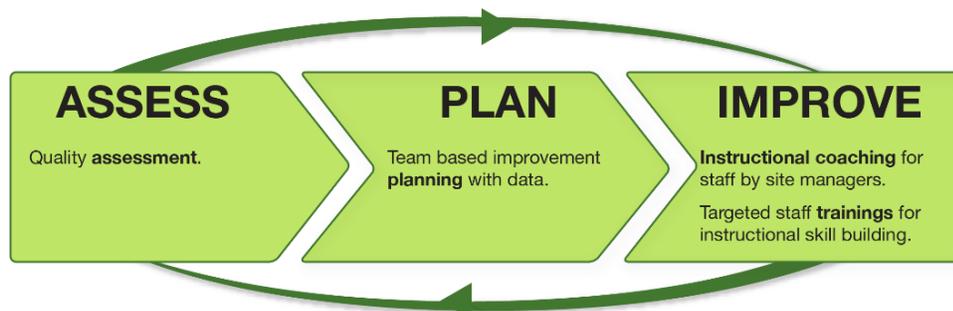
**Figure 2. OSDE 21<sup>st</sup> CCLC program framework**

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

In support of these objectives, OSDE has partnered with the David P. Weikart Center for Youth Program Quality since 2009 to establish and implement the Youth Program Quality Intervention (YPQI), a data-driven continuous improvement process centered on four core staff practices. First, managers and staff are trained to use the Program Quality Assessment (PQA) that aligns best with their program and coordinate self- and external assessments of instructional quality at their sites. Next, staff participate in a Planning with Data workshop leaving them empowered with a drafted improvement plan to implement changes to improve program quality at their site. Third,

managers and staff attend aligned trainings (e.g. Methods Workshops, Quality Coaching) to strengthen skills and support quality practices. Finally, managers and other identified coaches provide technical assistance and ongoing support to program staff.<sup>3,4</sup> The YPQI process embeds a culture of continuous assessment, planning, and improvement in program quality (Figure 3).

**Figure 3. Youth Program Quality Intervention**



As shown in Table 1, the 2019-2020 program year began with an OSDE-hosted Showcase and New Grantee orientation in September to establish expectations and timelines for the year and reflect on and celebrate successes from the previous year. In October, all staff completed training on the Program Quality Assessment, with new staff participating in PQA Basics and returning staff completing PQA Plus. From November 7 – December 6, 2019, all sites were expected to complete a self-assessment using the Youth and School-Age PQA's to collect objective data about staff-youth interactions within programs at each site. Year 2 and 3 sites were also expected to complete an external assessment. In January 2020, sites participated in a Planning with Data workshop to review their program strengths and growth opportunities and subsequently submit a Program Improvement Plan detailing goals, timelines, necessary resources, and staffing supports to achieve desired improvements.

To support these goals, managers and staff had access to ongoing training opportunities throughout the year to improve targeted instructional skills. Youth Work Methods summits were offered in November 2019 and scheduled for March 2020 to support identified program improvements. Supplemented by ongoing technical assistance and embedded coaching supports through take-it back agendas, these opportunities were made available to all participating programs to reinforce continuous improvement practices.

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

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

Unfortunately, on March 13, 2020 the majority of in-school and afterschool programs throughout the United States closed unexpectedly in response to the rising COVID-19 pandemic. Many programs shifted quickly to provide emergency relief to youth and families struggling with food insecurity. Staff were also able to participate in additional professional development opportunities through their access to online Youth Work Methods. This abrupt change also disrupted data collection efforts; participation in the staff and family surveys was limited, and all youth-centered measures, including the survey and state assessments, were cancelled.

**Table 1. 2019-2020 OSDE 21<sup>st</sup> CCLC Project Timeline**

Activity	Timeline	Performance Measures
Summer Programming	May 2019 – August 2019	
Afterschool Programming	August 2019 – May 2020*	
Showcase and Orientation	September 2019	
Ongoing TA and Coaching	September 2019-May 2020*	
Annual Performance Reporting	Summer: Varies per program Fall: 8/1 – 12/31/2020 Spring: 1/1/2020 through end of programming*	Attendance Staffing Academic, Enrichment and Family Activities
Program Quality Assessments	November 7 – December 6, 2019	Self and External YPQA and SAPQA
Professional Development PQA Basics/PQA Plus Planning with Data Youth Work Methods Summits	October 2019 January 2020 November 2019 March 2020*	
Leading Indicator Surveys	February 3 – April 24, 2019*	Site Coordinator/ Grantee Director Afterschool Teacher/Youth Workers Youth Family
Youth Outcomes	August 2020*	Reading and Math State Assessments

Note: \* Indicates activities that were disrupted and/or cancelled due to the emergence of COVID-19 in March 2020. These include afterschool programming, scheduled TA and coaching visits, spring 2020 APR data collection, March 2020 Youth Work Method Summit, Youth Surveys, and spring 2020 state assessments.

## Evaluation Design

To assess the impact of OSDE 21<sup>st</sup> CCLC engagement, the partnership with Weikart has included an annual evaluation that examines improvements in program quality, youth engagement in academic and enrichment activities, and the development of 21st Century skills among participating PreK-12<sup>th</sup> grade students. Throughout the year, the evaluation approach included steps to guide data collection efforts across sites, as well as additional data summary reports to support staff in their efforts to interpret the findings and apply these learnings to continuous improvement decisions. This annual evaluation report expands on previous data reports by analyzing all data sources together and examining the findings in relation to the Oklahoma 21<sup>st</sup> CCLC Statewide Goals and Objectives (see Table 2).

**Table 2. Oklahoma 21<sup>st</sup> CCLC Statewide Goals and Objectives**

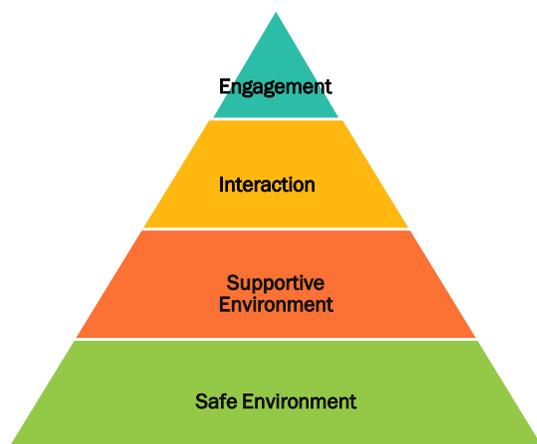
<b><u>Goal 1: Improve both academic and non-academic outcomes for regularly attending participants.</u></b>
<i>Objective 1.1:</i> Participants in the program will demonstrate increased performance on the State Assessment Proficiency Tests in reading and mathematics.
<i>Objective 1.2:</i> Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.
<b><u>Goal 2: Promote a physically and emotionally safe place to attend and continual instruction to promote healthy bodies, minds, and habits.</u></b>
<i>Objective 2.1:</i> Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA.
<i>Objective 2.2:</i> Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.
<i>Objective 2.3:</i> Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, technology.
<b><u>Goal 3: Provide opportunities for parents and students to learn and connect with their community together.</u></b>
<i>Objective 3.1:</i> Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants' access to a variety of opportunities.
<i>Objective 3.2:</i> Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
<i>Objective 3.3:</i> Grantees will maintain a high satisfaction rate among families served by the program.
<b><u>Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21st CCLC programming.</u></b>
<i>Objective 4.1:</i> Grantees will identify students characterized as "at-risk" and actively recruit those students to attend 21st CCLC programming.
<i>Objective 4.2:</i> Grantees will engage in the Youth Program Quality Intervention as a part of a program quality improvement process.
<i>Objective 4.3:</i> Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.
<i>Objective 4.4:</i> Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.

## Performance Measures

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

### *Program Quality Assessment*

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



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

PQA data was collected for all sites as a self-assessment and for a select set of sites as external assessment. To collect self-assessment data, an internal team was selected at each site to observe staff practices using the PQA. After observations, the team had a scoring meeting to discuss their notes and come to a consensus on the score for each item on the tool. OSDE recruited and trained reliable assessors for second- and third-year grantees to hire for external assessment. Raters received endorsement through a reliability training process in which they were required to reach 80% agreement with the Weikart Center's master scores on the PQA. Scores were entered into Scores Reporter, a Weikart Center online data collection platform.

The primary purpose of the Program Quality Assessment is to measure Instructional Quality, defined as the extent to which programs promote positive youth development through evidence-

based staff practices implemented consistently across youth activities. Instructional Quality, measured by the Instructional Total Score (ITS), is composed of ratings of staff practice at the point of service, or when staff or youth interact during the program. The ITS is a composite score of three out of the four quality domains: a structured environment facilitated through guidance and encouragement (i.e., Supportive Environment), opportunities for leadership and collaboration (i.e., Interaction), and the capacity to promote planning and reflection (i.e., Engagement).

### *Annual Performance Reporting*

The online federal data collection system (hereafter referred to as the Annual Performance Reporting or 21APR System) was designed to collect required site operations data across seven key program areas including: Centers, Activities, Staffing, Families, Participation and Outcomes, and Program Attendance, outlined in alignment with the Government Performance and Results Act (GPRA) Indicators (see Appendix A). To complete this data collection, grantees kept track of their data using an Excel spreadsheet created by the Weikart Center. OSDE grantees submitted 21APR data to the Weikart Center at three time points throughout the program year (summer, fall, and spring) for input into the online 21APR platform in accordance with federally mandated deadlines.

### *Leading Indicator Surveys*

Grantee Directors, Site Coordinators, Afterschool Teachers/Youth Workers, Families and Youth were all invited to complete surveys to share feedback on their experience during the 2019-2020 program year (See Table 3). Specifically, these surveys informed our understanding of Organizational Context, Instructional Context, External Relationships, Youth Skills and Family Satisfaction (See Appendix B for the complete Leading Indicators Framework). Online surveys were created and administered via Qualtrics and electronic links for each were posted to Oklahoma 21st CCLC’s webpage on the Weikart website ([www.cypq.org/ok21cclc](http://www.cypq.org/ok21cclc)). Survey data collection for staff and families launched on February 3, 2019. With the COVID-19 disruption, family and staff surveys remained open through April 24, 2020, but the youth surveys were cancelled for the program year.

**Table 3. 2019-2020 Leading Indicator Surveys**

Survey	Intended Audience	Length
Site Coordinator/ Grantee Director	Individual(s) responsible for site operations.	82 items
Afterschool Teacher/ Youth Worker	Staff responsible for providing direct programming to youth.	65 items
Family	All parents/guardians of youth attending the afterschool programs (regardless of youth age)	24 items
Youth	Youth in grades 4 through 12 who attended the afterschool programs <sup>5</sup>	40 items

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

## Evaluation Sample

For the 2019-2020 program year, data were collected from the 112 participating sites. All sites submitted the required 21<sup>st</sup> CCLC annual performance data on program activities, family services, and attendance to be reported to the US Department of Education each term (see Table 4). PQA data, Grantee Director/Site Coordinator Survey data, and Afterschool Teacher/Youth Worker Survey data was also submitted from the 106 sites that operated during the school year (See Table 5). Preliminary analyses showed no significant differences between Youth PQA and School-Age PQA scores, and therefore all PQA data was collapsed to provide a larger sample size for analysis.

**Table 4. 2019-2020 Available APR Data**

% Participating Sites		
Activities	100%	
Staffing	100%	
Family Services	100%	
Participating Youth by Grade	Pre-K – 5th	6 <sup>th</sup> – 12 <sup>th</sup>
Attendance	11,823	4,637

**Table 5. 2019-2020 Available PQA and Survey Data**

		# Submissions	Site Response Rate
PQA	External (2 <sup>nd</sup> and 3 <sup>rd</sup> Year Grantees Only)	39	100%
	Self	106	100%
Surveys	Grantee Director/Site Coordinator/ Afterschool Teacher	433	77%
	Family	1,226	61%

## Evaluation Results

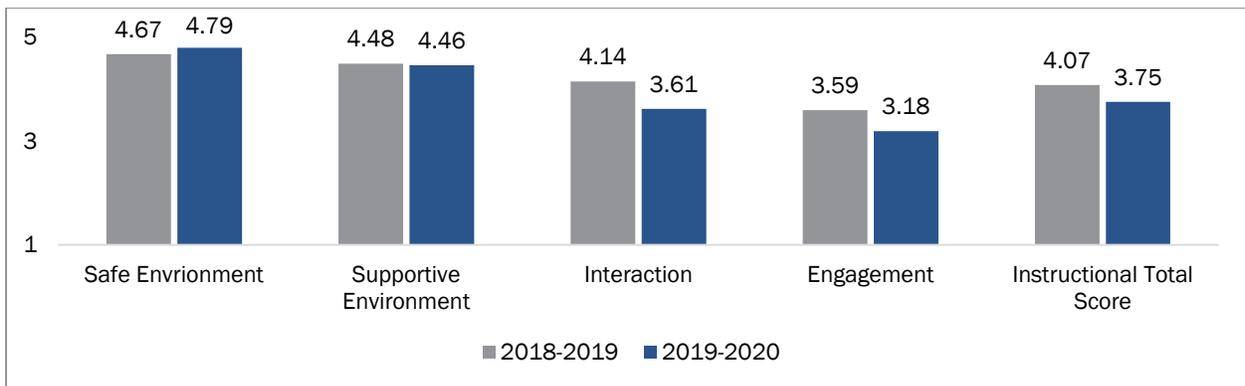
### Instructional Quality

Over the past decade, research has proliferated the youth development field demonstrating the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest instructional practices, meaning those that prioritize a safe environment, supportive relationships, positive staff-youth interactions, and active learning principles are more likely to promote youth engagement and attendance, which in turn promotes youth skill development across multiple domains, such as academic, social-emotional, and behavioral skills.<sup>6</sup>

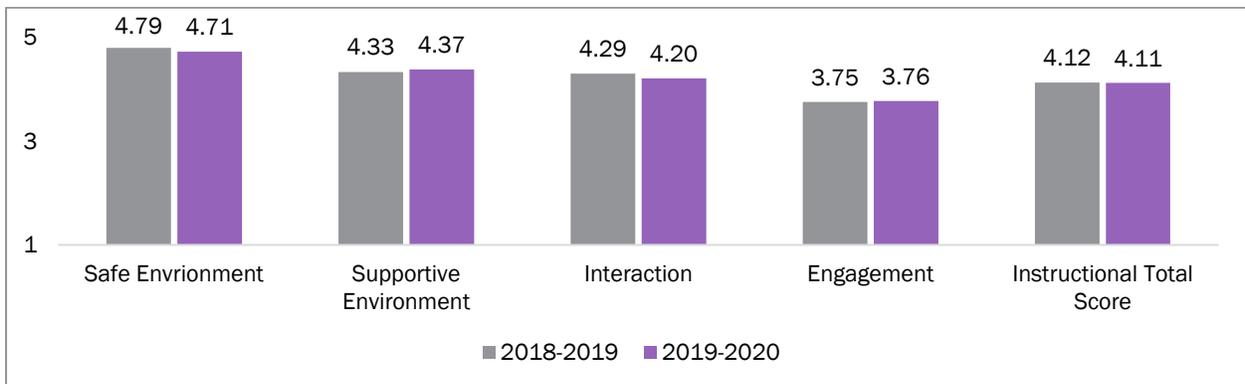
<sup>6</sup> Durlak, J.A., & Weissberg, R.P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social and Emotional Learning.

The 2019-2020 PQA data show that **Grantees successfully achieved Objective 2.1 by continuing to offer high-quality instructional programming.** Looking at both external and self-assessments (see Charts 1 and 2), all PQA domains received an average score of 3 or higher, meaning that the majority of quality instructional practices were observed some of the time and/or for some of the students. These results are consistent with previous results, such that instructional practices within the Safe Environment and Supportive Environment domains were strongest, with lower staff practices reported within the Interaction and Engagement domains. This pattern is common among all YPQI networks as providing an interactive and engaging program environment for youth requires an advanced set of staff practices and can be more difficult to achieve compared to establishing a Safe and Supportive Environment.

**Chart 1. 2018-2020 External PQA Domain Means**



**Chart 2. 2018-2020 Self PQA Domain Means**

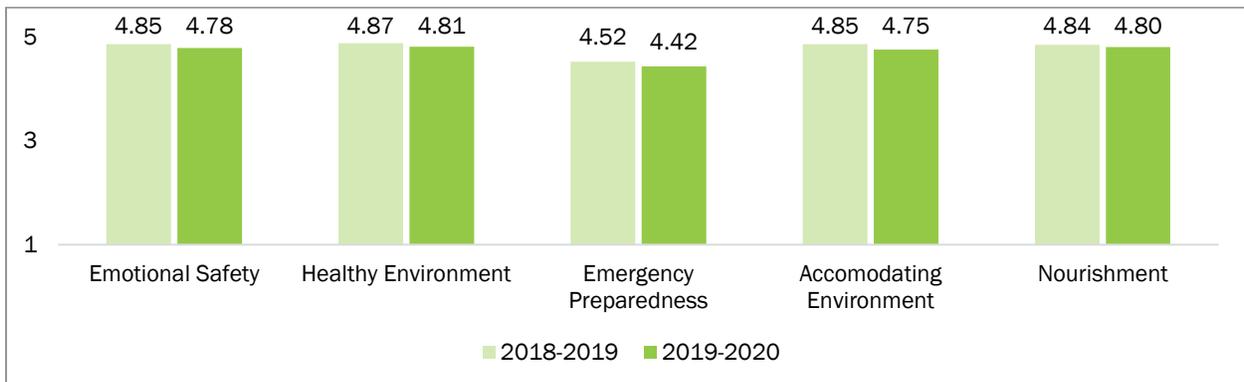


Interestingly, a comparison of external and self-assessment scores show both a different perspective of quality for this program year and a different trend in change over time. The self-assessment data suggests high consistency in instructional quality in comparison to last year. Alternatively, external assessors reported a general decline in staff practices across the majority of

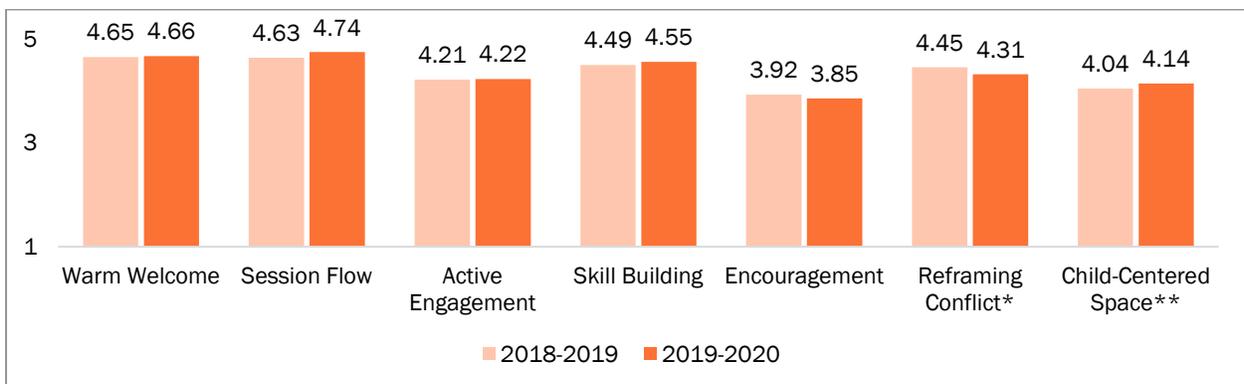
domains, most notably for Interaction and Engagement. While the difference in self- and external-assessment scores is not surprising given how the assessments are conducted (e.g. self-assessment scores are based on a consensus meeting, external assessors are required to pass reliability training), this finding is stronger than differences identified in previous years, and suggests that **additional conversations to distinguish staff practices may benefit all sites and support a greater shared understanding of high-quality programs across grantees.** Given this significant difference between external and self-assessment scores, as well as the limited sample size for external assessments, the remaining analyses for this evaluation focused on self-assessment scores only.

Examining scale scores also provides an opportunity to identify specific strengths to be celebrated and concrete improvement opportunities for targeted training and support. Similar to domain scores, the self-assessment scale scores remained consistent with the previous year, with noted improvements observed in Session Flow practices, Adult Partners, Planning and Reflection, and declines in practices associated with Reframing Conflict and Collaboration (see Charts 3-6).

**Chart 3. 2018-2020 Safe Environment Scale Means, Self-Assessment**



**Chart 4. 2018-2020 Supportive Environment Scale Means, Self-Assessment**



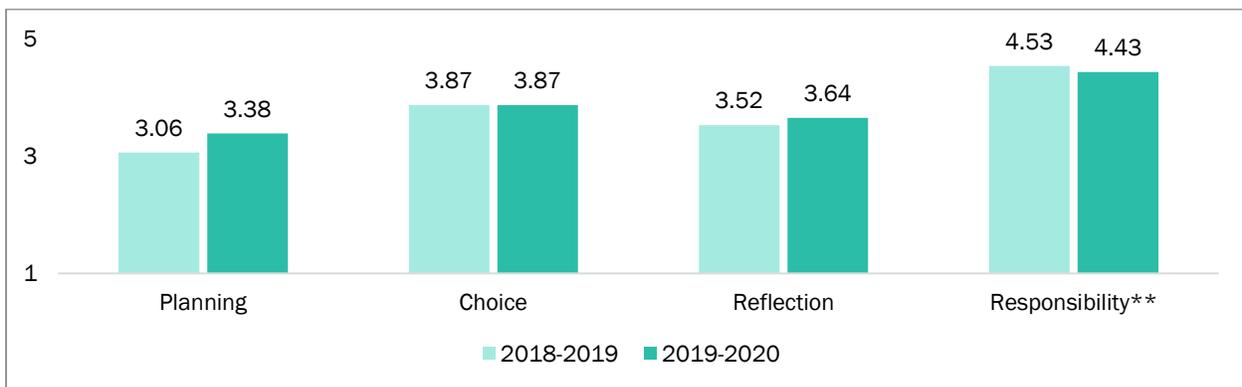
Note: \*YPQA only scales; \*\*SAPQA only scales

**Chart 5. 2018-2020 Interaction Scale Means, Self-Assessment**



Note: \*YPQA only scales; \*\*SAPQA only scales

**Chart 6. 2018-2020 Engagement Scale Means, Self-Assessment**



Note: \*\*SAPQA only scales

A closer look at the range or spread of scores across sites also provides insights on network strengths and growth areas. Scales where the network average was about a 4.5 were identified as major strengths of OSDE 21<sup>st</sup> CCLC sites. Scales where every single site scored the item at a 3 or 5 were also flagged as possible ceiling effects, meaning additional improvements in these areas are unlikely. With all scale scores averaging above a 3.0 consistently, opportunities for improvement were selected by identifying individual items that received an average score around a 3.0 or below, meaning that these practices occurred more informally than intentionally, and were not consistently available for all youth across all sites.

**Table 6. Program Quality Assessment Strengths and Opportunities**

Strengths	Opportunities for Improvement
Emotional Safety	Leadership
Healthy Environment*	School-Age Planning
Accommodating Environment*	Reflection
Nourishment*	
Session Flow	*Identified as possible ceiling effects

## Implementation Quality

Consistent implementation of high-quality instructional practices across sites requires clarity and support from Grantee Directors around YPQI expectations and available resources. Following the US Department of Education requirement and additional guidance from the Oklahoma 21<sup>st</sup> CCLC goals and objectives, grantees and sites were well informed and supported to implement all four components of the YPQI intervention, with the intent to recruit students characterized as “at-risk” and provide them a variety of engaging academic, enrichment and family engagement activities that will support students’ readiness for academic success.

Survey data from Grantee Directors, Site Coordinators, Afterschool Teachers/Youth Workers and Families was collected to examine staff implementation of the OSDE program model. Complemented by APR data, survey responses about student recruitment, YPQI fidelity and External Relationships was analyzed to confirm that OSDE programs had the necessary resources to provide positive developmental experiences for all participating youth.

### *Intentional Recruitment*

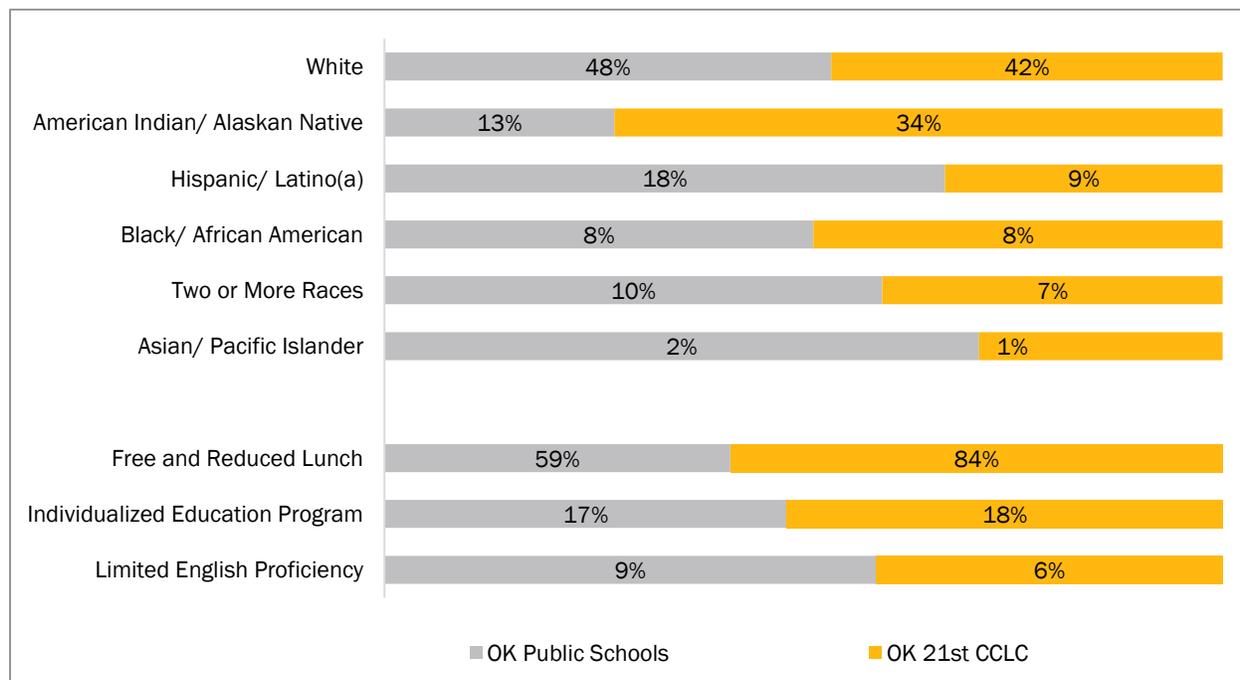
The Oklahoma statewide performance goals prioritize the need for sites to actively recruit “at-risk youth” to participate in 21<sup>st</sup> CCLC programs. Grantees must serve students who attend school sites eligible for Title 1 designation, meaning at least 40% of students at the school must qualify to receive free or reduced-price meals through the National School Lunch Program. **During the 2019-2020 program year, all 112 sites achieved Objective 4.1 and served “at-risk” youth qualified to receive free and reduced-price meals.** While statewide only 59% of youth qualified for free and reduced price meals, 84% of youth attending 21<sup>st</sup> CCLC programs received free and or reduced price meals, showing that grantees were successful in recruiting the most at-risk youth to their programs (see Chart 7). Similarly, Oklahoma 21<sup>st</sup> CCLC grantees served a greater proportion of American Indian youth, a group of young people who on average experience greater academic, mental health and behavioral challenges in comparison to their peers.<sup>7</sup> Additionally, Grantee and site staff reported that the majority of students were recruited to the program because they were not achieving minimum performance standards on state assessment (87%) or course requirements (64%), and would benefit from additional academic supports (76%).

Additional analyses were explored to examine the extent to which all youth had equal access to quality 21<sup>st</sup> CCLC programs throughout Oklahoma. **The results found no significant differences in self-assessed program quality across demographic characteristics, meaning all participating youth in Oklahoma had equal access to high-quality afterschool programming.**

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<sup>7</sup> Fast Facts: Native American Youth and Indian Country (2016). The Center for Native American Youth at The Aspen Institute. Retrieved from: <https://www.cnay.org/resource-hub/fast-facts/>

**Chart 7. 2020 Student Demographics**



**YPQI Fidelity**

Implementation fidelity requires that Grantee and site leaders establish clear policies and procedures that create a supportive work environment for afterschool staff to deliver high-quality programs. When staff were asked about their work environment, more than three-quarters reported that supervisors check-in at least monthly to discuss program goals and priorities, as well as to encourage staff to be innovative and try new ideas. This support translates into frequent staff collaboration, with **more than 80% of afterschool staff meeting monthly to problem solve program practices and activities, meeting Objective 4.3 encouraging communication among staff and sites.**

Building on this strong foundation, staff are prepared to engage in the four core staff practices central to YPQI implementation: 1) Program Quality Assessment, 2) Planning with Data, 3) Coaching, and 4) Training. **Fulfilling objective 4.2, the majority of Grantee and site staff reported high engagement in the YPQI process,** confirming they participated in the assessment process, attended trainings to support instructional practice and data use, and almost half received coaching during the 2019-2020 program year (see Figure 2). Not only did most staff report the trainings received to be very useful, but **almost all Grantee Directors/Site Coordinators (98%) and Afterschool Teachers (93%) reported they were highly satisfied with their job, successfully achieving Objective 4.4.**

Figure 2. Grantee and Site Staff Reports of YPQI Fidelity



### *External Relationships*

Strong partnerships create opportunities for programs and students to build connections to the local community. For 21<sup>st</sup> CCLC programs, it is essential to establish a collaborative relationship with the local schools to ensure that students are receiving the types of supports needed to be successful during the school day. More than two-thirds of Grantee and site staff reported attending meetings to discuss linkages between the school day and program activities. Similarly, just over half of Grantee and site staff surveyed reported participating in parent-teacher conferences to support wrap-around connections between the school-day, afterschool program, and home environment, successfully achieving Objective 3.1. The data suggest that additional efforts to strengthen connections with local businesses may be a valuable avenue to support student’s community service and awareness of local opportunities.

### *Engagement*

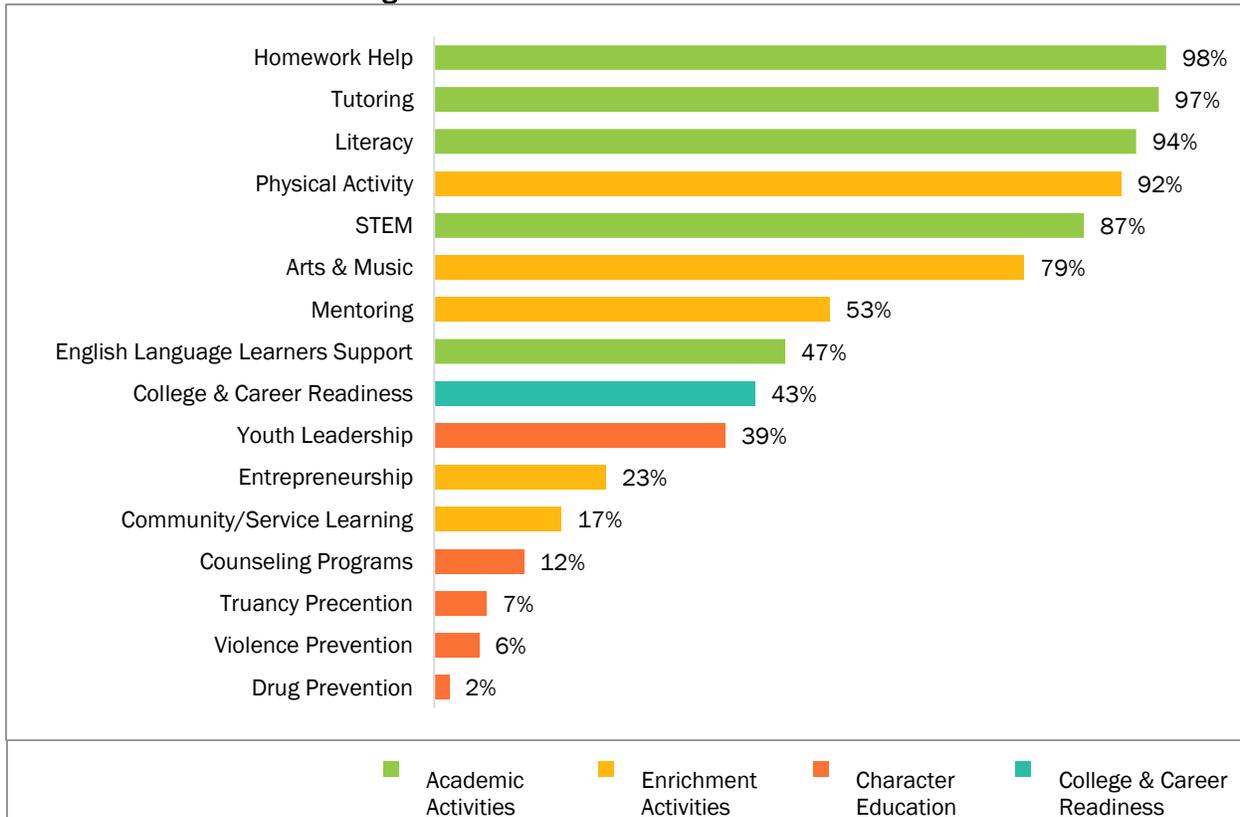
The priorities of 21<sup>st</sup> CCLC funding are to provide students with academic and enriching activities that will promote program attendance so that more skill development can occur within the program and then transfer into school day success. Each term, staff reported on the different types of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

### *Program Activities*

Focusing on the typical school year schedule, fall 2019 and spring 2020, the data show strong support for Objectives 2.2 and 2.3, with almost all sites offering a variety of academic and enrichment activities on a weekly basis. Chart 8 shows that academic supports such as homework help, tutoring and literacy were offered most frequently, closely followed by enrichment programs like physical activity, arts and music, and mentoring. In support of these program goals, the majority of staff reported intentional efforts to provide students with new experiences (84%) and align academic content with youth interests (86%) as well as expressed needs for academic support (79%). Similar to previous years, character education programs such as drug, violence and truancy prevention

activities were not as consistently available to OSDE 21<sup>st</sup> CCLC participants, with the majority of those activities being offered once or twice a term, and most often during the summer term. On average, activities lasted for 1-2 hours and typically 10-15 youth participated in each session, with larger groups of youth participating in sessions offered less frequently.

**Chart 8. 2020 School Year Program Activities Offered Once a Week or More**

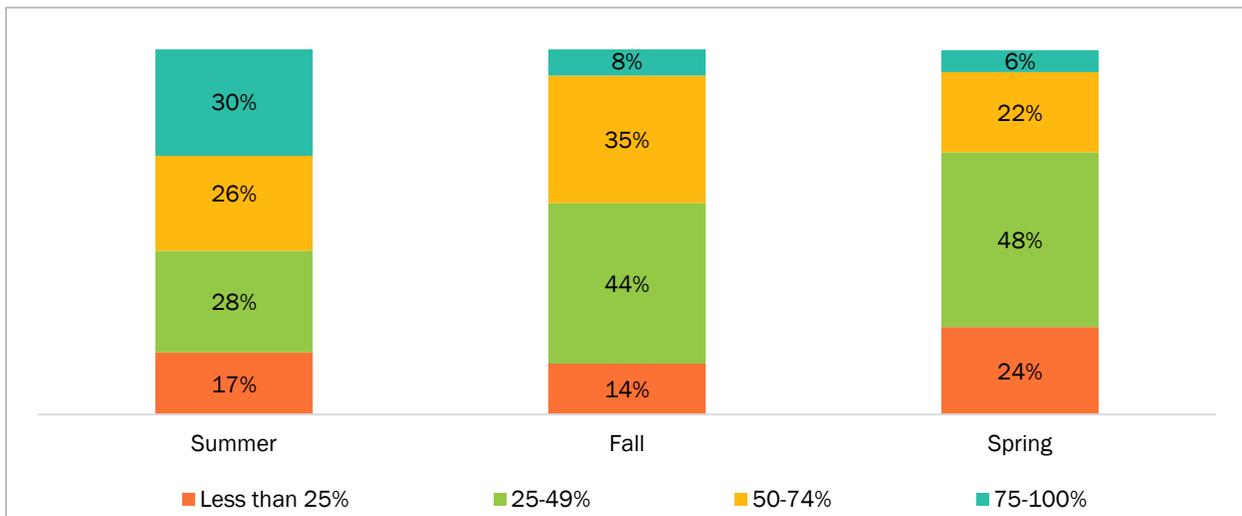


### Program Attendance

For the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year.<sup>8</sup> The 21<sup>st</sup> CCLC annual performance requirements track 30 day, 60 day and 90 day attendance patterns each term as indicators of student engagement. Given the challenges experienced in spring due to COVID-19, attendance was recalculated for this analysis to examine the percentage of days attended each term. For example, if a program were open 100 days and a student attended 80 days, they would have an attendance rate of 80%. **During the 2019-2020 school year, the majority of participating students attended their program between 25%-49% of the time, or the equivalent of 2-3 days per week** (see Chart 9).

<sup>8</sup> Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. *Policy Studies Associates, Inc.*

**Chart 9. 2020 Average Program Attendance, by Term**



Additional analyses were explored to examine the relationship between self-assessed program quality and youth attendance. **A statistically significant correlation between the Interaction domain and attendance was found, meaning that programs with higher quality interaction practices were also more likely to have greater youth attendance throughout the year** ( $r(103)=.242, p<.05$ ). In particular, student attendance was more likely to be higher at programs that demonstrated strong practices in Belonging ( $r(103)=.224, p<.05$ ) and Collaboration ( $r(103)=.384, p<.05$ ). These findings align well with existing afterschool literature acknowledging the importance of friendships and positive interactions with peers and adults to program satisfaction, and suggest that instructional priorities around building community and cooperative learning would be especially beneficial for programs seeking to improve youth attendance.<sup>9</sup>

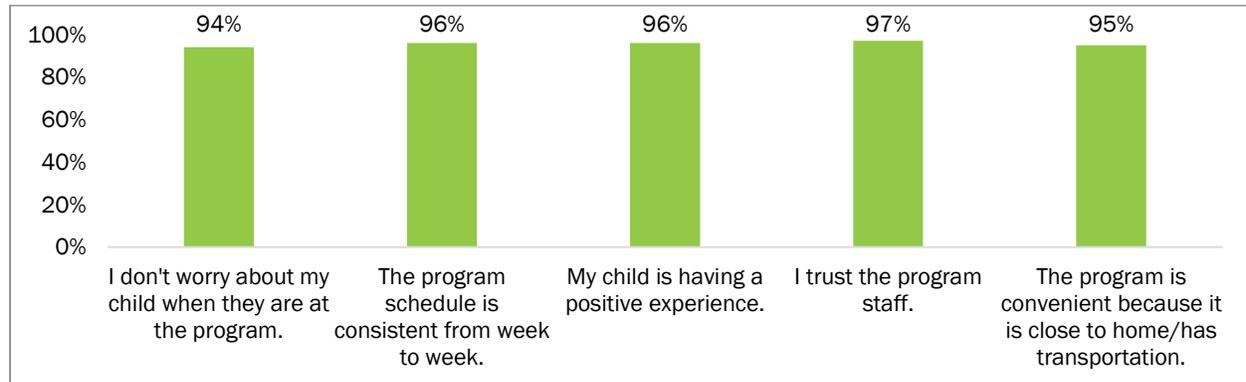
### **Family Engagement**

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth’s academic success. **In support of Objective 3.2, 75% of sites reported they provided family services throughout the year, with sites engaging an average of 71 families each.** More than three-quarters of the families surveyed reported that they received information at home and/or attend a program meeting at least monthly, and 83% of families agreed that the program improved their connections to school day teachers and school content. Not surprisingly, families also reported high levels of program satisfaction (see Chart 10). **Fulfilling**

<sup>9</sup> Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What adolescents learn in organized youth activities: A survey of self-reported developmental experiences. *Journal of research on adolescence, 13*(1), 25-55.

Objective 3.3, almost all families surveyed voiced strong confidence in Oklahoma 21<sup>st</sup> CCLC programs and appreciated the reliability and convenience they offered families.

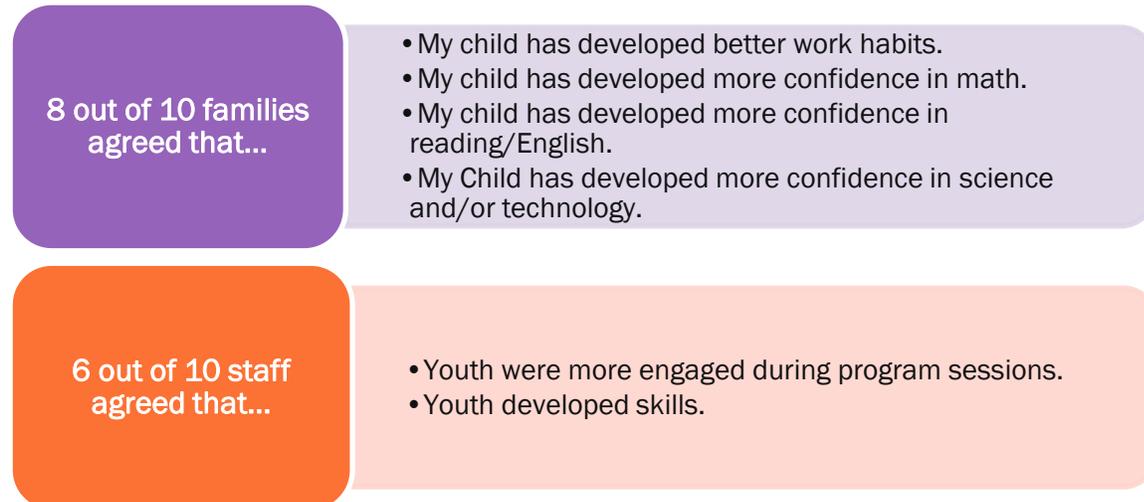
Chart 10. 2020 Family Satisfaction with Oklahoma 21<sup>st</sup> CCLC Programs



### Skill Development

While COVID-19 disruptions eliminated the opportunity to collect end-of-year student assessment data and objectively assess Objectives 1.1 and 1.2, both staff and families provided their feedback on the perceived impacts of 21<sup>st</sup> CCLC programs in Oklahoma. The majority of families and staff acknowledged youth skill growth, both academic and behavioral, as a result of attending their local 21<sup>st</sup> CCLC program. This anecdotal evidence is similar to feedback received in previous years and suggests that program participation continues to promote the development of skills that are valuable for academic and post-secondary success.

Figure 3. Staff and Family Reports of Youth Skill Development



## Conclusions and Recommendations

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

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

While state assessment and youth survey data was not collected this year due to COVID-19 related program disruptions, feedback from staff and families recognized that students demonstrated growth in both academic and behavioral skills as a result of their participation in Oklahoma 21<sup>st</sup> CCLC programs. Similar to previous years, this feedback bolsters confidence that program participation continues to promote the development of skills, such as positive work habits and academic confidence, that are valuable for academic and post-secondary success.

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

Oklahoma 21<sup>st</sup> CCLC programs continue to provide high-quality afterschool programming to youth throughout the state as all PQA domains received an average score of 3 or higher from both external and self-assessors. The data show that instructional practices within the Safe and Supportive Environment domains continue to be strengths throughout the state, and that additional training opportunities on Youth Leadership, Planning and Reflection practices would support continuous improvement efforts. Additionally, the data this year show a statistically significant difference between self- and external assessment scores for Interaction and Engagement domains, reinforcing the recommendation that additional training for assessors, including more time spent prior to the observation connecting with the program and clarifying the intent of the items, could help bridge the gap between the self- and external perspectives.

Reported activity data shows that almost all sites reported offering a variety of both academic (e.g., homework help, tutoring, literacy) and enrichment opportunities (e.g., physical activity, arts and music, mentoring) on at least a weekly basis throughout the academic year. Annual Performance data show the majority of participating students attended their program approximately 2-3 days per week. A statistically significant correlation between the Interaction domain and attendance was found, meaning that programs with higher quality Interaction practices, specifically around Belonging and Collaboration, were also more likely to have greater youth attendance

throughout the year. These findings suggest that instructional priorities around building community and cooperative learning would be especially beneficial for programs seeking to improve youth attendance.

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

Grantee Directors, Site Coordinators, Afterschool staff and families all reported engaging in multiple opportunities throughout the year that connect the school-day, afterschool program, and home environment in support of student success. Grantee and site staff both reported attending school meetings and parent-teacher conferences to identify and address specific academic needs. Families reported high levels of satisfaction and confidence in Oklahoma 21<sup>st</sup> CCLC programs and appreciated the partnership and genuine care from staff about their family well-being. Additional efforts to strengthen connections with local businesses may be a valuable next step to further increase opportunities for community engagement.

❖ **Goal 4: Build organizational capacity to deliver high-quality programming to all participants attending 21<sup>st</sup> CCLC programming.**

Building on a strong, supportive foundation of communication and collaboration both within and across programs, the majority of Grantee and site staff reported high engagement in the YPQI process, confirming they participated in the assessment process, attended trainings to support instructional practice and data use, and almost half received coaching during the 2019-2020 program year. Approximately three-quarters of staff reported these opportunities to be very useful which likely contributed to almost all Grantee Directors, Site Coordinators and Afterschool teachers reporting high satisfaction with their job.

Having a strong afterschool workforce throughout the state drives consistency in quality programming and helps all sites be successful with recruitment and retention. Oklahoma 21<sup>st</sup> CCLC programs continued to exceed recruitment targets with 84% of youth attending 21<sup>st</sup> CCLC programs receiving free and/or reduced-price meals, higher than the statewide average of 59% for the 2019-2020 school year. Across most other key demographic characteristics, Oklahoma 21<sup>st</sup> CCLC participating youth were representative of the statewide student population, except that Grantees also served a greater proportion of American Indian youth in comparison to state averages. Additional analyses found no significant differences in program quality across demographic characteristics, meaning all participating youth in Oklahoma had equal access to high-quality afterschool programming.

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

Program Area	Data Collected	Summer <sup>10</sup>	Fall	Spring
<b>Centers</b>	<ul style="list-style-type: none"> <li>Center Name, Address, City, State, Zip Code</li> <li>Contact Name, Email and Phone Number</li> <li>Center Type: Public School, Charter School, College/University, Community Based, Faith Based, Other</li> <li>Expanded Learning Time: Yes/No</li> <li>Feeder Schools</li> <li>Community Partners</li> </ul>	X	X	X
<b>Activities</b>	Frequency, average hours per session, average participants per session, and secondary College and Career Readiness goal for the following: Academics <ul style="list-style-type: none"> <li>STEM</li> <li>Literacy</li> <li>Tutoring</li> <li>Homework Help</li> <li>English Language Learning Support</li> </ul> Enrichment <ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Arts and Music</li> <li>Physical Activity</li> <li>Community/ Service Learning</li> <li>Mentoring</li> </ul> Character Education <ul style="list-style-type: none"> <li>Drug Prevention</li> <li>Counseling Programs</li> <li>Violence Prevention</li> <li>Truancy Prevention</li> <li>Youth Leadership</li> </ul> College and Career Readiness <ul style="list-style-type: none"> <li>College and Career Readiness</li> </ul>	X	X	X
<b>Staffing</b>	Number of paid and volunteer <ul style="list-style-type: none"> <li>Administrators</li> <li>College students</li> <li>Community members</li> <li>High school students</li> <li>Parents</li> <li>School day teachers</li> <li>Non-teaching school staff</li> <li>Subcontracted staff</li> <li>Other</li> </ul>	X	X	X
<b>Families</b>	If program serves families of youth Pre-K to 5 <sup>th</sup> Grade and 6 <sup>th</sup> Grade to 12 <sup>th</sup> Grade  Number of family members served of Pre-K to 5 <sup>th</sup> Grade youth  Number of family members served of 6 <sup>th</sup> – 12 <sup>th</sup> Grade Youth	X	X	X
<b>Participation and Outcomes</b>	Youth Demographic Information: race, gender, English proficiency, free or reduced lunch eligibility, special needs status, grade level  Oklahoma School Testing Program (OSTP) for youth in grades 3-8 Attendance Data by Term  Youth Outcomes data: Previous and Current year Math and ELA Performance data requirements were waived as state assessments did not take place in spring 2020.			X

<sup>10</sup> Summer data is not collected from first year grantees

## Appendix B. Leading Indicator Framework

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