



DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

Arkansas 21st Century Community Learning Centers Statewide Evaluation

2012-2013 Annual Report
Report to the Arkansas Department of Education

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Arkansas 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 Arkansas Department of Education (ADE) has utilized federal dollars to fund afterschool programming in a wide variety of school districts and community organizations. To date, ADE has awarded approximately 217 different grants serving approximately 11,069 youth per year (Profile and Performance Information Collection System, 2013; Afterschool Alliance, 2011).

During the 2012-2013 program year, 15 new grantees were awarded bringing the total number of grantees receiving funding to 102. These 102 grantees, representing 102 distinct sites/centers would split the approximately \$11.8 million that was delegated to ADE by the federal government.

In fulfillment of the federal requirement for an annual evaluation, and because ADE does not require that grantees hire local evaluators, ADE sought an evaluation design that also prioritized usefulness to grantee level stakeholders. In addition, ADE was seeking to remedy noted points of concern expressed by the latest United States Department of Education Monitoring Report (United States Department of Education, 2012). Specifically:

- Does the State conduct a comprehensive evaluation (directly, or through a grant or contract) to monitor the effectiveness of 21st CCLC programs, and progress towards the performance indicators and performance measures used to evaluate sub-grantees?
- Does the State have clearly defined and appropriate performance indicators and performance measures used to evaluate programs? If so, what are they? Does the State measure GPRA indicators?
- Does the SEA notify and make program evaluations available to the public upon request?
- Does the SEA use the results of its State evaluations to refine, improve, and strengthen the program and to refine State performance measures?
- Does the State require that sub-grantees undergo a periodic evaluation to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment based on Principles of Effectiveness?

Therefore, in the fall of 2012, the Arkansas 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 Arkansas 21st CCLC program and to help address the points of concern above (please see the summary of findings section).

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.

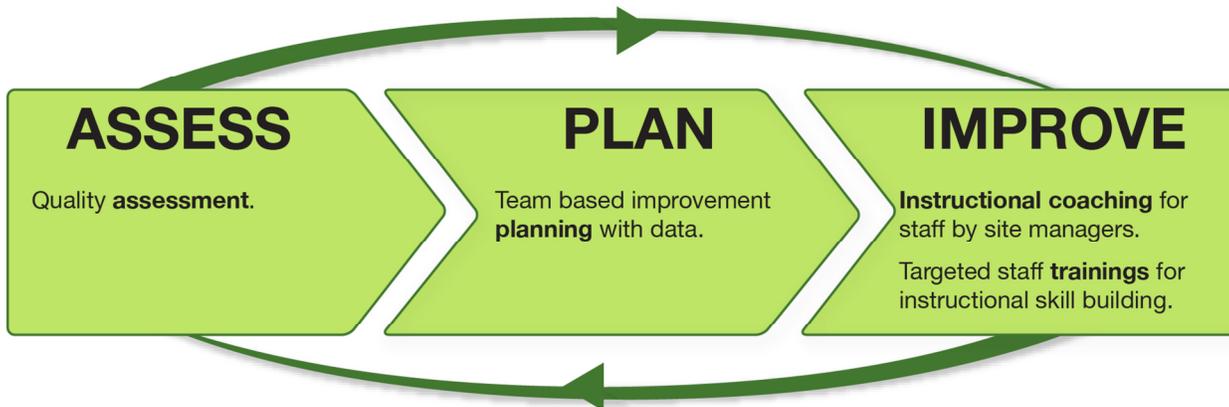
Table 1 – 2012-2013 Program Evaluation Component Timeline

Date/Time	Activities
October 10-12, 2012	Arkansas Annual Statewide Out-of-School Time Conference
December 13 & 14, 2012	PPICS Orientation Webinar: Grantee Profile
February 1, 2013	Due Date: Grantee Profile Updated/Completed in PPICS
March-April, 2013	Evaluation Surveys Administered
April, 2013	PPICS Annual Performance Report (APR) Opens
May 15 & 17, 2013	PPICS Orientation Webinar: Annual Performance Report (APR)
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 2012-2013 program year
June 30, 2013	Due Date: Objectives, Activities, and Teacher Survey data due
August 31, 2013	Due Date: Attendance, Staffing, and State Assessment Data due
September, 2013	Site-Level Leading Indicator Reports Created
December, 2013	Statewide Evaluation Report

The Program Quality Improvement process (see Figure 1) is aimed at embedding a culture of continuous assessment and planning, and implementation (Smith, Akiva, Sugar, Lo, et al., 2012). 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 look at their data to see where they were doing well and where they could improve. A program improvement plan is then created based on these areas, which includes very detailed information about the timeline for the goals, parties responsible for making them happen, resources and supports necessary, and what that goal would actually look like when it was completed. Throughout the program year, clients work toward implementing 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 starting the continuous Program Quality Improvement cycle over.

The Program Quality Improvement process used in the Arkansas 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. During the 2012-2013 program year, the Program Quality Improvement was missing a typical component of data. Specifically, Youth PQA data was not collected for the program year; however, efforts to use the site-level Leading Indicator reports were put forth during a grantee orientation process during September 2013. During this orientation process, grantees reviewed their Leading Indicator reports and created a program goal for the beginning of the 2013-2014 program year. The 2013-2014 program year will include Youth PQA data as a measure of Instructional Quality.

Figure 1



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 program beginning in 2008. In the Arkansas 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 14-35 of this report are constructed as composites from 29 scale scores drawn from survey and observational measures administered to program staff, students and parents. 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 scale and item level scores. The LIs are arranged in alignment with five primary settings or 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 Arkansas 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).

The following describes each measure and source of information used to construct the Leading Indicator reports as well as the procedures for data collection. Sample characteristics are also provided.

Project 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 project director typically operates at a higher level of management, communicating accountability policies to site coordinators. However, in Arkansas's 21st CCLC system, there are many grantees who offer programming at only one site and in which the project director is also the site coordinator. Therefore, this survey was directed primarily at project directors, although site coordinators who were not also project directors were surveyed where appropriate.

The project 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 (where age appropriate), enrollment for students with academic risk factors, accountability and collaboration norms, connections to the school day, and community engagement with the afterschool program.

The project director/site coordinator survey was administered at the end of March 2013 via Qualtrics, an online survey software program. Data collection efforts continued through the first week of May. Surveys were constructed within the Qualtrics website and the participation link was then posted to Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc) for project directors and site coordinators to easily access at their convenience. E-mail reminders were sent to non-respondents roughly halfway through the data collection period. Information at the beginning of the survey clarified the purpose of the surveys and defined confidentiality assurances.

A total of 125 project directors and site coordinators responded to the online survey, representing 97% of the 102 Arkansas 21st CCLC grantees. Table 3 below displays characteristics of project directors and site coordinators. The majority of respondents had a Master's degree, were white females, and 74% were certified teachers. The average number of hours worked per week was 21.1 and project directors and site coordinators worked for approximately 10.3 months out of the year.

Table 3 – Project Director/Site Coordinator Survey Respondent Characteristics

Characteristics	N=125
Average years of experience at site in any capacity	5.0
Average years of experience at site as Site Coordinator	3.5
Education Level	
Less than high school diploma/GED	0.0%
GED/High School diploma	2.4%
Some college, no degree	4.8%
Associate's Degree	5.6%
Bachelor's Degree	24.0%
Graduate program but no degree yet	8.8%
Master's Degree	49.6%
Doctorate	3.2%
Other professional degree after BA	1.6%
Teaching Certification	74.2%
Average months worked per year	10.3
Average hours worked per week	21.1
Gender	15.2% male
Race (check all that apply)	
White	76.8%
African American	22.4%
Native American	2.4%
Hispanic	0.8%
Arab American	0.0%
Asian	0.0%
Other Race	0.8%

Direct Staff/Youth Worker Survey

The Direct Staff/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 are those who 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 project 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 Direct Staff/Youth Worker survey was also administered on-line at the end of March 2013 via Qualtrics: this participation link was also posted to Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc) for staff working in the programs to easily access at their convenience. E-mail reminders were sent to non-respondents roughly halfway through the data collection period. Data collection efforts continued through the first week of May to get a more robust sample size. Information at the beginning of the survey clarified the purpose of the surveys and defined confidentiality assurances.

A total of 769 afterschool teachers and youth workers responded to the online survey, representing responses from 95% of the 102 Arkansas 21st CCLC grantees. Table 4 highlights the characteristics of the afterschool direct staff and youth workers that interact with youth on a daily basis. The average number of years worked at the site was approximately three years and the majority of staff had either a bachelors' or master's degree. Approximately 68% of staff were certified school-day teachers and white females. The majority of staff worked an average of 7.7 months out of the year and approximately 8.9 hours per week.

Table 4 – Direct Staff/Youth Worker Survey Respondent Characteristics

Characteristics	N=769
Average years of experience at site	3.2
Education Level	
Less than high school diploma/GED	2.7%
GED/High School diploma	7.4%
Some college, no degree	12.4%
Associate's Degree	4.2%
Bachelor's Degree	27.0%
Graduate program but no degree yet	10.2%
Master's Degree	35.2%
Doctorate	0.7%
Other professional degree after BA	0.3%
Teaching Certification	68.4%
Average months worked per year	7.7
Average hours worked per week	8.9
Gender	12.6% male
Race	
White	74.0%
African American	23.1%
Native American	0.9%
Hispanic	1.6%
Arab American	0.0%
Asian	0.5%
Other Race	1.0%

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.

Most grantees completed the Youth Surveys online via Qualtrics. Only those specifically requesting paper surveys were mailed a sample of one hundred youth surveys. Instructions for administering the surveys to youth – both online and paper – were available to each grantee. Each survey contained instructions for completing the survey as well as confidentiality assurances. Online surveys were easily accessible from Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc). For those completing paper surveys, the project director mailed them back to the evaluation contractor in the self-addressed postage-paid envelopes that were included in the paper survey materials package. Reminders were sent at the halfway point during data collection and continued until the data collection period ended.

A total of 3,413 youth in 4th through 12th grade completed a survey, representing responses from 95% of Arkansas 21st CCLC grantees who served students within this age range (N=93). Table 5 presents demographic information for the youth in this sample. The average age of youth in the 21st CCLC programs was 12 years old and their average grade in school was sixth grade. Forty-nine percent of youth were male while 42% reported they were white, 41% reported they were African American, 11% reported Hispanic, 4% reported they were Native American, 4% reported "other", 2% reported being Asian, and 1% reported being Arab American.

Table 5 – Youth Survey Respondent Characteristics

Characteristics	N=3,413
Average Age	12
Average Grade	6
Gender	49% male
Race (check all that apply)	
White	42%
African American	41%
Native American	4%
Hispanic	11%
Arab American	1%
Asian	2%
Other Race*	4%

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 the communication between themselves and the afterschool program, the academic efficacy of their child(ren), the confidence and convenience of the services provided at the afterschool program, and the connection that they have with the school itself. The parent survey also asked parents a series of questions about their interest in fee-based afterschool services.

The majority of grantees had their parents complete paper surveys. One hundred parent surveys were mailed to each grantee along with instructions for distributing the surveys to parents. One hundred confidentiality envelopes were also enclosed for parents to put their completed surveys in before returning them to the project director. Each survey contained instructions for completing the survey and defined confidentiality assurances. Once the surveys were completed, the project 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 few grantees opted to complete parent surveys online via Qualtrics. Online surveys were easily accessible from Arkansas 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ar21cclc).

A total of 2,123 parents completed a survey, representing responses from 91% of Arkansas 21st CCLC grantees (N=102). Table 6 displays information for the parent sample from 2012-2013 program year data collection. The majority of parents ranged between 26 and 59 years old had a four year degree or less, and had a household income of less than \$50,000 per year. Sixteen percent of respondents were male, while 84% reported white as their race, 70% reported African American, 49% reported Hispanic, 23% reported Native American, 20% reported "other race", 15% Asian, and 7% reported Arab American.

Parents were also asked about both their willingness and their ability to pay a fee for their child(ren) to attending programming, should federal funding disappear. Slightly less than 50% reported that they would be willing to pay a fee, while only 37% reported they would be able to pay a fee.

Table 6 – Parent Survey Respondent Characteristics

Characteristics	N=2,123
Average Age	
25 or less years old	5%
26-30 years old	15%
31-35 years old	23%
36-40 years old	22%
41-45 years old	14%
46-49 years old	10%
50-55 years old	6%
56-60 years old	4%
61-65 years old	2%
66 or more years old	1%
Education	
Less than high school diploma/GED	14%
GED/High School diploma	30%
Some college, no degree	26%
Associate's Degree	11%
Bachelor's Degree	13%
Graduate program but no degree yet	1%
Master's Degree	5%
Doctorate	0%
Other professional degree after BA	1%
Race (check all that apply)	
White	84%
African American	70%
Native American	23%
Hispanic	49%
Arab American	7%
Asian	15%
Other Race	20%
Gender	16% male
Income	
Less than \$10,000	13%
\$10,000 to \$19,999	18%
\$20,000 to \$29,999	21%
\$30,000 to \$39,999	15%
\$40,000 to \$49,999	10%
\$50,000 to \$59,999	7%
\$60,000 to \$69,999	3%
\$70,000 to \$79,999	4%
\$80,000 to \$89,999	3%
\$90,000 to \$100,000	2%
More than \$100,000	3%
If federal funding for this afterschool program stopped, would you be willing to pay a fee for afterschool services?	48%
If federal funding for this afterschool program stopped, would you be able to pay a fee for afterschool services?	37%

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. The PQAs 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 under four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Youth PQA is currently being used in over 70 afterschool networks across the United States. Over 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 also fall under the same four domains as 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.

Due to funding and contract issues, Arkansas 21st CCLC grantees did not participate in program assessment using the Youth or School-Age PQA. It is anticipated that Arkansas 21st CCLC will resume participation in conducting these assessments during the 2013-2014 program year.

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, objectives, activities, partners, teacher survey, and feeder school information under the annual performance report (APR) 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 102 different grantees across the state of Arkansas representing 102 distinct sites (i.e., spaces where afterschool programming was operating). These 102 grantees across Arkansas 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 half of grantees offered programming during both the summer and the school year and the average number of active community partners was almost four partners per site. Approximately 30% of activity hours offered during the school year focused on academic related content, and approximately 25% during the summer (for those operating during the summer). According to grantees at the beginning of the program, the average anticipated enrollment was 119 students, while the actual number of students served was 142. The average number of students who attended less than 30 days was 87 compared to the average of 56 students who attended 30 days or more (regular attendees).

Table 7 – Arkansas 21st CCLC Grantee Program Characteristics

Characteristics	N=102
Operations	
Number of sites/centers operating during the school year only	53
Number of sites/centers operating during both the summer and school year	101
Partners	
Average Number of Community Partners	3.78
Time on Academics	
Average number of activity hours spent on academics during the school year	16
Average number of activity hours spent on academics during the summer	18
Recruitment and Retention	
Ratio of anticipated to actual students served	119:142
Ratio of students attending 30 or more days to students attend 30 days or less	87:56

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

Attendance and Academic Achievement	
Reading Proficiency	
30-59 days	(n=1354)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	63.2%
Percent increase to Advanced or Proficient from Below Basic or Basic in reading proficiency level	8.5%
60-89 days	(n=1270)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	65.3%
Percent increase to Advanced or Proficient from Below Basic or Basic in reading proficiency level	11.5%
90+ days	(n=825)
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level	60.8%
Percent increase to Advanced or Proficient from Below Basic or Basic in reading proficiency level	11.5%
Math Proficiency	
30-59 days	(n=1349)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (30-59 days)	57.4%
Percent increase to Advanced or Proficient from Below Basic or Basic in math proficiency level	9.9%
60-89 days	(n=1272)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (60-89 days)	58.7%
Percent increase to Advanced or Proficient from Below Basic or Basic in math proficiency level	8.8%
90+ days	(n=922)
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (90+ days)	57.4%
Percent increase to Advanced or Proficient from Below Basic or Basic in math proficiency level	8.8%

*For regular attendees in third through eighth grade that had both pre and post test data.

Table 8 highlights academic achievement data (as measured by the Arkansas Augmented Benchmark Exam) for students in third through eighth grade 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 60 percent. Data is also presented for students who moved from the Below Basic or Basic proficiency level to the Proficient or Advanced proficiency levels. These numbers hover around 10 percent.

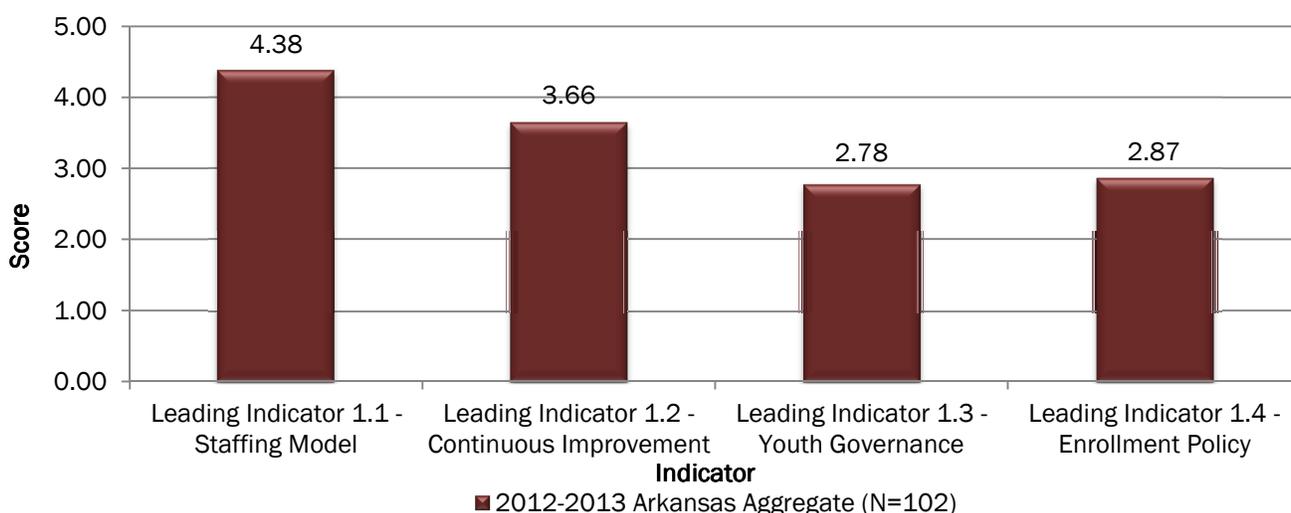
Findings/Results

The following section presents findings from the 2012-2013 Arkansas 21st CCLC Statewide Evaluation conducted by the evaluation contractor. The 2012-2013 program year marks the first 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, representing baseline data.

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 project directors and site coordinators feel their staff 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 project directors and site coordinators feel their staff are prepared and all respondents are relatively satisfied with their job.

Continuous Improvement measures the extent to which staff 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 communicate with their peers and supervisors regarding program quality. On average, staff are engaged in professional development opportunities and exhibit effective communication, however participation in using an assessment tool to measure program quality and the opportunity to observe/be observed by peers is less likely.

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 Arkansas 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. It is also possible that this Leading Indicator's intent is not clearly understood by respondents, which may require further specification for continuing data collection.

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

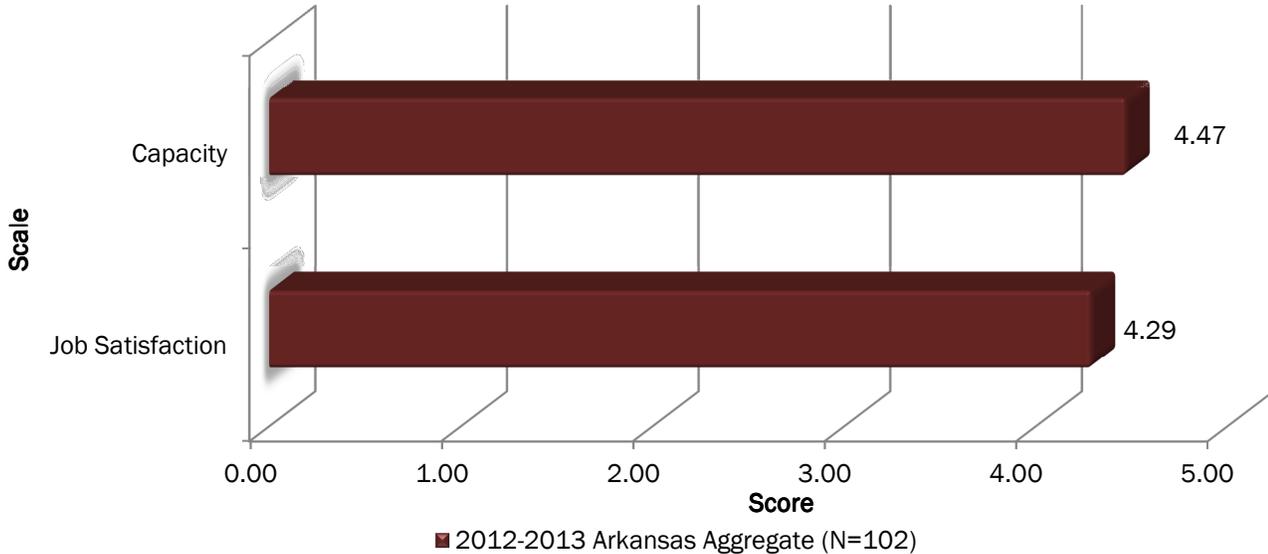


Table 9 – Capacity Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	2012-2013 Arkansas Aggregate (N=102)
Capacity	4.47
Staff come to the program with adequate training or experience	4.44
Staff stay at our program for a long time	4.53
We have enough staff and/or student-to-staff ratios are good	4.75
New staff get an adequate orientation	4.40
Staff have enough time to attend meetings or do planning	4.23
Staff are designing and delivering activities consistent with program goals and objectives for students	4.45

Data Source: Project Director/Site Coordinator Survey

Table 10 – Job Satisfaction Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	2012-2013 Arkansas Aggregate (N=102)
Job Satisfaction	4.29
In most ways, this job is close to my ideal	4.20
The condition of my current job is excellent	4.40
I am satisfied with this job	4.48
If I could change my career so far, I would not change anything	4.09

Data Source: Project Director/Site Coordinator Survey & Direct Staff/Youth Worker Survey

Key Points:

- Project directors and site coordinators report that they have enough staff and that these staff stay at the program for a long time. Also, student-to-staff ratios are good
- 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

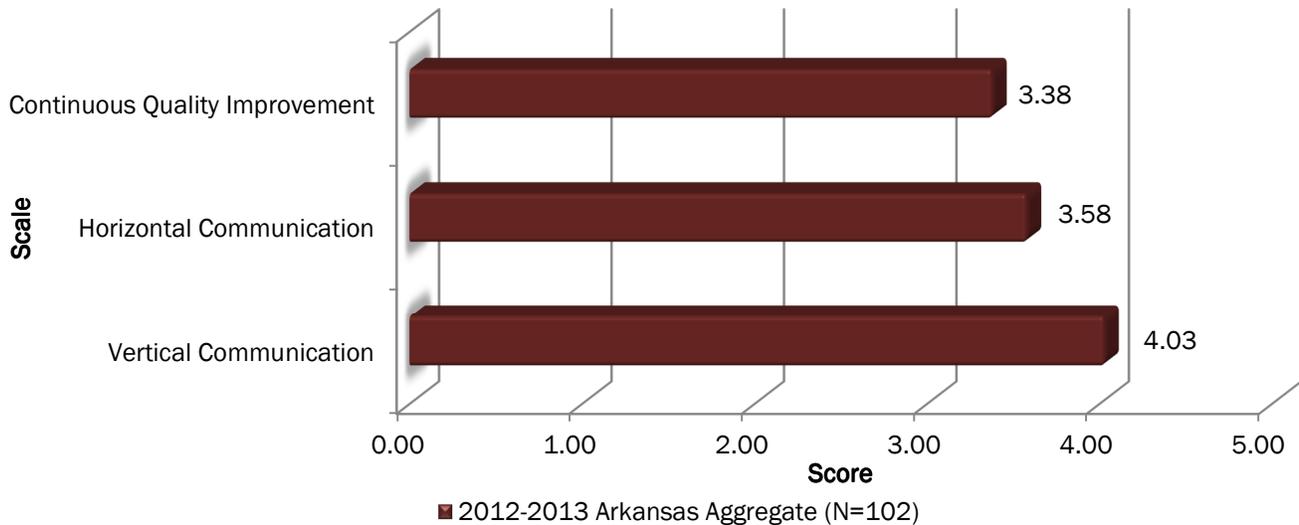


Table 11 – Continuous Quality Improvement Scale Detailed Scores

	2012-2013 Arkansas Aggregate (N=102)
Continuous Quality Improvement	3.38
<i>Please select one response for each statement (1=No, 3=One or the other, 5=Both).</i>	
Are you currently using the Youth Program Quality Assessment (YPQA) from High/Scope as a quality assessment tool and/or any other quality assessment tool that employs observation and written evidence to produce quality ratings at your site?	2.67
<i>In the past year or so at your program, how often have you: (1=Never, 3=Once, 5=Two or more times).</i>	
Observed staff sessions with youth to assess quality?	3.13
Collected written anecdotal evidence on program quality?	2.87
Conducted program planning using quality assessment data?	3.18
<i>How much training have you had on the following during the past year? (1=None, 3=One day or less, 5=Two days or more)</i>	
Developmental Assets training	3.73
Advancing Youth Development training	3.68
Bringing Yourself to Work training	2.35
Youth Work Methods or Youth PQA training	2.28
Other training re positive youth development	3.51
<i>Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	
My supervisor gives me helpful feedback about how I work with youth	3.98
My supervisor is visible during the offerings that I lead or co-lead	4.34
My supervisor knows what I am trying to accomplish with youth	4.58

Data Source: Direct Staff/Youth Worker Survey

Leading Indicator 1.2 – Continuous Improvement continued

Table 12 – Horizontal Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2012-2013 Arkansas Aggregate (N=102)
Horizontal Communication	3.58
I co-plan with another member of staff	3.88
I discuss teaching problems or practices with another staff member	4.30
A co-worker observes my session and offers feedback about my performance	3.30
I work on plans for program policies or activities with other staff	3.52
I observe a co-worker's session and provide feedback about their performance	2.88

Data Source: Direct Staff/Youth Worker Survey

Table 13 – Vertical Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2012-2013 Arkansas Aggregate (N=102)
Vertical Communication	4.03
My supervisor challenges me to innovate and try new ideas	3.86
My supervisor makes sure that program goals and priorities are clear to me	4.20

Data Source: Direct Staff/Youth Worker Survey

Key Points:

- Staff report limited use of the Youth PQA assessment tool and/or other quality assessment tools. Staff report moderate involvement in a number of different professional development opportunities. Staff also report that supervisors are present and available during program hours and know the goals of their staff.
- 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

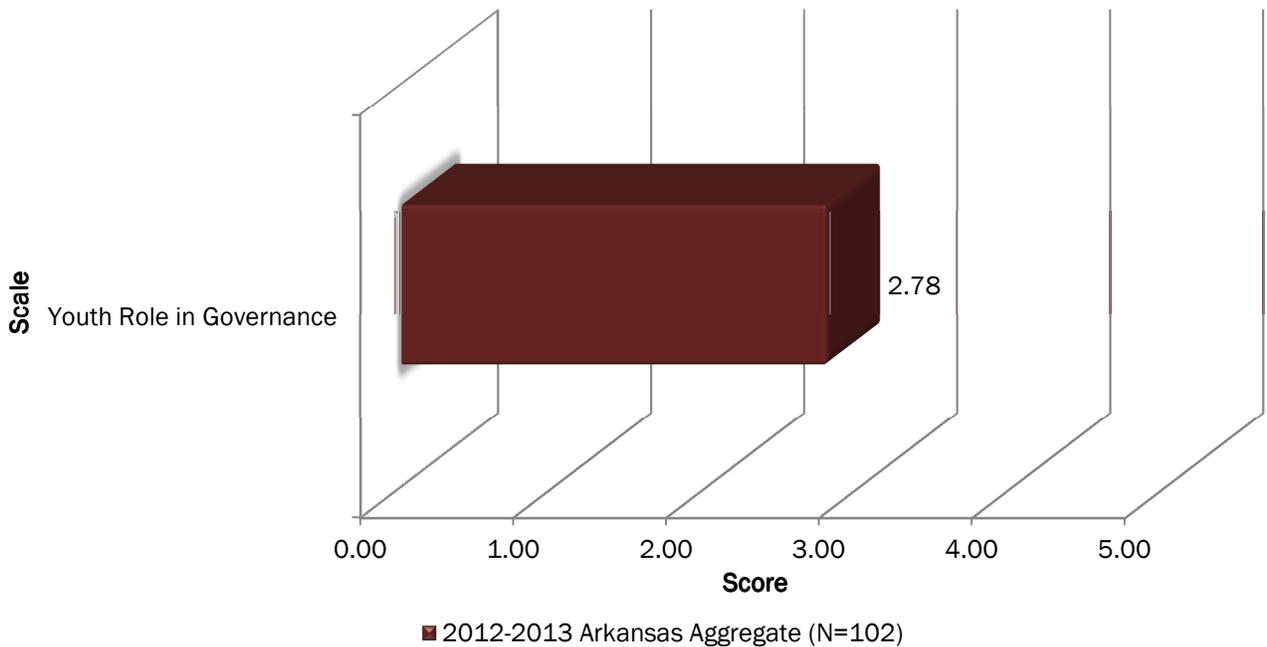


Table 14 – Youth Role in Governance Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of MIDDLE AND HIGH SCHOOL STUDENTS for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 Arkansas Aggregate (N=102)
Youth Role in Governance	2.78
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.71
Youth are involved in selecting the content or purposes of activities and sessions	3.98
Youth contribute to the design, appearance, and aesthetics of the physical space	3.17
Youth are involved in hiring new staff	1.37
Youth are involved in deciding how the organization's budget is spent	1.69

Data Source: Project Director/Site Coordinator Survey

Key Points:

- Project directors and site coordinators report that youth have opportunities to start their own projects, initiatives, or enterprises as well as involvement for selection the content and purposes of their activities, but are less 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 Arkansas are prioritizing enrollment for certain populations as well as targeting youth who are academically at-risk.

Figure 6 – Leading Indicator 1.4 Enrollment Policy: Scale Scores

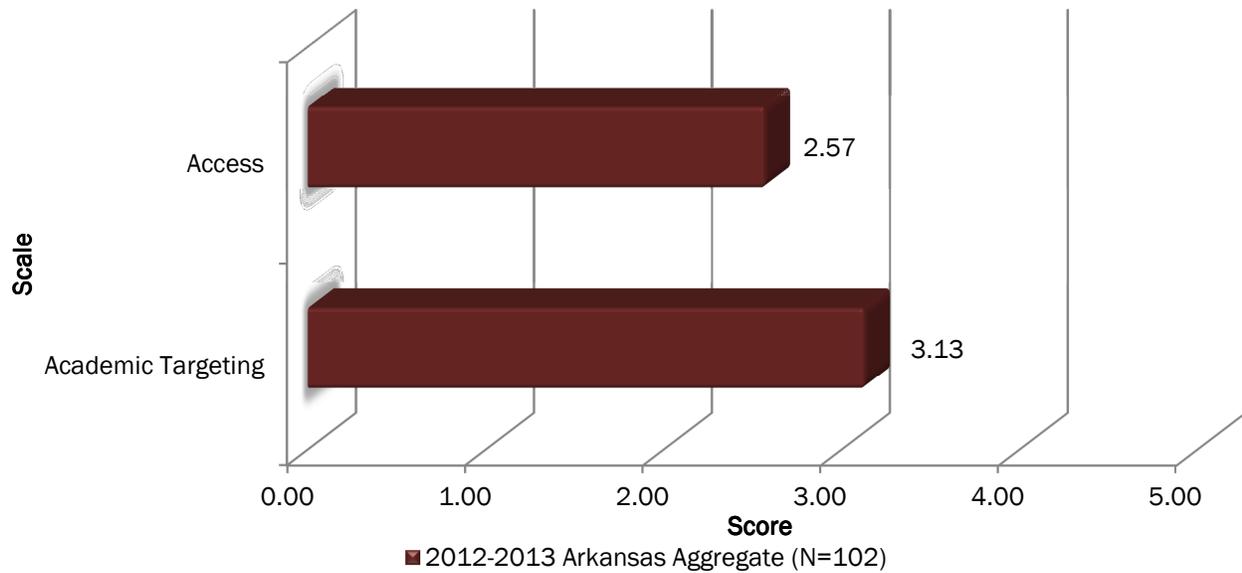


Table 15 – Access Scale Detailed Scores

<i>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).</i>	2012-2013 Arkansas Aggregate (N=102)
Access	2.57
Program sessions have enrollment priority for certain groups of students	3.24
Program sessions are restricted so only certain groups of students can participate	1.87

Data Source: Project Director/Site Coordinator Survey

Table 16 – Targeting Academic Risk Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 Arkansas Aggregate (N=102)
Targeting Academic Risk	3.13
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments	3.61
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	3.14
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	3.39
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	2.43

Data Source: Project Director/Site Coordinator Survey

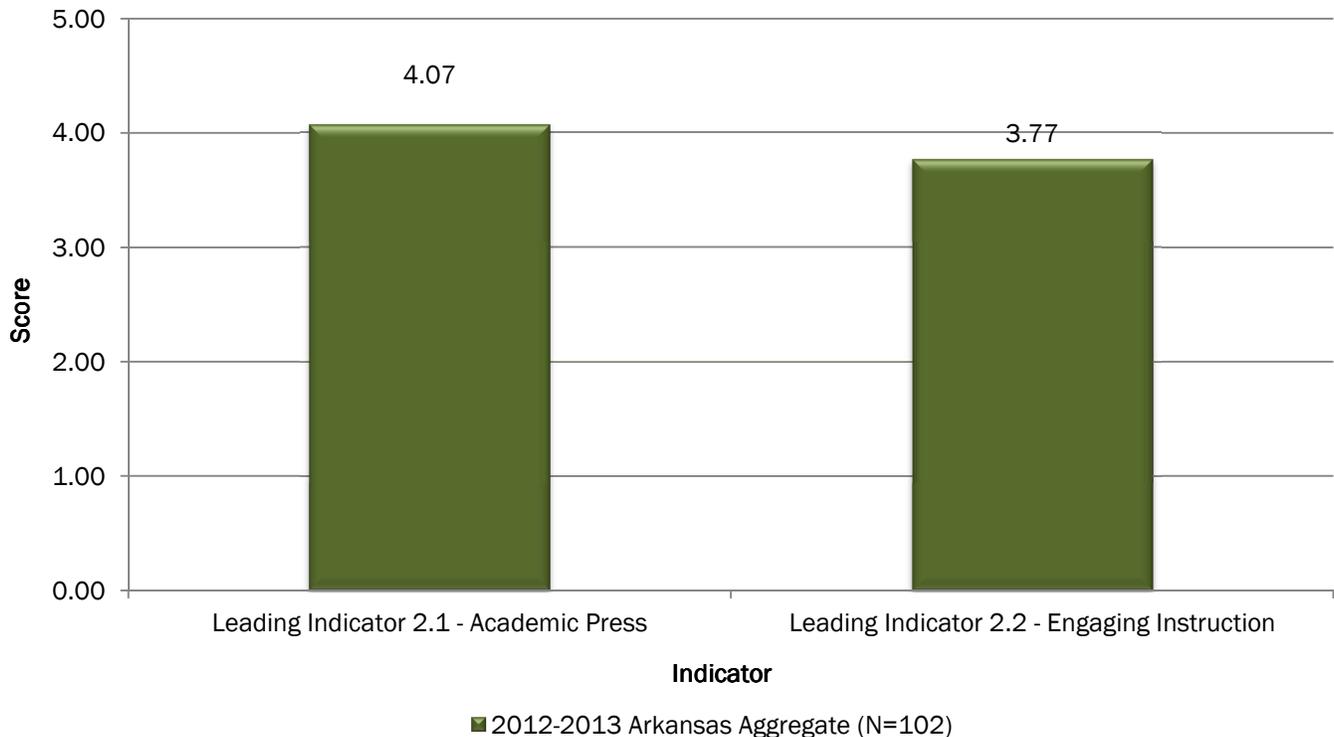
Key Points:

Project directors and site coordinators report that they rarely prioritize making their programs accessible to certain groups of students but report moderate intentionality regarding targeting students who are academically at-risk.

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 Arkansas 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. Arkansas 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

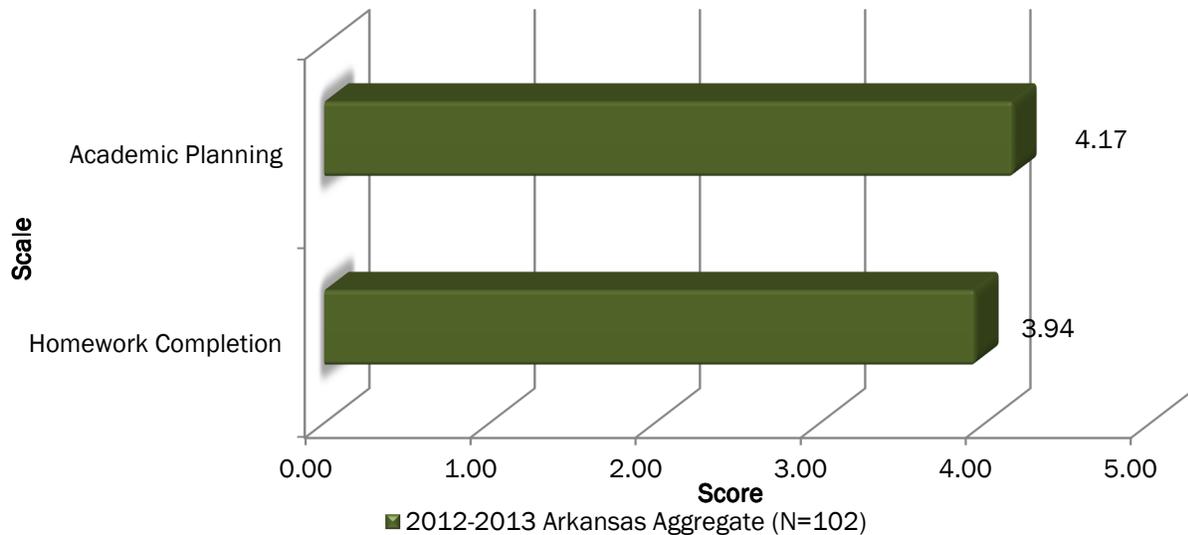


Table 17 – Academic Planning Scale Detailed Scores

<i>PROMPT: When you lead sessions focused on reading, mathematics, and science, how true are the following statements? (1=Never true, 3=True about half of the time, 5=Always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Academic Planning	4.17
The session is planned in advance and written out in a lesson plan format	3.79
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	4.48
The session builds upon steps taken in a prior activity or session	4.24
The session is based on recent feedback from students about where they need support	4.06
The session combines academic content with the expressed interests of students	4.30

Data Source: Direct Staff/Youth Worker Survey

Table 18 – Homework Completion Scale Detailed Scores

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Homework Completion	3.94
I get my homework done when I come to the afterschool program	3.91
The staff here understand my homework and can help me when I get stuck	4.00
I learn things in the afterschool program that help me in school	3.90

Data Source: Youth Survey

Key Points:

- Staff report that academic planning is a fairly frequent practice when offering content related to reading, math, or science.
- Youth report that they are able to complete their homework at the afterschool program about 75% of the time 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

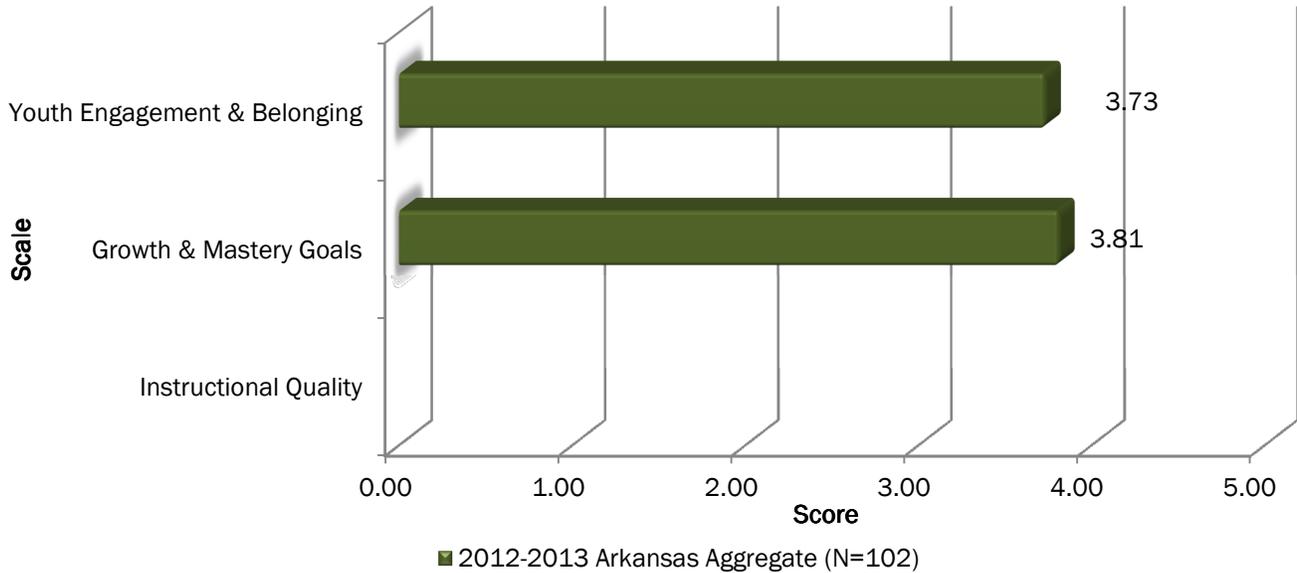


Table 19 – Youth Engagement and Belonging Scale Detailed Scores

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)	2012-2013 Arkansas Aggregate (N=102)
Youth Engagement and Belonging	3.73
I am interested in what we do	3.77
The activities are important to me	3.58
I try to do things I have never done before	3.72
I am challenged in a good way	3.67
I am using my skills	4.01
I really have to concentrate to complete the activities	3.55
I feel like I belong at this program	3.84
I feel like I matter at this program	3.75

Data Source: Youth Survey

Table 20 – 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).	2012-2013 Arkansas Aggregate (N=102)
Growth and Mastery Skills	3.81
We will expose students to experiences which are new for them	4.02
Students will have responsibilities and privileges that increase over time	3.93
Students will work on group projects that take more than five sessions to complete	3.24
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	4.29
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.42
Students will identify a skill/activity/pursuit that the feel they are uniquely good at	3.91

Data Source: Direct Staff/Youth Worker Survey

Leading Indicator 2.2 – Engaging Instruction continued

Table 21 – Instructional Quality Scale Detailed Scores

	2012-2013 Arkansas Aggregate (N=102)
Instructional Quality	-
Supportive Environment	-
Interaction	-
Engagement	-

Data Source: Youth PQA & School-Age PQA

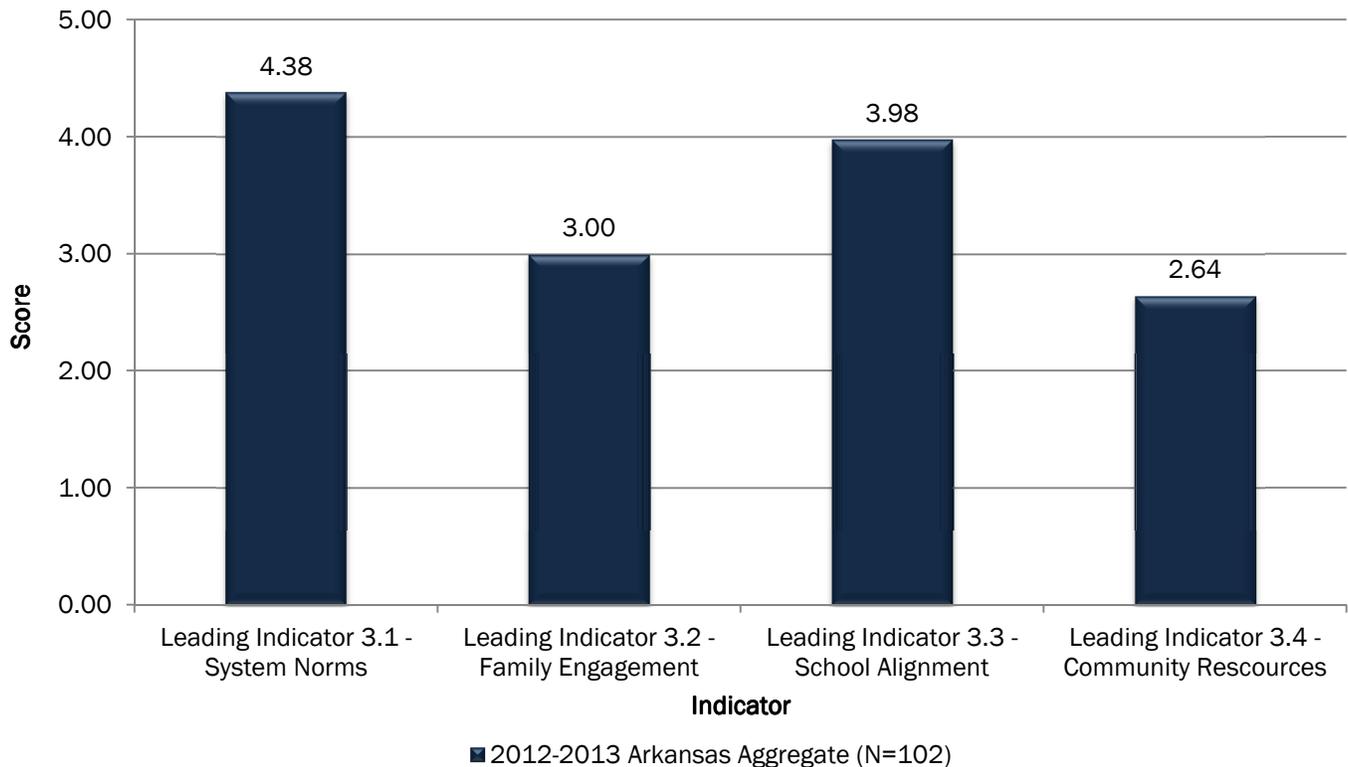
Key Points:

- Youth report that they are often using their skills in the afterschool program and that they are interested in what they do 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 less frequently take more than five sessions to complete.

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 Arkansas 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 Arkansas 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 less than fifty percent of the time.

Indicator 3.1 – System Norms

This Leading Indicator is meant to capture the extent to which project 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

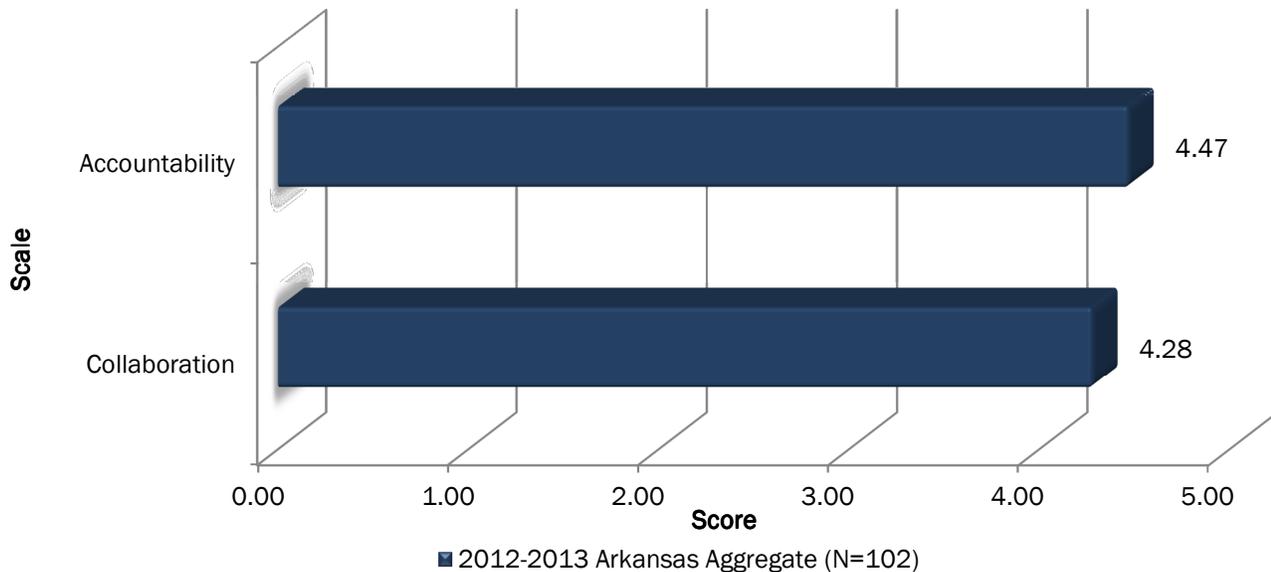


Table 22 – Accountability Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding accountability for quality services? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Accountability	4.47
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.63
Our program is routinely monitored by higher level administrators	4.09
In our program all staff are familiar with standards of quality	4.69

Data Source: Project Director/Site Coordinator Survey

Table 23 – Collaboration Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Collaboration	4.28
Collaboration across sites is strongly encouraged by network administrators	4.09
Site supervisors in our network share a similar definition of high quality services	4.47

Data Source: Project Director/Site Coordinator Survey

Key Points:

- Project directors and site coordinators report that they are familiar with and accountable for standards of quality.
- Project 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

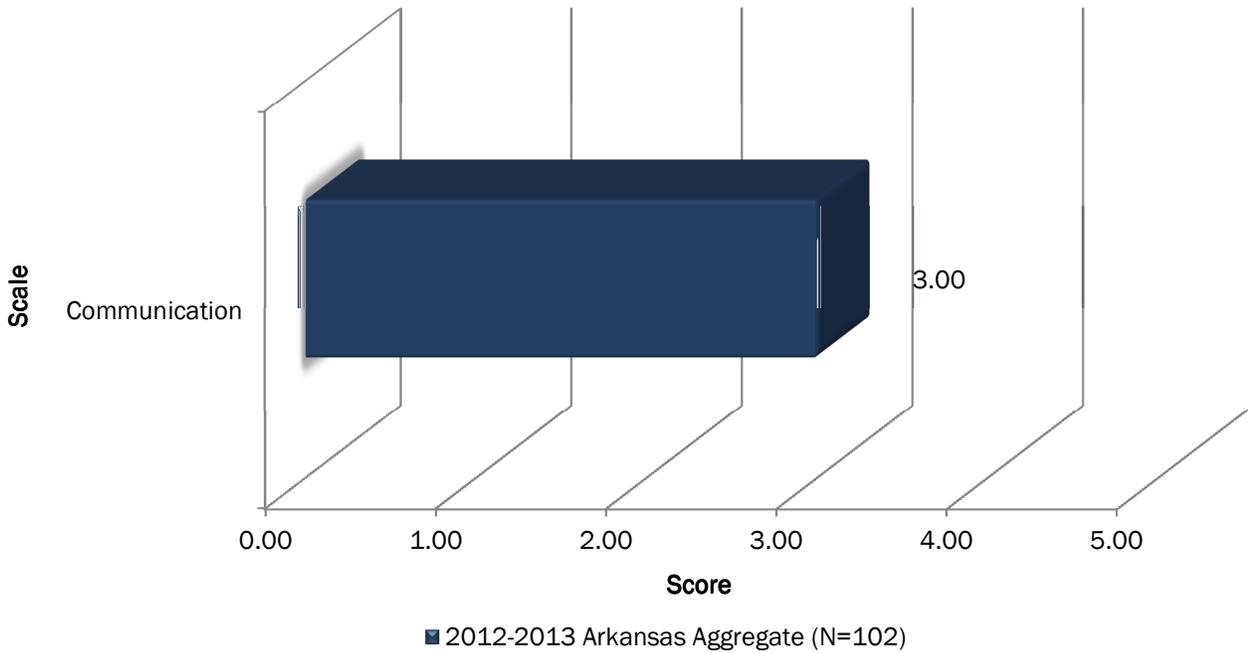


Table 24 – Communication Scale Detailed Scores

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)	2012-2013 Arkansas Aggregate (N=102)
Communication	3.00
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.51
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	3.17
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.29

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 communicate directly with afterschool staff or 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

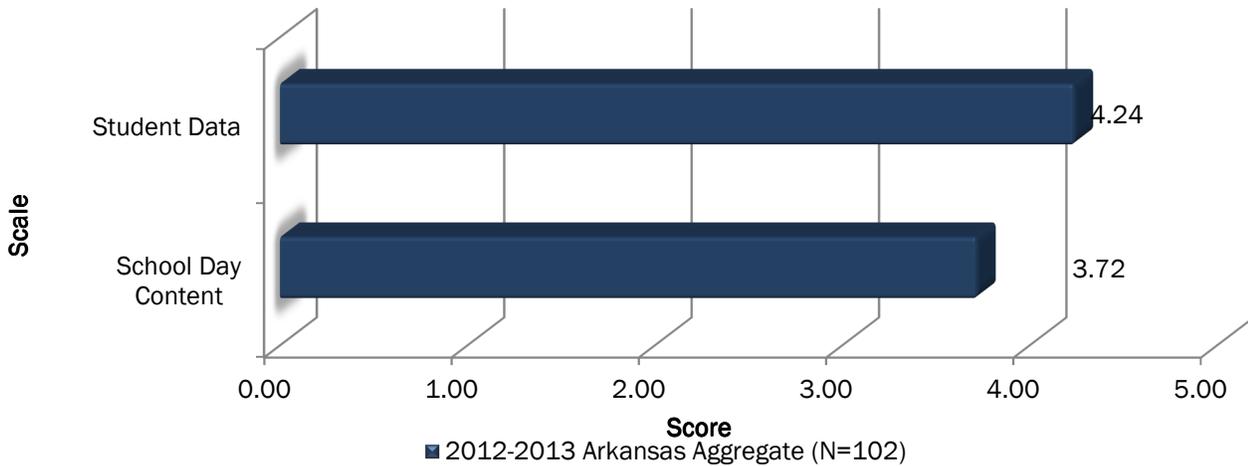


Table 25 – Student Data Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students in your program for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 Arkansas Aggregate (N=102)
Student Data	4.24
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.57
We receive student progress reports from school-day teachers during the current year	3.86
We review diagnostic data from the current school year for individual students	4.26

Data Source: Project Director/Site Coordinator Survey

Table 26 – School Day Content Scale Detailed Scores

<i>PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 Arkansas Aggregate (N=102)
School Day Content	3.72
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	4.25
I coordinate the activity content of afterschool sessions with students' homework	3.78
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	3.50
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	3.76
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	3.27

Data Source: Project Director/Site Coordinator Survey & Direct Staff/Youth Worker Survey

Key Points:

- Project directors and site coordinators report that they review achievement test scores on a yearly basis, but are less likely to review student progress reports.
- Project 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

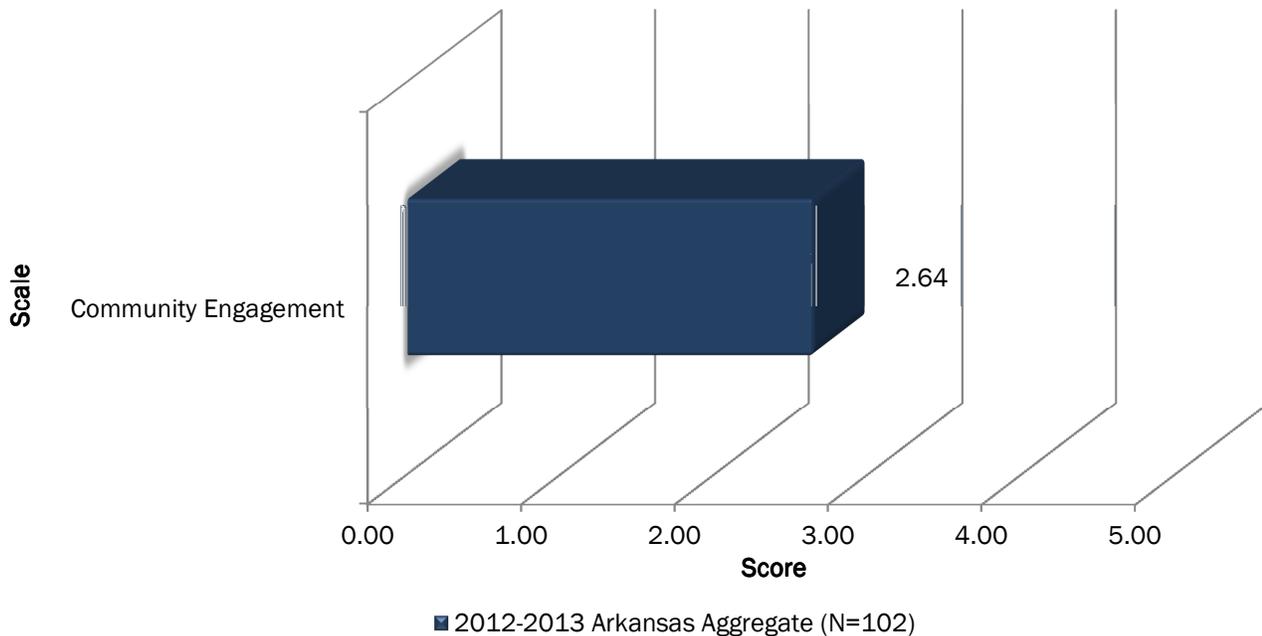


Table 27 – Community Engagement Scale Detailed Scores

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).	2012-2013 Arkansas Aggregate (N=102)
Community Engagement	2.64
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.25
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	2.85
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	1.85
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	2.62

Data Source: Project Director/Site Coordinator Survey

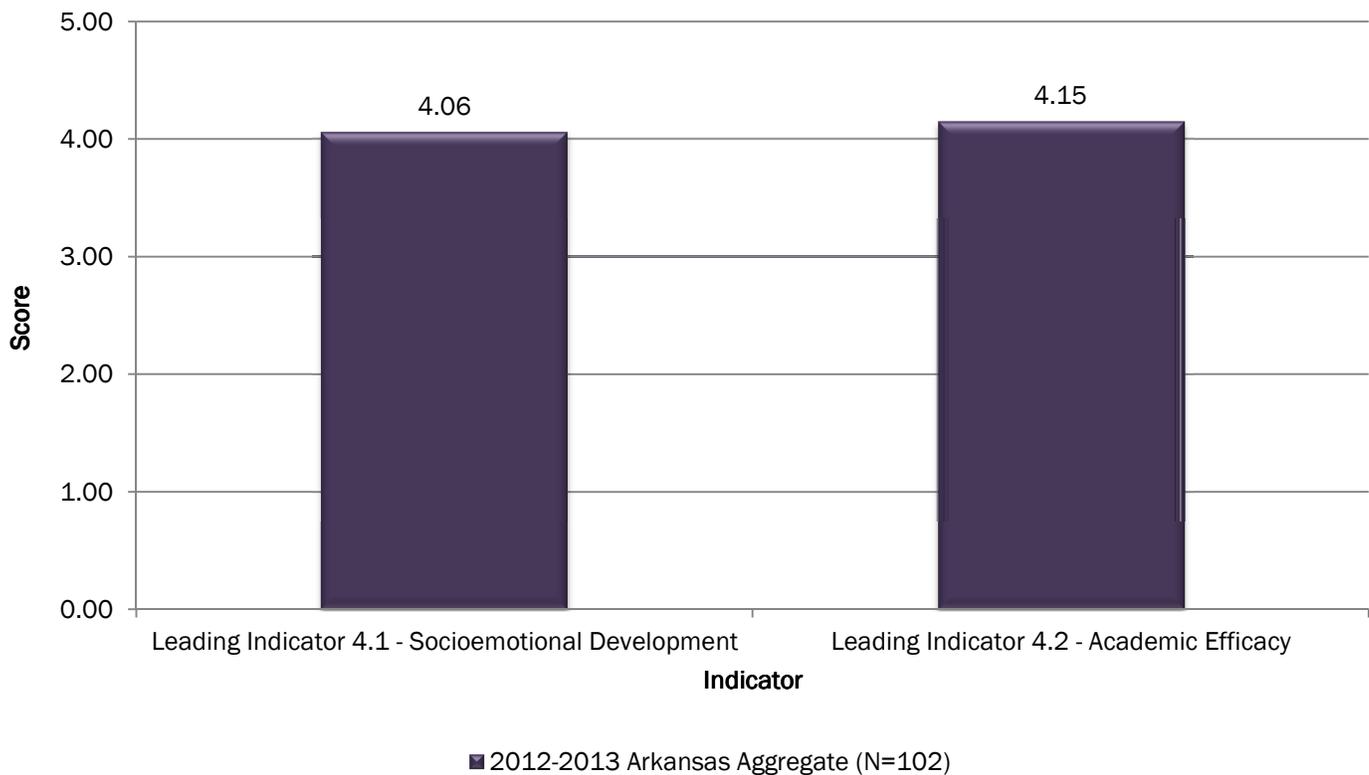
Key Points:

- Project 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 or provided by community stakeholders or by *past* afterschool students who return as paid staff or volunteers. They are also less likely to provide recognition for those contributing to the program in some way.
 - o Sites that provide programming to middle and high school-age students are slightly more likely to offer service learning type activities than those that do not serve middle and high school students (3.30 vs. 3.12).
 - o Sites that provide programming to middle and high school-age students are slightly more likely to have past afterschool students lead sessions than those that do not serve middle and high school students (1.96 vs. 1.11).

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, while parents report that the afterschool program has helped their child(ren) in both work habits and academic skills.

Indicator 4.1 – Socioemotional Development

This Leading Indicator to capture 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

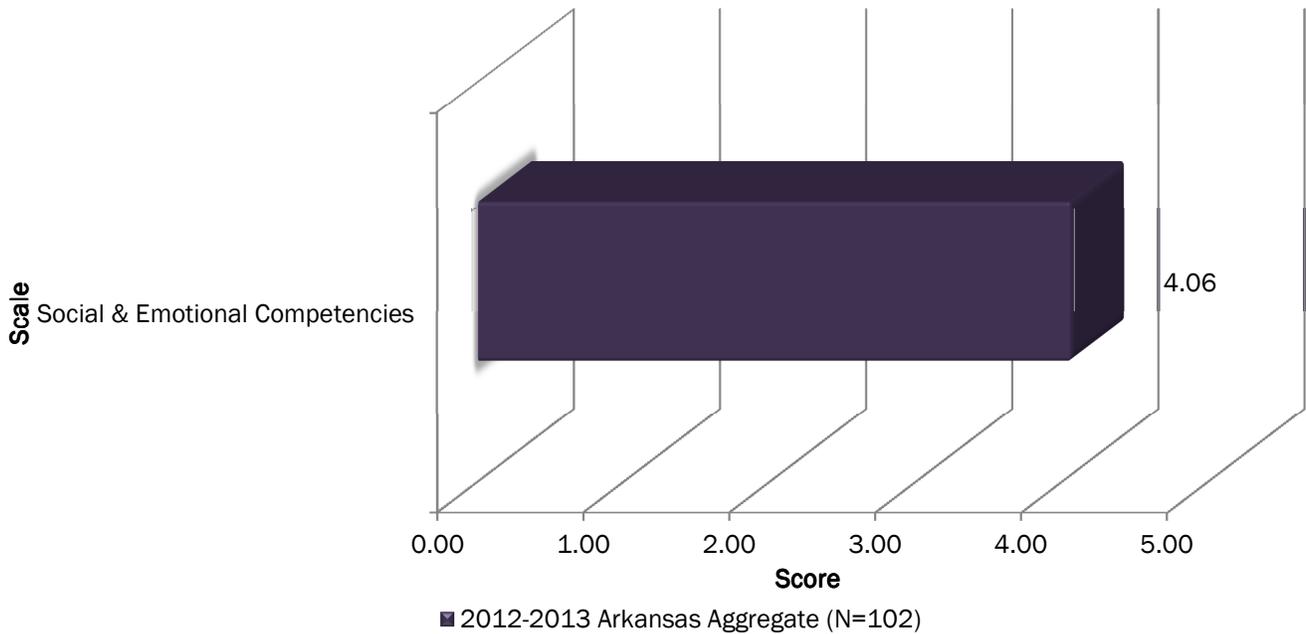


Table 28 – Social & Emotional Competencies Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Social & Emotional Competencies	4.06
I work well with other kids	4.04
I can make friends with other kids	4.32
I can talk with people I don't know	3.70
I can tell other kids that they are doing something I don't like	3.79
I can tell a funny story to a group of friends	4.14
I can stay friends with other kids	4.30
I can tell other kids what I think, even if they disagree with me	4.10

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

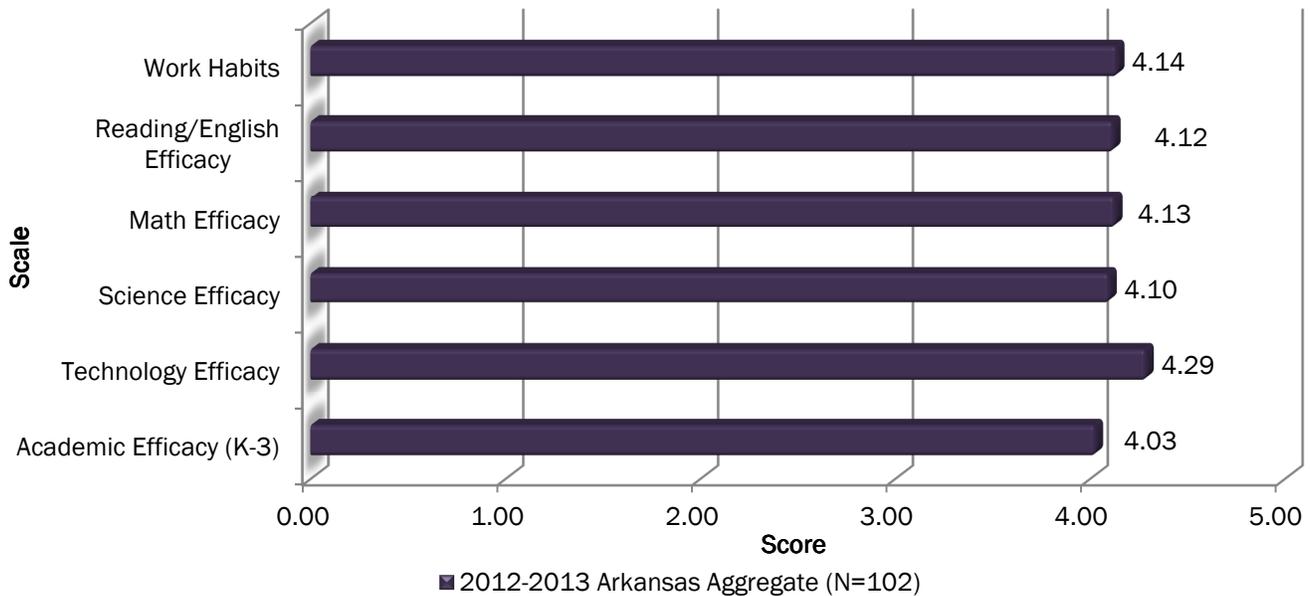


Table 29 – Work Habits Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Work Habits	4.14
I follow the rules in my classroom	4.22
I work well by myself	4.06
I am careful and neat with my work	4.13
I make good use of my time at school	4.21
I finish my work on time	4.09
I keep track of my things at school	4.14

Data Source: Youth Survey

Table 30 – Reading/English Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Reading/English Efficacy	4.12
I am interested in reading/English	3.86
I am good at reading/English	4.11
I expect to do well in reading/English this year	4.34
I would be good at learning something new in reading/English	4.18

Data Source: Youth Survey

Indicator 4.2 – Academic Efficacy continued

Table 31 – Math Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Math Efficacy	4.13
I am interested in math	3.97
I am good at math	3.99
I expect to do well in math this year	4.35
I would be good at learning something new in math	4.21

Data Source: Youth Survey

Table 32 – Science Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Science Efficacy	4.10
I am interested in science	4.28
I would be good at learning something new in science	4.31

Data Source: Youth Survey

Table 33 – Technology Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Technology Efficacy	4.29
I am interested in technology (computers, robotics, internet design)	4.28
I would be good at learning something new in technology	4.31

Data Source: Youth Survey

Table 34 – Academic Efficacy Scale Detailed Scores

<i>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)</i>	2012-2013 Arkansas Aggregate (N=102)
Academic Efficacy	4.03
As a result of participating in the afterschool program this year my child has developed better work habits	4.07
As a result of participating in the afterschool program this year my child has developed more confidence in math	4.00
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.03
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	4.01

Data Source: Parent Survey

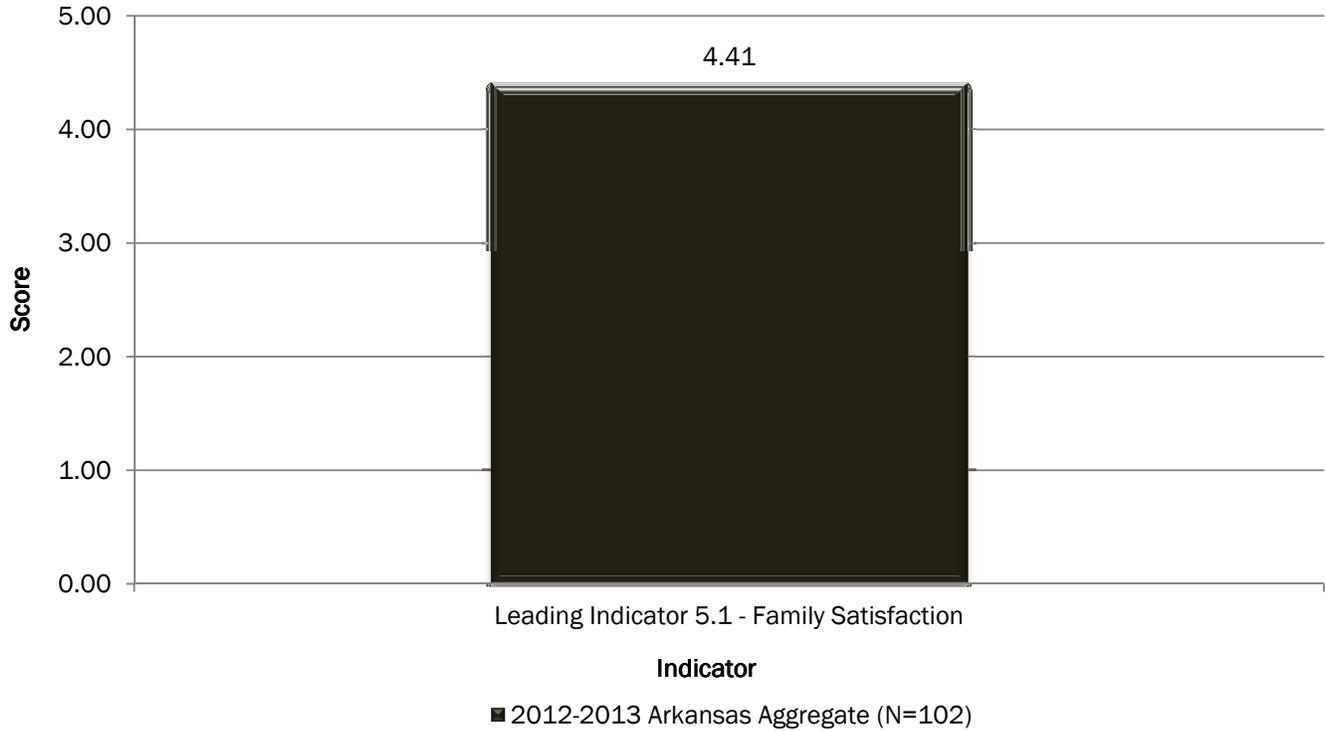
Key Points:

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

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 Arkansas 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 Arkansas 21st CCLC network is high.

Indicator 5.1 – Family Satisfaction

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

Figure 19 – Leading Indicator 5.1 Family Satisfaction: Scale Scores

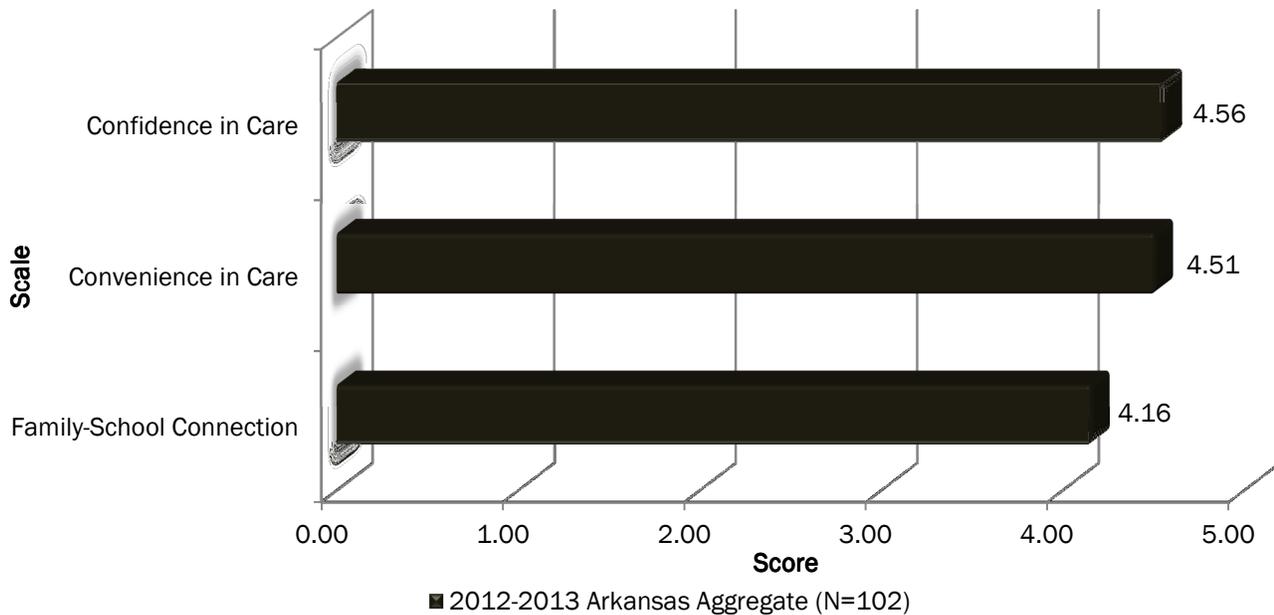


Table 35 – Confidence in Care Scale Detailed Scores

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)	2012-2013 Arkansas Aggregate (N=102)
Confidence in Care	4.56
I don't worry about my child when at the afterschool program	4.47
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.64
My child is having a positive experience in the afterschool program	4.58

Data Source: Parent Survey

Table 36 – 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)	2012-2013 Arkansas Aggregate (N=102)
Convenience of Care	4.51
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.55
The afterschool program is cost effective for our family	4.48

Data Source: Parent Survey

Indicator 5.1 – Family Satisfaction continued

Table 37 – Family-School Connection Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 Arkansas Aggregate (N=102)
Family-School Connection	4.16
The afterschool program is helping my child to be more successful in school	4.43
Afterschool staff are well informed about my child's learning successes and challenges in school	4.22
The afterschool program has helped our family get to know the school and school day teachers better	3.85

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 generally feel like they know the school-day teachers better.

Summary of Findings

In this section, we divide the presentation of findings into three sections. First, we describe system level performance against specific objectives and indicators set at the federal and state levels. In this section we draw upon several data sources including federally mandated data on school success outcomes (i.e., achievement, school behaviors) as well as some of the Leading Indicators performance information. In the next section, we characterize findings from the Leading Indicators performance measurement framework in terms of strengths and areas for improvement. In this section we summarize across sites to describe findings at the system level. Finally, we include a set of findings in relation to elements targeted on the latest United States Department of Education Monitoring Report. In this section, we characterize aspects of the 2012-2013 evaluation approach, reflected in this report, in terms of specific recommendations for improvement of the evaluation approach mounted under the prior evaluation contractor.

Statewide Goals and Objectives Results

Each statewide goal and objective is listed below with progress made during the 2012-2013 program year noted for each. The goals and objectives below were developed by ADE in an effort to fulfill action required on a finding from the 2012 USDE Monitoring Report (page 40, bullet #2). The state lead at ADE worked in conjunction with the statewide evaluator to ensure that there was a way to capture data on these goals and objectives.

The 2012-2013 program year was the baseline year of data collection for a new evaluation approach and, as such, we will have better opportunities to track progress toward goals with consecutive years of data collection. Additionally, baseline findings may warrant additional revisions to goals and objectives. Specifically, there may be opportunities to move to an approach where we report the percentage of sites meeting the objective. This is particularly important because on most of the indicators, aggregate performance was very close to attainment of the stated indicator and most of the sites in the state would have successfully met the goal. For example five of 12 objectives were nearly met reflecting substantively high performance on the part of the state systems which is not reflected in the “number of objectives met.”

Project Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC Programs.

- Objective 1.1 Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in raw scores on the Benchmark Exam in Literacy and Mathematics.
 - State assessment data collected for students in grades 3-8 showed that on average, 63% of students for which there were data across both time points increased a proficiency level OR stayed in the Advanced or Proficient categories in Reading, while 58% of students made an increase in OR stayed in the Advanced or Proficient categories for Math. This is fairly consistent with national samples.
- Objective 1.2 Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in periodic academic assessments given throughout the school year.
 - The majority of sites who specified this objective noted they either met the stated objective or made progress toward the objective. Upon reviewing the objective data submitted via PPICS, inconsistencies in how the objectives were entered made it difficult to determine the overall progress (e.g., not all projects made the same exact text entries, not all grantees updated all of their goals to be consistent with statewide goals).
- Objective 1.3: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in classroom academic performance as rated by the classroom teacher on surveys.
 - According to teacher survey reports, 83% of regular attendees showed improvements in homework completion and class participation.

Project Goal 2: Increase non-academic achievement in participants that regularly attend 21st CCLC Programs.

- Objective 2.1: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will report that the program helped them in non-academic areas (e.g., leadership, peer relations, community service, sports skills, computer skills, drug/alcohol resistance, etc.) as reported by a student survey developed by the ADE.
 - The majority of students (an average of 70% or more) participating in the evaluation surveys administered during Spring 2013 reported the program helped them use their skills, do things they have never done before, challenged them in a good way, feel like they belong and matter, work well with other students, make and keep friends with other students, complete their homework, and feel academically efficacious.
- Objective 2.2: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in classroom academic and non-academic performance as reported by the classroom teachers on teacher surveys.
 - According to teacher survey reports, 78% of regular attendees showed improvement in their behavior.

Project Goal 3: Offer quality activities to all youth attending the program.

- Objective 3.1: All 21st CCLC programs will offer homework help time to all 21st CCLC participants.
 - An examination of activity hours submitted via PPICS revealed that 92% of all sites offer homework help activities during programming.
- Objective 3.2: All 21st CCLC programs will offer high quality academic (beyond homework help) and enrichment activities.
 - All programs offered academic and enrichment programs that were not related specifically to homework help. However, the quality of those programs was not measured during the 2012-2013 program year, as Program Quality Assessments were not conducted.
- Objective 3.3: All 21st CCLC programs will offer weekly quality activities to families of participating students.
 - Eighty-eight percent of all sites offered some type of programming for adult family members during the school year while 49% offered similar services during the summer (of the 53 sites who offered summer programming to any degree).
- Objective 3.4: All programs will fully engage and complete all elements outlined of the Youth Program Quality Intervention.
 - Due to contracting timeline issues, Arkansas 21st CCLC sites were not enrolled in the Youth Program Quality Intervention for the 2012-2013 program year. However, all program sites successfully implemented the Leading Indicators performance measurement systems and received site level reports.

Project Goal 4: Increase Academic and nonacademic achievement in Limited English Proficient (LEP) participants and their families who regularly attend 21st CCLC Programs.

- State Performance Indicator 4.1: Eighty (80) percent of LEP students attending the 21st CCLC program more than 30 days will demonstrate an increase in English language skills (reading, writing, speaking, and comprehension/understanding).
 - The majority of sites who specified this objective noted they either met the stated objective or made progress toward the objective. Upon reviewing the objective data submitted via PPICS, inconsistencies in how the objectives were entered made it difficult to determine the overall progress (e.g., not all projects made the same exact text entries, not all grantees updated all of their goals to be consistent with statewide goals).
- State Performance Indicator 4.2: All 21st CCLC programs will offer quality academic and enrichment activities identified to specifically assist LEP students both in the classroom and out of the classroom.

- An examination of activity hours submitted via PPICS revealed that only 54% of all sites were offering activities that specifically assist LEP students during the school year, while 35% offered similar services during the summer.
- State Performance Indicator 4.3: All 21st CCLC program will offer English language activities for families of identified LEP students.
 - An examination of activity hours submitted via PPICS revealed that only 56% of all sites were offering activities related to family literacy, while 10% offered similar services during the summer.

Leading Indicator Findings

In addition to performance objectives set by federal and state administering agencies, the Arkansas 21st CCLC program has adopted the leading indicators evaluation design that includes intensive performance measurement on 29 key processes and outcome indicators. While the primary purpose of these measures is to produce a site level performance report, in this report we offer aggregate (cross-site) findings and in this section we summarize across these aggregate findings to focus on specific areas of program strengths and areas for improvement.

Perhaps the primary finding for this baseline year was already described in program objective 3.4: During the 2012-2013 program year, Arkansas 21st CCLC projects successfully completed requirements for the statewide evaluation process including implementation of the Leading Indicators performance measures and successful submission of PPICS data. One of the primary goals for the baseline year was to implement a new evaluation framework within the Arkansas 21st CCLC system. This required a review of key performance indicators and their alignment and compatibility with a new measurement framework. This also required new data collection activities for projects to implement within their locales.

A second primary finding for this baseline year is that it is possible to identify a number of lower performing sites in the Arkansas 21st CCLC system. Appendix Figure B1 indicates that approximately 10% of program sites fell in the lowest performance quartile on 10 or more of the Leading Indicators scales. We will provide further guidance on the most reliable and valid method for identifying low performing sites in spring 2014.

Program Strengths:

- ❖ Approximately 60 percent of Arkansas 21st CCLC program participants either remain in the Proficient or Advanced levels on the state assessment test from 2011-2012 to 2012-2013 OR increased from Proficient to Advanced proficiency level for both reading and math. Approximately 10 percent made a jump from Below Basic or Basic to either the Proficient or Advanced levels.
- ❖ On average, programs served slightly more students than anticipated during the 2012-2013 program year. Projects are required to provide a grantee profile in PPICS and submit the amount 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 project.
- ❖ Projects managed their first year of additional data collection activities to inform the improvement of quality programming in Arkansas afterschool programs. In addition to submission of federally required data through PPICS, projects also submitted a number of Leading Indicator evaluation surveys.
- ❖ 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 safety of the program setting, and the program's contribution to their child's success in school. Parents also report regular communication with afterschool staff.
- ❖ Staff in the afterschool programs report that they are able to provide opportunities for growth and mastery for students, especially by exposing them to new experiences.

- ❖ Staff 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.
- ❖ Project directors and site coordinators report that they are familiar with the standards of quality for the 21st CCLC program, they collaborate across sites and share a common definition of quality, and are aware of the learning that is happening for their students during the school day.
- ❖ According to youth, Arkansas 21st CCLC programs continue to provide settings where they feel they can be efficacious in academic subjects, develop good work habits, develop positive relationships, and complete their homework while being supported in doing so. Students appear to be moderately more interested in the science and technology subjects than in reading or math. Table 38 contains a summary of the responses from youth surveys.

Table 38 - Youth Reported Interest* in Academic Subject Areas by Grade and Gender

	Reading		Math		Science		Technology	
	Male	Female	Male	Female	Male	Female	Male	Female
4 th Grade	54% (n=208)	54% (n=211)	65% (n=249)	56% (n=225)	67% (n=257)	65% (n=257)	73% (n=282)	71% (n=287)
5 th Grade	51% (n=160)	52% (n=201)	59% (n=190)	51% (n=196)	61% (n=195)	59% (n=226)	69% (n=222)	71% (n=276)
6 th Grade	46% (n=102)	53% (n=119)	59% (n=129)	53% (n=119)	61% (n=135)	50% (n=113)	72% (n=161)	71% (n=159)
7 th Grade	32% (n=64)	41% (n=67)	39% (n=78)	45% (n=76)	50% (n=102)	42% (n=70)	56% (n=113)	56% (n=93)
8 th Grade	37% (n=40)	45% (n=58)	39% (n=41)	38% (n=50)	41% (n=44)	35% (n=46)	51% (n=54)	45% (n=59)
9 th Grade	21% (n=17)	39% (n=27)	32% (n=26)	35% (n=24)	36% (n=29)	29% (n=20)	57% (n=46)	32% (n=23)
10 th Grade	16% (n=14)	38% (n=34)	21% (n=18)	29% (n=26)	22% (n=19)	32% (n=28)	40% (n=35)	27% (n=24)
11 th Grade	28% (n=25)	36% (n=34)	29% (n=26)	28% (n=27)	32% (n=29)	24% (n=23)	39% (n=35)	29% (n=28)
12 th Grade	30% (n=18)	43% (n=23)	30% (n=18)	34% (n=18)	27% (n=16)	19% (n=10)	38% (n=23)	26% (n=14)

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

Improvement Areas

- ❖ Staff in the 21st CCLC programs reported limited use of the Youth or School Age PQA tool and also report that they have had limited experience in observing their peers. This is not unexpected since the use of the Youth PQA or the School Age PQA was not implemented during the 2012-2013 program year.
- ❖ Project 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, project directors and site

coordinators note that the youth in their programs have minimal opportunities to engage with community stakeholders.

- ❖ While project 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 surround the youth in the program are operating with a unified goal in mind.
- ❖ Project 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 for about half of the time, group projects offered in the afterschool program typically do not take over five sessions to complete.
- ❖ Parent involvement and connectedness to the program is an important part of making sure the needs of students and parents are being met. Parent respondents noted that the communication with the afterschool program is limited, particularly regarding the recruitment of parents to participate and/or lead sessions at the program.

USDE Monitoring Report Findings & Remedies

The following are a list of noted points of concern from the 2012 United States Department of Education Monitoring Report regarding evaluation activities of the 21st CCLC program. Each point of concern also highlights a solution as a result of evaluation efforts for the 2012-2013 program year.

- Does the State conduct a comprehensive evaluation (directly, or through a grant or contract) to monitor the effectiveness¹ of 21st CCLC programs, and progress towards the performance indicators and performance measures used to evaluate sub-grantees?
 - Solution: ADE has contracted with the David P. Weikart Center for Youth Program Quality to provide its evaluation services using the Leading Indicator framework alongside analyses of data collected through PPICS. The state lead and the evaluation contractor discussed the recently created statewide goals and objectives to ensure that there were metrics being collected for each objective.
- Does the State have clearly defined and appropriate performance indicators and performance measures used to evaluate programs? If so, what are they? Does the State measure the Government Performance and Results Act (GPRA)² indicators?
 - Solution: ADE has revised its statewide goals and objectives and has asked that all projects update their goals and objectives to reflect these at the very minimum. These goals and objectives are included in Appendix C. Projects are also welcome to add in any objectives that may be specific to their locale. These goals are reflective of the GPRA indicators.

¹ The 2012 USDE Monitoring Report specifically found that no data were analyzed to report on any academic outcome measures for students by the previous evaluator (only a summary Power Point presentation) and no artifacts were produced to contribute to program improvement efforts. Additionally, the Youth Program Quality Intervention report created for the previous year focused only on instructional quality in programs, and not outcome measures determined by the state.

² The Government Performance and Results Act (GPRA) (P.L. 103-62) is a United States law enacted in 1993. It is one of a series of laws designed to improve government project management. The GPRA requires agencies to engage in project management tasks such as setting goals, measuring results, and reporting their progress. In order to comply with the GPRA, agencies produce strategic plans, performance plans, and conduct gap analyses of projects ((United States Office of Management and Budget, 1993)

- Does the SEA notify and make program evaluations available to the public upon request?
 - Solution: Upon the completion of the statewide evaluation report, ADE will notify all project directors of its completion and make it available on the ADE website for 21st CCLC programs. The report will also be available on the Arkansas 21st CCLC webpage on the evaluation contractor's website (www.cypq.org/ar21cclc).

- Does the SEA use the results of its State evaluations to refine, improve, and strengthen the program and to refine State performance measures?
 - Solution: An important component of the evaluation process described in this report is not only the findings and recommendations at the state level, but also the use of site-level reports to drive continuous improvement. Each project is presented with their own site-level report and guided through a process of data interpretation and goal-setting to produce site-level program improvement plans.
 - Solution: This report contains specific recommendations regarding the refinement of State performance indicators.

- Does the State require that sub-grantees undergo a periodic evaluation to assess progress toward achieving the goal of providing high quality opportunities for academic enrichment based on Principles of Effectiveness³?
 - Solution: The Leading Indicators process will include an annual evaluation of program data to interpret and make plans for improvement. Grantees will be offered these data at the beginning of the program year to make initial improvement plans, and will have formal opportunities to revisit those plans and create new ones in a structured training setting.
 - Additionally, the SEA conducts site visits to programs on a rotating basis. These site visits assist grantees with monitoring program operations and evaluations.
 - Each grantee has developed an internal evaluation process that is completed through program leadership and advisory committee members. The process includes reviewing program specific data, attendance, behavior reports, classroom grades and state assessments. The ADE monitors the results of the internal evaluation through end of year continuation reports.

³ The Principles of Effectiveness were developed by U.S. Department of Education for the Safe and Drug-Free Schools and Communities Act. The four principles of effectiveness are: (1) Needs Assessment; (2) Measurable Goals; (3) Effective Programs; and (4) Evaluation and Feedback (United States Department of Education, 1998).

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.

- ❖ It is recommended that the state lead review the current statewide goals and objectives with the evaluation contractor to discuss if there are any changes that need to be made. Specifically, is each goal and objective realistic and achievable? Goals that focus on words such as “all” may diminish the likelihood of meeting the stated objective.
 - Set new key performance indicators based on actual normative performance (for example, instead of looking at 80% or all sites meeting a target, try setting a goal of improvement by five percent each year.
 - Consider reporting on the “proportion of sites meeting target” and set different performance requirements for first-year programs.
 - For each objective, clarify what the promise of “confidentiality but not anonymity” means in terms of reporting on individual site performance.
- ❖ Given the evidence that there are about 20 sites with nine or more of the lowest quartile indicators, it is recommended that the state lead consider the use of coaches to visit some or all of these sites and conduct a “performance study” to try and figure out why these sites are scoring low in these areas. This could provide useful information about systemic barriers to achieving higher scores in these areas and/or highlight any anomalies at the site which may have contributed to their results. These site visits must be completely low-stakes, with a goal of identifying any additional supports and resources to improve program quality.
- ❖ The state lead and evaluation contractor should review existing options for the collection of data from additional sources outside of PPICS. Several objectives would be more easily measured by using data from a state data warehouse.
- ❖ The state lead should strongly consider improving the Arkansas 21st CCLC quality improvement system in the following ways:
 - Include the Youth Program Quality Assessment as a mandated self assessment in all programs.
 - Improve planning with data efforts by introducing grantees to data results earlier in the year. Additionally, engage sites in formal professional development opportunities to engage with and develop plans based on their data.
 - In a pilot group of sites, eliminate the current youth survey and pilot a very brief afterschool teacher behavioral rating of social and emotional skills implemented at two time points to demonstrate growth over the school year and to allow the evaluator to conduct analyses linking afterschool quality to social and emotional learning growth for all students and more at-risk subgroups.
- ❖ 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 actually coming to programming? Are programs prepared to deliver targeted services to students who are identified as experiencing academic challenges?
 - 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.
 - 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.
 - Clarify the intent of the question on the evaluation survey to better identify programs who are either not targeting or do not have a targeted service model available for academically at risk students.

- ❖ The following recommendations are to improve program design across 21st CCLC projects in Arkansas. ADE may want to provide specific training and technical assistance for grantees to implement these best practices.
 - The state lead may want to guide grantees on a process for fostering successful and positive communication with external stakeholders such as parents, school-day personnel, and other community members. When information is shared across contexts, it creates a complementary learning environment that supports the development of students (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Weiss, Little, Bouffard, Deschenes, & Malone, 2009). 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. Ask exemplar grantees to deliver content in a learning webinar that focuses on how to get parents and community members more engaged in programming.
 - 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.
 - 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.
 - Encourage the use of lesson planning for afterschool sessions. For example, create themes to cover a specific amount of time (days, weeks, semesters) with specific learning objectives that build from one session to the next.

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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 150 items (typically 190 items when including Youth or School-Age PQA items). Table A1 provides descriptive information for the 29 scales including the number of items that comprise each scale, the source of the items, the scale mean, standard deviation and skew which describes the shape of the distribution of site scores for each scale. In general, scales with skew coefficients between +/- 2 are considered in the acceptable range. Table A1 also provides reliability information for the 29 scales. Internal consistency (Cronbach's alpha or α) is an item level intra-class correlation that describes the degree to which the items that make up a scale are more highly correlated within each respondent than across respondents and $\alpha \geq .7$ is typically seen as the acceptable range.

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

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

Figure A1. Calculating Formulas for Intraclass Coefficients

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

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

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

	Number of Items	Source*	Mean	SD	Skew	Cronbach's Alpha	ICC (1)	ICC (2)
1.1 - Staffing Model								
Capacity	6	SC	4.46	.47	-.92	.73	NA	NA
Job Satisfaction	4	SC,S	4.29	.47	-1.23	.92	0.05	0.59
1.2 - Continuous Improvement								
Continuous Quality Improvement	12	S	3.32	.91	.03	.88	0.05	0.59
Horizontal Communication	5	S	3.43	1.23	-.37	.92	0.06	0.64
Vertical Communication	2	S	4.01	1.04	-1.06	.83	0.04	0.57
1.3 - Youth Governance								
Youth Role in Governance	5	SC	2.71	.77	.90	.76	NA	NA
1.4 - Enrollment Policy								
Access	2	SC	2.49	1.28	.42	.60	NA	NA
Targeting Academic Risk	4	SC	3.06	.99	.04	.81	NA	NA
2.1 - Academic Press								
Academic Planning	5	S	4.15	.72	-1.00	.73	0.02	0.38
Homework Completion	3	Y	3.85	1.12	-.62	.86	0.15	0.83
2.2 - Engaging Instruction								
Youth Engagement & Belonging	8	Y	3.65	.92	-.27	.95	0.22	0.89
Growth & Mastery Skills	6	S	3.81	.88	-.78	.88	0.04	0.51
Instructional Quality	3	PQA	NA	NA	NA	NA	NA	NA
3.1 - System Norms								
Accountability	3	SC	4.47	.56	-.91	.55	NA	NA
Collaboration	2	SC	4.25	.88	-.91	.72	NA	NA
3.2 - Family Engagement								
Communication	3	P	3.08	1.26	-.12	.89	0.31	0.93
3.3 - School Alignment								
Student Data	3	SC	4.24	.84	-1.14	.63	NA	NA
School Day Content	5	SC,S	3.72	.73	-1.34	.84	0.02	0.40
3.4 - Community Engagement								
Community Engagement	4	SC	2.58	.98	.17	.67	NA	NA
4.1 - Socio-Emotional Development								
Social & Emotional Competencies	7	Y	4.05	.78	-1.04	.81	0.05	0.59
4.2 - Academic Efficacy								
Work Habits	6	Y	4.10	.78	-1.04	.91	0.09	0.74
Reading/English Efficacy	4	Y	4.10	.95	-1.09	.90	0.08	0.71
Math Efficacy	4	Y	4.05	1.05	-1.10	.95	0.15	0.83
Science Efficacy	2	Y	4.06	1.13	-1.15	.93	0.11	0.78
Technology Efficacy	2	Y	4.23	1.08	-1.44	.92	0.11	0.78
Academic Efficacy (parent)	4	P	4.05	.96	-1.07	.96	0.10	0.75
5.1 - Family Satisfaction								
Confidence in Care	3	P	4.56	.70	-2.06	.90	0.10	0.75
Convenience of Care	2	P	4.57	.80	-2.24	.68	0.08	0.71
Family-School Connection	3	P	4.22	.93	-1.27	.91	0.15	0.83

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

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

In this appendix we examine the prevalence of “low performance”⁴ defined as assignment to the low quartile on one or more of 22 leading indicator scale scores. The seven student outcome scales were excluded from this analysis. As first step we examined the difference between group means score for the highest and lowest quartile groups on each scale. We also conducted a statistical significance test of the difference using an independent subjects T-test. Table B1 describes the results of these analyses including p-values indicating the statistical significance of the difference. There appear to be statistically significant differences for all scales that had low and high quartile data.

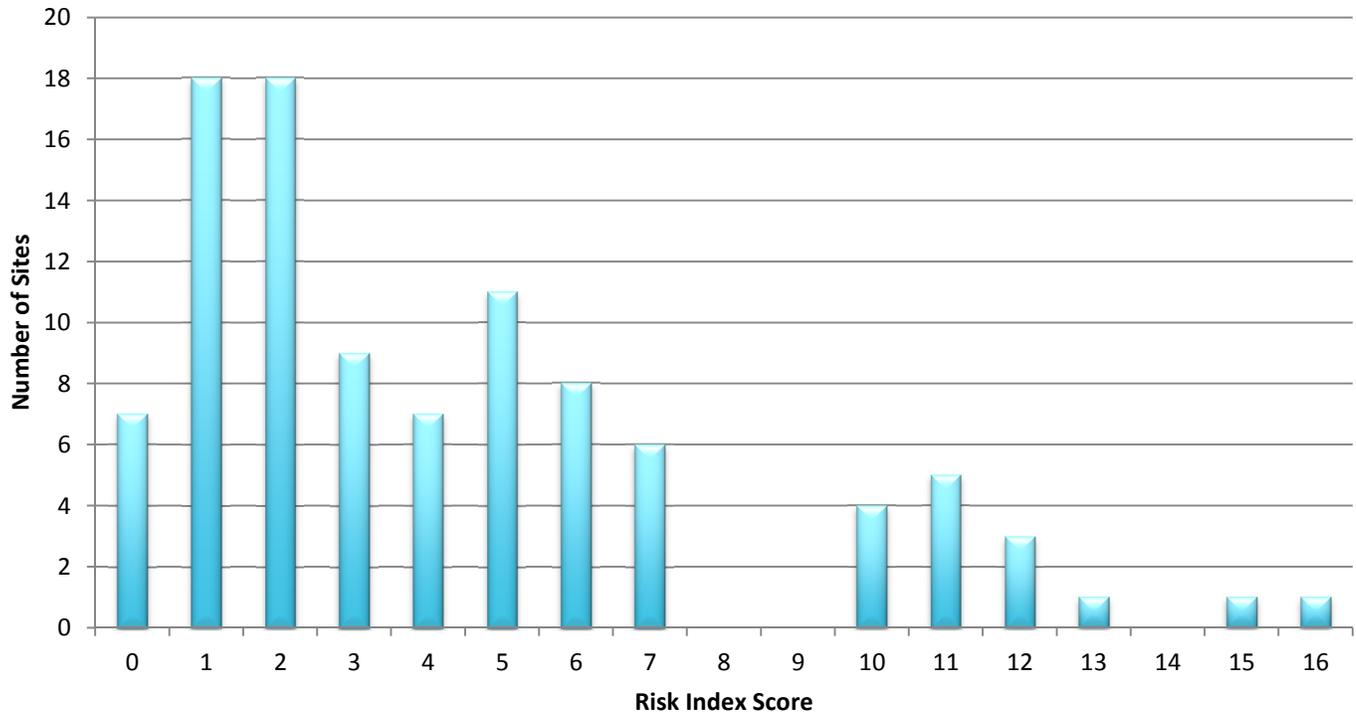
Table B1 – Comparison of Group Means for High and Low Quartiles

	# Sites in High Quartile	High Quartile Mean	# Sites in Low Quartile	Low Quartile Mean	Mean Difference	P value
Capacity	25	4.94	20	3.82	1.12	.000
Job Satisfaction	24	4.80	23	3.62	1.18	.000
Continuous Improvement	40	4.19	11	2.68	1.51	.000
Horizontal Communication	23	4.59	23	2.58	2.01	.000
Vertical Communication	28	4.73	23	3.23	1.50	.000
Youth Governance	17	3.71	16	1.96	1.75	.000
Access	41	3.62	19	1.00	2.62	.000
Targeting	27	4.28	20	1.81	2.47	.000
Academic Planning	20	4.72	22	3.59	1.13	.000
Homework Completion	20	4.49	20	3.37	1.13	.000
Youth Engagement & Belonging	21	4.24	20	3.21	1.03	.000
Growth & Mastery Skills	23	4.44	23	3.14	1.30	.000
Instructional Quality	NA	NA	NA	NA	NA	NA
Accountability	28	5.00	11	3.52	1.48	.000
Collaboration	35	5.00	22	3.11	1.89	.000
Communication	23	4.13	22	1.96	2.18	.000
Student Data	26	5.00	23	3.20	1.80	.000
School Day Content	24	4.46	24	2.75	1.71	.000
Community Engagement	22	3.77	19	1.39	2.38	.000
Academic Efficacy - Parent Report	23	4.57	20	3.41	1.16	.000
Confidence in Care	23	4.93	22	4.09	0.84	.000
Convenience of Care	23	4.94	22	3.98	0.96	.000
Family-School Connection	23	4.75	22	3.46	1.28	.000

As a next step in describing the prevalence of lower performing sites, we created a risk index. For each scale we created a risk variable where 1= membership in the lowest quartile and 0= membership in one of the higher quartiles. We then summed across the 22 possible risk variables to create the risk index ranging between 0 and 22. Figure B1 illustrates the prevalence of low performance across sites. Risk Index Scores range from zero to 16, meaning that some sites had zero scales for which their scores were in the lowest quartile (out of 22), while some sites had as many as 16 scales.

⁴ It is important to note that this is the baseline year of data collection for a new evaluation framework. It may be possible to see a higher prevalence of “low-performing” sites during this year of data collection, with the expectation that in ongoing years of data collection, that prevalence would decline.

Figure B1 – Risk Index Score by Number of Sites



Appendix C: Statewide Goals & Objectives

DESCRIPTION OF Goals and Objectives: The project goals and objectives detail Arkansas' goals for the 21st CCLC Programs. Describe the specific activities/projects that will be used to meet each of these goals and objectives.

Project Goal 1: Increase academic achievement in participants who regularly attend 21st CCLC Programs.

- Objective 1.1 Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in raw scores on the Benchmark Exam in Literacy and Mathematics.
- Objective 1.2 Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in periodic academic assessments given throughout the school year.
- Objective 1.3: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in classroom academic performance as rated by the classroom teacher on teacher surveys.

Project Goal 2: Increase non-academic achievement in participants that regularly attend 21st CCLC Programs.

- Objective 2.1: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will report that the program helped them in non-academic areas (e.g., leadership, peer relations, community service, sports skills, computer skills, drug/alcohol resistance, etc.) as reported by a student survey developed by the ADE.
- Objective 2.2: Eighty (80) percent of participants attending the 21st CCLC program more than 30 days will show improvement in classroom academic and non-academic performance as reported by the classroom teachers on teacher surveys.

Project Goal 3: Offer quality activities to all youth attending the program.

- Objective 3.1: All 21st CCLC programs will offer homework help time to all 21st CCLC participants.
- Objective 3.2: All 21st CCLC programs will offer high quality academic (beyond homework help) and enrichment activities.
- Objective 3.3: All 21st CCLC programs will offer weekly quality activities to families of participating students.
- Objective 3.4: All programs will fully engage and complete all elements outlined of the Youth Program Quality Intervention.

Project Goal 4: Increase Academic and nonacademic achievement in Limited English Proficient (LEP) participants and their families who regularly attend 21st CCLC Programs.

- State Performance Indicator 4.1: Eighty (80) percent of LEP students attending the 21st CCLC program more than 30 days will demonstrate an increase in English language skills (reading, writing, speaking, and comprehension/understanding).
- State Performance Indicator 4.2: All 21st CCLC programs will offer quality academic and enrichment activities identified to specifically assist LEP students both in the classroom and out of the classroom.
- State Performance Indicator 4.3: All 21st CCLC program will offer English language activities for families of identified LEP students.