



DAVID P. WEIKART

CENTER FOR YOUTH
PROGRAM QUALITY

Oklahoma 21st Century Community Learning Centers Statewide Evaluation

2015-2016 Annual Report
Report to the Oklahoma State Department of Education

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Oklahoma 21st Century Community Learning Centers Statewide Evaluation Report: 2015-2016 Annual Report

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Table of Contents

Table of Contents	3
Introduction	4
Purpose and Components of the Evaluation.....	5
Oklahoma 21 st CCLC Project Goals and Objectives.....	7
Summary of Findings.....	8
Evaluation Methodology.....	12
Findings/Results	21
Leading Indicator 1.1 – Staffing Model	23
Leading Indicator 1.2 – Continuous Improvement.....	24
Leading Indicator 1.2 – Continuous Improvement continued.....	25
Leading Indicator 1.2 – Continuous Improvement (continued)	27
Leading Indicator 1.3 – Youth Governance.....	28
Leading Indicator 1.4 – Enrollment Policy	29
Leading Indicator 2.1 – Academic Press.....	31
Leading Indicator 2.2 – Engaging Instruction	32
Leading Indicator 2.2 – Engaging Instruction (continued).....	33
Leading Indicator 3.1 – System Norms	35
Leading Indicator 3.2 – Family Engagement	36
Leading Indicator 3.3 – School Alignment	37
Leading Indicator 3.4 – Community Resources	39
Leading Indicator 4.1 – Socioemotional Development.....	41
Leading Indicator 4.2 – Academic Efficacy	42
Leading Indicator 4.2 – Academic Efficacy (continued)	44
Leading Indicator 5.1 – Family Satisfaction	47
Leading Indicator 5.1 – Family Satisfaction (continued)	48
Recommendations for the 2016-2017 programming year	49
References.....	52
Appendix A: Technical Detail on Reliability of Measures.....	54
Appendix B: Profiles of High- and Low-Performing Sites	56
Appendix C. 2014-2015 Oklahoma State Department of Education 21st CCLC Coach Support Services Menu	58

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, 2016).

Both the State Education Agency (SEA) and grantees must comply with specific evaluation and accountability policies and reporting structures. SEAs must provide comprehensive annual evaluations of their 21st CCLC programs, reporting on the performance measures listed in their applications to the United States Department of Education. These reports must be made available for public consumption.

In order to aide in the evaluation process, grantees are required to submit data annually using a Federal Annual Performance Reporting Data Collection System. This system, new to grantees as of November 2015, is an online portal that houses information from all 21st CCLC grantees across the United States.

Since 2002, the Oklahoma State Department of Education (OSDE) has utilized federal dollars to fund afterschool programming in a wide variety of school districts and community organizations. To date, OSDE has awarded approximately 184 grantees serving over 12,000 youth per year (Afterschool Alliance, 2013; Oklahoma State Department of Education, 2014).

During the 2015-2016 program year, nine new grantees received awards bringing the total number of grantees receiving funding to 59. These 59 grantees, representing 98 different sites/centers shared in the approximately \$11.9 million that was delegated to OSDE by the federal government.

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

Purpose and Components of the Evaluation

The evaluation design includes two overarching components – Program Evaluation and Program Quality Improvement. Program Evaluation includes (a) support in the collection and submission of federally required data through the Annual Performance Reporting (APR) system, (b) collection of statewide Leading Indicator data¹ at multiple levels from multiple sources, and (c) 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 - 2015-2016 Program Quality Improvement & Evaluation Components Timeline

Date/Time	Activities
September 28-29, 2016	OSDE Grantee Orientation Kickoff
October 8 & 9, 2015	Live Youth PQA Basics/Plus Training: Online training also available
October 12 – December 4, 2015	Site Self Assessment Teams conduct program self assessment and receive external assessment (year one and year three grantees)
October 21, 2015	NEW Scores Reporter Webinar
November 4, 2015	Self Assessment Check-in webinars
November 7, 2015	Youth Work Methods Summit #1
December 4, 2015	Due Date: All PQA data due in Scores Reporter
January 28 & 29, 2016	Live Planning with Data Workshops
January, 2016	Due Date: Grantee Profile Updated/Completed
February 10, 2016	Improvement Planning Webinars
February 13, 2016	Youth Work Methods Summit #2
February 19, 2015	Due Date: Program Improvement Plans due in Scores Reporter
February - April, 2016	Surveys Administered
April, 2016	Federal Data Collection System: Annual Performance Reporting (APR) Opens
May 31, 2016	Due Date: Operations, feeder schools, partners and Summer Attendance data due in APR
May 31, 2016	End of program year – last day of data collection for 2015-2016 program year
June 1, 2016	Beginning of 2015-2016 program year
July 15, 2016	Due Date: Staffing, Activities and Fall Attendance data due in APR
July 31, 2016	Due Date: State Assessment and Spring Attendance data due in APR
October, 2016	Leading Indicator Reports Created
Winter-Spring, 2017	Statewide Evaluation Report

The program quality improvement process (see Figure 1) is aimed at embedding a culture of continuous improvement through a cycle of assessment, planning, and improvement². Typically, clients are asked to select a site team to conduct program self assessments using the Youth Program Quality Assessment (Youth PQA) (Smith & Hohmann, 2005). Once data is collected, clients then review their data to identify strengths and areas for improvement. A program improvement plan is then created based on these areas, which includes detailed information about the timeline for the goals, parties responsible, resources and supports necessary, and a description of what success looks like. Throughout the program year, clients implement the steps necessary to achieve these goals.

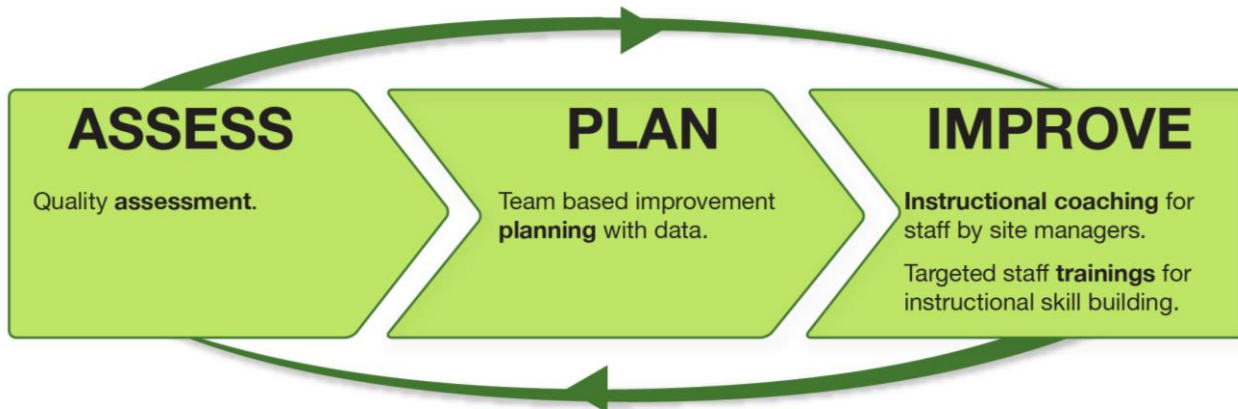
The program quality improvement process used in the Oklahoma CCLC network was adapted from the Weikart Center's evidence-based continuous improvement model and includes (a) support for the understanding and

¹ Leading Indicator data includes surveys of key stakeholders including: youth; parents; program staff; and project directors/site coordinators and program quality assessment data (Youth PQA and School-Age PQA).

² The Youth Program Quality Intervention (YPQI) is a data-driven continuous improvement model for afterschool systems. A cluster-randomized trial of the YPQI demonstrated a cascade of positive effects beginning with the provision of standards for practice, training, and technical assistance, flowing through managers and staff implementation of continuous improvement practices, and resulting in effects on staff instructional practices. For more information, and to read the full report, please visit www.cypq.org/ypqi.

interpretation of the Leading Indicator reports, (b) support for the creation and implementation of Program Improvement Plans based on the data in the Leading Indicator reports and (c) intensive technical assistance (management coaching) for select sites³.

Figure 1



³ Sites are selected for intensive technical assistance based on evaluation results (see Performance Distribution Index (PDI), Appendix B pg. 52) or tenure with 21st CCLC program (first year sites receive management coaching).

Oklahoma 21st CCLC Project Goals and Objectives

Project goals and objectives were created by the network lead and the evaluation contractor to guide ongoing improvement efforts for the Oklahoma 21st CCLC network. These goals and objectives, are presented below. Recommendations for the 2015-2016 programming year were made based on recommendations in previous year's reports and ongoing progress made toward project goals and objectives as well as data from the 2015-2016 programming year. Recommendations for the 2016-2017 programming year and progress to date are presented in the last section of this report (see pg. 55).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary of Findings

During the 2015-2016 program year, the Oklahoma 21st CCLC (for 98 sites representing 59 grantees) successfully completed requirements for both components of the statewide evaluation: Program Evaluation and Program Quality Improvement, for 98 sites representing 59 grantees. The Program Quality Improvement process is composed of four core elements: program assessment (self or external); data-driven improvement planning; professional development aligned with program improvement goals; and continuous feedback loops about instructional practice between managers and staff. This year, 97% of grantees (n=95) submitted program assessments using the Youth or School-Age PQA, and 97% of grantees (n=95) submitted program improvement plans based upon data from PQA and/or Leading Indicator reports.

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

- ❖ **Objective 1.1:** Participants in the program will demonstrate increased performance on State Assessment Proficiency Tests in reading and mathematics.
 - Of regularly attending students (measured as attending 30 or more days over a program year) with proficiency data from both 2014-2015 and 2015-2016:
 - 25% of students who began the year in the “Not proficient” category demonstrated an increase to “Proficient” or “Advanced” for Reading Proficiency scores on state benchmark tests.
 - 29% of students who began the year in the “Not proficient” category demonstrated an increase to “Proficient” or “Advanced” for Math Proficiency scores on state benchmark tests.
 - For all students with 90+ days, approximately 59% were identified as “proficient” or “advanced” following the 2015-2016 programming year in Reading Proficiency.
 - For all students with 90+ days, approximately 67% were identified as “proficient” or “advanced” following the 2015-2016 programming year in Math Proficiency.
- ❖ **Objective 1.2:** Participants in the program will report higher levels of social and emotional competency, increased skills in work habits, and in academic efficacy.
 - Across the Oklahoma 21st CCLC network, program youth report high and stable levels of overall social and emotional competencies (see Leading Indicator 4.1 – Socioemotional Development).
 - The Devereux Student Strengths Assessment (DESSA) Mini was conducted for a second year with a group of 9 sites.
 - 100% percent of sites submitted student level ratings.
 - 25% of students (n=308) assessed in 2014-2015, returned to the program and were assessed again in 2015-2016. Across both years of DESSA-mini implementation:
 - 28% of matched students improved on measured social and emotional competencies as measured by the DESSA-mini by at least one skill level category.
 - 58% of matched students did not change in skill level category.
 - 13% of matched students declined on measured social and emotional competencies as measured by the DESSA-mini by at least one skill level category.
 - Across the network, of all students measured in 2015-2016
 - 50% of assessed students fell within the “strength” range of social-emotional competency, meaning 50% of assessed students were found to have above average social-emotional competencies, based on DESSA reference samples.
 - 42% of assessed students fell within the “typical” range of social-emotional competency, meaning 42% of assessed students were found to have average social-emotional competencies.

- 8% of assessed students fell within the “need” range of social-emotional competency, meaning 8% of assessed students were found to have below average social-emotional competencies.

- ❖ **Objective 1.3:** Grantees will demonstrate improved alignment with the school day.
 - Project directors reported that they had access to and regularly reviewed the academic progress of program youth (see section Leading Indicator 3.3 – School Alignment)
 - Program administration and staff reported that they had regular contact with school day staff, although they were less likely to manage formal communication among school-day personnel, families, and the after school program (see Table 25).
 - Twenty-seven sites indicated regular access to and use of student school day data (high quartile mean = 5) and 22 sites indicated a high degree of use of that data to inform program planning (high quartile mean=4.56) (see Appendix B, Table B1).

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

- ❖ **Objective 2.1:** Grantees will consistently offer high-quality instructional programming, regardless of content, as measured by the Youth PQA or School-Age PQA, Leading Indicator 2.2 Growth and Mastery, and Leading Indicator 2.1 Academic Planning.
 - 52% of sites using the Youth PQA scored a 3.9⁴ or higher on the Instructional Total Quality Score.
 - 68% of sites using the School-Age PQA scored a 3.9 or higher on the Instructional Total Quality Score.
 - 53% of grantees scored a 3.9 or higher on the Growth and Mastery scale (see Table 19).
 - 61% of grantees scored a 3.9 or higher on the Academic Planning scale (see Table 16).
- ❖ **Objective 2.2:** Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.
 - Program staff reported that sessions were targeted at specific learning goals for individual students, for a school curriculum target, or for a specific state standard (see section Leading Indicator 2.1 – Academic Press).
 - Program youth reported that the afterschool program provided support for homework completion and that they learned things in the afterschool program that helped them in school (see Table 17).
 - Twenty-one sites indicated that Academic Planning around school day content is a high priority (high quartile mean = 4.68, see Table B1).
- ❖ **Objective 2.3:** Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, and technology.
 - APR data not available.

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

- ❖ **Objective 3.1:** Grantees will establish and maintain partnerships and collaborative relationships within the community to enhance participants’ access to a variety of opportunities.
 - Project Directors reported that program youth engaged in community service, service learning, or civic participation projects that extended over multiple program sessions (see section Leading Indicator 3.4 – Community Resources).

⁴ Scores of 3.9 or higher have been associated with high quality (Interest, Belonging, and Challenge) on the Youth PQA (Akiva, 2011).

- Twenty-five sites reported that a high degree of community involvement across program curriculum (high quartile mean = 4.24, See Table B1).
- ❖ **Objective 3.2:** Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
 - APR data not available.
- ❖ **Objective 3.3:** Grantees will maintain a high satisfaction rate among families served by the program.
 - Parents reported that they believe their children were safe and had a positive experience in the afterschool program (see Table 35).
 - Parents reported that the afterschool program was convenient and cost effective for families (see Table 36).
 - Parents reported that the afterschool program helped their children to be more successful in school (see Table 37).

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

- ❖ **Objective 4.1:** Grantees will identify students characterized as “at-risk” and actively recruit those students to attend 21st CCLC programming.
 - Project Directors reported that students were targeted for participation in the program about half the time based on low proficiency scores on state assessments (see Table 15).
 - Project Directors reported that that approximately half of program youth were referred to the program by school day teachers for academic support (see Table 15).
 - Twenty-four sites reported that most program youth were actively recruited based on “at risk” status (high quartile mean = 4.00; see Table B1).
- ❖ **Objective 4.2:** Grantees will engage in the Youth Program Quality Intervention (YPQI) as a part of a program quality improvement process.
 - 97% of grantees (n=95) submitted program assessments using the Youth or School-Age PQA.
 - 97% of grantees (n=95) submitted program improvement plans based upon data from PQA and/or Leading Indicator reports.
 - 75% (n=593) of staff reported professional development participation unrelated to Weikart Center training.
 - 54% (n= 427) reported participation in Weikart Center trainings.
 - 96% (n=759) of staff reported that their manager engaged them in continuous feedback dialogue several times during a program year.
 - Grantees implemented a fifth year of data collection, training, and technical assistance to improve the quality of Oklahoma afterschool programs.
- ❖ **Objective 4.3:** Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21st CCLC programs.
 - Staff reported regular opportunities to discuss teaching problems or practices with other staff (see Table 11).
 - Staff reported regular communication from supervisors regarding program priorities and goals (see Table 12).
 - Forty-five sites indicated that collaboration was strongly encouraged across sites and that site supervisors shared a similar definition of high-quality services (high quartile mean= 5.00, see Table B1).
- ❖ **Objective 4.4:** Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.
 - Program staff and administration reported that high levels of job satisfaction (see Table 9).
 - 60% of Project Directors (n=45) reported that staff “almost always” stay at the program for a long time.
 - 57% of Project Directors (n=43) report that the position is “almost always” close to their ideal.
 - 45% of staff respondents (n=318) reported that the position is “almost always” close to their ideal.

- ❖ **Objective 4.5:** OSDE will provide targeted supports to eligible grantees.
 - OSDE used the Performance Distribution Index (PDI)⁵ to identify challenges specific to grantees.
 - Among the 99 sites, 46 sites had a PDI score of 3 or less.
 - Nine sites had a PDI score of 10 or more (see Appendix B).
 - 100% of new sites received intensive technical assistance from a Quality Coach (management coaching).

⁵ The Performance Distribution Index is an analysis used to identify sites in need of intensive technical assistance from the network. Scores on the 22 Leading Indicator scales are examined according to quartile placement. Sites with ten or more scale scores in the lowest quartiles are identified as in need of targeted assistance.

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 that is focused on specific best practices at multiple levels (i.e., system, organization, and point of service) in order to simultaneously empower actors at all levels and roles to improve performance;
 - collecting child level data that 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 Indicators framework came from the *Youth Program Quality Intervention Study* (Smith et al., 2012) and was first executed in the state of Michigan's 21st CCLC programs beginning in 2008. In the Oklahoma evaluation, Leading Indicator reports were produced for each grantee, comparing grantee performance with normative performance across all grantees in the state. This report provides a summative profile of performance for the statewide system, across all sites and grantees.

The 13 Leading Indicators described on pages 22-47 of this report were constructed as composites from 31 scale scores drawn from surveys administered to program staff, students, and parents and observational measures of program quality. Scale scores were designed to identify best practices that impact the quality and effectiveness of afterschool programs, according to theory, research and the experience of Weikart Center staff. The 13 leading indicator composite scores were constructed as means across each of the unweighted scales in that domain (Smith et al., 2012). These composite scores are most appropriately used for exploratory purposes, guiding grantee/site staff toward further examination of scale- and item-level scores. The Leading Indicators are arranged in alignment with five primary contexts that characterize afterschool programming: Organizational, Instructional, External Relationships, Youth Skills, and Family Satisfaction.

The reliability and validity of the leading indicators are described in a report to the Oklahoma Department of Education and are based on research methods for composing scores from multiple criteria (Bobko, Roth, & Buster, 2007; Fralick & Raju, 1982; Smith et al., 2012). Appendix A provides descriptive information and reliability evidence for the Oklahoma 2015-2016 sample. In general, the 31 scales demonstrate acceptable levels of internal consistency (items within scales) and fairly high levels of inter-rater agreement (persons within program sites).

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

NOTE*** Significant changes in the federal Annual Performance Reporting (APR) data collection system were advanced over the 2014-2015 programming year. System revisions included, but were not limited to multiple data collection periods (e.g., Summer; Fall; Spring) throughout the programming year (previously APR data was collected from sites only once at the end of the programming year); a new system-user interface; and adjustments to data collection periods. These updates are addressed in greater detail in the Annual Performance Reporting – Data Management section, following the description of measures (see p. 19).

Grantee Director/Site Coordinator Survey & Sample

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

The Grantee Director/Site Coordinator survey consisted of 44 items assessing practices and organizational characteristics related to the Organizational and External Relationships Contexts. These questions focused on issues such as staff capacity to carry out the work, job satisfaction, the roles youth have in governing the program, enrollment for students with academic risk factors, accountability and collaboration norms, connections to the school day, and community engagement with the afterschool program.

The Grantee Director/Site Coordinator survey was administered February – April, 2015. Surveys were constructed within Qualtrics, an online survey program, and a link to the survey was posted on the Oklahoma 21st CCLC project page of the evaluation contractor's website, with e-mail reminders sent to non-respondents roughly halfway through the data collection period.

A total of 75 grantee directors and site coordinators responded to the online survey, representing 64% of the 98 Oklahoma 21st CCLC sites. Table 2 below displays characteristics of grantee directors and site coordinators. The majority of respondents had a Master's degree, and were white females, and certified teachers.

Table 2 – Grantee Director/Site Coordinator Survey Respondent Characteristics

Characteristics	N=75
Average years of experience at site in any capacity	4.69
Average years of experience at site as Site Coordinator	3.17
Education Level	
Less than high school diploma/GED	0%
GED/High School diploma	3%
Some college, no degree	9%
Associate's Degree	5%
Bachelor's Degree	28%
Graduate program but no degree yet	8%
Master's Degree	47%
Doctorate	0%
Other professional degree after BA	0%
Teaching Certification	76%
Average months worked per year	10.61
Average hours worked per week	19.06
Gender	8% male
Race	
White	84%
African American	0%
Native American	25%
Hispanic	1%
Arab American	0%
Asian	0%
Other Race	0%

Afterschool Teacher/Youth Worker Survey

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

The Afterschool Teacher/Youth Worker survey was administered February – April, 2016 via Qualtrics. A link to the survey was posted on the Oklahoma 21st CCLC project page of the evaluation contractor's website, with e-mail reminders sent to non-respondents roughly halfway through the data collection period.

A total of 803 after school teachers and youth workers responded to the online survey, representing responses from 99% of Oklahoma 21st CCLC grantees. Table 3 highlights the characteristics of the afterschool teachers and youth workers that interact with youth on a daily basis. The average number of years worked at the site was three years and the majority of staff had either a Bachelors' or Master's degree. The majority of staff were certified school-day teachers, white females, and worked 8.2 months out of the year.

Table 3 – Afterschool Teacher/Youth Worker Survey Respondent Characteristics

Characteristics	N=803
Average years of experience at site	3.04
Education Level	
Less than high school diploma/GED	10%
GED/High School diploma	10%
Some college, no degree	11.5%
Associate's Degree	4%
Bachelor's Degree	40%
Graduate program but no degree yet	5%
Master's Degree	19%
Doctorate	0%
Other professional degree after BA	.5%
Teaching Certification	59%
Average months worked per year	8.20
Average hours worked per week	8.40
Gender	13% male
Race	
White	80%
African American	3%
Native American	20%
Hispanic	4%
Arab American	0%
Asian	1%
Other Race	1%

Youth Survey

The youth survey consisted of 40 questions and was administered to youth in grades 4 through 12 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, 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 and used with permission from the California Outcomes Project (Vandell, 2012).

In an effort to reduce paper consumption, youth surveys were administered online via the online survey software Qualtrics *unless* a site specifically requested paper surveys. If paper surveys were requested, one hundred youth surveys were mailed to each site/center along with instructions for administering the surveys to youth. Each survey (online and paper) contained instructions for completing the survey as well as confidentiality assurances for youth. Online surveys were automatically saved to the system. Once paper surveys were completed, the grantee director then mailed them back to the evaluation contractor in the self-addressed postage-paid envelopes that were included in the survey materials package. Reminders were sent at the halfway point during data collection and continued until the data collection period ended.

A total of 2,691 youth in fourth through twelfth grades completed a survey, representing responses from 94% of program sites in the Oklahoma 21st CCLC network. Table 4 presents demographic information for the youth in this sample. The average age of youth in the 21st CCLC programs was 11.56 years old, and the average grade in school was sixth grade. A slight majority of youth reported as female, 56% reported white as their race, 36% reported they were Native American.

Table 4 – Youth Survey Respondent Characteristics

Characteristics	N=2,691
Average Age	11.56
Average Grade	5.75
Gender	49% male
Race (check all that apply)	
White	56%
Native American	36%
African American	10%
Hispanic	16%
Arab American	.5%
Asian	1.5%
Other Race	6%

Parent Survey

The parent survey consisted of 24 questions, and was directed at the parents/guardians of all children and youth attending the afterschool programs, regardless of their age. The parent survey included questions about communication with the afterschool program, the academic efficacy of their child(ren), the convenience of the services provided at the afterschool program, the connection they have with the school their attitudes toward fee-based afterschool services.

Parent surveys were administered online via the online survey software Qualtrics *unless* a site specifically requested paper surveys. If paper surveys were requested, 100 parent surveys were mailed to each site/center along with instructions for administering the surveys and prepaid envelopes for returning completed surveys to the grantee director. Each survey (online and paper) contained instructions for completing the survey as well as confidentiality assurances for parents. Online surveys were automatically saved to the system. Paper surveys were collected by the grantee director and mailed back to the evaluation contractor in the self-addressed postage-paid envelopes that were included in the survey materials package. Reminders were sent at the halfway point during data collection and continued until the data collection period ended.

A total of 3,180 parents completed a survey, representing responses from 95% of sites in the Oklahoma 21st CCLC network. This represents an increase of nearly 200 parent responses over the previous program year, when one less site was included in the network aggregate. Table 5 displays information for the parent sample from 2015-2016 program year data collection. The majority of parents ranged between 26 and 44 years old, had a four year degree or less, and had a household income of less than \$50,000 per year.

Table 5 – Parent Survey Respondent Characteristics

Characteristics	N=3,180
Average Age	
25 or less years old	4%
26-30 years old	18%
31-35 years old	27%
36-40 years old	22%
41-44years old	13%
46-50 years old	6%
51-55 years old	4%
56-60 years old	2%
61-65 years old	2%
66 or more years old	2%
Education	
Less than high school diploma/GED	10%
GED/High School diploma	30%
Some college, no degree	26%
Associate's Degree	11%
Bachelor's Degree	15%
Graduate program but no degree yet	2%
Master's Degree	4%
Doctorate	1%
Other professional degree after BA	1%
Race (check all that apply)	
White	57%
African American	7%
Native American	31%
Hispanic	13%
Arab American	0%
Asian	1%
Other Race	1%
Gender	19% male
Income	
Less than \$10,000	10%
\$10,000 to \$19,999	13%
\$20,000 to \$29,999	19%
\$30,000 to \$39,999	14%
\$40,000 to \$49,999	12%
\$50,000 to \$59,999	7%
\$60,000 to \$69,999	6%
\$70,000 to \$79,999	6%
\$80,000 to \$89,999	4%
\$90,000 to \$100,000	4%
More than \$100,000	5%
If federal funding for this afterschool program stopped, would you be willing to pay a fee for afterschool services? (Yes)	52%
If federal funding for this afterschool program stopped, would you be able to pay a fee for afterschool services? (Yes)	46%

Program Quality Assessment

The *Youth Program Quality Assessment* (Youth PQA) and the *School-Age Program Quality Assessment* (School-Age PQA) are observation-based measures that were used to conduct program self assessments. These measures were a critical component of the Program Quality Improvement process and also provided data for the Instructional Context scales of the Leading Indicators. Raters using the PQA use observational notes to score rubrics describing the extent to which specific staff practices are happening within each program session.

The Youth PQA is composed of 60 items comprising 18 scales, that fall into four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Youth PQA is currently being used in over 80 afterschool networks across the United States and evidence from multiple replication samples suggests that data produced by the Youth PQA has characteristics of both precision (reliability) and meaningfulness (validity) (Smith et al., 2012; Smith & Hohmann, 2005).

The School-Age PQA is composed of 68 items comprising 20 scales, that fall into 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.

Program quality *self* assessments were conducted with each grantee. The program self assessment method includes the selection of a site team that observes each other's practice using the developmentally appropriate PQA assessment tool (Youth PQA or School-Age PQA). Once the site team has had a chance to observe each other's practice, a scoring meeting is scheduled in which staff discusses their observations and come to a consensus on the score for each item on the PQA.

Program quality *external* assessments were also conducted for a subset of these grantees (i.e., those in the second year of their grant). Grantees who received program quality external assessment contracted with independent raters to come in and observe their programs. Raters received endorsement through the completion of a rigorous reliability training process in which they are required to pass an examination by surpassing 80% perfect agreement with the Weikart Center's gold standard scores on the PQA.

Between October 2015 and December 2015, a total of 33 self assessments with the Youth PQA and 80 self assessments with the School-Age PQA were conducted, representing 95% of all sites. Also between October and December, a total of 14 external assessments using the Youth PQA and 32 external assessments using the School-Age PQA were conducted, representing 93% of all second-year grantees.

Annual Performance Reporting – Data Management

The online federal data collection system (hereafter referred to as the APR System) was designed to collect site operations data including: offering content, recruitment and retention, student demographic data, and partner and staffing information across the Oklahoma 21st CCLC network. The evaluation contractor provided technical assistance to grantees needing to fulfill data submission requirements via the APR System and submitted the staffing, attendance, and impact category for regular attendees in the APR System for all grantees.

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

Table 6 highlights key program characteristics of the grantees in this sample. During the 2015-2016 program year, there were 59 grantees across the state of Oklahoma representing 98 sites (i.e., spaces where afterschool programming was in operation). These 59 grantees across Oklahoma served a diverse population and had their own unique characteristics, including the content of the afterschool activities offered, operations, community partners, program enrollment, etc. Almost three quarters of sites offered programming during both the summer and the school year.

The average number of students across sites who attended less than 30 days was 27 compared to an average of 40 who attended 30 days or more (regular attendees).

Table 6 – Oklahoma 21st CCLC Grantee Program Characteristics

Program Characteristics	N=98
Operations:	
Number of sites/centers operating during the school year only	72
Number of sites/centers operating during both the summer and school year	98
Recruitment and Retention	
Total number of students served	13,443
Total number of regularly attending students (30 days or more)	8,040
Ratio of students attending 30 or more days to students attend 30 days or less	4:3

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

Academic Achievement		
Reading Proficiency		
30-59 days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level		64%
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level		22
60-89 days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level		60
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level		21
90+ days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in reading proficiency level		60
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in reading proficiency level		29
Math Proficiency		
30-59 days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (30-59 days)		64
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level		30
60-89 days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (60-89 days)		66
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level		26
90+ days program attendance		
Percent increase OR stayed in the Advanced or Proficient levels in math proficiency level (90+ days)		69
Percent increase to Advanced or Proficient from Unsatisfactory or Limited Knowledge in math proficiency level		29

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

Table 7 highlights academic achievement data for students who had test score data available for both the 2014-2015 and the 2015-2016 program years. Data is presented for both reading and math and are disaggregated by the number of days of attendance. This information includes students who made a “jump up” from the previous year’s proficiency level OR those students who remained in the Advanced or Proficient categories from one year to the next.

Findings/Results

The following section presents findings from the 2015-2016 Oklahoma 21st CCLC Statewide Evaluation conducted by the evaluation contractor. The 2015-2016 program year marks the sixth year the evaluation contractor has used the leading indicators framework to collect, analyze, and present data aligned with specific best practices at multiple levels of each grantee. As such, 2015-2016 program data is presented alongside 2012-2013, 2013-2014, and 2014-2015 program data⁶.

The inclusion of, 2012-2013, 2013-2014, and 2014-2015 program data is provided to support comparisons across years, with a number of critical caveats:

- In most cases, these data cannot be used to represent changes in the behavior of specific individuals. Because we do not collect identifying information for any specific individual, year-to-year comparisons only represent changes in the average scores for groups of individuals (within sites) that almost certainly involve different individuals across years.
- Aggregating across scale scores to create the indicator composites may obscure actual patterns of change on scales (e.g., the composite indicator may go up a little because two component scales went up a lot but a third went down even more).
- We lack criteria for how much change is substantively important.

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

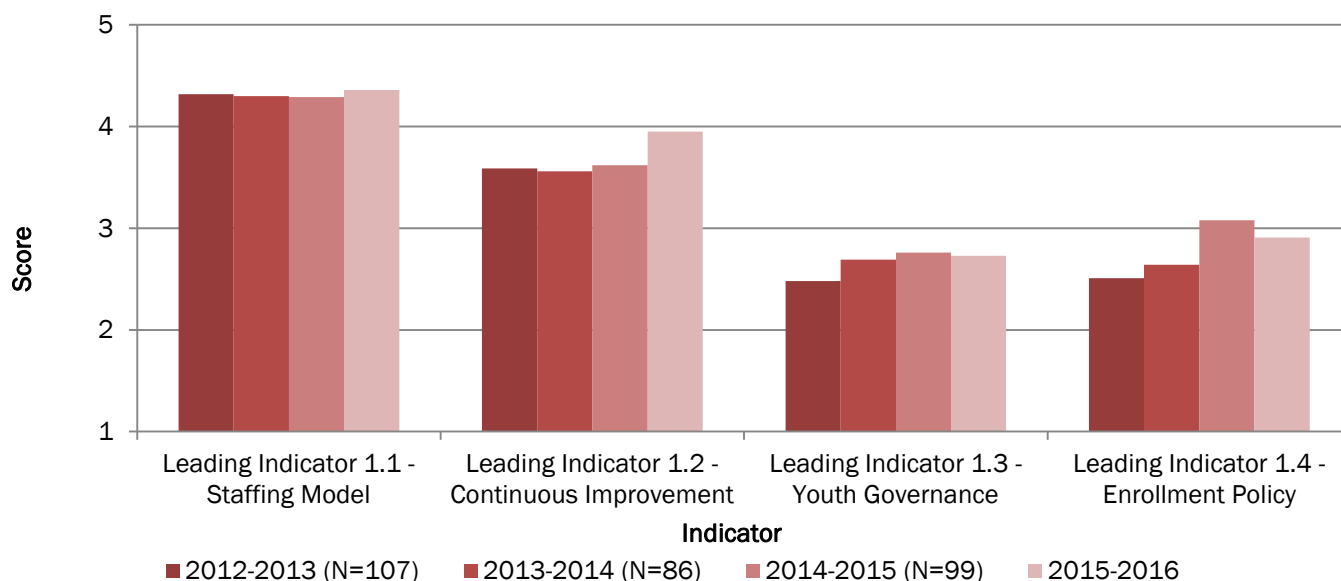
All summaries of data tables and figures described below are predicated upon 2015-2016 program year data only. Data representations for the 2012-2013, 2014-2015, and the 2014-2015 program years are solely meant for reference and examination purposes.

⁶ Data for 2010-2011 and 2011-2012 have been omitted. Data from the 2010-2011 program year were omitted due to the sites having been evaluated at the grantee level, rather than the site level, as in subsequent years. Specifically data from grantees with more than one site were aggregated to the grantee level and grantee data was compared with the network aggregate. Following this initial baseline year, all sites were measured individually and compared with the network aggregate. Data from the 2011-2012 program year have been omitted in favor of adequate presentation space for 2012-2016. Data from the 2011-2012 programming year is available from OSDE. Information on the pilot and subsequent implementation year can be obtained through the Oklahoma State Department of Education.

Organizational Context

Four Leading Indicators were included under the organizational context: Staffing Model, Continuous Improvement, Youth Governance, and Enrollment Policy. These four indicators reflect organizational level policies and practices. Scores are presented in Figure 2.

Figure 2 –Organizational Context Leading Indicators



Staffing Model assesses the extent to which grantee directors and site coordinators feel that their staff members are prepared for their jobs, their staff members feel like they enjoy their jobs, and their own ability to offer supports and resources to their staff is sufficient. Overall, it appears that grantee directors and site coordinators feel that their staff members are generally prepared to lead afterschool activities and respondents are satisfied with their job most of the time.

Continuous Improvement assesses the extent to which staff members participate in professional development opportunities and activities that are meant to increase the quality of the services they provide. It also measures how well staff members communicate with their peers and supervisors regarding program quality. For the 2015-2016 Statewide Evaluation report, the Continuous Improvement Leading Indicator was updated to measure participation in YPQI practices only. Items that had previously been considered as a single scale calculation have been broken out into two separate scales. Three additional tables have been included: Breadth of Fidelity, Program Impact, and YPQI Value. The Breadth of Fidelity scale has been included for program planning and consideration but is not included in the calculation of the Continuous Improvement Leading Indicator value. Although we consider these updates to be minimal and therefore comparable to previous years, 2015-2016 scores should be considered with these changes in mind.

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

The Enrollment Policy Leading Indicator represents intentional efforts to target low-income at-risk youth, a primary purpose of the 21st CCLC funding stream. While this indicator has demonstrated gradual and consistent improvement over time, 2015-2016 scores indicated a small decline.

Leading Indicator 1.1 – Staffing Model

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

Figure 3 – Leading Indicator 1.1 Staffing Model: Scale Scores

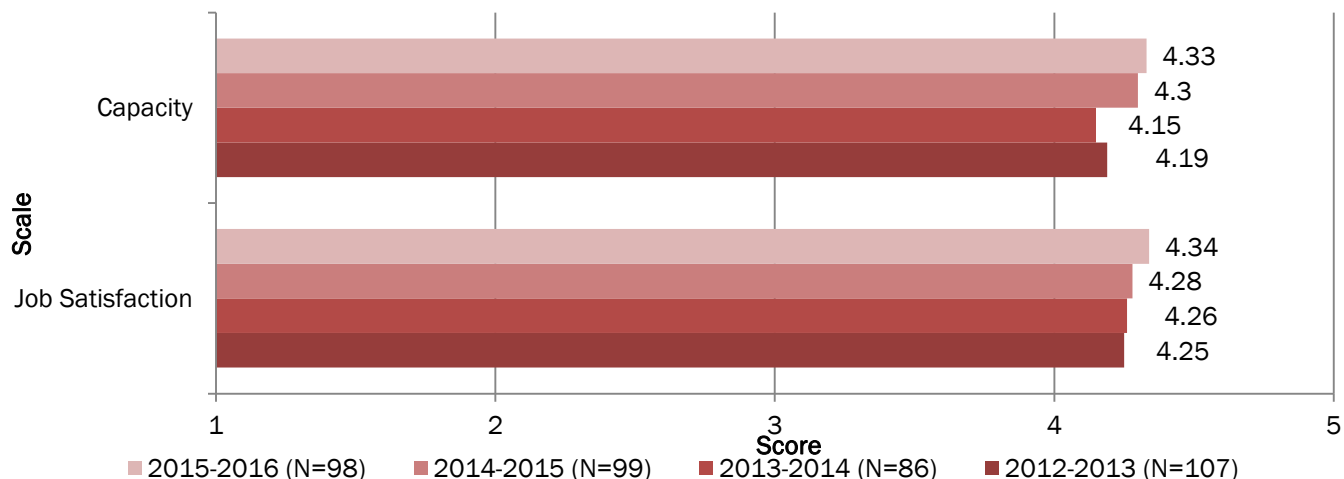


Table 8 – Capacity Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Capacity	4.19	4.15	4.30	4.43
Staff come to the program with adequate training or experience	4.14	4.08	4.13	4.47
Staff stay at our program for a long time	4.42	4.46	4.46	4.48
We have enough staff and/or student-to-staff ratios are good	4.49	4.43	4.63	4.70
New staff get an adequate orientation	3.99	3.89	4.13	4.33
Staff have enough time to attend meetings or do planning	3.74	3.69	4.03	4.08
Staff are designing and delivering activities consistent with program goals and objectives for students	4.35	4.32	4.44	4.52

Data Source: Grantee Director/Site Coordinator Survey

Table 9 – Job Satisfaction Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Job Satisfaction	4.25	4.26	4.28	4.34
In most ways, this job is close to my ideal	4.17	4.14	4.15	4.20
The condition of my current job is excellent	4.37	4.38	4.33	4.46
I am satisfied with this job	4.29	4.45	4.52	4.56
If I could change my career so far, I would not change anything	4.17	4.09	4.14	4.14

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

Key Points:

- Grantee directors reported that staff retention is high and that staff are coming into the program with adequate training or experience.
- Managers reported that they have adequate staff and student-to-teacher ratios are good.
- Site managers and staff reported a high degree 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 supervisors as well as participate in efforts to continuously improve their delivery of high-quality instruction. As described above, updates were made to this Leading Indicator to better align with improvement priorities.

Figure 4 – Leading Indicator 1.2 Continuous Improvement: Scale Scores⁷

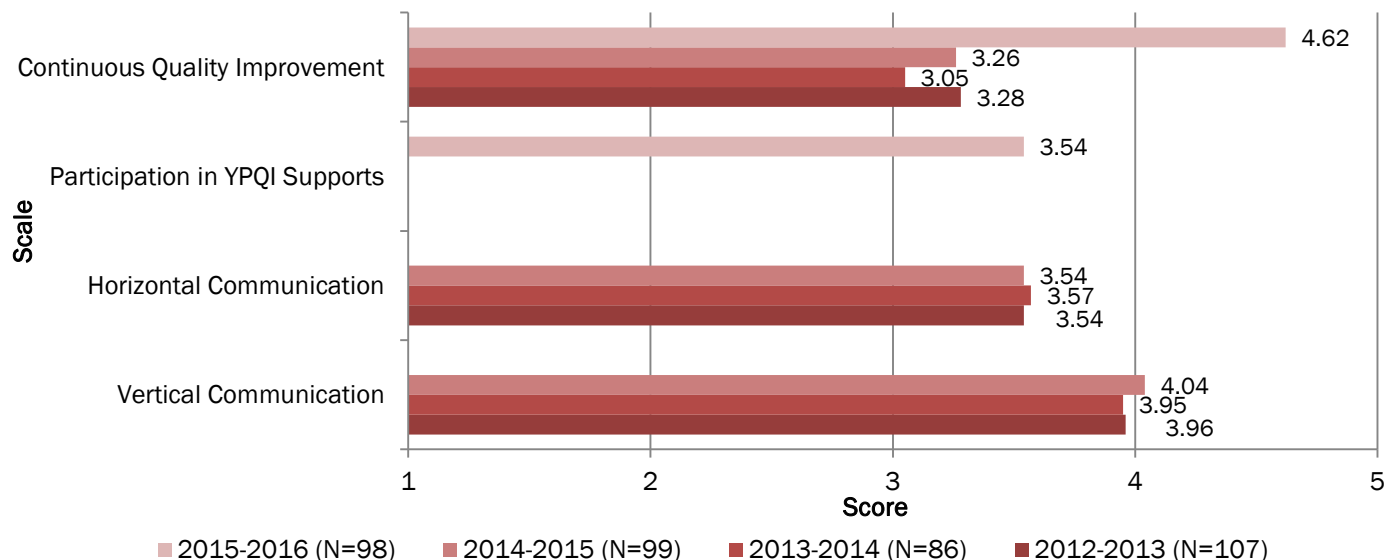


Table 10 – Continuous Quality Improvement Practices Scale Detailed Scores

<i>Prompt: In this section we ask you about four continuous improvement practices that are part of an effective quality improvement system. Please select one response for each statement. 1=No, 5=Yes</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Continuous Quality Improvement Practices	3.28	3.05	3.26	4.62
Did you/your site team conduct a program self assessment using the PQA anytime this program year?				4.62
Did you create/help create a program improvement plan for your site based on the PQA data?				4.92
Did you coach individual staff. Did your manager/supervisor coach you by observing their sessions and providing feedback using the PQA as a standard of performance?				4.72
Did you send staff/attend any trainings focused on improving the quality of instruction in your program and/or aligned to your Program Improvement Plan (e.g., Youth Work Methods workshops, Social and Emotional Learning workshops)?				4.79

Data Source: Implementation Survey – Project Director/Site Coordinator & Afterschool Teacher/Youth Worker Survey

⁷ The Continuous Quality Improvement Practices Leading Indicator items were updated for the 2014-2015 data collection to reflect training priorities within the Oklahoma 21st CCLC Network. For 2015-2016, these updated item were separated into two scales. Three measures were added for program planning purposes, but these additional measures were not included in the calculation of the Continuous Improvement Leading Indicator. For information regarding previous items, see earlier Oklahoma 21st CCLC Statewide Evaluation Reports, or contact the Weikart Center, www.cypq.org.

Leading Indicator 1.2 – Continuous Improvement (continued)

Table 10 – Continuous Quality Improvement Practices Scale Detailed Scores (continued)

<i>Prompt: In this section we ask you about four training modules that align to the continuous improvement practice. Please select one response for each statement. 1=No, 3=I attended, 5=I attended with at least one other staff member at my site</i>				2015-2016 OK Aggregate (N=98)
Participation in YPQI Supports				3.54
In this or previous years, have you participated in PQA Basics or PQA Basics Plus training, live or online?				3.85
In this or previous years, have you participated in a Planning with Data workshop, live or online?				3.77
In this or previous years, have you participated in a Quality Instructional Coaching workshop?				3.12
In this year, have you participated in any Youth Work Methods trainings focused on improving the quality of instruction in your program and/or related to your Program Improvement Plan?				3.41

Data Source: Implementation Survey – Project Director/Site Coordinator & Afterschool Teacher/Youth Worker Survey

Table 11 – Horizontal Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Horizontal Communication	3.54	3.57	3.54	3.60
I co-plan with another member of staff	3.83	3.82	3.76	3.83
I discuss teaching problems or practices with another staff member	4.19	4.28	4.19	4.19
A co-worker observes my session and offers feedback about my performance	3.25	3.32	3.26	3.42
I work on plans for program policies or activities with other staff	3.44	3.54	3.54	3.53
I observe a co-worker's session and provide feedback about their performance	2.98	2.90	2.93	3.00

Data Source: Afterschool Teacher/Youth Worker Survey

Table 12 – Vertical Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Vertical Communication	3.96	3.95	4.04	4.13
My supervisor challenges me to innovate and try new ideas	3.78	3.83	3.89	4.00
My supervisor makes sure that program goals and priorities are clear to me	4.15	4.08	4.18	4.26

Data Source: Afterschool Teacher/Youth Worker Survey

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

	Assess PQA	Plan Program Improvement Planning	Weikart Center professional development	Improve Other professional development	Supervisor feedback to staff
Proportion of sites completing (survey)	84%	84%	84%	83%	87% (Every few months or more)
Proportion of sites completing (Scores Reporter)	97%	97%	Not applicable	Not available	Not applicable

Key Points:

- Most site staff reported participating in all four foundational elements of the YPQI.
- Across all four YPQI elements, staff were most likely to be included in program improvement planning.
- Staff indicated that they have participated in one or more YPQI supports.
- Staff reported that they are able to discuss teaching problems or practices with other staff.
- Staff reported supportive communication with their supervisors.

Leading Indicator 1.2 – Continuous Improvement (continued)

Table 11 – Breadth of Fidelity Scale Detailed Scores

The items below are not included in the Leading Indicator scores but may be relevant for program planning purposes.

<i>Prompt: Participation by a site time is an important part of the YPQI. In this section, we ask about the participation of other staff at your site in the four continuous improvement practices.</i>	2015-2016 OK Aggregate (N=98)
Breadth of Fidelity	
How many staff work at your site? Answer “0” if you are the only staff member.	15.51
How many other staff at your site helped to complete the program self assessment using the PQA? Answer “0” if you completed the program self assessment alone.	5.60
Please estimate how many total staff hours it took to complete the program self assessment using the PQA (The sum total of hours for all members of the self assessment team, including you).	11.98
How many other staff at your site helped to create the Program Improvement Plan? Answer “0” if you created the improvement plan alone.	4.44
Please estimate how many total staff hours it took to create your Program Improvement Plan. (The sum total of hours for all members of the improvement planning team, including you).	8.16
How many total staff (including you) acted to implement your Program Improvement Plan?	11.05

Data Source: Implementation Survey – Project Director/Site Coordinator

<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	2015-2016 OK Aggregate (N=98)
Program Impact	3.75
As a result of our program’s participation in the quality improvement system, I gained relevant knowledge and/or developed valuable skills.	3.73
As a result of our program’s participation in the quality improvement system, the quality of instruction improved at my site.	3.77
As a result of our program’s participation in the quality improvement system, youth were more engaged during program sessions.	3.77
As a result of our program’s participation in the quality improvement system, youth developed skills.	3.76

Data Source: Implementation Survey – Project Director/Site Coordinator & Afterschool Teacher/Youth Worker Survey

<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	2015-2016 OK Aggregate (N=98)
YPQI Value	4.21
Overall, participation in the quality improvement system was a good use of my time and effort.	3.99
Overall, participation in the quality improvement system was supported by my supervisor.	4.43
Overall, participation in the quality improvement system was a good fit with my job.	4.20

Data Source: Implementation Survey – Project Director/Site Coordinator & Afterschool Teacher/Youth Worker Survey

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

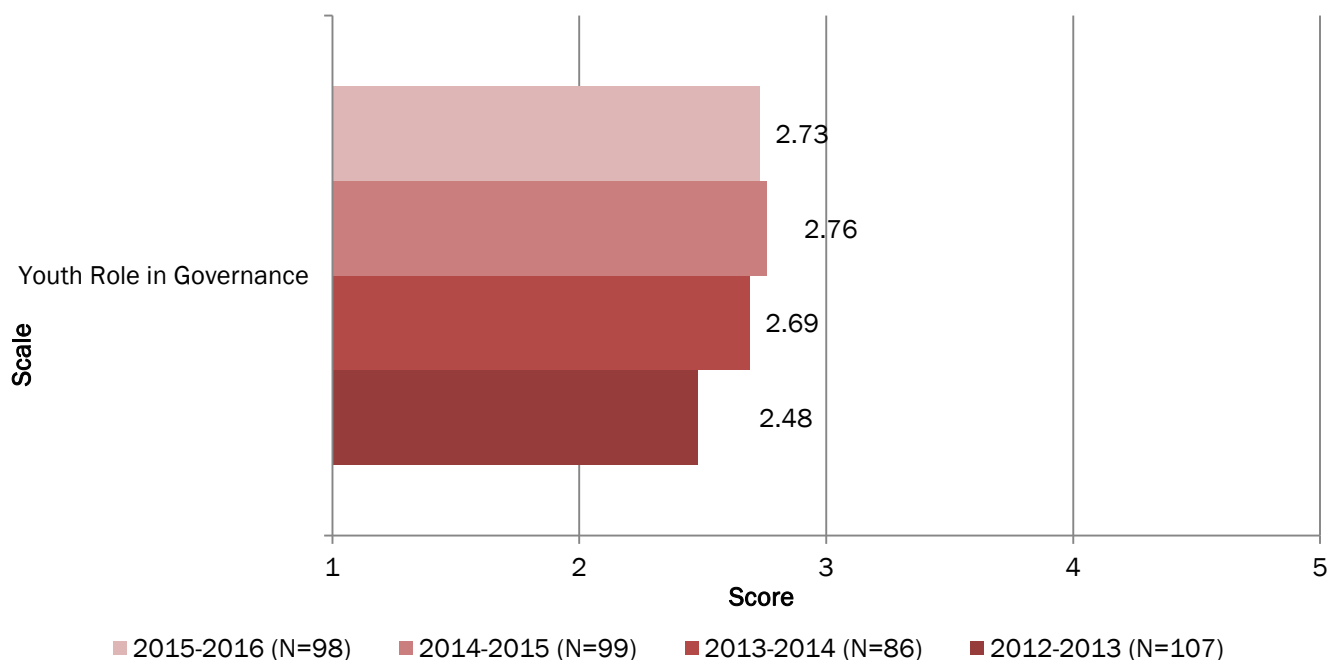


Table 14 – Youth Role in Governance Scale Detailed Scores

<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 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Youth Role in Governance	2.48	2.69	2.76	2.73
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.38	3.71	3.71	3.78
Youth are involved in selecting the content or purposes of activities and sessions	3.27	3.55	3.59	3.72
Youth contribute to the design, appearance, and aesthetics of the physical space	2.76	2.88	2.95	2.93
Youth are involved in hiring new staff	1.37	1.55	1.58	1.39
Youth are involved in deciding how the organization's budget is spent	1.68	1.75	1.99	1.85

Data Source: Grantee Director/Site Coordinator Survey

Key Points:

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

Leading Indicator 1.4 – Enrollment Policy

This Leading Indicator is meant to capture the degree to which the 21st CCLC programs in Oklahoma are prioritizing enrollment for certain populations as well as targeting youth who are academically at-risk.

Figure 6 – Leading Indicator 1.4 Enrollment Policy: Scale Scores

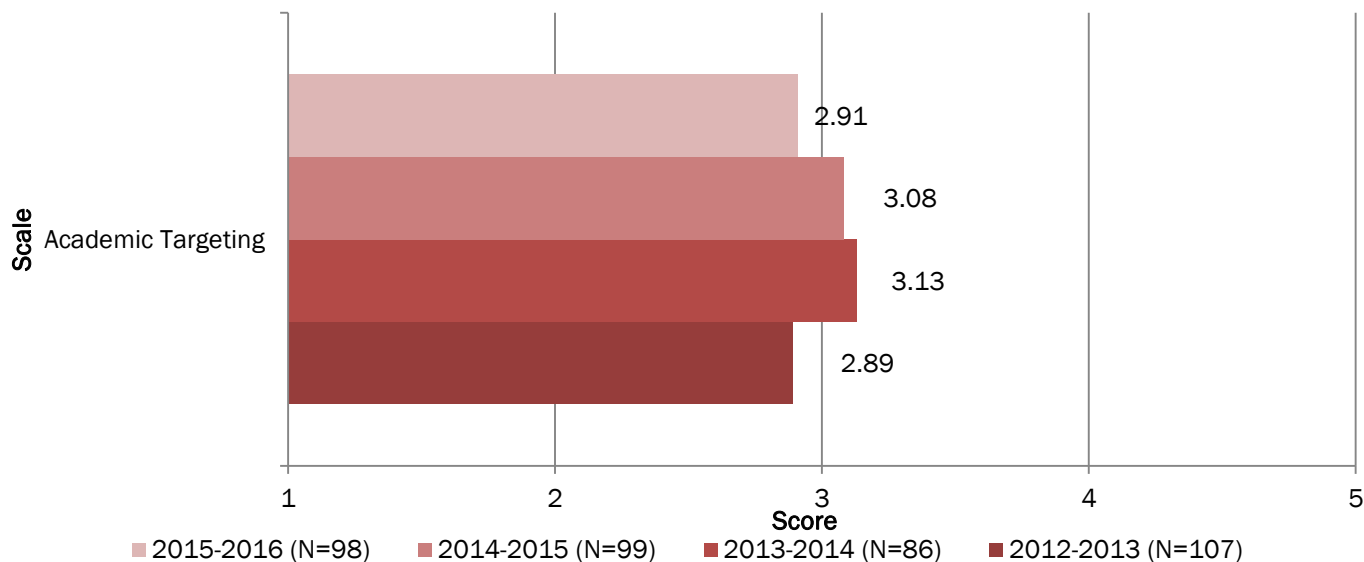


Table 15 – Targeting Academic Risk Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Targeting Academic Risk	2.89	3.13	3.08	2.91
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments	3.16	3.47	3.39	3.46
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	2.93	3.29	3.14	3.01
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	3.44	3.56	3.57	3.36
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	2.01	2.21	2.22	1.82

Data Source: Grantee Director/Site Coordinator Survey

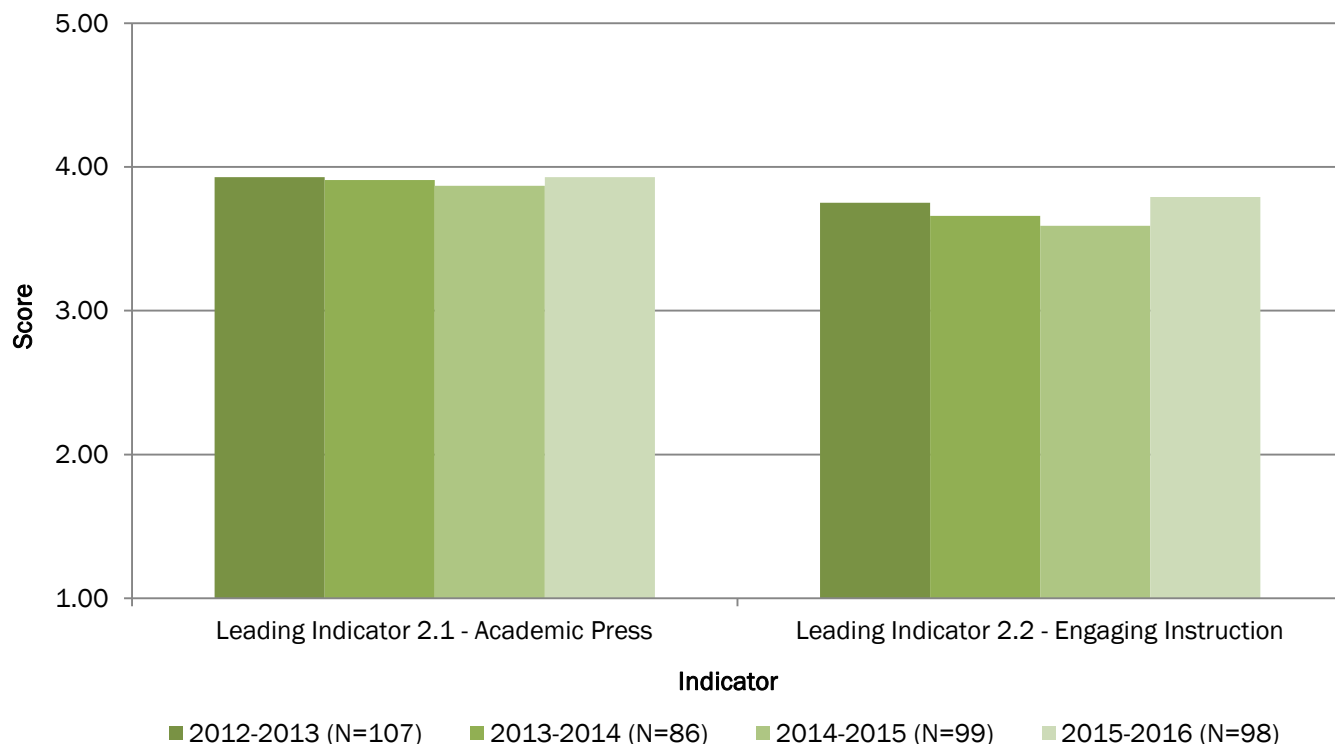
Key Points:

- Grantee directors and site coordinators reported that approximately half of their students participated in their program as the result of targeted efforts to include students in higher need categories, including those not meeting proficiency in state assessments.
- Project directors and site coordinators reported that few of their students are targeted due to ELL status.

Instructional Context

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

Figure 7 –Instructional Context Leading Indicators



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

Engaging instruction refers to the extent to which high quality instructional practices are happening on a daily basis, youth are feeling engaged in the program and that they belong, and staff are offering opportunities for youth to build on and master new skills.

Leading Indicator 2.1 – Academic Press

This Leading Indicator is meant to capture the extent to which academic content and homework completion are major components of afterschool programming.

Figure 8 – Leading Indicator 2.1 Academic Press: Scale Scores

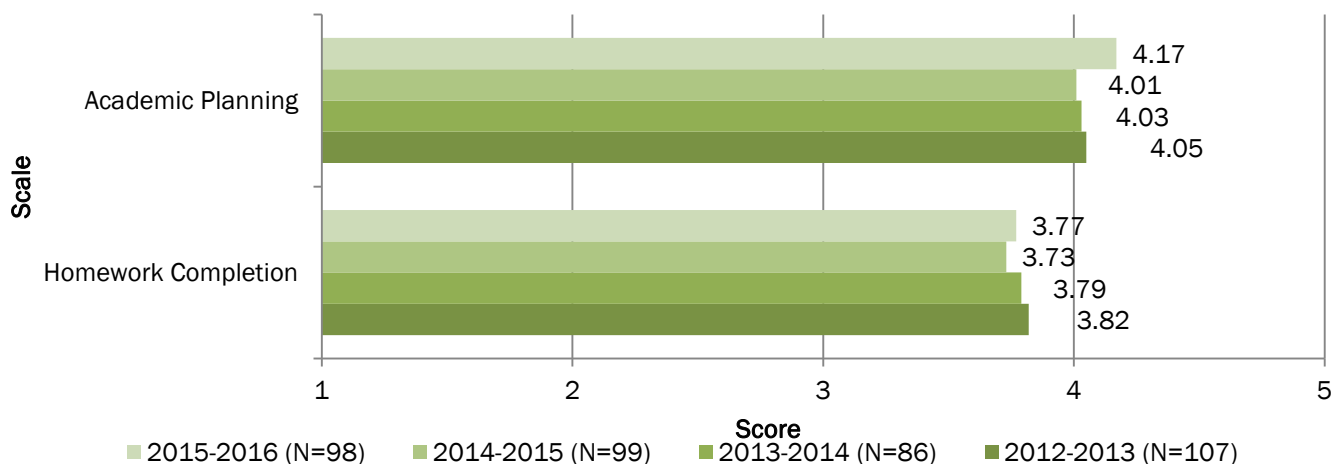


Table 16 – Academic Planning Scale Detailed Scores

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)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Academic Planning	4.05	4.03	4.01	4.17
The session is planned in advance and written out in a lesson plan format	3.75	3.71	3.73	3.96
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	4.27	4.16	4.17	4.32
The session builds upon steps taken in a prior activity or session	4.05	4.07	4.09	4.18
The session is based on recent feedback from students about where they need support	3.97	4.00	3.92	4.09
The session combines academic content with the expressed interests of students	4.24	4.18	4.15	4.28

Data Source: Afterschool Teacher/Youth Worker Survey

Table 17 – Homework Completion Scale Detailed Scores

PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Homework Completion	3.82	3.79	3.73	3.77
I get my homework done when I come to the afterschool program	3.85	3.79	3.75	3.95
The staff here understand my homework and can help me when I get stuck	3.99	3.97	3.96	3.59
I learn things in the afterschool program that help me in school	3.64	3.62	3.47	3.51

Data Source: Youth Survey

Key Points:

- Staff reported that activities are targeted at specific learning goals for their students and incorporate the interests of students into the program a majority of the time.
- Youth reported that they are able to complete their homework at the afterschool program and learn things in the program that help them in school.

Leading Indicator 2.2 – Engaging Instruction

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

Figure 9 – Leading Indicator 2.2 Engaging Instruction: Scale Scores

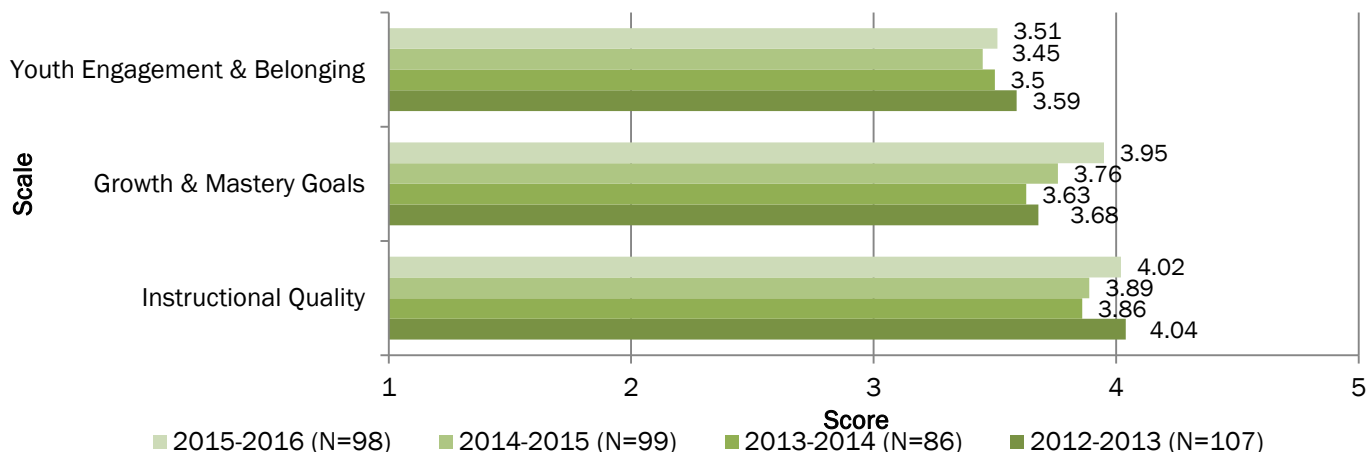


Table 18 – Youth Engagement and Belonging Scale Detailed Scores

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Youth Engagement and Belonging	3.59	3.50	3.45	3.51
I am interested in what we do	3.53	3.44	3.43	3.49
The activities are important to me	3.47	3.35	3.23	3.34
I try to do things I have never done before	3.57	3.46	3.40	3.50
I am challenged in a good way	3.61	3.48	3.39	3.49
I am using my skills	3.82	3.83	3.78	3.73
I really have to concentrate to complete the activities	3.36	3.32	3.28	3.28
I feel like I belong at this program	3.72	3.62	3.55	3.62
I feel like I matter at this program	3.67	3.54	3.49	3.62

Data Source: Youth Survey

Table 19 – Growth and Mastery Skills Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Growth and Mastery Skills	3.68	3.63	3.76	3.95
We will expose students to experiences which are new for them	3.98	3.89	4.02	4.14
Students will have responsibilities and privileges that increase over time	3.93	3.85	3.92	4.11
Students will work on group projects that take more than five sessions to complete	2.94	2.92	3.11	3.28
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	4.09	4.04	4.15	4.30
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.27	3.24	3.51	3.77
Students will identify a skill/activity/pursuit that the feel they are uniquely good at	3.85	3.80	3.88	4.10

Data Source: Afterschool Teacher/Youth Worker Survey

Leading Indicator 2.2 – Engaging Instruction (continued)

Table 20 – Instructional Quality Scale Detailed Scores

	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Instructional Quality	4.04	3.86	3.89	4.02
Supportive Environment	4.32	4.19	4.25	4.25
Interaction	4.13	3.96	3.98	4.22
Engagement	3.66	3.42	3.43	3.58

Data Source: Youth PQA & School-Age PQA

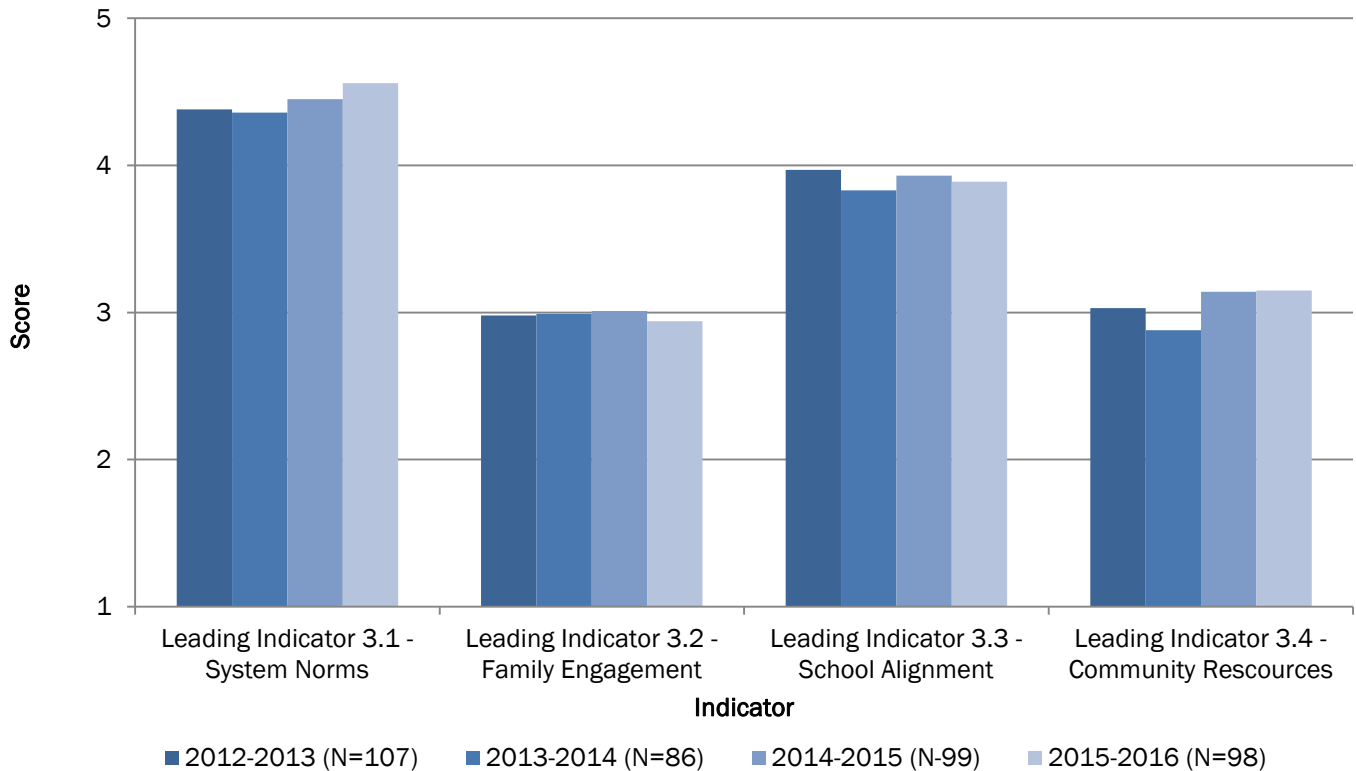
Key Points:

- Youth reported that they often use their skills in the afterschool program, belong and matter at the program and try things at the program that they have never done before.
- Staff reported that they support students in developing responsibility, and that all participating students are acknowledged for their achievements and contributions to the program.
- Program self assessment scores indicate that key instructional practices are being delivered during the afterschool programs.

External Relationships

Four Leading Indicators were included to assess the External Relationships Context: System Norms, Family Engagement, School Alignment, and Community Resources. These four indicators reflect the policies and practices that facilitate communication and collaboration between the afterschool program and external parties.

Figure 10 –External Relationships Leading Indicators



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

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

School Alignment measures the extent to which the afterschool program connects with the youths’ school day, specifically whether program activities reflect school day curriculum content or specific learning goals for individual students. Grantees in Oklahoma reported having slightly higher than average communication and alignment with the school-day.

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

Leading Indicator 3.1 – System Norms

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

Figure 11– Leading Indicator 3.1 System Norms: Scale Scores

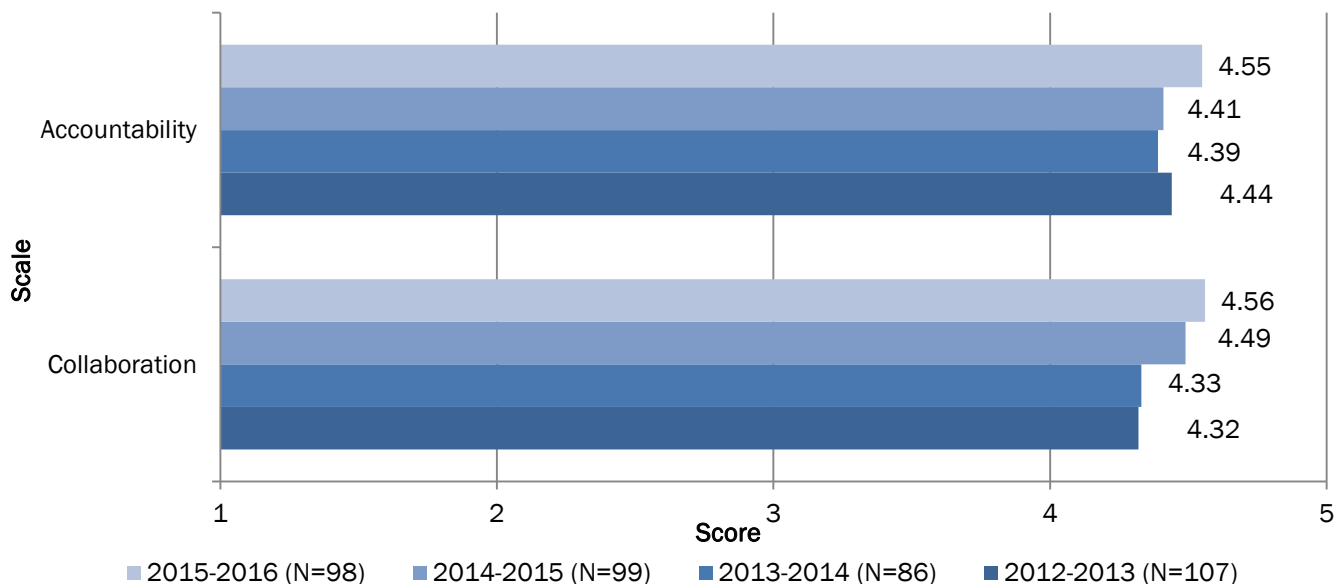


Table 21 – Accountability Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding accountability for quality services? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Accountability	4.44	4.39	4.41	4.55
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.48	4.57	4.59	4.75
Our program is routinely monitored by higher level administrators	4.25	4.14	4.10	4.29
In our program all staff are familiar with standards of quality	4.58	4.47	4.53	4.62

Data Source: Grantee Director/Site Coordinator Survey

Table 22 – Collaboration Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Collaboration	4.32	4.33	4.49	4.56
Collaboration across sites is strongly encouraged by network administrators	4.23	4.26	4.43	4.40
Site supervisors in our network share a similar definition of high quality services	4.43	4.40	4.55	4.72

Data Source: Grantee Director/Site Coordinator Survey

Key Points:

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

Leading Indicator 3.2 – Family Engagement

This Leading Indicator is meant to assess the degree to which parents feel they are kept informed about program activities, or student progress by staff or invited to participate in program activities.

Figure 12 – Leading Indicator 3.2 Family Engagement: Scale Scores

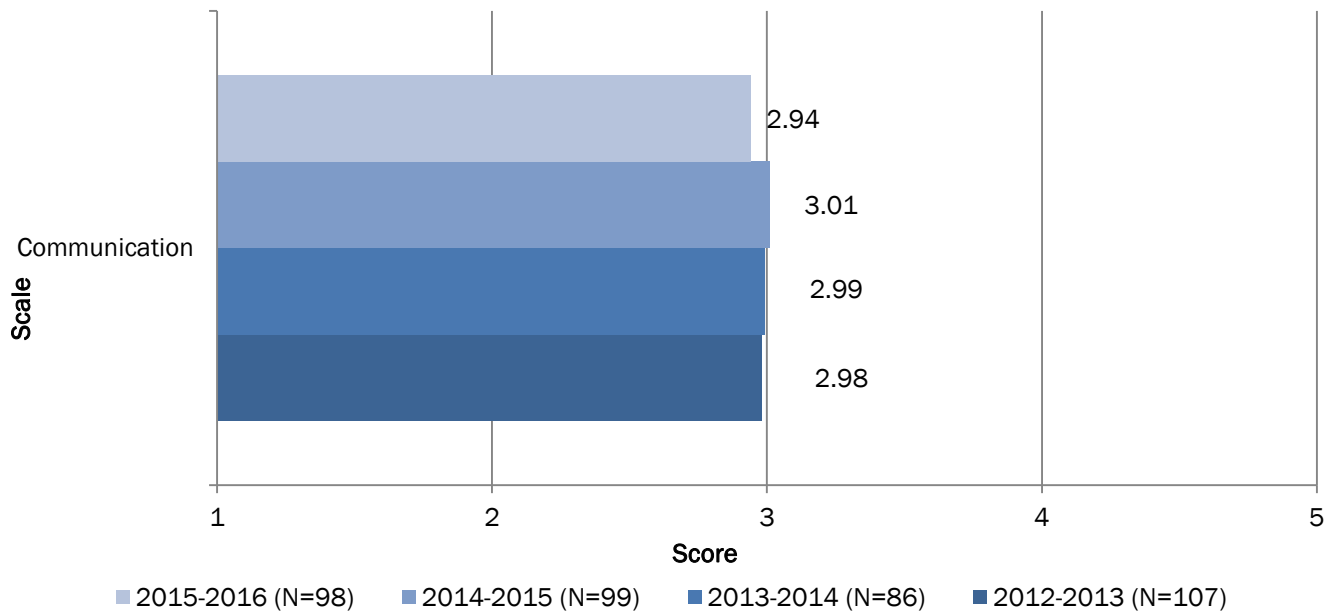


Table 23 – Communication Scale Detailed Scores

<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 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Communication	2.98	2.99	3.01	2.94
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.39	3.37	3.48	3.39
Each semester an adult in our family talk on the phone or meets in person with afterschool staff to receive detailed information my child's progress in the program	3.18	3.27	3.29	3.28
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.36	2.33	2.28	2.22

Data Source: Parent Survey

Key Points:

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

Leading Indicator 3.3 – School Alignment

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

Figure 13 – Leading Indicator 3.3 School Alignment: Scale Scores

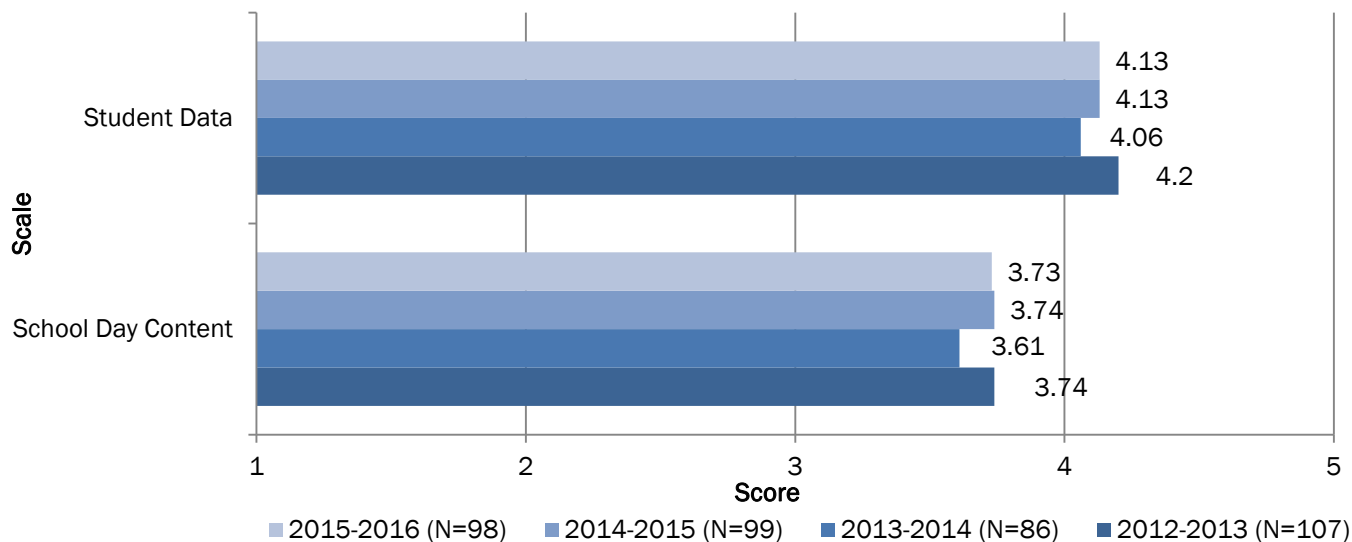


Table 24 – Student Data Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students in your program for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Student Data	4.20	4.06	4.13	4.13
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.67	4.51	4.56	4.70
We receive student progress reports from school-day teachers during the current year	3.77	3.61	3.88	3.68
We review diagnostic data from the current school year for individual students	4.20	4.06	3.96	4.02

Data Source: Grantee Director/Site Coordinator Survey

Table 25 – School Day Content Scale Detailed Scores

<i>PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
School Day Content	3.74	3.61	3.74	3.73
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	4.26	4.17	4.30	4.26
I coordinate the activity content of afterschool sessions with students' homework	4.04	3.82	3.89	3.86
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	3.51	3.34	3.52	3.51
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed	3.67	3.61	3.72	3.73
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	3.19	3.13	3.27	3.26

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

Key Points:

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

Leading Indicator 3.4 – Community Resources

This Leading Indicator is meant to assess the degree to which community partners fully support youth.

Figure 14 – Leading Indicator 3.4 Community Resources: Scale Scores

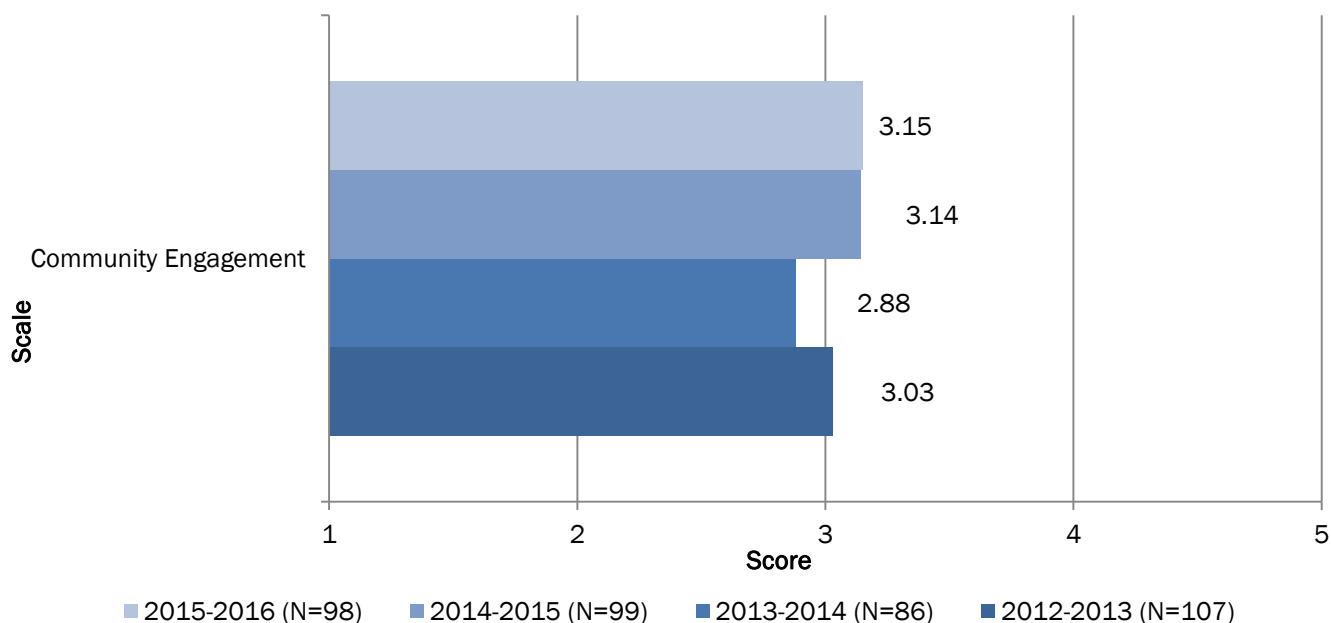


Table 26 – Community Engagement Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements regarding community engagement are true (1=Almost none, 3=About half, 5=Almost all).</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Community Engagement	3.03	2.88	3.14	3.15
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.63	3.38	3.78	3.70
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	3.12	3.07	3.34	3.29
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	2.36	2.19	2.36	2.26
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	3.02	2.86	3.03	3.35

Data Source: Grantee Director/Site Coordinator Survey

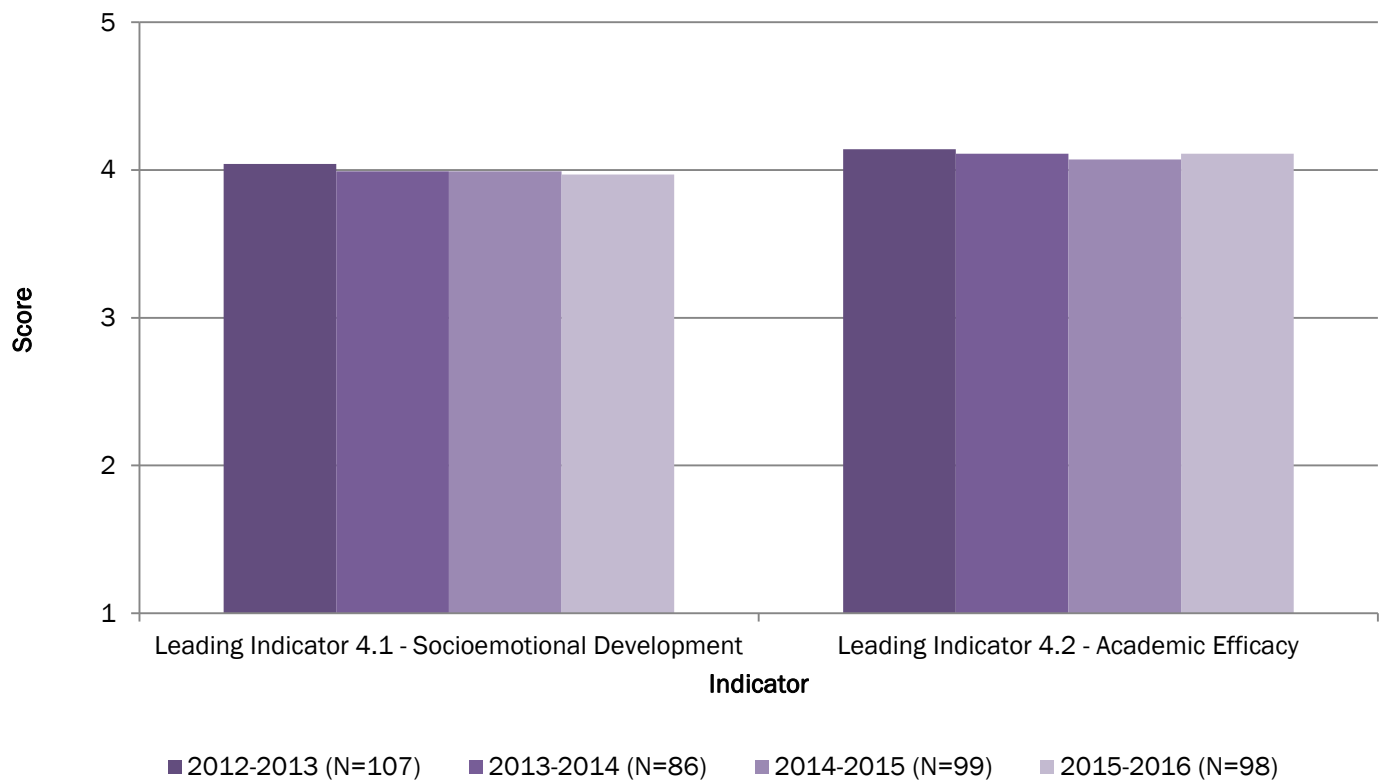
Key Points:

- Grantee directors and site coordinators reported that more than half of their students are likely to participate in community service or service learning projects but are less likely to have afterschool sessions led by past afterschool students who return as paid staff or volunteers.

Youth Characteristics

Two Leading Indicators were included to assess 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 or their parents.

Figure 15 –Student Characteristics Leading Indicators



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

Academic Efficacy measures the extent to which youth feel they are good at different academic content areas. Parents are also surveyed to assess opinions of the programs’ effect on younger youth (K-3). Surveyed youth in grades 4-12 reported high levels of academic efficacy overall, and parents report improvement in younger youth academic efficacy.

Leading Indicator 4.1 – Socioemotional Development

This Leading Indicator assesses the degree to which youth feel that they are socially and emotionally competent.

Figure 16 – Leading Indicator 4.1 Socioemotional Development: Scale Scores

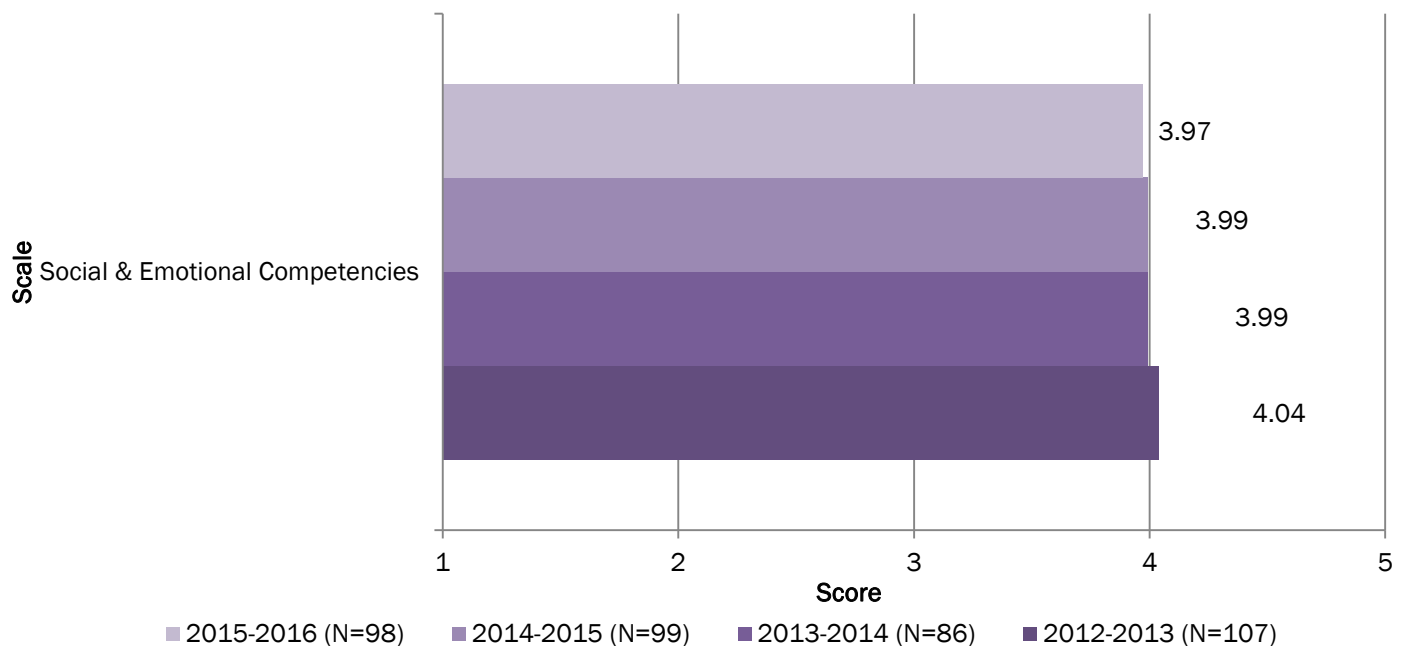


Table 27 – Social & Emotional Competencies Scale Detailed Scores

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Social & Emotional Competencies	4.04	3.99	3.99	3.97
I work well with other kids	4.11	4.08	4.09	4.04
I can make friends with other kids	4.33	4.27	4.25	4.24
I can talk with people I don't know	3.67	3.49	3.54	3.59
I can tell other kids that they are doing something I don't like	3.76	3.70	3.67	3.67
I can tell a funny story to a group of friends	4.09	4.08	4.02	3.97
I can stay friends with other kids	4.35	4.34	4.31	4.32
I can tell other kids what I think, even if they disagree with me	4.01	4.00	4.02	3.98

Data Source: Youth Survey

Key Points:

- Youth reported 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.

Leading Indicator 4.2 – Academic Efficacy

This Leading Indicator assesses the degree to which youth to develop good work habits and feel efficacious in a variety of content areas. Youth (4-12 grades) are surveyed to assess attitudes about self efficacy. Parents are surveyed to assess efficacy of K-3 grades.

Figure 17 – Leading Indicator 4.2 Academic Efficacy: Scale Scores

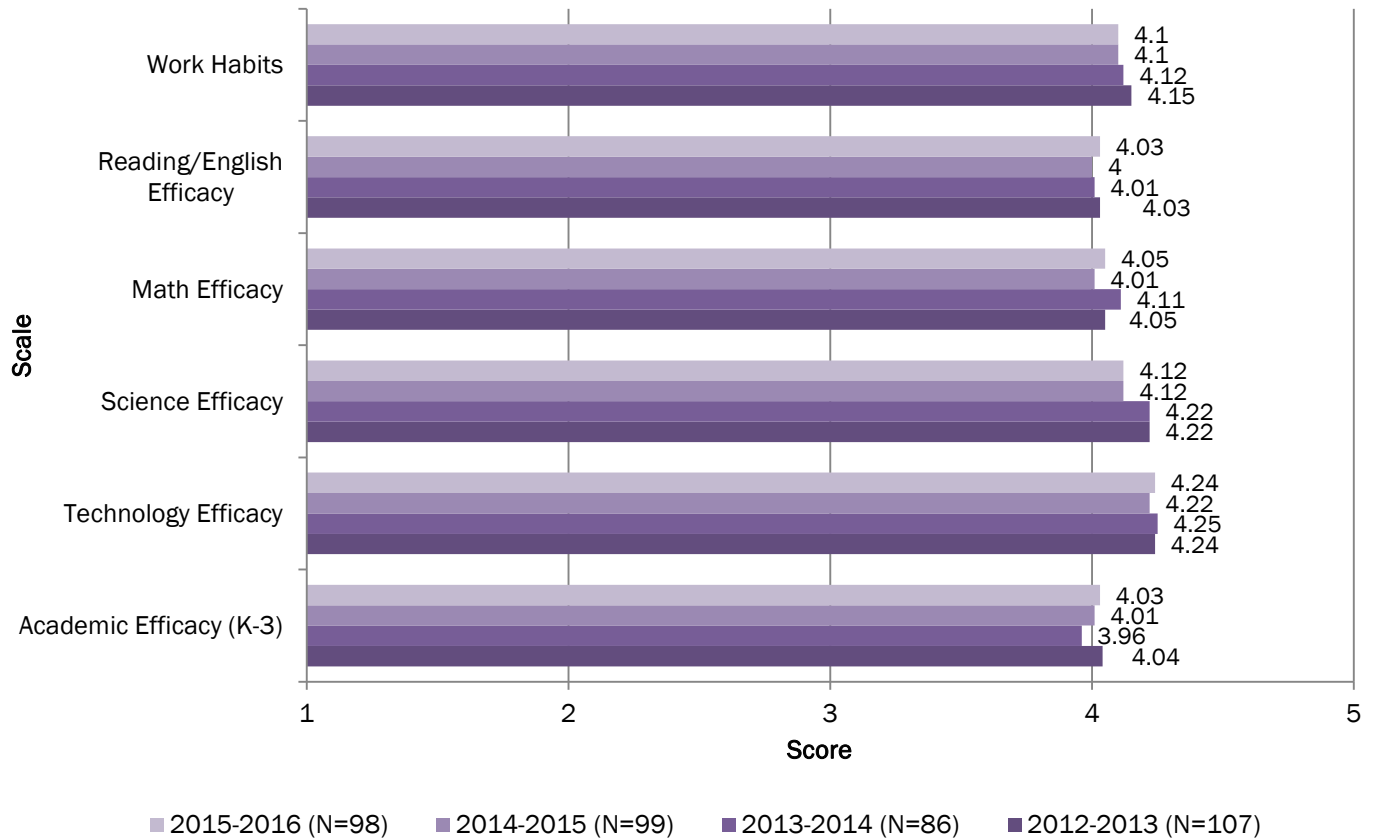


Table 28 – Work Habits Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Work Habits	4.15	4.12	4.10	4.10
I follow the rules in my classroom	4.28	4.28	4.26	4.27
I work well by myself	4.09	4.01	4.02	4.00
I am careful and neat with my work	4.07	4.02	4.02	4.00
I make good use of my time at school	4.19	4.18	4.12	4.19
I finish my work on time	4.08	4.02	4.03	4.03
I keep track of my things at school	4.19	4.22	4.14	4.14

Data Source: Youth Survey

Table 29 – Reading/English Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Reading/English Efficacy	4.03	4.01	4.00	4.03
I am interested in reading/English	3.75	3.73	3.73	3.78
I am good at reading/English	4.01	4.01	4.00	3.99
I expect to do well in reading/English this year	4.28	4.26	4.24	4.30
I would be good at learning something new in reading/English	4.12	4.04	4.05	4.07

Data Source: Youth Survey

Table 30 – Math Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Math Efficacy	4.05	4.11	4.01	4.05
I am interested in math	3.91	3.96	3.87	3.92
I am good at math	3.95	4.02	3.92	3.95
I expect to do well in math this year	4.30	4.34	4.23	4.26
I would be good at learning something new in math	4.08	4.15	4.04	4.07

Data Source: Youth Survey

Table 31 – Science Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Science Efficacy	4.22	4.22	4.12	4.12
I am interested in science	4.20	4.23	4.10	4.12
I would be good at learning something new in science	4.24	4.21	4.13	4.13

Data Source: Youth Survey

Table 32 – Technology Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Technology Efficacy	4.24	4.25	4.22	4.24
I am interested in technology (computers, robotics, internet design)	4.24	4.29	4.24	4.27
I would be good at learning something new in technology	4.23	4.20	4.20	4.20

Data Source: Youth Survey

Leading Indicator 4.2 – Academic Efficacy (continued)

Table 33 – Academic Efficacy Scale Detailed Scores

PROMPT: For the past school year, how true are the following statements for your child? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2012-2013 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Academic Efficacy	4.04	3.96	4.01	4.03
As a result of participating in the afterschool program this year my child has developed better work habits	4.08	4.00	4.05	4.06
As a result of participating in the afterschool program this year my child has developed more confidence in math	4.02	3.95	4.00	4.02
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.06	3.98	4.04	4.07
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	3.98	3.92	3.98	4.03

Data Source: Parent Survey

Table 34 – Youth-Reported Interest* in Academic Subject Areas by Grade and Gender

	Reading		Math		Science		Technology	
	Male	Female	Male	Female	Male	Female	Male	Female
4 th Grade	51% (n=389)	61% (n=449)	67% (n=389)	60% (n=455)	64% (n=388)	68% (n=451)	78% (n=389)	70% (n=455)
5 th Grade	46% (n=312)	47% (n=282)	57% (n=311)	55% (n=283)	63% (n=312)	63% (n=281)	74% (n=314)	64% (n=283)
6 th Grade	39% (n=182)	41% (n=183)	47% (n=185)	54% (n=186)	54% (n=184)	48% (n=187)	71% (n=185)	54% (n=188)
7 th Grade	34% (n=178)	38% (n=191)	37% (n=179)	43% (n=190)	46% (n=178)	42% (n=189)	64% (n=179)	40% (n=193)
8 th Grade	29% (n=113)	35% (n=114)	43% (n=114)	37% (n=115)	50% (n=114)	41% (n=115)	60% (n=114)	43% (n=115)
9 th Grade	36% (n=39)	38% (n=34)	50% (n=38)	50% (n=34)	51% (n=39)	33% (n=33)	50% (n=38)	50% (n=34)
10 th Grade	33% (n=33)	31% (n=35)	42% (n=33)	48% (n=35)	42% (n=33)	31% (n=35)	51% (n=33)	28% (n=35)
11 th Grade	25% (n=16)	35% (n=17)	50% (n=16)	35% (n=17)	37% (n=16)	47% (n=17)	44% (n=16)	35% (n=17)
12 th Grade	44% (n=9)	58% (n=19)	44% (n=9)	47% (n=19)	55% (n=9)	62% (n=16)	67% (n=9)	47% (n=17)

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

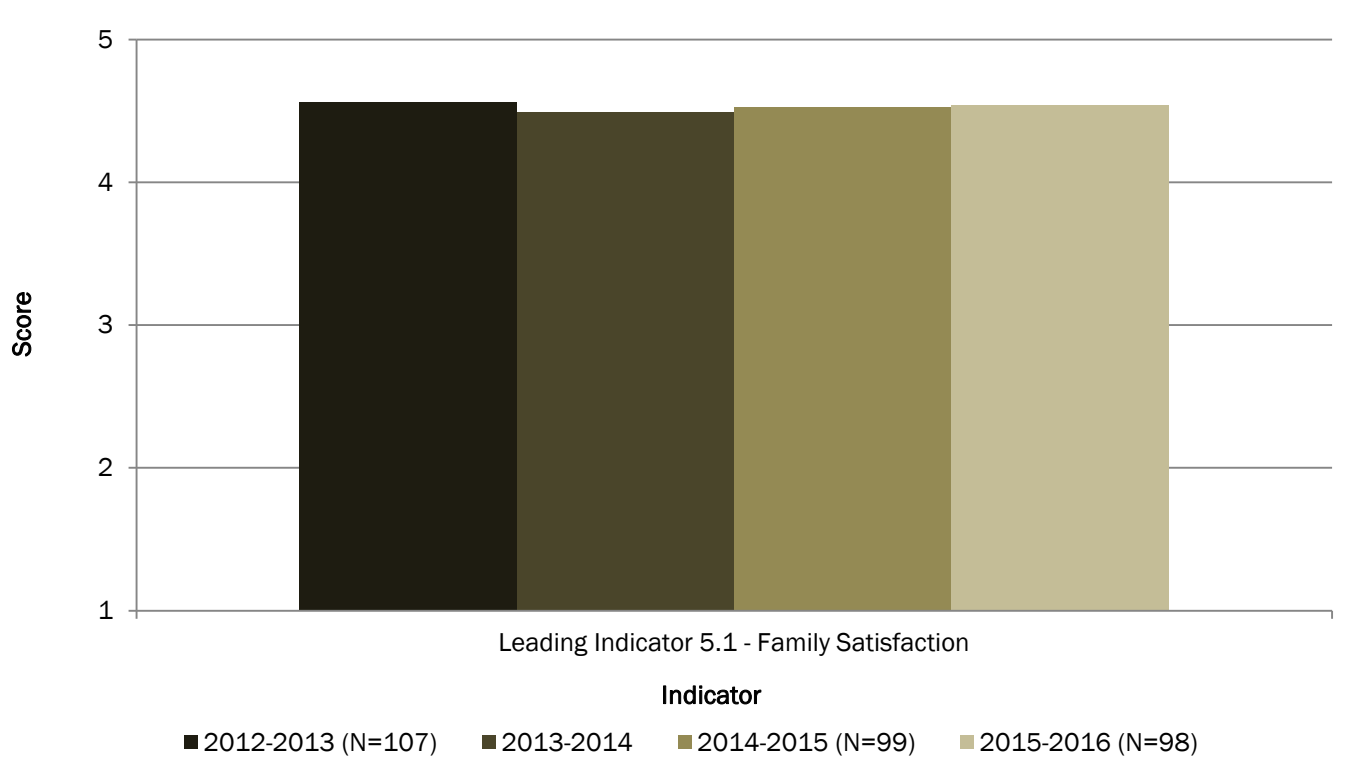
Key Points:

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

Family Satisfaction

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

Figure 18 –Family Satisfaction Leading Indicators



Family Satisfaction measures the extent to which the parents or guardians of the youth who attends the afterschool program believe that trustworthy, reliable, and affordable services are offered and the afterschool program is connected to the regular school day. Overall, family satisfaction with the afterschool programs in the Oklahoma 21st CCLC network is high.

Leading Indicator 5.1 – Family Satisfaction

This Leading Indicator assesses 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

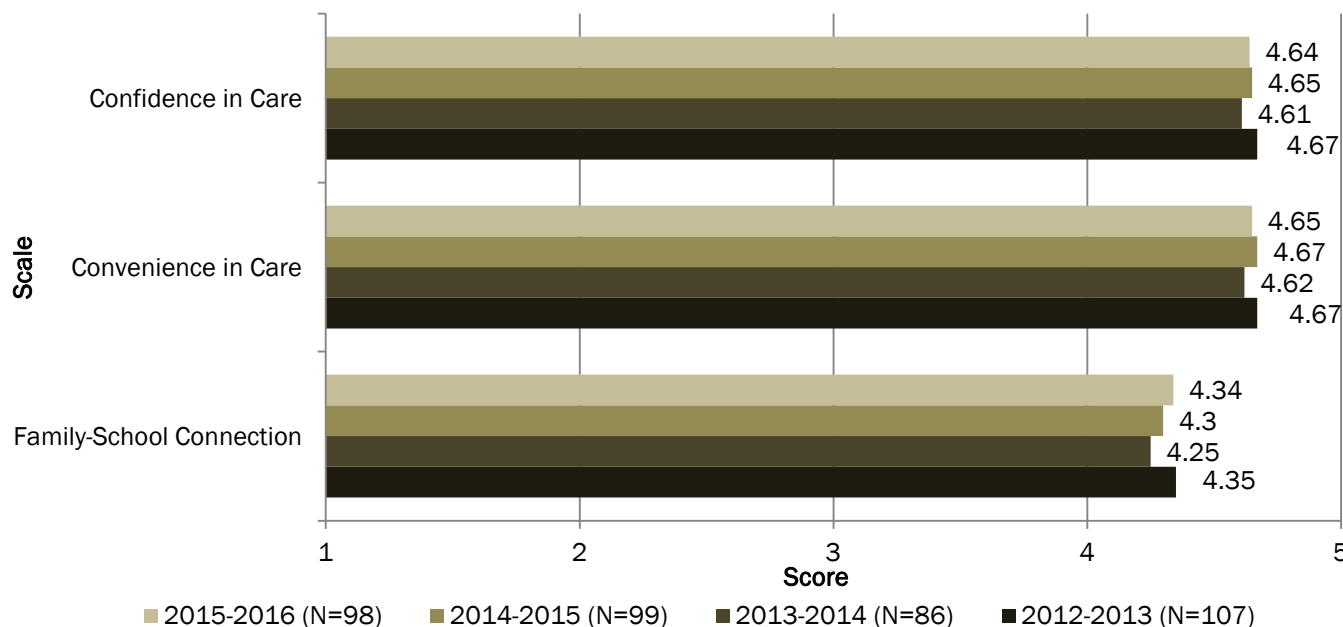


Table 35 – Confidence in Care Scale Detailed Scores

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 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Confidence in Care	4.67	4.61	4.65	4.64
I don't worry about my child when at the afterschool program	4.61	4.56	4.64	4.57
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.72	4.65	4.69	4.71
My child is having a positive experience in the afterschool program	4.68	4.63	4.62	4.67

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 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Convenience of Care	4.67	4.62	4.67	4.65
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.70	4.60	4.67	4.64
The afterschool program is cost effective for our family	4.64	4.64	4.67	4.67

Data Source: Parent Survey

Leading 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 OK Aggregate (N=107)	2013-2014 OK Aggregate (N=86)	2014-2015 OK Aggregate (N=99)	2015-2016 OK Aggregate (N=98)
Family-School Connection	4.35	4.25	4.30	4.34
The afterschool program is helping my child to be more successful in school	4.54	4.42	4.52	4.53
Afterschool staff are well informed about my child's learning successes and challenges in school	4.38	4.30	4.32	4.38
The afterschool program has helped our family get to know the school and school day teachers better	4.14	4.04	4.07	4.10

Data Source: Parent Survey

Key Findings:

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

Recommendations for the 2016-2017 programming year

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

In 2014, the federal annual performance reporting data collection system was updated to reflect changing priorities in program accountability and analysis. As of the end of the 2015-2016 programming year and the completion of the system transition, these updates were not expected to include the broad reporting functions associated with the previous system. OSDE is currently exploring new systems to manage the collection of these data.

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

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

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

Progress to Date: The 2015-2016 programming year, marked the end of a second year of data collection on youth social and emotional skills using the Devereux Student Strengths Assessment (DESSA)–Mini, the network determined it would end its relationship with Devereaux in favor of further exploration into best practices for evaluating and supporting the development of social and emotional learning in program youth. Following the 2-year pilot, the network lead felt confident that implementation of additional child level measures was feasible, though there may be other measures which may also be better aligned with what OSDE is already doing across the network. During the 2015-2016 programming year, the network lead participated in discussions with the Weikart Center (Network Leader Roadmap series) examining the extent to which social and emotional skills are measured using the Leading Indicators framework. Additionally, the network revised the Continuation Report for sites to include documentation on how sites are communicating with external stakeholders, including; parents, the supporting community, and regular school day personnel.

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

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

Context: An important pathway to skill development is involving students in engaging activities that sequentially grow more complex over time (J. A. Durlak & R. P. Weissberg, 2007; Marzano, 1998), (e.g., project-based learning and

skills training). Successful project-based learning opportunities provide physically and emotionally safe learning environments that support sequential instruction and leadership opportunities for youth.

Progress to date: Updates to the federal APR system included changes in how sites record activities and operations data and whether sites provided programming for families of participants. This data is no longer available via a system reporting function. During the transition, the network examined several options for collecting this data.

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

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

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

Progress to date: In anticipation of sun setting grantees' transition away from the protection of 21st CCLC funding, the network has begun to examine ways to support site sustainability before funding ends.

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

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

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

Progress to date: During the 2015-2016 programming year OSDE supported grantees in the following ways:

Objective 4.1:

- Maintained work with the student support office. Priority points continued to be awarded to applications from the lowest performing 5% of districts/schools.
- Persisted in addressing the issue of targeting "at-risk" students at the YPQI Kick-Off, discussed Leading Indicator data for Targeting scale to bring grantee attention to targeting "at-risk" population.

Objective 4.2:

- Required program staff to complete the newly developed continuation report. This gave grantees the opportunity to discern their exact position within the continuous improvement process.
- Grantees completed a risk analysis which addressed SDE audit findings, active compliance plan, and time since last monitoring visit.
- Youth Work Methods Summits were set up to allow grantees networking opportunities with other grantees.

Objective 4.3:

- Created quarterly Afterschool Conversations That Inspire Organize and Network (A.C.T.I.O.N) calls. These conversations provided grantee directors the opportunity to articulate their expertise with other networks, and gain knowledge about new concepts to help strengthen their program.

Objective 4.4:

- Grantees were given the opportunity to discuss major problem areas at the Walkabout at Kickoff. This was led by the project directors and resulted in rich conversation.
- A.C.T.I.O.N calls promoted communication amongst project directors and facilitated team building.

Objective 4.5:

- Provided sites technical assistance around the shift into the new federal APR system.
- Grantees applied and were selected to participate in the NASA Stem Challenge. Grantees were given additional technical assistance to facilitate the NASA Journey which provided the youth the chance to work with engineers and astronauts.
- OSDE participated in family engagement calls with USDE Family engagement resource providers.
- OSDE provided additional support to sites performing in the lowest quartile. These supports focused specifically on quality and organizational issues.

Recommendations:

Over the course of the preparation of this report OSDE and the Weikart Center have realized that, in order for state leaders to be able to use the recommendations to direct their data and conversations, the recommendations in the state wide evaluation have to be more concrete and closer to real-time. In past years each goal has had up to four recommendations associated with it, but they were often very broad and general. The purpose of these recommendations is to not only show innovation, but to measure improvement, which requires that the recommendations become more directly applicable. In order to facilitate this process, OSDE and the Weikart Center will begin to design a more responsive recommendation process.

The first action step will include scheduling two recommendation calls, between the network lead and the Weikart Center staff that focus on supporting OSDE through selected goals. First, OSDE will select three goals that they want to work on throughout the program year. The first call will occur in December in place of the December OSDE team call. During this call OSDE will list out the strengths and challenges, as well as processes that have worked and others that have not around the three selected goals. The Weikart Center's team will then generate a memo within two weeks that includes recommendations in response to the challenges that OSDE had expressed. The second check-in would occur in June in which OSDE will express what challenges and strengths they were having in response to the first set of recommendations. The Weikart Center will then generate a final set of recommendations within two weeks. Once these have been reviewed by OSDE and finalized they will be included into the final statewide report.

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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, 31 scales and 201 items. Table A1 provides descriptive information for the 31 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 31 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 31 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	4.44	0.49	-1.31	.72	*	*
Job Satisfaction	4	SC,S	4.34	0.35	-0.28	.80	0.01	0.32
1.2 - Continuous Improvement								
Cont. Qual. Imp. Practices	4	S	4.62	0.53	-1.38	.46	0.01	0.45
Participation in YPQI Supports	4	S	3.54	1.06	-.395	.89	0.01	0.37
Horizontal Communication	5	S	3.60	0.74	-0.45	.89	0.02	0.66
Vertical Communication	2	S	4.13	0.68	-1.73	.84	0.02	0.63
Program Impact	4	S	3.75	0.64	0.12	.80	0.00	0.00
YPQI Value	3	SC,S	4.21	0.68	-.484	.80	0.00	0.00
1.3 - Youth Governance								
Youth Role in Governance	5	SC	2.76	0.74	-0.15	.78	*	*
1.4 - Enrollment Policy							*	*
Targeting Academic Risk	4	SC	2.89	0.92	0.27	.80		
2.1 - Academic Press								
Academic Planning	5	S	4.17	0.45	-0.47	.85	0.02	0.57
Homework Completion	3	Y	3.77	0.46	-0.59	.65	0.05	0.83
2.2 - Engaging Instruction								
Youth Engagement & Belonging	8	Y	3.51	0.37	-0.16	.84	0.04	0.79
Growth & Mastery Skills	6	S	3.95	0.52	-1.14	.88	0.02	0.64
Instructional Quality	3	PQA	4.02	0.56	-0.92	.83	*	*
3.1 - System Norms							*	*
Accountability	3	SC	4.57	0.53	-1.84	.68		
Collaboration	2	SC	4.60	0.55	-1.88	.57		
3.2 - Family Engagement								
Communication	3	P	2.94	0.60	-0.15	.88	0.06	0.86
3.3 - School Alignment								
Student Data	3	SC	4.19	0.82	-1.23	.62	*	*
School Day Content	5	SC,S	3.84	0.78	-0.12	.74	0.02	0.67
3.4 - Community Engagement								
Community Engagement	4	SC	3.20	0.89	-0.17	.77	*	*
4.1 - Socio-Emotional Development								
Social & Emotional Competencies	7	Y	3.97	0.27	-0.56	.76	0.03	0.74
4.2 - Academic Efficacy								
Work Habits	6	Y	4.10	0.28	-0.40	.81	0.03	0.76
Reading/English Efficacy	4	Y	4.03	0.35	-0.79	.85	0.03	0.73
Math Efficacy	4	Y	4.05	0.43	-0.46	.89	0.03	0.77
Science Efficacy	2	Y	4.12	0.36	-0.52	.84	0.03	0.71
Technology Efficacy	2	Y	4.24	0.37	-0.62	.85	0.00	0.07
Academic Efficacy (parent)	4	P	4.03	0.40	-0.41	.93	0.04	0.79
5.1 - Family Satisfaction								
Confidence in Care	3	P	4.64	0.28	-2.16	.80	0.03	0.74
Convenience of Care	2	P	4.65	0.24	-1.22	.54	0.02	0.65
Family-School Connection	3	P	4.34	0.38	-1.15	.84	0.04	0.79

*SC=Site coordinator survey; S=Staff survey; Y=Youth survey; P=Parent survey; PQA= Program Quality Assessment.

ICC values place-marked with an asterisk indicate single data source (response), no variance across respondents

can be measured.

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

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

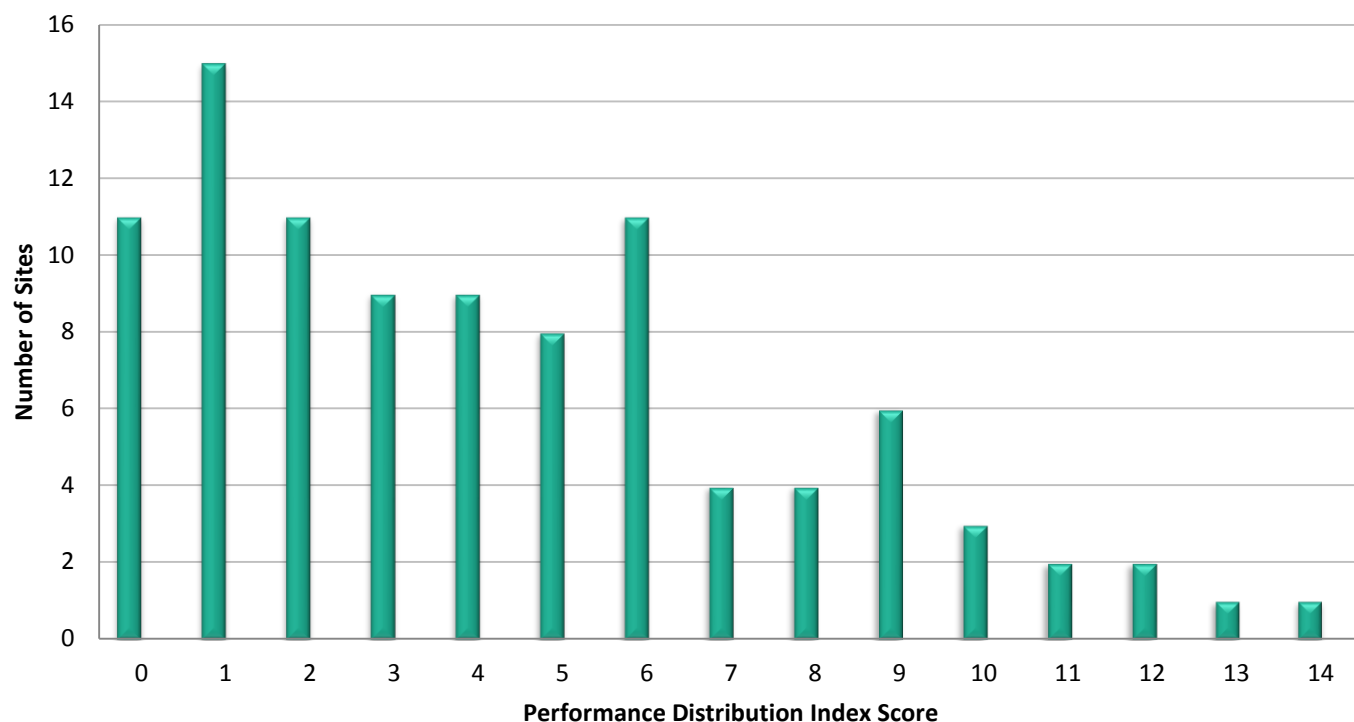
Table B1 – Comparison of Group Means for High and Low Quartiles

	# Sites in High Quartile	High Quartile Mean	# Sites in Low Quartile	Low Quartile Mean	Mean Difference	P value
Capacity	24	4.88	19	3.69	1.19	.000
Job Satisfaction	23	4.92	22	4.11	0.81	.000
Continuous Improvement	44	4.25	21	3.50	0.75	.000
Horizontal Communication	22	4.52	21	2.69	1.83	.000
Vertical Communication	22	4.77	20	3.15	1.62	.000
Youth Governance	24	3.53	13	1.66	1.87	.000
Targeting	24	4.00	21	1.73	2.27	.000
Academic Planning	21	4.68	20	3.56	1.12	.000
Youth Engagement & Belonging	23	3.94	23	3.06	0.88	.000
Growth & Mastery Skills	20	4.51	21	3.25	1.26	.000
Instructional Quality	22	4.60	22	3.21	1.39	.000
Accountability	38	5.00	20	3.81	1.19	.000
Collaboration	45	5.00	19	3.76	1.24	.000
Communication	23	3.71	23	2.20	1.51	.000
Student Data	27	5.00	14	2.82	2.18	.000
School Day Content	22	4.56	21	2.77	1.79	.000
Community Engagement	25	4.24	19	2.00	2.24	.000
Academic Efficacy - Parent Report	23	4.50	22	3.48	1.02	.000
Confidence in Care	23	4.87	23	4.27	0.6	.000
Convenience of Care	23	4.89	21	4.29	0.6	.000
Family-School Connection	23	4.75	23	3.82	0.93	.000

As a next step in describing the prevalence of lower performing sites, we created a Performance Distribution index. For each scale we created a risk variable where 1= membership in the lowest quartile and 0= membership in one of the higher quartiles. We then summed across the 22 possible risk variables to create the Performance Distribution Index, with scores ranging between 0 (no membership in any low quartiles across all 22 LI measures) and 22 (membership in the low quartile of all 22 LI measures). Figure B1 illustrates the prevalence of low performance across sites. Performance Distribution Index scores for the 2015-2016 programming year range from zero to 14, 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 14 scales.

Figure B1 – Performance Distribution Index Score by Number of Sites

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



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

Welcome Letter

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

Introductory TACSS Meeting

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

TA Planning

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

Self-Assessment Support

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

PQA Basics or PQA Plus

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

Planning with Data

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

Improvement Plan Supports

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

Observation/Reflection

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

Youth Work Methods

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

Program Management Support

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

Site Visit

Coach visits program sites with project director.

Ongoing Communication

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

Coach Reflection Report

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