

Evaluating Oklahoma 21st Century Community Learning Centers

2018-2019 Report to the Oklahoma State
Department of Education

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This report provides a comprehensive overview of the two previous detailed data summaries provided to the Oklahoma State Department of Education during the 2018-2019 program year.

2018-2019 Leading Indicator Survey Memo, delivered August 30, 2019

2015-2019 Site and Network Reports, delivered August 30, 2019; updated March 13, 2020

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Program Background

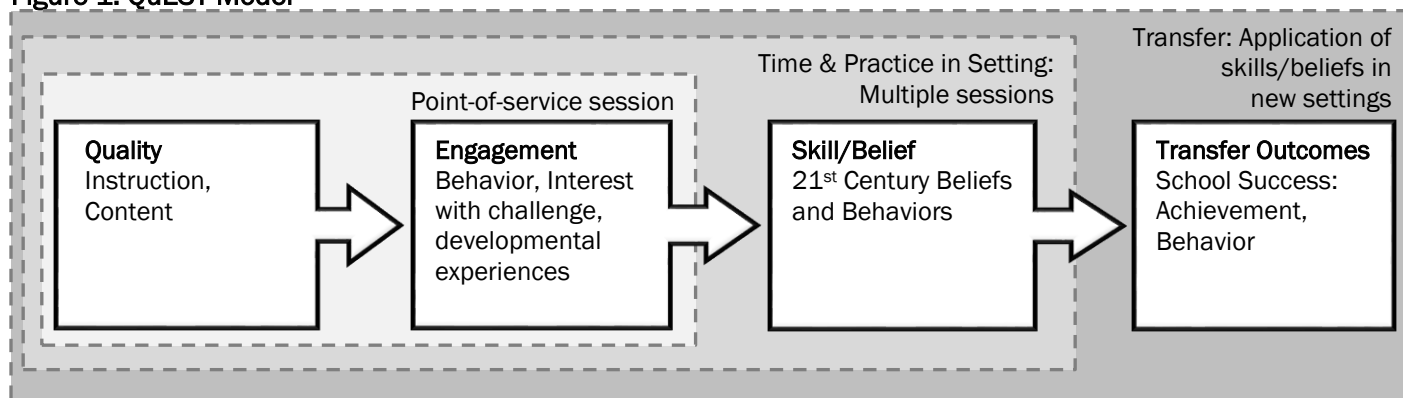
During the 2018-2019 program year, The Oklahoma State Department of Education (OSDE) delegated approximately \$12 million of federal funds to 21st Century Community Learning Center (CCLC) programming¹. In the 2018-2019 program year, the OSDE network funded 55 grantees, representing 101 different sites/centers across the state.

OSDE 21st CCLC funding is awarded to applicants whose main goals are to:

1. Provide opportunities for **academic enrichment**, including providing tutorial services to help students meet the challenging state academic standards;
2. Offer students a broad array of **additional services, programs and activities** designed to reinforce and complement the regular academic program; and
3. Offer participating students' families' opportunities for active and **meaningful engagement in their children's education**, including opportunities for literacy and related educational development².

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

Figure 1. QuEST Model



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

² Oklahoma State Department of Education, 2017

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

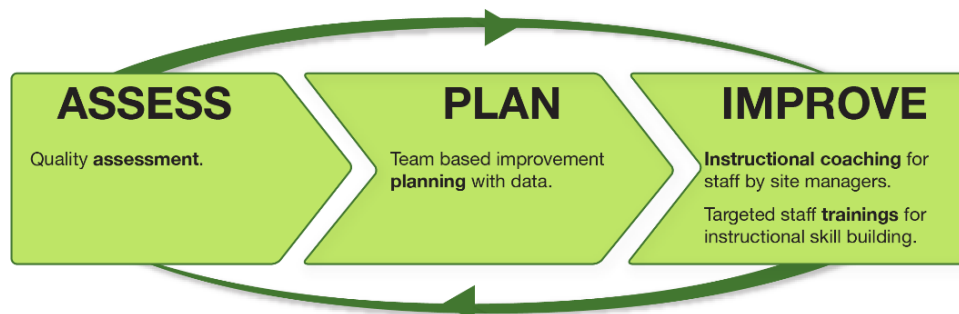
Figure 2. OSDE 21st CCLC Program Model

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

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

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

Figure 3. Youth Program Quality Intervention



For the 2018-2019 program year, OSDE hosted a project kick-off in the fall to establish expectations and timelines for the YPQI (Table 1). From the end of October to early December 2018, objective data about staff practices and staff-youth interactions within programs were collected using the Youth and School-Age PQA's. Aligned with a right-stakes approach to continuous quality improvement, all grantees participated in a self-assessment process, which engages teams to work collaboratively to collect and review data for improvement planning purposes. Second- and third-year grantees also received an external assessment from a trained and reliable rater, allowing for comparisons between self- and external scores to confirm program quality performance as well as reinforce best practices for assessment. This data was then entered into the Scores Reporter system and site reports were reviewed at their Planning with Data workshop in January 2019; strength and growth opportunities were identified in Program Improvement Plans detailing goals, timelines, necessary resources and staffing supports to achieve desired improvements. In support of statewide objectives and identified opportunities for improvement, managers and staff were invited to participate in online and in-person training opportunities throughout the fall and spring to improve targeted instructional skills. These professional development opportunities were supplemented by ongoing technical assistance and coaching supports throughout the year designed to reinforce continuous improvement practices.

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

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

Table 1. 2018-2019 OSDE 21st CCLC Timeline

Activity	Timeline	Performance Measures
Summer Programming	May 2018 – August 2018	
Project Showcase for Returning Grantees	September 4-5, 2018	
Orientation for New Grantees	September 12-13, 2018	
Afterschool Programming	August 2018 – May 2019	
Program Quality Assessments	October 24 – December 7, 2018	Self and External YPQA and SAPQA
Annual Performance Reporting	Summer: Varies per program Fall: August 1 – December 31, 2018 Spring: January 1, 2019 through end of programming	Attendance Staffing Academic, Enrichment and Family Activities
Leading Indicator Surveys	February 18 – April 26, 2019	Site Coordinator/ Grantee Director Afterschool Teacher/Youth Workers Youth Parent
Planning with Data Youth Work Methods	January 23-24, 2019 November 3, 2018 February 9, 2019 March 30, 2019	
Youth Outcomes	August 2019	Reading and Math State Assessments

Evaluation Design

To assess the impact of OSDE 21st CCLC engagement, the partnership with Weikart has included an annual evaluation to assess improvements in program quality, youth engagement in academic and enrichment activities, and the development of 21st Century skills among participating PreK-12th grade students. The primary purpose of this report is to examine Program Quality during the 2018-2019 program year and identify the important experiences that contributed to youth skill development within OSDE programs. The key questions guiding this evaluation were:

1. What does Program Quality look like across OSDE 21st CCLC programs?
2. To what extent are OSDE 21st CCLC programs enriching and engaging for participating staff, youth and families?
3. What are the benefits to staff, youth and families that participate in OSDE 21st CCLC programs?

In addition to this report, the evaluation approach included steps to guide data collection efforts across sites, as well as support staff in their efforts to interpret the findings and apply these learnings to continuous improvement decisions. In the 2018-2019 year, OSDE received the following additional reports that provide more description about individual data sources and site-level findings:

- 2018-2019 Leading Indicator Survey Memo, delivered August 30, 2019
- 2015-2019 Site and Network Reports, delivered August 30, 2019; updated March 13, 2020

Performance Measures

Multiple data sources were collected from participating sites to evaluate the impact of OSDE programs. Each site was expected to submit Program Quality Assessment (PQA) data, Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, Parent and Youth surveys, as well as youth participation, staffing, activities, family engagement and Reading and Math proficiency assessment data in alignment with the Annual Performance Reporting requirements.

Program Quality Assessment

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

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

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

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

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

Annual Performance Reporting

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

Leading Indicator Surveys

Grantee Directors, Site Coordinators, Afterschool Teachers/Youth Workers, Parents and Youth were all invited to complete surveys to share feedback on their experience during the 2018-2019 program year (See Table 2). Specifically, these surveys informed our understanding of Organizational Context, Instructional Context, External Relationships, Youth Skills and Family Satisfaction (See Appendix B for the complete Leading Indicators Framework). Online surveys were created and administered via Qualtrics and electronic links for each were posted to Oklahoma 21st CCLC's webpage on the evaluation contractor's website (www.cypq.org/ok21cclc). Parents and youth were provided the option to opt out of the survey process with no consequences. Data was collected between February and May 2019.

Table 2. 2018-2019 Surveys Administered

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

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

Evaluation Sample

For the 2018-2019 program year, data were collected from 101 participating sites. All sites submitted PQA data, Grantee Director/Site Coordinator Survey data, and Afterschool Teacher/Youth Worker Survey data (See Table 3). Data from previous program years are also included in this report to examine trends in change over time. Table 4 shows the amount of youth with available state assessment data who participated in both the 2017-2018 and 2018-2019 program years.

Table 3. 2018-2019 Available PQA and Survey Data

# of PQA Submissions		
PQA	External	37
	Self	125
# of Survey Participants		
Surveys	Grantee Director/Site Coordinator	157
	Afterschool Teacher	813
	Youth	3,284
	Parent	2,723

Table 4. 2018-2019 Available APR Data

% Participating Sites					
Activities		100%			
Staffing		100%			
Family Services		100%			
Participating Youth by Grade		Pre-K – 2 nd	3 rd – 5 th	6 th – 8 th	9 th – 12 th
2018-2019 Attendance		4,330	4,963	2,672	915
Math	2017-2018	-	3,597	2,627	-
	2018-2019	-	5,515	2,815	-
	Both Years	-	3,299	2,424	-
Reading	2017-2018	-	3,597	2,625	-
	2018-2019	-	5,520	2,809	-
	Both Years	-	3,300	2,415	-

Note: State Assessment data is only available for youth in grades 3 to 8.

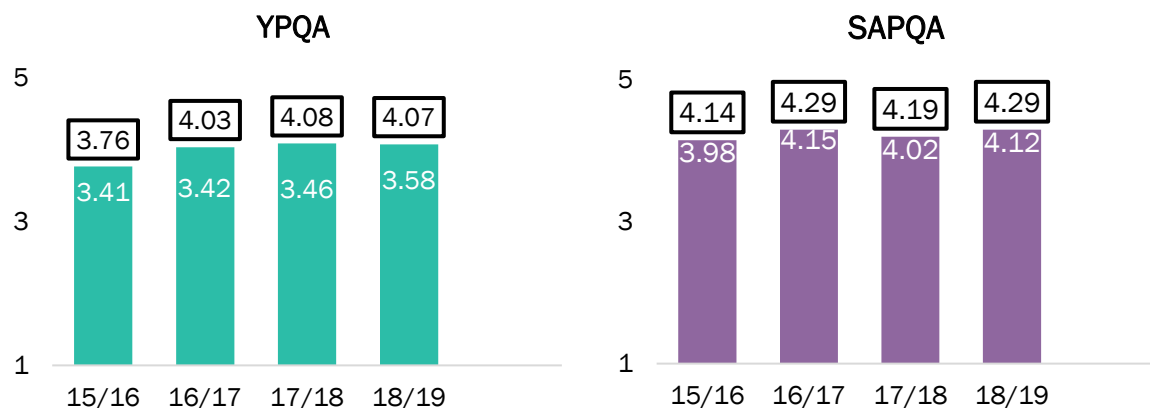
Evaluation Results

Youth Program Quality

Over the past decade, research has proliferated the youth development field demonstrating the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest instructional practices, meaning those that prioritize a safe environment, supportive relationships, positive staff-youth interactions, and active learning principles are more likely to promote youth engagement and attendance, which in turn promotes youth skill development across multiple domains, such as academic, social-emotional, and behavioral skills⁶.

Using the Instructional Total Score as a measure of high-quality instructional practice, Figure 4 provides ITS scores by PQA tool for the past four program years. **During the most recent 2018-2019 program year, OSDE 21st CCLC Programs were successful in achieving Objective 2.1 of the statewide plan by continuing to provide high-quality programming with ITS scores averaging 4.07 for programs using the YPQA and 4.29 for programs using the SAPQA. Looking at the past four years of YPQI engagement, staff have shown continuous improvement in quality instructional practices, achieving greater levels of program quality than the national average for PQA each year.**

Figure 4. 2015-2019 Self-Assessment Instructional Total Score, by Tool



Note: Annual OSDE results are outlined and provided above the bar. The annual National reference sample averages are written in white and provided within the bar.

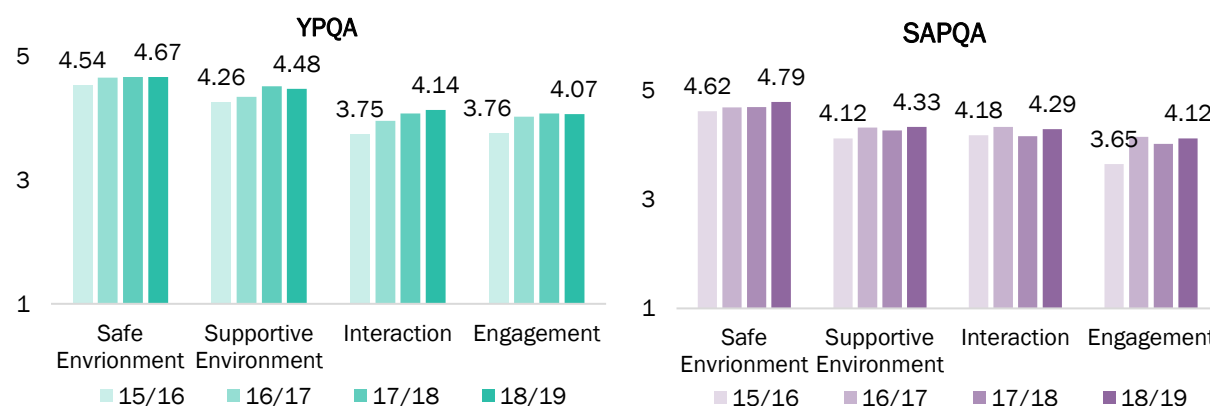
While the ITS provides a broad understanding of instructional quality, quality scores were also broken out by domain⁷ to examine more nuanced changes within the program context as shown

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

⁷ The PQA consists of four domains. Each domain includes multiple scales, which are calculated from individual items. See Performance Measure section for more detail.

in Figure 5. Again the results for the 2018-2019 program year were consistent with previous results, such that **instructional practices within the Safe Environment and Supportive Environment Domains were strongest, with slightly lower staff practices reported within the Interaction and Engagement domains.** This pattern is common among all YPQI networks as providing an interactive and engaging program environment for youth requires an advanced set of staff practices and can be more difficult to achieve compared to establishing a Safe and Supportive Environment.

Figure 5. Change in Self-Assessment Program Quality over Time, by Domain



While instructional quality has been strong and stable, specific strengths and opportunities for improvement emerged at the scale level. Scales where the network averages were above 4.5 for at least the past three years were identified as stable strengths in Table 5. Scales that were reported above a 4.5 across the past five years are noted as possible ceiling effects, meaning additional improvements in these areas are unlikely. With all scale scores averaging above a 3.0 consistently, opportunities for improvement were selected by identifying individual items that consistently scored below a 3.0 across multiple program years, meaning that these staff practices occurred more informally than intentionally, and were not consistently available for all youth.

Table 5. Program Quality Assessment Strengths and Opportunities

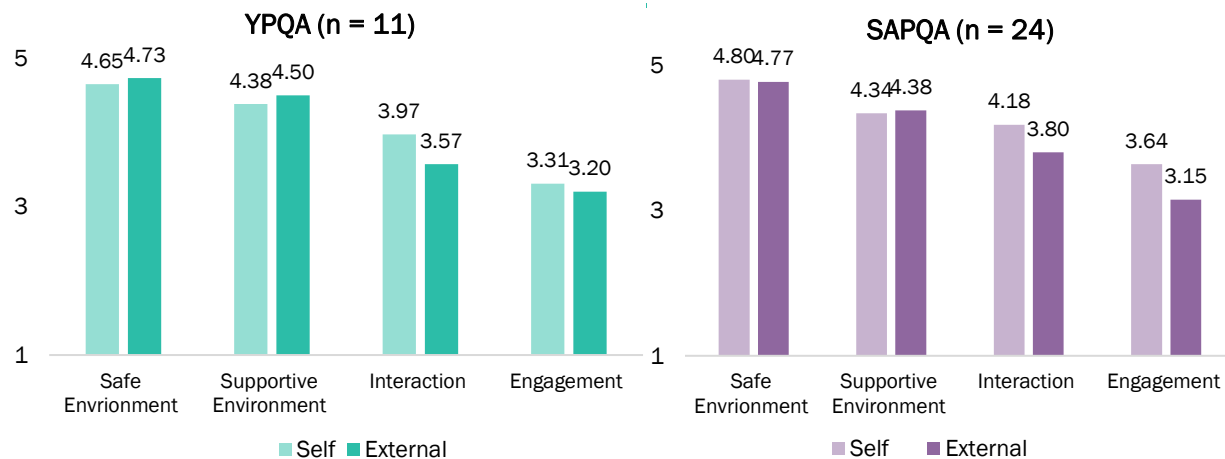
YPQA Strengths		SAPQA Strengths	
Emotional Safety*		Emotional Safety*	
Healthy Environment*		Healthy Environment*	
Accommodating Environment*		Accommodating Environment*	
Nourishment*		Nourishment*	
Warm Welcome		Warm Welcome*	
Session Flow*		Session Flow*	
		Adult Interactions*	
YPQA Opportunities for Improvement		SAPQA Opportunities for Improvement	
Opportunities to lead a group		Youth voice in designing space	
		Multiple strategies for planning	
		Children share plans with others	

*Indicates possible ceiling effect

Comparing Self- and External Assessment

To assure confidence that high-quality instructional practices were provided consistently across OSDE programs, self-assessment and external assessment scores were compared for second- and third-year sites that had received both assessments. As shown in Figure 6, self- and external assessment scores appear to be aligned at the domain level with more variance among self and external ratings as practices become more complex (e.g. Interaction and Engagement).

Figure 6. 2018-2019 Self- and External PQA Domain Scores, by Tool



Additional analyses were conducted at the scale level in an attempt to identify any meaningful differences between self- and externally-scored assessments. The results show that **external assessors reported more favorable results on lower level scales** (e.g. Healthy Environment, Active Engagement) **and self-assessors reported higher scores for many of the more complex staff practices** (e.g. Reframing Conflict, Belonging, Choice, Reflection). In some cases, these differences were as great as 1 full point (33%). Scales that had more than a quarter point difference between the self- and externally-scored results are presented in Figures 7 and 8. While some of the variance between the scores can be attributed to differences between the self- and external assessment processes (self-assessment data is a program-wide score and represents the consensus score across multiple observations while external assessment scores represent the results a single program offering from a certified-reliable assessor) these differences suggest that **additional training for assessors, including more time spent prior to the observation connecting with the program and clarifying the intent of the items, could help bridge the gap between the self- and external perspectives.**

Figure 7. 2018-2019 Self- and External YPQA Scale Scores, by Tool (n=11)



Figure 8. 2018-2019 Self- and External SAPQA Scale Scores, by Tool (n=24)



Implementation Quality

Consistent implementation of high-quality instructional practices across sites requires clarity and support from Grantee Directors around YPQI expectations and available resources. Following guidance from the US Department of Education and the goals and objectives communicated from OSDE, grantees and sites are well informed and supported to implement all four components of the YPQI intervention, with the intent to recruit students characterized as “at-risk” and provide them a variety of engaging academic, enrichment and family services that will support their readiness for academic success.

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

Intentional Recruitment

The Oklahoma statewide performance goals prioritize the need for sites to actively recruit “at-risk youth” to participate in 21st CCLC programs. Grantees must serve students who attend school sites eligible for Title 1 designation, meaning at least 40% of students at the school must qualify to receive free or reduced-price meals through the National School Lunch Program. **During the 2018-2019 program year, all 101 programs served youth who were qualified to receive free or reduced-price meals.** While statewide almost 60% of youth qualified for free or reduced price meals, 86% of youth attending 21st CCLC programs received free and or reduced price meals, showing that grantees were successful in recruiting the most at-risk youth to their programs.

With an emphasis on preparing all students with the skills necessary to pursue academic success, it is also critical for 21st CCLC programs to recruit students in the most need of academic support. Examining the 2019 State Assessment results, almost three-quarters of 3rd-8th grade students participating 30 days or more did not achieve proficiency in math and reading (Figure 9). Similarly, when examined over time, the majority of those same students have maintained their performance in Math and Reading (Figure 10). Taken together, these results demonstrate that **OSDE programs have successfully attended to statewide Objective 4.1 as 21st CCLC sites were able to recruit the most at-risk students who would benefit the most from the variety of high-quality academic activities provided in 21st CCLC programs.**

Figure 9: 2019 Math and Reading Proficiency Assessments

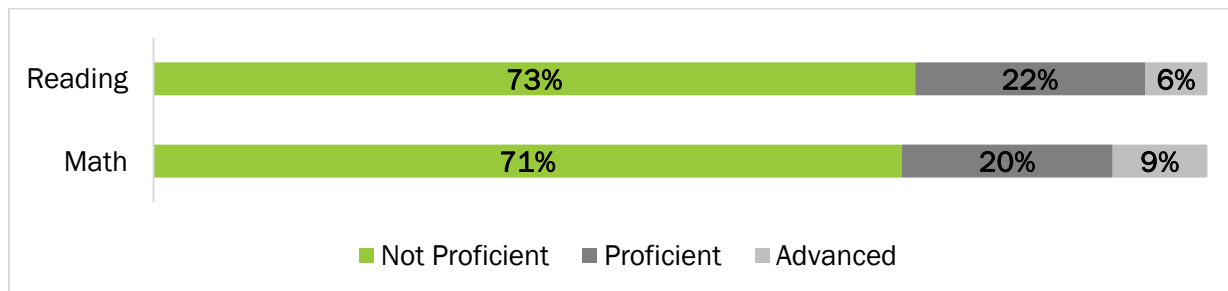
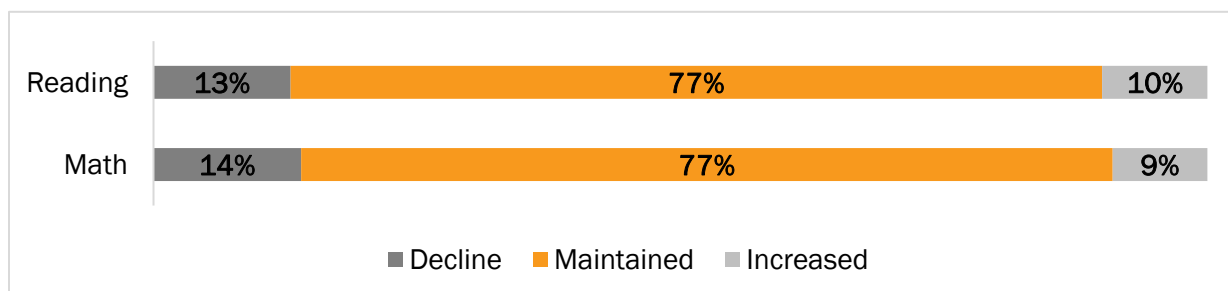


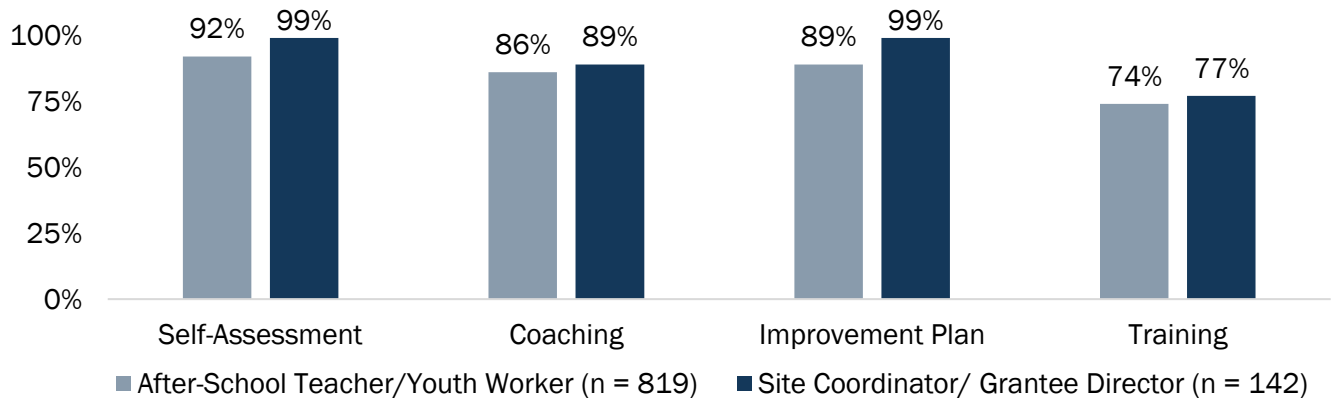
Figure 10: 2018-2019 Change in Math and Reading Proficiency Assessments



YPQI Fidelity

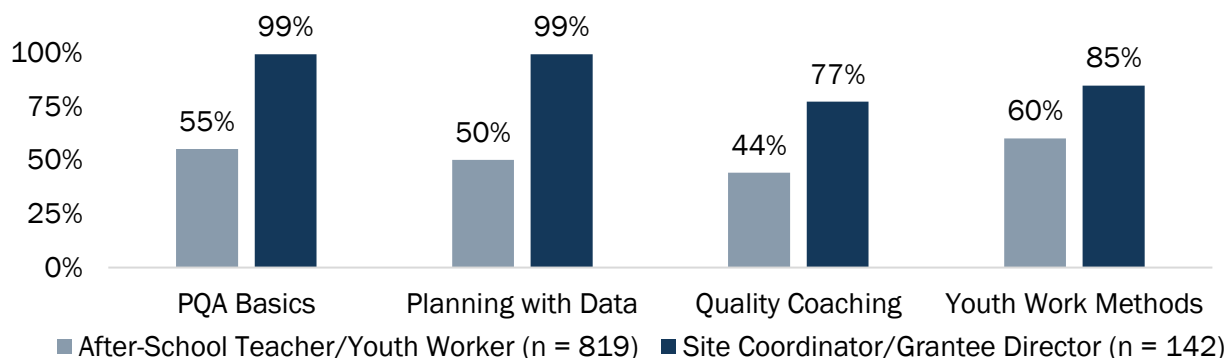
As described above, the four core staff practices central to YPQI implementation are Program Quality Assessment, Planning with Data, Coaching and Training. Grantee Directors/Site Coordinators and After-School Teachers/Youth Workers shared consistent feedback around the implementation of these practices with **the majority of sites reporting engagement at all levels in each of these core components of continuous quality improvement, in accordance with Objective 4.2** (Figure 11).

Figure 11. 2018-2019 Self Report of YPQI Fidelity Practices



Additional analyses were conducted to see the extent to which sites participated in the various training opportunities provided to support YPQI. Through the surveys, staff indicated if they attended a specific training, and if they did, did they attend alone or with someone else at their site. Given that the majority of trainings are designed for management staff, it makes sense that Grantee Directors/Site Coordinators were more likely to attend the various trainings than other staff (Figure 12). However, **the large difference in training across positions does illuminate an opportunity for more front-line staff to engage with this content, especially if used to reinforce the importance and expectations for YPQI engagement.**

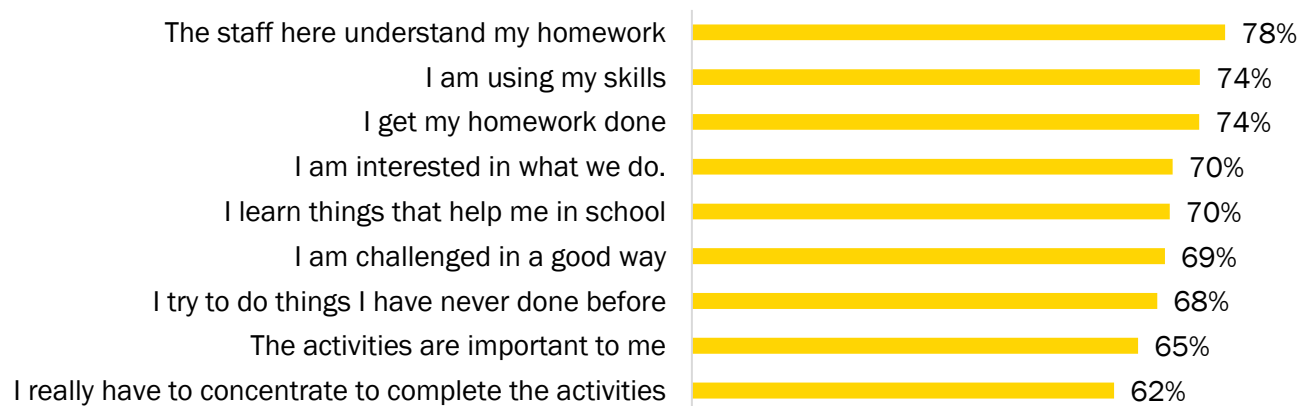
Figure 12. 2018-2019 Self Report of YPQI Supports



Instructional Context

In addition to examining staff and assessor feedback on program quality, it is equally important to check-in with students to see if their program experiences align with what staff intended to deliver. When asked about the instructional context and content provided during program activities (Figure 13), more than three-quarters of students reported that staff understand and can support their different homework assignments. This in turn translates to **the majority of students reporting they completed their homework within the program, and made connections between program experiences and school learning**. At the same time, only about two-thirds of youth reported feeling challenged, trying new things or having to really concentrate during program activities. When compared to staff feedback suggesting that the majority of activities target specific learning goals (90%) and that activities are designed around student feedback on where they need support (78%), there appears to be a discrepancy between what staff provide and what youth experience, indicating an opportunity to increase the rigor of program activities in support of youth skill development and academic growth.

Figure 13. Youth Report on Instructional Context



Engagement

The priorities of 21st CCLC funding are to provide students with academic and enriching activities that will promote youth skills aligned to school day success. For each APR term, staff reported on the different types of academic, enrichment and prevention activities that were offered. The results show that the majority of sites offered activities during the school year, in the fall and spring terms (Figures 14, 15 and 16). **In alignment with statewide Objectives 2.2 and 2.3, almost all sites offered academic and enrichment programs throughout the year, with sites offering STEM, Literacy, physical activity and arts and music programs most consistently.** While many other programs were offered across sites, staff reports show that community service and entrepreneurship

programs, as well as preventative programs, such a drug prevention and truancy prevention, were not as consistently available to OSDE 21st CCLC participants.

Figure14. 2018-2019 Academic Enrichment Activities

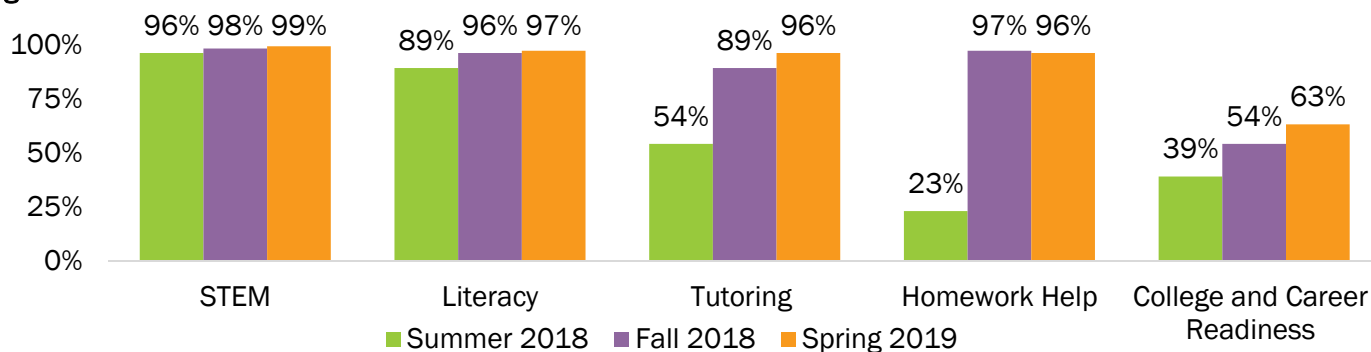


Figure 15. 2018-2019 Enrichment Activities

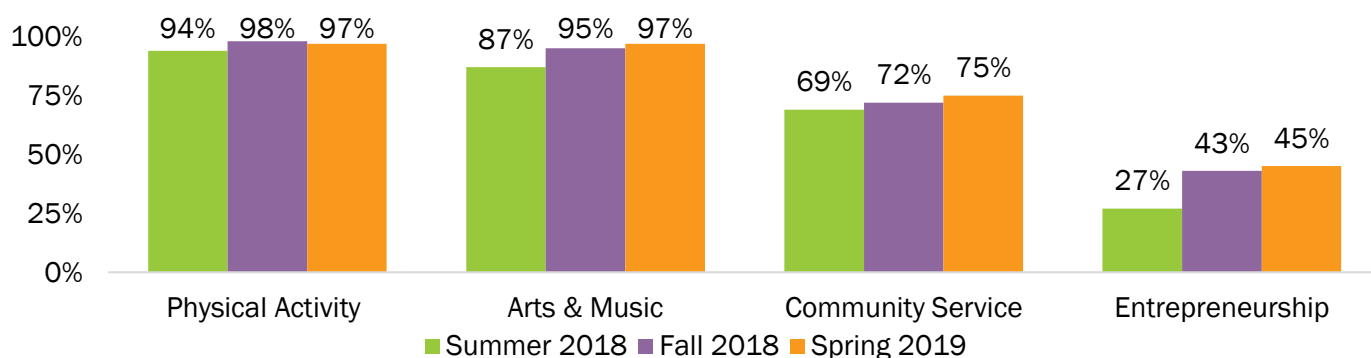
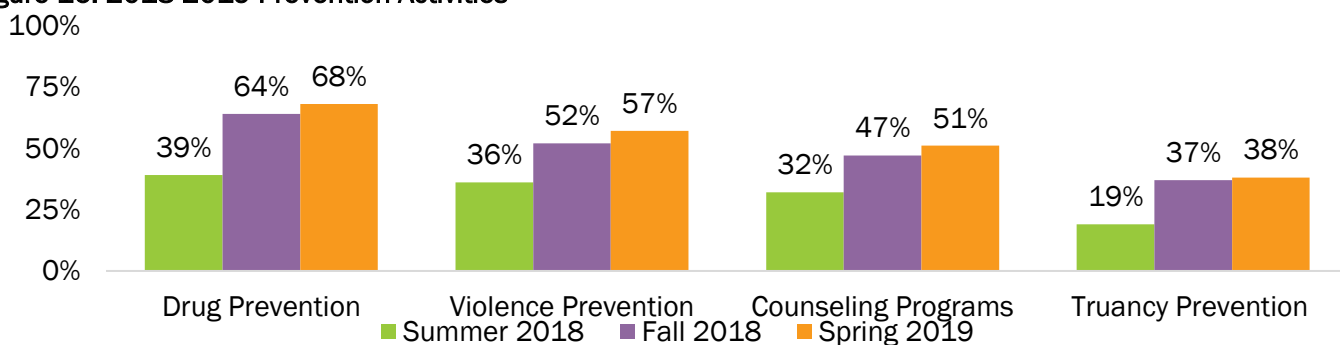


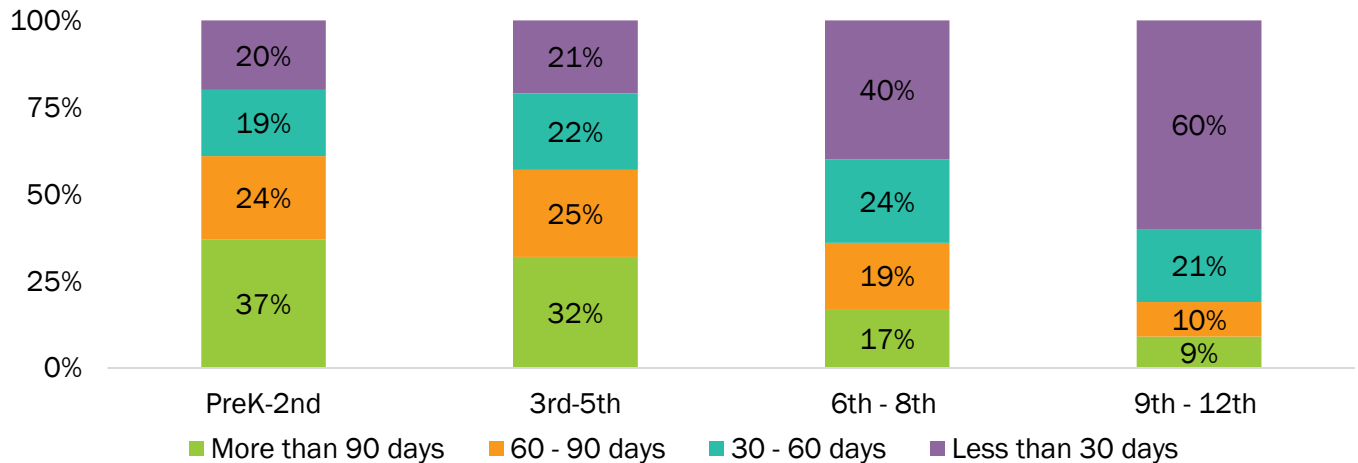
Figure 16. 2018-2019 Prevention Activities



When considering the impact of programs, both the variety of activities as well as the frequency with which programs are offered are important drivers of youth development. Similar to the consistency of program offerings across sites, academic activities were most likely to be offered on a weekly basis, enrichment activities were mostly likely to be offered on a monthly basis, and the majority of prevention activities were offered approximately once per term during the 2018-2019

program year. When examined alongside the expected pattern of out-of-school time attendance (Figure 17), with younger youth participating more frequently than older youth, it is interesting to note that the activities offered the least across the statewide network, such as college and career readiness, entrepreneurship and prevention programs, are typically prioritized for teens and high school aged youth, the population that has the lowest level of participation in OSDE 21st CCLC programs.

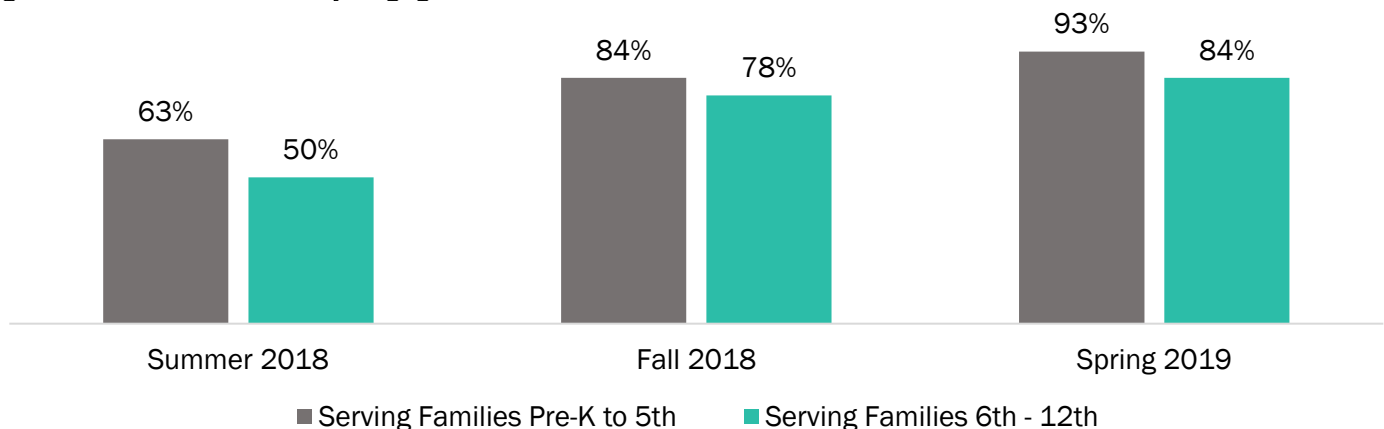
Figure 17. 2018-2019 Average Attendance by Grade Level



Family Engagement

In addition to youth activities, sites were required to offer active and meaningful family engagement opportunities in support of youth's academic success. **In support statewide Objective 3.2, sites reported greater levels of family engagement activities during the school year**, with sites serving PreK-5th grade families offering more family services than sites serving families of youth in 6th-12th grade (Figure 18).

Figure 18. 2018-2019 Family Engagement Offered

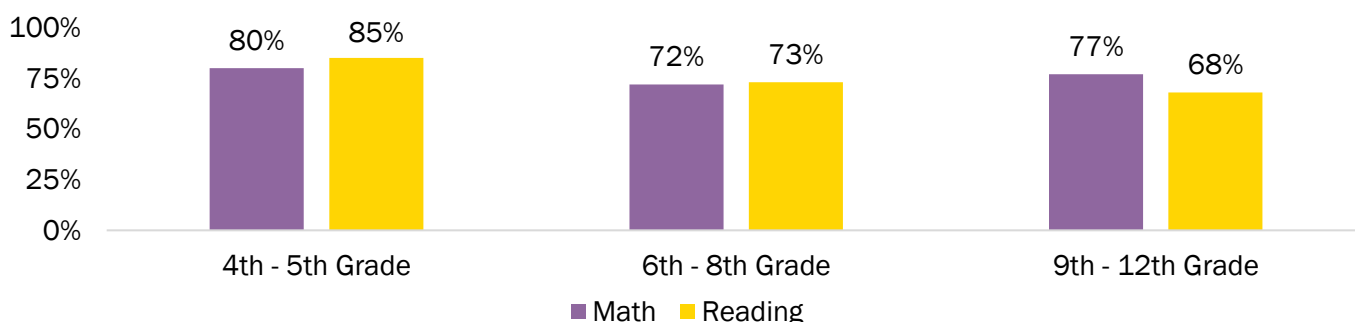


More importantly, **parents reported high levels of satisfaction with OSDE 21st CCLC programs, successfully achieving statewide Objective 3.3.** More than 90% of parents agreed that their child's program was cost effective, provided adequate transportation, and that they did not worry about their child when they were at the program. At the same time, just over one-third of parents identified that more could be done to support home-school connections.

Skill Development

Skills such as critical thinking, problem solving, and leadership are similar to a muscle; the more youth practice them, the stronger and more easily accessible they become. When youth have opportunities to regularly practice skills such as social and emotional learning, critical thinking and problem solving, and are supported through intentional activities and staff practices that support them, the skills and the confidence gained can be transferred to other settings that allow youth to achieve success across multiple contexts and be well prepared for post-secondary life.⁸

Figure 19. Youth Academic Efficacy



When asked about academic efficacy, **the majority of participating youth reported strong levels of academic efficacy in both math and reading, in alignment with statewide Objective 1.2** (Figure 19). Youth reported that not only did they expect to do well in these subjects, but that they also felt capable to learn new content in these subjects. Similarly, on average 80% of parents reported that participating in the 21st CCLC program improved their child's work habits, math confidence, reading confidence, and science and technology confidence. Additional analyses showed an interesting trend, in that academic efficacy is strongest among younger youth and declines slightly as youth get older, most noticeably in reading. OSDE is already well equipped to address any

⁸ Smith, C., McGovern, G., Larson, R., Hillaker, B., Peck, S.C. (2016). Preparing Youth to Thrive: Promising Practices for Social Emotional Learning. Forum for Youth Investment, Washington, D.C.

concerns about reading efficacy through their intentional focus on literacy throughout the year, including activities that include parents, and by offering high-quality literacy programming.

Conclusions and Recommendations

The purpose of this report is to summarize the performance, successes and growth opportunities that emerged for Oklahoma 21st CCLC programs during the 2018-2019 program year. With a focus on program quality, implementation fidelity, youth engagement and skill development, this evaluation included multiple sources of data from staff, youth and parents, as well as program and state assessment data, to inform conclusions and recommendations.

❖ OSDE 21st CCLC programs continue to provide high-quality afterschool programming to youth throughout the state.

Over the past four years, staff have shown continuous improvement in quality instructional practices, achieving greater levels of program quality than the national average for PQA each year. Looking at individual scales and items, the evaluation identified that providing youth with more opportunities for leadership and choice within programs, as well as engaging youth in more planning activities would support program quality improvements overall.

❖ Sites reported high levels of fidelity to the YPQI process, identifying a need to engage more staff in training opportunities.

A closer look at implementation showed that the majority of sites reported high fidelity to YPQI, meaning each site engaged in all four core components of the YPQI (Program Quality Assessment, Planning with Data, Coaching and Training). Given that the majority of trainings are designed for management staff, it makes sense that Grantee Directors/Site Coordinators were more likely to attend the various trainings than other staff. However, the large difference in training across positions does illuminate an opportunity for more front-line staff to engage with this content, especially if used to reinforce the importance and expectations for YPQI engagement. Similarly, differences between self- and external assessment scores suggest that additional training for assessors, including more time spent prior to the observation connecting with the program and clarifying the intent of the items, could help bridge the gap between the self- and external perspectives.

❖ **OSDE 21st CCLC programs met or exceeded requirements to provide at-risk youth academic support, enrichment activities and family engagement services.**

The data show that all 101 OSDE 21st CCLC programs were successful in serving at-risk students who would benefit the most from the variety of high-quality academic activities provided. Overall, 86% of participating youth qualified for free- or reduced-price meals, exceeding both the statewide average (60%) and the minimum Title 1 requirement of 40%. Similarly, almost three-quarters of 3rd-8th grade students participating 30 days or more did not achieve proficiency in math and reading during the 2018-2019 program year, with only 10% of students demonstrating improvement from the year before. To address these needs, almost all sites offered academic and enrichment programs throughout the year, with sites offering STEM, Literacy, physical activity and arts and music programs most consistently. Youth reported these activities helped them with homework completion and supported their learning in school. Families were also highly satisfied with OSDE 21st CCLC programs, with more than 90% of parents agreed that their child's program was cost effective, provided adequate transportation, and that they did not worry about their child when they were at the program.

❖ **Parents reported that OSDE 21st CCLC programs improved student's confidence and readiness to learn, with an identified opportunity to improve activity options for older youth**

On average, 80% of parents reported that participating in the 21st CCLC program improved their child's work habits and confidence across critical school subjects. Youth also reported strong levels of academic efficacy in both math and reading, with older youth reporting lower levels of this confidence. Aligned with a lower frequency of attendance among older youth, these findings suggest that more attention to academic- and interest-based activities for high school aged youth would be beneficial for both recruitment efforts and youth outcomes.

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

Program Area	Data Collected	Summer ⁹	Fall	Spring
Centers	<ul style="list-style-type: none"> Center Name, Address, City, State, Zip Code Contact Name, Email and Phone Number Center Type: Public School, Charter School, College/University, Community Based, Faith Based, Other Expanded Learning Time: Yes/No Feeder Schools Community Partners 	X	X	X
Activities	<p>Frequency, average hours per session, average participants per session, and secondary College and Career Readiness goal for the following:</p> <p>Academics</p> <ul style="list-style-type: none"> STEM Literacy Tutoring Homework Help English Language Learning Support <p>Enrichment</p> <ul style="list-style-type: none"> Entrepreneurship Arts and Music Physical Activity Community/ Service Learning Mentoring <p>Character Education</p> <ul style="list-style-type: none"> Drug Prevention Counseling Programs Violence Prevention Truancy Prevention Youth Leadership <p>College and Career Readiness</p> <ul style="list-style-type: none"> College and Career Readiness 	X	X	X
Staffing	<p>Number of paid and volunteer</p> <ul style="list-style-type: none"> Administrators College students Community members High school students Parents School day teachers Non-teaching school staff Subcontracted staff Other 	X	X	X
Families	<p>If program serves families of youth Pre-K to 5th Grade and 6th Grade to 12th Grade</p> <p>Number of family members served of Pre-K to 5th Grade youth</p> <p>Number of family members served of 6th – 12th Grade Youth</p>	X	X	X
Participation and Outcomes	<p>Youth Demographic Information: race, gender, English proficiency, free or reduced lunch eligibility, special needs status, grade level</p> <p>Youth Outcomes data: Previous and Current year Math and ELA Performance</p> <ul style="list-style-type: none"> Oklahoma School Testing Program (OSTP) for youth in grades 3-8 <p>Attendance Data by Term</p>			X

⁹ Summer data is only collected for returning grantees

Appendix B. Leading Indicator Framework

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