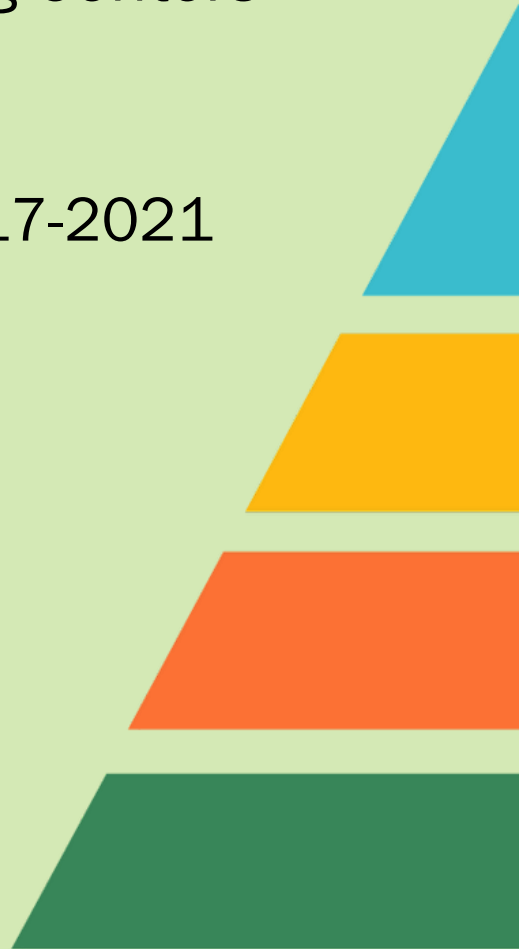


Evaluating Oklahoma 21st Century Community Learning Centers

Key Insights from 2017-2021

June 2022



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This report provides a comprehensive overview of the previous detailed Network and site-level data summaries provided to the Oklahoma State Department of Education during the 2020-21 program year.

2020-21 Site and Network Survey Data Summaries, delivered September 2021

2020-21 SAPQA and YPQA Network and Site Reports available in [Scores Reporter](#)

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Executive Summary

The Oklahoma State Department of Education (OSDE) distributes federal funds to 21st Century Community Learning Centers (21 CCLC) in high-need areas each year to provide academic activities, enrichment activities, and family engagement services in support of student success. OSDE 21st CCLC programs are designed on the evidence-based premise that high-quality staff practices, supported by strong organizational capacity and a culture of continuous quality improvement will achieve greater levels of youth attendance in the variety of academic, enrichment, and family engagement activities offered, providing opportunities to students to strengthen the academic and life skills needed to increase their confidence and readiness for classroom learning. To support this program theory, OSDE has partnered with the Forum for Youth Investment's Weikart Center for Youth Program Quality since 2009 to operate the Youth Program Quality Intervention (YPQI), a data-driven continuous quality improvement system built on an annual cycle of assessment, program improvement planning, targeted training opportunities, and coaching.

In alignment with the Government Performance and Results Act (GPRA), each year Oklahoma 21st CCLC programs must report on specific indicators designed to measure the effectiveness and efficiency of each funded program. Since the beginning of our partnership, the Forum's Research & Evaluation team has supported these data collection efforts by designing tools and processes for Annual Performance Reporting (APR) and connecting that information into a fuller evaluation of program quality and program experience to assess the implementation and impact of Oklahoma 21st CCLC programs. This current longitudinal report examines data collected over the past five years, with an emphasis on patterns and trends in relation to Oklahoma 21st CCLC Statewide Goals and Objectives. These results are then compared to the most recent data from the 2020-2021 program year to identify key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic.

Results

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 the State Assessment Proficiency Tests in reading and mathematics.	Data not collected in 2020-2021
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.	Data not collected in 2020-2021
Results: Given that the COVID-19 pandemic school closures led to the cancellation of state assessments, it was not possible to measure Objectives 1.1 and 1.2 accurately this program year. However, participating OSDE 21 st CCLC staff, families, and youth all reported high levels of attention to and confidence in academic skill growth for the 2020-21 program year. For instance, most participating youth (96%) believed that they were doing well in school – a result that may signal a disconnect between youth perceptions and actual academic performance.	

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.	Progress: Met
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Results: Programs offered high-quality instructional programming across years. Specifically, on a scale of 1 to 5, all PQA domains received an average score of 3.75 or higher on both the external and self PQA each year, meaning that the majority of quality instructional practices were observed some of the time and/or for some of the students. Over the past five years, programs have consistently reported the strongest practices within the Safe Environment domain and demonstrated improvement in Supportive Environment practices, such as Warm Welcome, Session Flow, and Child-Centered Space. Additional training and coaching on staff practices for Youth Leadership, Planning, and Reflection would be beneficial.

Objective 2.2: Grantees will provide high-quality activities in the core academic areas such as reading and literacy, mathematics, and science.	Progress: Met
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Results: Almost all sites offered a variety of academic activities over the past five years. Academic supports such as STEM, literacy, homework help, and tutoring were typically offered for 1-2 hours most days of the week serving 11-20 students in each session.

Objective 2.3: Grantees will provide high-quality activities in enrichment areas such as nutrition and health, art, music, technology.	Progress: Met
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Results: Almost all sites offered a variety of enrichment activities over the past five years. Enrichment programs like physical activity, art, and youth leadership were typically offered for 1-2 hours a few times a month serving 21-30 students each session.

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.	Progress: In-Progress
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Results: Just over half of Grant Directors and program staff reported active connections with school staff and community partners. The majority of interactions center on shared communications, while fewer programs report meaningful engagement or partnership opportunities for students or staff.

Objective 3.2: Grantees will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.	Progress: In-Progress
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Results: Almost all sites (91%) reported family engagement services during the 2020-2021 program year. Sixty-three percent of the families surveyed reported that they received information about what is happening in the program at least monthly and 94% of families agreed that staff have helped their family get to know the school and school-day teachers better. Details about providing families with educational activities was not collected.

Objective 3.3: Grantees will maintain a high satisfaction rate among families served by the program.	Progress: Met
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Results: Families continue to report high levels of satisfaction with Oklahoma 21st CCLC programs. Families appreciated that their child was safe (97%), that staff were caring (93%) and that they felt comfortable talking to staff if needed (90%). Families also celebrated that 95% of their children completed their homework during the program and 96% had developed strong work habits.

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 21 st CCLC programming.	Progress: Met
Results: Programs continued to serve the vulnerable students that the program is intended for. For example, most students received a free and/or reduced-price lunch (82%) and many were students with disabilities (18%) or English Language Learners (8%). Programs also served a large proportion of American Indian/Alaskan Native (39%) students. Although testing data were not available in 2019-20 or 2020-21, data from previous years indicate that most students needed academic support (more than 70% of students were not proficient in ELA or Math).	
Objective 4.2: Grantees will engage in the Youth Program Quality Intervention as a part of a program quality improvement process.	Progress: In-Progress
Results: Over the past five years, nearly all managers and almost half of staff members have engaged in required YPQI activities. During the 2020-2021 program year, many of these requirements were lifted as programs were stabilizing from the COVID-19 pandemic.	
Objective 4.3: Grantees will facilitate opportunities for communication between and among center coordinators and direct staff working in the 21 st CCLC programs.	Progress: Met
Results: More than three-quarters of Managers and Staff reported that they had opportunities to collaborate with their peers to inform decision making (79%), and most shared those interactions allowed for discussion of best practices and common challenges (80%).	
Objective 4.4: Grantees will maintain a high job satisfaction rate among grantee directors, center coordinators, and direct staff.	Progress: Met
Results: Managers and staff continue to report high levels of job satisfaction. Almost all reported feeling proud of their work in 21 st CCLC (93%) and looked forward to coming to work each day (86%). The majority of managers and staff reported feeling supported (88%) and felt they had the staff (79%) and time needed (72%) to implement a high-quality program.	

Conclusions & Recommendations

- ❖ **Oklahoma 21st CCLC programs have bounced back quickly from the COVID-19 pandemic, offering a variety of academic, enrichment, and family engagement activities that continued to be appreciated and enjoyed by students, families, and staff.**

Oklahoma 21st CCLC programs have a long history of compliance with data collection efforts, and despite two consecutive years of program disruptions in response to the COVID-19 pandemic, Grant Directors and program staff made it a priority to complete all required data collection activities. Programs appear to be recovering quickly, serving 11,975 students during the 2020-2021 program year (inclusive of fall and spring semesters), approximately 25% less than pre-pandemic attendance totals. Almost all programs offered academic supports (Homework Help, Literacy support, STEM, etc.) and enrichment activities (Physical activity, Art, Youth Leadership, etc.), and Family Engagement services throughout the year in alignment with federal expectations. In addition to these operational strengths, almost all students, families, and staff continue to report high levels of program satisfaction.

- ❖ **Investments in Quality Improvement systems building have been successful, with program quality increasing each grant year. The data showed that on average, third year grantees tend to have significantly higher PQA scores than first year grantees, suggesting that tailored supports may be needed to support quality improvement among new grantees.**

Oklahoma 21st CCLC programs have continually offered high-quality programming to students across the state. Like national trends, instructional practices within the Safe Environment and Supportive Environment domains have been strongest, with staff practices scoring lower within the Interactive Environment and Engaging Environment domains. While programs have demonstrated noticeable improvements across many measures of quality over the past five years, practices around Youth Leadership, Planning, and Reflection continue to receive lower scores. Longitudinal analyses show that third year grantees tend to have significantly higher PQA scores than first year grantees, suggesting that programs in the beginning of their grant cycle need different supports and resources than programs further along in their grant. Appropriate grant cycles can accommodate the developmental nature of program quality; Oklahoma's choice to implement a 5-year cycle could be considered best practice in that it allows for quality to unfold at a reasonable – and therefore, sustainable – rate.

- ❖ **Establishing strong Organizational Quality practices, such as Organizational Capacity and Youth Governance, predicted program quality above and beyond all other manager and staff practices. How to strengthen these organizational assets will be an important consideration for new grantees and those preparing for sustainability.**

Supporting the Oklahoma 21st CCLC program framework, Organizational Capacity and Youth Governance were identified as significant predictors of program quality. Manager and staff practices around accountability, collaboration, communication, and reports of high job satisfaction were shown to boost YPQI fidelity over time. In addition to considering training supports and resources to strengthen Organizational Quality early in the grant cycle, assessing these practices through the application process may help OSDE leadership identify programs more ready to implement a high-quality youth program or at least provide insights early on about the types of supports that will be most needed.

- ❖ **External relationships with families, schools, and community partners are essential components of a successful 21st CCLC program. Aligned with the Youth Program Quality Pyramid, when programs move beyond basic communications and prioritize meaningful interaction and engagement with external partners, students benefit.**

While family satisfaction has consistently been high over the past five years, the data has also shown that strong family engagement and school alignment practices are more likely to be found at high-quality youth programs. Greater school alignment was also connected to increased rates of students' daily program attendance and higher student performance on both ELA and Math state assessments. Staff and families acknowledged that opportunities for deeper conversation and interaction that support the wrap-around effect of home-school-afterschool connections was rarely available, suggesting that additional training, resources, and conversation on best practices may be beneficial for all programs.

- ❖ **Oklahoma 21st CCLC prioritizes serving students located in high poverty areas or in low-achieving schools, and these data suggest they are reaching their targeted demographic. The COVID-19 pandemic exacerbated disparities in education, nutrition, and mental health for both young people and adults. Oklahoma 21st CCLC's recovery plan will need to intentionally address these challenges to help all students realize the transformative impact of high-quality expanded learning.**

Oklahoma 21st CCLC programs continue to serve a greater proportion of students historically in need of additional supports, compared to demographic and student performance averages across the state. Program's intentional efforts to recruit those students and provide them with high-quality academic and enrichment activities throughout the summer and school year, supported by positive relationships with trained and caring staff, is exactly what the 21st CCLC funding is designed to achieve.

Program Background

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 in high poverty areas or in low-achieving schools. Grants are awarded to applicants whose main goals are to:

1. Provide opportunities for **academic enrichment**, including 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.
3. Offer participating students' families' opportunities for active and **meaningful engagement in their children's education**, including opportunities for literacy and related educational development.

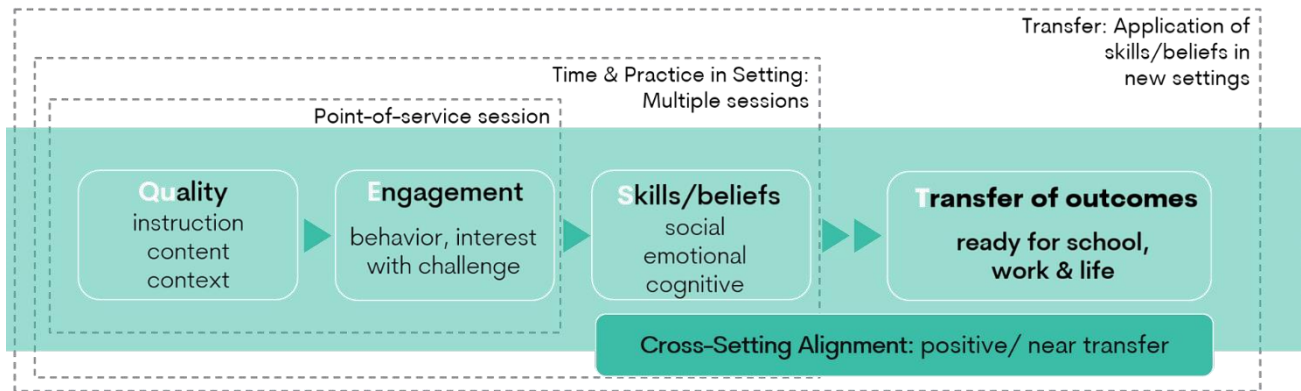
In alignment with the Government Performance and Results Act (GPRA), each year the State Education Agency (SEA) must report on specific indicators designed to measure the effectiveness and efficiency of each funded program. This data is collected for each term and reported using the 21APR online portal monitored by the U.S. Department of Education. Additionally, SEAs must conduct periodic, comprehensive evaluations of their 21st CCLC programs that are made available for public consumption.

For the 2020-2021 program year, the Oklahoma Department of Education (OSDE) distributed 21st CCLC funding to 53 unique Grantees (e.g., school districts, community-based organizations) who were responsible for grant management for 104 unique sites (e.g., elementary school program, local clubhouse) where youth programming took place. Of these, 102 sites offered services during the school year and summer, with an additional two sites providing summer programming only. OSDE provided guidance, supportive resources, coaching and technical assistance throughout the year to support high-quality programming across the state and ensured compliance with federal requirements.

Oklahoma 21st Century Community Learning Centers

Oklahoma State Department of Education (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 life skills (**Skills**), which in turn contribute to greater success in school, career, and life (**Transfer**). The Quality-Engagement-Skills-Transfer model is referred to with the acronym QuEST (*Figure 1*).

Figure 1. QuEST Model



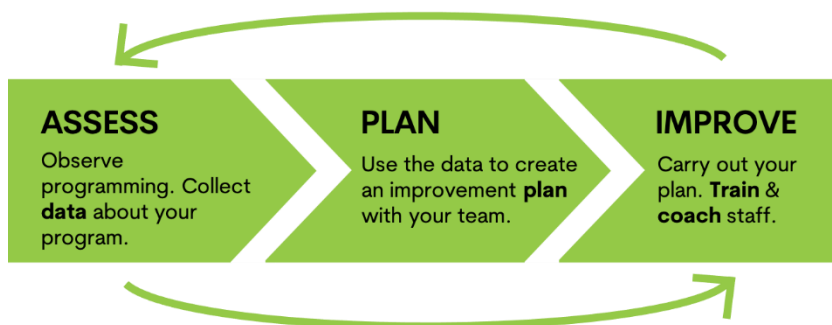
Combined with the 21st CCLC Annual Performance Reporting (APR) requirements, the OSDE 21st CCLC program framework begins with high-quality out-of-school-time programming (*Table 1*). If students are provided high-quality programs (e.g., high-quality staff practices supported by strong organizational capacity, intentional program operations, and a culture of quality improvement) then programs will see higher levels of youth attendance in the variety of academic, enrichment, and family engagement activities offered and stronger partnerships with families, schools, and community members. If activities offered are both high-quality and engaging, then students will have more opportunities to improve the skills required to be successful in the 21st century, such as academic behaviors and life skills, 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.

Table 1. OSDE 21st CCLC Program Framework

Quality	Engagement	Skills/Beliefs	Transfer Outcomes
Organizational Quality <ul style="list-style-type: none"> • Culture & Values • Management Practices • Staff Experiences • Training & PD • YPQI Fidelity 	Program Attendance	Homework Completion	Academic Outcomes <ul style="list-style-type: none"> • English/Reading • Math
Program Operations <ul style="list-style-type: none"> • Recruitment & Retention • Academic Support • Enrichment Activities 	Family Engagement	Academic Behaviors	College & Career Readiness
Program Quality <ul style="list-style-type: none"> • Safe Environment • Supportive Environment • Interactive Environment • Engaging Environment 	School Connections	Self-Efficacy & Confidence	
	Community Relationships	21st Century Life Skills	
	Program Satisfaction		

Since 2009, OSDE has partnered with the Forum for Youth Investment’s Weikart Center for Youth Program Quality (Weikart Center) to implement the Youth Program Quality Intervention (YPQI), a data-driven continuous improvement process centered on four core staff practices. In a typical year, the intervention begins with managers and staff being 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., Youth Work 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.^{1,2} The YPQI process is designed to embed a culture of continuous assessment, planning, and quality improvement (*Figure 2*).

Figure 2. Youth Program Quality Intervention



The 2020-2021 program year began with a Quality Kickoff for new and returning grantees to establish expectations and timelines for the year and reflect on and celebrate successes from the previous year (*Table 2*). While the fall has typically been focused on Program Quality Assessment, the COVID-19 pandemic continued to impact programming decisions throughout the 2020-2021 year and OSDE leadership lifted the assessment requirement. Instead, grantees and sites were provided more intensive technical assistance and coaching supports throughout the year. Titled as the “Recharge” series, the OSDE leadership team, with Weikart Center support when needed, offered multiple opportunities each month to engage with Grantee Directors, Site Coordinators, and Program Staff through webinars, Community of Practice meetings, Virtual Cafes, and listening sessions with each Grantee to provide customized technical assistance, explore challenges, and celebrate successes specific to individual program needs.

¹ 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.

² Smith, C., & Hohmann, C. (2005). Full findings from the youth program quality assessment validation study. Ypsilanti, MI: High/Scope Educational Research Foundation.

Table 2. 2020-2021 OSDE 21st CCLC Project Timeline

Activity	Timeline	Aligned Data Collection
Summer Programming	May 2020 – August 2021	
Afterschool Programming	August 2020– May 2021	
Quality Kickoff	September 30, 2020	
Ongoing TA and Coaching	September 2020-May 2021	
Annual Performance Reporting	<ul style="list-style-type: none"> • Summer: June – August 2020 • Fall: August – December 2020 • Spring: January – May 2021 *Training webinar September 15, 2020	Program Attendance Staffing Academic, Enrichment & Family Activities
Professional Development External Assessor Emotion FASA Cultivating Empathy Emotion Coaching Leading with Data	<ul style="list-style-type: none"> • August 8, 2020 • February 11, 2021 • February 18, 2021 • February 25, 2021 • April 29, 2021 	Training Evaluation Surveys
Leading Indicator Surveys	March 11 – June 16, 2021	Site Coordinator/ Grantee Director Afterschool Teacher/Youth Workers Youth Family

The partnership with the Weikart Center has also included ongoing evaluation and data support each year for 21st CCLC programs throughout the state. The Weikart Center’s research team designed data collection protocols to guide collection and submission of the GPRA requirements, supported PQA data collection and reporting through the Weikart Center’s Scores Reporter system, and leveraged the Leading Indicators framework, a suite of surveys for managers, staff, students, and families, to provide comprehensive and interpretable data for use during Planning with Data to support site-level quality improvement and system-level planning. Expanding on these site-reports, the Weikart Center team has produced a summative evaluation report at the end of each year analyzing all data sources together. This statewide aggregate report is not only in response to the evaluation requirements set forth by the U.S. Department of Education, but also offers recommendations that will assist OSDE in making strategic decisions about resource allocation.

Evaluation Design

To assess the impact of OSDE 21st CCLC engagement, the annual evaluation examines improvements in program quality, youth engagement in academic and enrichment activities, and the development of 21st Century skills among participating PreK-12th grade students. Each year, these findings are examined alongside the OSDE 21st CCLC Statewide Goals and Objectives (*Table 3*) to assess annual performance and progress. This current longitudinal report examines data collected over the past five years, with an emphasis on patterns and trends in program implementation that contributed most to high-quality programming and student success. These results are then compared to the most recent data from the 2020-2021 program year to identify key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic.

Table 3. OSDE 21st CCLC Statewide Goals and Objectives

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

Performance Measures

In a typical year, multiple data sources are collected from participating sites to evaluate the impact of OSDE 21st CCLC programs. Sites are expected to submit self and external Program Quality Assessment (PQA) data each fall; Grantee Director/Site Coordinator, Afterschool Teacher/Youth Worker, Family, and Youth surveys each spring; and youth participation, staffing, activities, family engagement and English Language Art (ELA) and Math proficiency assessment data for each term in alignment with the APR 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 scores span four domains of program quality: Safe Environment, Supportive Environment, Interactive Environment, and Engaging Environment. OSDE 21st CCLC programs used both the School-Age PQA and the Youth PQA to collect site performance data.



The **School-Age PQA** is composed of 70 items comprising 19 scales. The School-Age PQA is appropriate for observing programs that serve youth Kindergarten – 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.

In a typical year, PQA observations are conducted at all sites as a self-assessment and for a select set of sites as an external assessment. To collect self-assessment data, an internal team is selected

at each site to observe staff practices using the PQA. After observations, teams conduct a scoring meeting to discuss their notes and come to a consensus on the score for each item on the tool. OSDE recruits and trains reliable assessors for second-and third-year grantees to conduct external assessments. Raters receive endorsement through a reliability training process in which they are 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 PQA is to measure the quality of the youth experience, defined as the extent to which programs promote positive youth development through evidence-based staff practices implemented consistently across youth activities. While all four domains of the PQA reflect important aspects of program quality, the Supportive Environment, Interactive Environment, and Engaging Environment domains focus more specifically on staff instructional practices. In some analyses, we use the Instructional Total Score (ITS), 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., Interactive Environment), and the capacity to promote planning and reflection (i.e., Engaging Environment).

Annual Performance Reporting

The online federal data collection system (21APR) was designed to collect required operations data across seven key program areas including: Sites, Activities, Students, Staffing, Families, Program Attendance, and Outcomes as defined by the GPRA Indicators. To complete this data collection, grantees kept track of their data using an Excel spreadsheet created by the Weikart Center. OSDE 21st CCLC 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, Students, and Families were invited to complete surveys to share feedback on their experience at the end of each year of the program (Table 4). These surveys informed our understanding of Organizational Capacity, Instructional Context, External Relationships, Youth Skills, and Program Satisfaction. Both paper and digital surveys have been collected historically, with current practice using Qualtrics to administer online surveys through electronic links that were posted to OSDE's 21st CCLC's webpage on the Forum for Youth Investment's website (<https://www.forumfyi.org/weikartcenter/OK21CCLC>). For the 2020-2021 program year, survey data collection launched on March 11, 2021, and continued through June 16, 2021, with tracking dashboards made available to grantees to track progress and response rates.

Table 4. 2020-2021 Leading Indicator Surveys

Survey	Intended Audience	Length
Grantee Director/Site Coordinator	Individual(s) responsible for site operations.	65 items
Afterschool Teacher/ Youth Worker	Staff responsible for providing direct programming to youth.	103 items
Family	All parents/guardians of youth attending the afterschool programs (regardless of youth age)	41 items
Youth	Youth in grades 4 through 12 who attended the afterschool programs ³	43 items

³ 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

Each year, all participating sites are expected to submit the required data for the terms they are approved to offer programs. Despite challenges related to the COVID-19 pandemic, almost all sites submitted the required 21st CCLC annual performance data on program activities, family services, and attendance to be reported to the U.S. Department of Education each term. Survey response rates were impacted in 2020 but rebounded in 2021. PQA observations were eliminated in 2021, meaning no self or external PQA data was collected, and state testing data was not reported for 2019-2020 and 2020-2021 program years as Oklahoma received an approved waiver of accountability due to the COVID-19 pandemic. *Table 5* shows all available data from 2017-2021 used in the analyses throughout this report.

Table 5. Participation by Calendar Year, 2017-2021

	2016-17	2017-18	2018-19	2019-20	2020-21
Grantees	59	58	55	58	53
Sites	101	100	101	110	102
PQA					
External	60 (100% required sites)	37 (100% required sites)	33 (100% required sites)	39 (100% required sites)	N/A*
Self	41 (100% required sites)	64 (100% required sites)	68 (100% required sites)	106 (100% required sites)	N/A*
Surveys					
Manager	82 (68% sites)	144 (97% sites)	157 (97% sites)	89 (64% sites)	73 (50% sites)
Staff	807 (100% sites)	947 (99% sites)	813 (100% sites)	335 (69% sites)	845 (96% sites)
Student	2,888 (98% sites)	2,986 (97% sites)	3,284 (96% sites)	N/A	2,665 (89% sites)
Family	3,336 (97% sites)	2,599 (97% sites)	2,723 (98% sites)	1,226 (62% sites)	1,990 (93% sites)
APR					
Program Attendance (fall + spring)	12,217 students (89% sites)	12,875 students (100% sites)	14,125 students (100% sites)	15,188 students (94% sites)	11,975 students (100% sites)
ELA Test Scores	7,235 students (88% sites)	6,946 students (89% sites)	8,458 students (90% sites)	N/A*	N/A*
Math Test Scores	7,231 students (89% sites)	6,881 students (89% sites)	8,458 students (90% sites)	N/A*	N/A*

*N/A indicates that data was not available due to changes in school and program requirements in response to the COVID-19 pandemic.

During the 2020-2021 program year Oklahoma 21st CCLC programs served a total of 11,975 students across the fall and spring, just shy of pre-pandemic attendance counts. In alignment with 21st CCLC federal requirements, Grantees continued to serve vulnerable students throughout the

state (Table 6). Most 21st CCLC students qualified for free and/or reduced-price lunch (82%), compared to 58% of OSDE students over who are considered economically disadvantaged. The proportion of students with disabilities (18%) and English Language Learners (8%) were similar among 21st CCLC students compared to all OSDE students (17% and 9%, respectively). Although testing data was not available in 2019-20 or 2020-21, previous data show that most participating students (70%+) were not achieving proficiency standards on ELA and Math state assessments. Together, these data indicate that **programs achieved Objective 4.1 and continued to serve students most “at-risk” for additional academic challenge.**

Table 6. Student Demographic Characteristics, 2020-2021

		21 st CCLC Students	All OSDE Students ⁴
Grade	PreK-5 th	73%	49%
	6 th -12 th	27%	51%
Race	White	40%	47%
	American Indian/Alaska Native	39%	12%
	Hispanic or Latino	8%	19%
	Black/African American	6%	8%
	Two or more races	6%	12%
	Asian	1%	2%
	Native Hawaiian/Pacific Islander	<1%	<1%
Gender	Male	51%	51%
	Female	49%	49%
Free and Reduced Lunch	Yes	82%	58%
Students with Disabilities	Yes	18%	17%
English Language Learner	Yes	8%	9%

In terms of student race, programs primarily served youth who identified as white (40%) or American Indian/Alaska Native (39%), consistent with student data from previous years. For white students, this represents a lower proportion of white students than in OSDE overall (49%). For American Indian/Alaska Native students, the proportion of students enrolled in 21st CCLC was more than three times as high as the proportion of students in OSDE overall (12%).

Similar to previous years, demographic data submitted through the Leading Indicators surveys in 2021 showed that managers and staff members were primarily white (75%), female (88%), and had either a Bachelor’s (44%) or Master’s degree (20%). Teachers in OSDE public schools in the 2020-21 school year were more likely to be white (85%), less likely to be female (73%), and much more likely to have a Bachelor’s (71%) or Master’s (28%) degree, compared to 21st CCLC managers and staff.⁵

The COVID-19 pandemic has exacerbated challenges related to hiring a qualified workforce for 21st CCLC programs. As programs seek to hire new staff, it may be helpful to consider the findings of recent research showing that students are more likely to report positive attitudes towards learning

⁴ <https://sde.ok.gov/documents/state-student-public-enrollment>

⁵ https://sde.ok.gov/sites/default/files/documents/files/CertStaff_FY20-21%20EOY%2011052021.xlsx

and achieve academic outcomes when there is a match in both race/ethnicity and gender between students and teachers.^{6,7} Oklahoma 21st CCLC programs already represent a more racially diverse staff than OSDE teachers, and this is a strength to build upon while intentionally seeking to hire a qualified workforce who is representative of the students served, both in race and gender.

Evaluation Results

Quality

Consistent implementation of high-quality instructional practices across sites requires clear leadership and support from Grantee Directors around program operations, quality standards and YPQI expectations, and available resources for staff support and development. Through annual submission of the PQA and Leading Indicator surveys, data measuring *Organizational Quality* (i.e., Capacity, Accountability, Collaboration, Communication, Job Satisfaction, and Youth Governance), *YPQI Fidelity* (i.e., CQI Practices, YPQI Supports, and YPQI Value), and *Program Quality* (i.e., Safe Environment, Supportive Environment, Interactive Environment, Engaging Environment) were examined to assess the overall implementation and quality of OSDE 21st CCLC programs.

Program Quality

Over the past two decades, research has proliferated in the youth development field demonstrating the significant relationship between high-quality programs and youth outcomes. Studies have shown that youth programs with the highest levels of program quality, 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 promote youth skill development across multiple domains, such as academic, social, and behavioral skills.⁸

While all four domains in the Program Quality Assessments (Safe Environment, Supportive Environment, Interactive Environment, and Engaging Environment) represent important aspects of program quality, the latter three domains focus most explicitly on staff instructional practices. The average score across these domains is referred to as the Instructional Total Score (ITS; comprised of the Supportive Environment, Interactive Environment, and Engaging Environment domains within the Program Quality Assessment). In some analyses, we present scores across all domains, in other

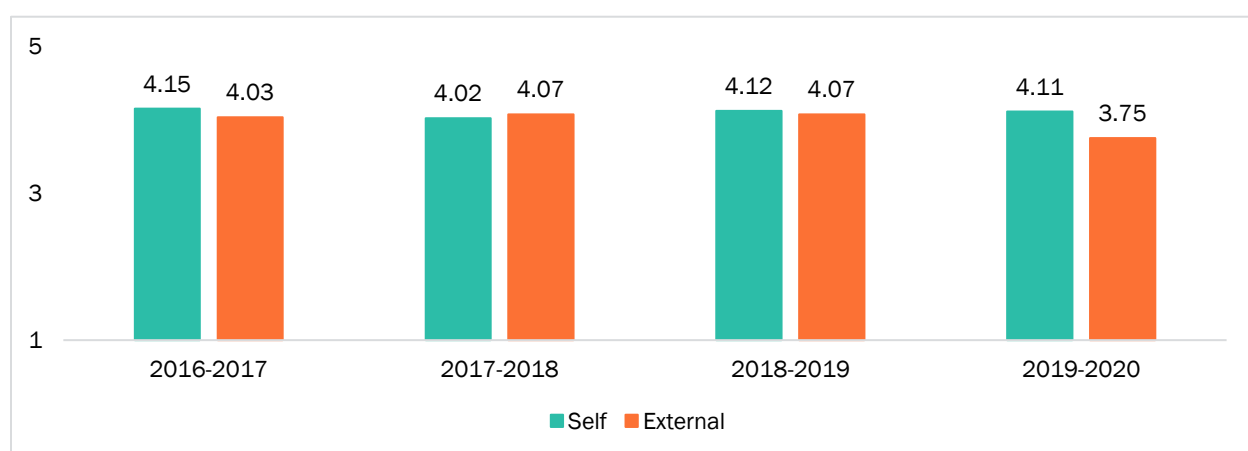
⁶ Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.

⁷ Egalite, A. J., & Kisida, B. (2018). The effects of teacher match on students' academic perceptions and attitudes. *Educational Evaluation and Policy Analysis*, 40(1), 59-81.

⁸ Durlak, J., & Weissberg, R. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

analyses, we use the ITS as an overall measure of high-quality instructional practice. With limited Program Quality Assessment data collected during the 2020-2021 program year, data from the previous four years were analyzed to identify summative trends of quality improvement. **Programs repeatedly achieved Objective 2.1 by continuing to offer high-quality instructional programming across years.** Each year OSDE 21st CCLC programs received a score of 3.75 or higher (on a scale of 1 to 5) on both the external and self PQA, meaning that most quality instructional practices were observed some of the time and/or for some of the students throughout the state over the four-year period (*Figure 3*). Note that data collection materials were modified, and implementation was impacted by the COVID-19 pandemic beginning in 2020; some analyses are limited to 2017 to 2019.

Figure 3. Self and External Instructional Total Scores by Calendar Year, 2017-2020



Aligned with national trends, program quality practices within the Safe Environment and Supportive Environment domains were strongest, with staff practices scored lower within the Interactive Environment and Engaging Environment domains (*Figures 4 and 5*). 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. The data also shows that self- and external assessment scores become more varied as the practices become more complex (e.g., Interactive Environment and Engaging Environment).

Figure 4. External PQA Domain Scores by Calendar Year, 2017-2020

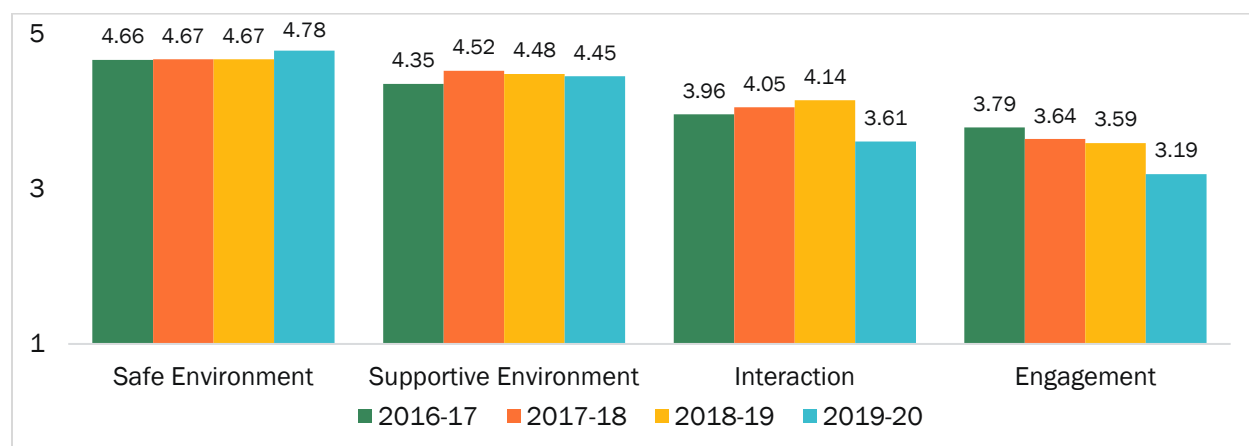
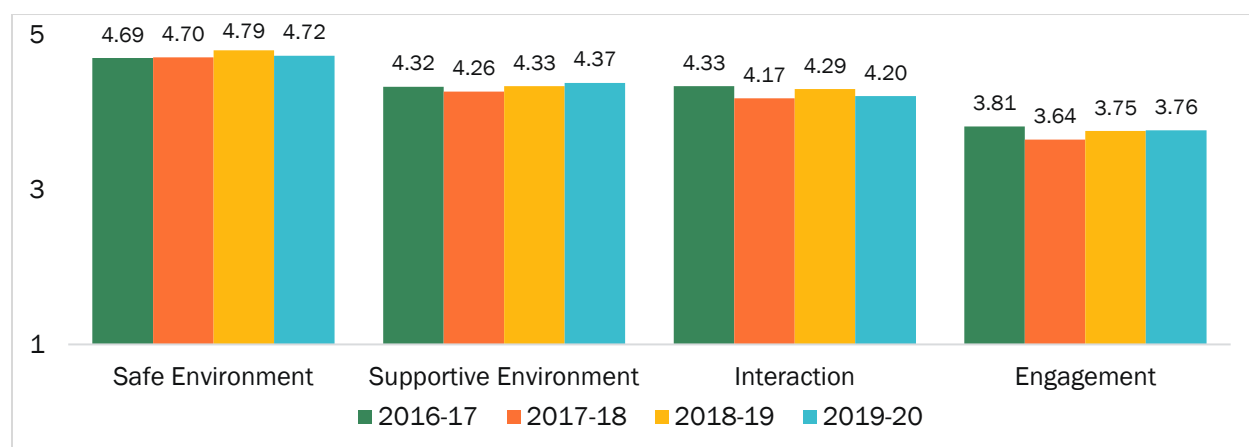
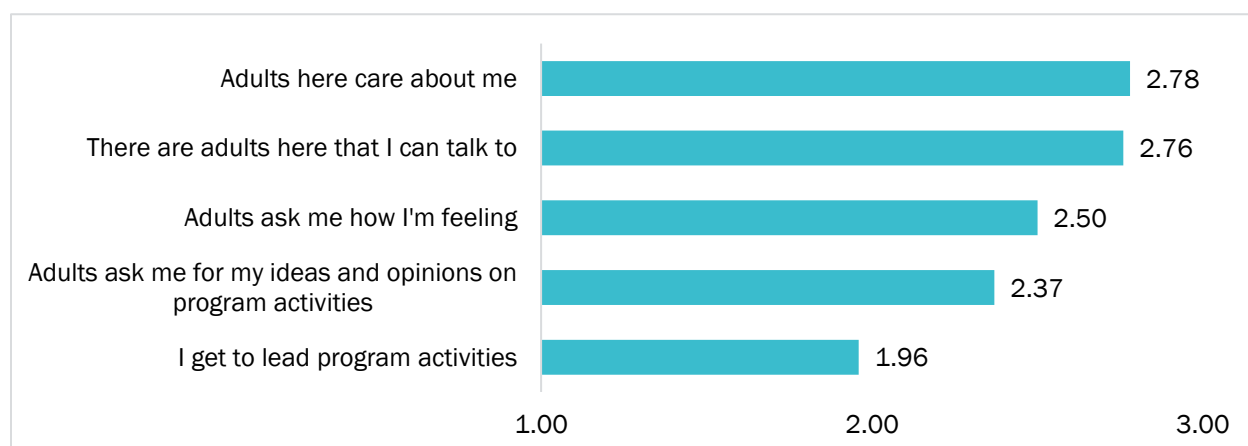


Figure 5. Self PQA Domain Scores by Calendar Year, 2017-2020



Examining 2021 survey responses, students agreed that Safe and Supportive program quality practices were more common than Interactive and Engaging practices (*Figure 6*), with students reporting more frequent moments of being cared for and having adults to talk to and fewer opportunities to provide input or lead program activities.

Figure 6. Student Perspectives on Program Quality, 2021



Scale: 1 = Not at all true; 2 = Somewhat true; 3 = Very true

To identify specific practice strengths and improvement areas, both self- and external PQA scale scores were examined over the four-year period. Scales that achieved an average score above 4.50 on both self and external assessments for more than 2 years were identified as strengths throughout the network. These include Emotional Safety, Accommodating Environment, Nourishment, Interactions with Adults, and Responsibility (*Table 7*). Scales that saw at least 10% growth over the past four years were identified as observed improvements. These include Healthy Environment, Warm Welcome, Session Flow, Child-Centered Space, and Adult Partners. Lastly, scales that repeatedly scored below 3.50 on both self and external assessments were identified as growth areas. These include Leadership, Planning, and Reflection. Aligned with student feedback, this comprehensive examination of both domain and scale scores consistently shows that **additional training and coaching on staff practices aligned to the Interactive Environment and Engaging Environment domains would support program quality improvement throughout OSDE 21st CCLC programs.**

Table 7. Program Quality Strengths and Opportunities, 2017-2020

	PQA Scales
Strengths <i>(PQA scale means above 4.5 for two or more years)</i>	Emotional Safety Accommodating Environment Nourishment Interactions with Adults Responsibility
Observed Improvements <i>(PQA scale means that improved by 10% or more over time)</i>	Healthy Environment Warm Welcome Session Flow Child-Centered Space Adult Partners

Growth Areas

(PQA scale means below 3.5 for two or more years)

Leadership
Planning
Reflection

While examining trends by calendar year gives a statewide snapshot of program quality, identifying patterns across grant years provides a more accurate picture of quality improvement efforts. Advanced analyses were conducted on pre-pandemic self-assessment scores to examine change in PQA domain scores by grant year. The results confirmed that **there were significant differences in self-assessed program quality by grant year, such that third year grantees on average had significantly higher PQA scores than first year grantees** (*Technical Appendix A, Table 1*).

Organizational Quality

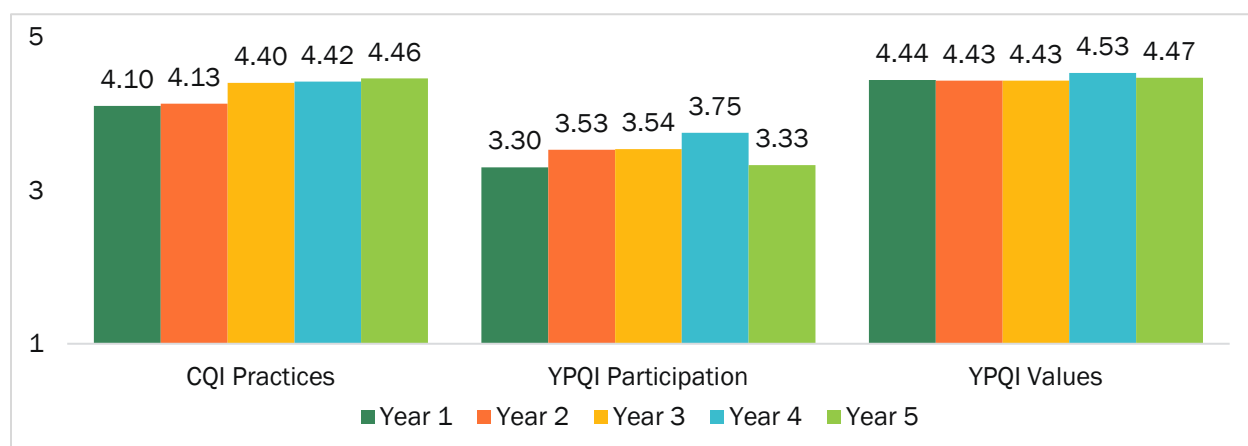
Consistent implementation of high-quality practices across sites requires clarity and support from Grantee Directors around YPQI expectations and available resources. Combining guidance from the U.S. Department of Education and the goals and objectives communicated from OSDE, grantees and sites were provided many opportunities each year to receive information and support to implement a high-quality 21st CCLC program focused on academic, enrichment, and family services that promote student readiness for academic success.

In a typical year, survey data from Grantee Directors/Site Coordinators, Afterschool Teachers/Youth Workers, families, and youth were collected to examine staff implementation of the OSDE program model. Complemented by APR data regarding program activities, staffing and youth performance, survey responses about YPQI fidelity, instructional context, and youth experiences were analyzed to confirm that OSDE programs had the necessary resources to provide positive developmental opportunities for all participating youth.

YPQI Fidelity

Implementation fidelity requires that Grantee and site leaders establish clear policies and procedures that create a supportive organizational culture for afterschool staff to deliver high-quality programs. To measure YPQI fidelity each year, managers and staff reported their level of engagement in *CQI practices* (Assessment, Program Improvement Plan, Observation, Training on Quality Practices), *YPQI participation* (PQA Basics, Planning with Data, Coaching, and Targeted training) and the extent of *YPQI Values* (Useful, Supported, Relevant, Priority). When examined by grant year, the results from 2017-2019 surveys show that **YPQI fidelity scores generally were higher among grantees later in the grant cycle** (*Figure 7*). Additional analyses showed that across all grant years, **sites were more likely to report greater levels of YPQI fidelity when strong practices around accountability, collaboration, vertical (top-down) and horizontal (within teams) communication, as well as high reports of job satisfaction were also present** (*Technical Appendix B, Table 1*), reinforcing the importance of high-quality Organizational practices as a necessary precursor for engaging in continuous quality improvement practices.

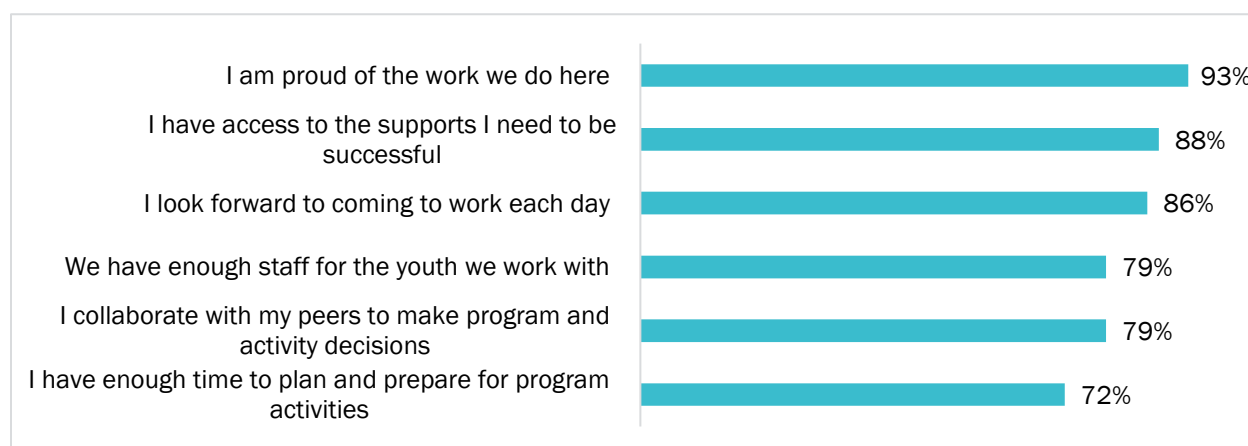
Figure 7. YPQI Fidelity Scores by Grant Year, 2017-2019



Further testing the OSDE 21st CCLC Program Framework, analyses were also conducted to examine the relationship between Organizational Culture and YPQI Fidelity with Program Quality. Organizational Capacity was identified as strong predictor of both self- and external scores of Supportive Environment and Interactive Environment practices across all years. Youth Governance also stood out as a significant predictor of high-quality Interactive Environment practices across all years, as measured by external assessment (*Technical Appendix C, Table 1*). Taken together, **these findings reinforce the importance of high-quality organizational practices at the foundation of system-building efforts.**

Looking at feedback provided from the 2020-2021 year, YPQI fidelity was understandably lower than usual and most YPQI requirements were waived for the program year in response to the COVID-19 pandemic. Aligned with the “Recharge” series offered by OSDE, the majority of training opportunities were offered to Grantee and Site management with all Program Directors in attendance. Due to impacts of COVID-19, approximately 24% of program staff were able to participate in local trainings, 28% engaged with national resources (e.g., Y4Y, OST conferences), and 41% of staff completed Weikart Center trainings to support Quality practices, partially fulfilling Objective 4.2. However, **Objective 4.4 continues to be achieved with the majority of managers and staff continuing to report high levels of job satisfaction** (*Figure 8*). Together, these historical patterns and current reports suggest that as OK 21st CCLC programs rebuild and recover, **an intentional focus on strengthening organizational capacity and providing program quality training to program staff will be essential to reestablishing the core components of their quality improvement system.**

Figure 8. Manager & Staff Feedback on Organizational Culture, 2021



External Relationships: Family Engagement, School Alignment, & Community Partners

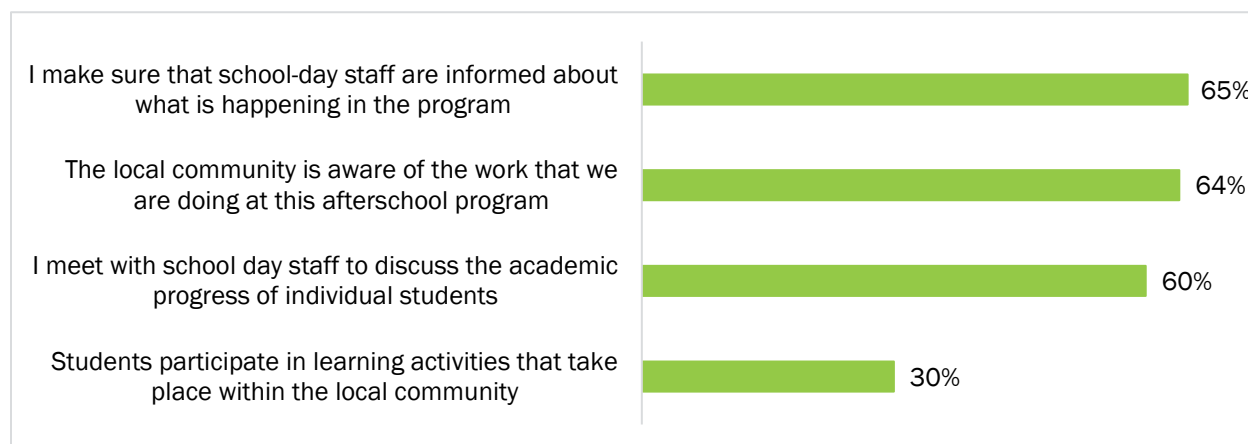
Strong connections with families, schools, and community partners create opportunities for programs to expand their impact on participating students through greater academic connections, family supports, and exposure to opportunities within the community. This aspect of programming is so critical that meaningful family engagement activities are one of the three requirements for 21st CCLC programs. During the 2020-2021 program year, **91% of sites offered family activities throughout the year, successfully achieving Objective 3.2.** Similarly, **participating families continued to report high levels of satisfaction with OK 21st CCLC, fulfilling Objective 3.3 for another year.**

Table 8. Family Satisfaction, 2021

97% of families know their child is safe when they are at the afterschool program
93% of families feel staff at this program care about them and their child
90% of families recognize there are staff here that I can talk to

For 21st CCLC programs, it is essential to establish a collaborative relationship with the local schools to ensure that students are receiving the types of afterschool supports needed to be successful during the school day. For the 2020-2021 program year, Managers & Staff reported strong practices actively engaging with school partners (*Figure 9*). In contrast, Managers shared that while community partners may be aware of the program, there are fewer opportunities for students to engage with community members through learning activities.

Figure 9. Manager & Staff Feedback on School Alignment and Community Partners, 2021



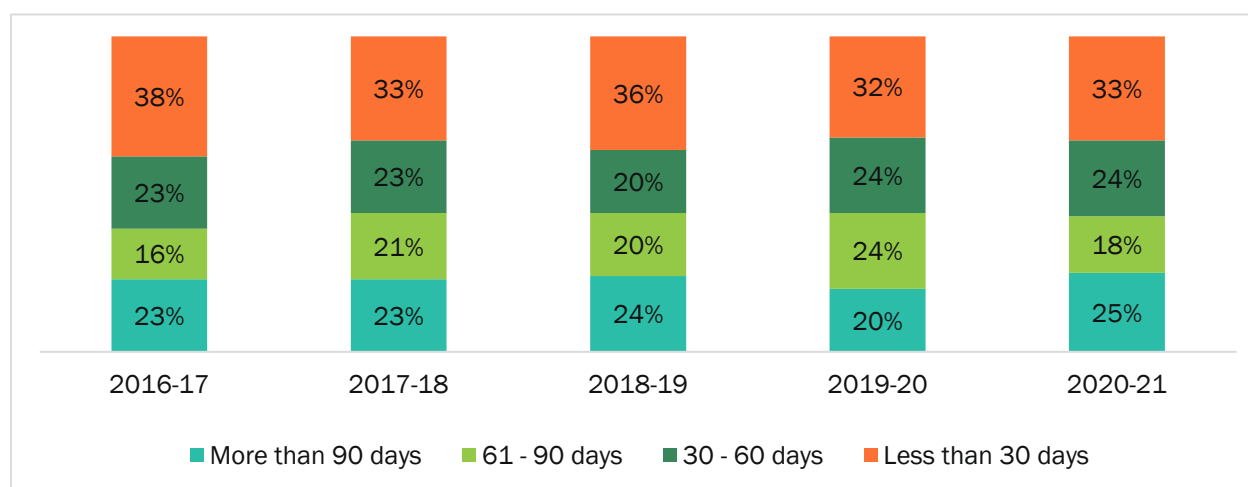
Longitudinal analyses from 2017 to 2019 were then conducted to examine the correlation between external relationships and program quality. **School Alignment and Family Engagement were both found to be correlated with higher program quality.** Sites where families reported the greatest levels of confidence in care and family-school connections were more likely to self-report higher youth program quality practices within the Supportive Environment and Interactive Environment domains (*Technical Appendix D, Table 1*). Similarly, sites that reported strong School Alignment practices, specifically formal communications, and participation in school meetings, were more likely to have higher self-assessment scores across all quality domains, and higher Safe Environment domain scores on the external assessment (*Technical Appendix E, Table 1*). Taken together, these findings suggest that **when the same high-quality practices are applied to external relationships, and meaningful opportunities for relationship building, interaction and engagement were provided on top of basic communication efforts, strong connections with families and school partners are more likely to develop, and ultimately that benefits students.**

Engagement

Program Attendance

For the desired program impacts to be achieved, youth must attend the program frequently and consistently throughout the year.⁹ The 21st CCLC annual performance requirements track 30-day, 60-day, and 90-day attendance patterns each term as indicators of student engagement. Despite challenges related to the COVID-19 pandemic, **attendance patterns for the 2020-2021 school year remained like previous years.** Specifically, 67% of students attended 30 days or more of programming during the school year (*Figure 10*). Additional analyses then explored the relationship between program attendance and program quality and found that sites with self-reported higher-quality Safe Environment practices saw greater levels of daily program attendance throughout the school year, though sites that self-reported higher quality Supportive Environments saw a reverse effect (*Technical Appendix F, Table 1*). Similarly, daily program attendance was higher at sites that reported strong School Alignment practices (*Technical Appendix F, Table 2*). These varying trends reinforce that there are multiple factors contributing to attendance, and that attendance could also have directional effects on indicators of program quality.

Figure 10. School Year Program Attendance, 2017-2021



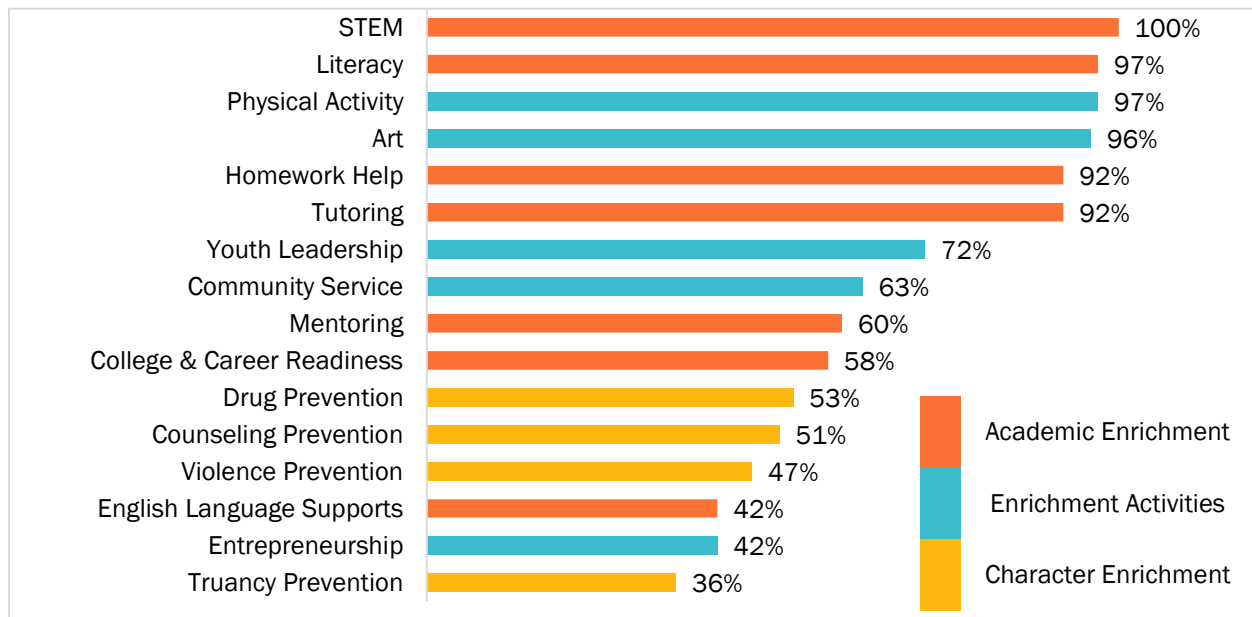
Academic and Enrichment Activities

The priorities of 21st CCLC funding are to provide students with academic and enrichment 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 character education activities that were offered. **The data show strong support for Objectives 2.2 and 2.3, with almost all sites offering a variety of academic and enrichment activities on a weekly basis during the 2020-2021 program year** (*Figure*

⁹ Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Policy Studies Associates, Inc.

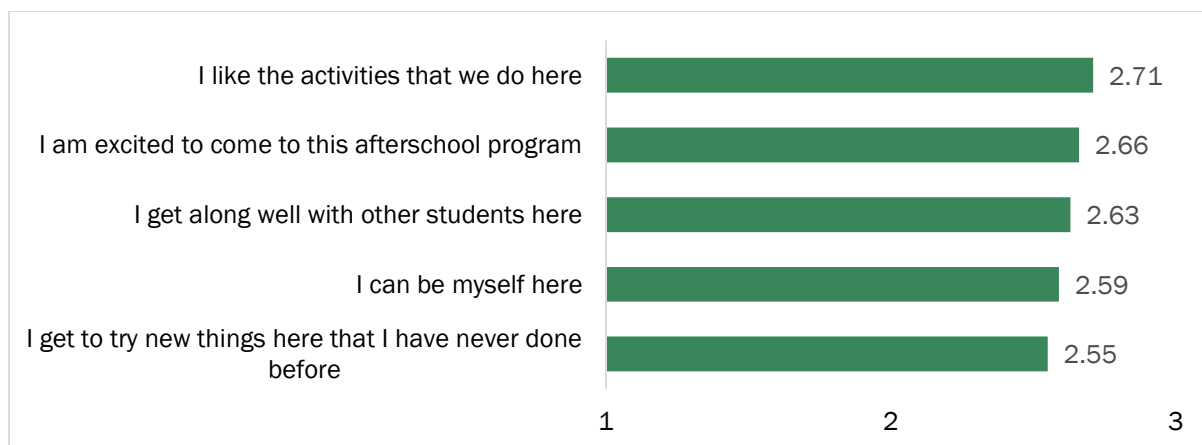
11). Academic supports such as STEM, literacy, homework help, and tutoring were typically offered for 1-2 hours most days of the week serving 11-20 students in each session. Enrichment programs like physical activity, art, and youth leadership were typically offered for 1-2 hours a few times a month serving 21-30 students each session. Character education programs such as drug, violence and truancy prevention activities were not as consistently available to OSDE 21st CCLC participants, with most of those activities being offered for 2-4 hours monthly serving 11-20 students each session.

Figure 11. Program Activities, 2021



Like previous years, students were highly satisfied with the activities offered and noted excitement about the program, getting along with others, and having opportunities to try new things (Figure 12).

Figure 12. Student Satisfaction, 2021



Scale: 1=Not at all true, 2=Somewhat true, 3=Very true

Skill Development

Instructional Rigor

The critical connection between high quality 21st CCLC programming and student academic achievement is in the point-of-service interactions where staff practices are responsive to a student's individual needs. **In a year where academic learning was disrupted the most, it was encouraging to see that almost all students reported that the instructional supports and rigor provided through 21st CCLC program activities were supportive of their academic commitment and development (Table 9).** Families reinforced student responses with 96% reporting that students had developed strong work habits (e.g., goal setting, time management), and 95% were completing their homework during program time.

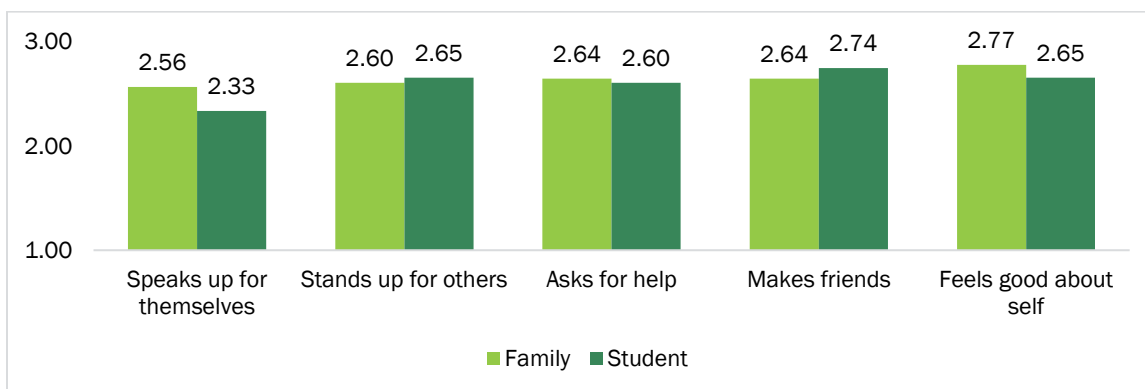
Table 9. Youth Reported Academic Support and Instructional Rigor, 2021

96% Adults understand my homework and can help me when I get stuck
95% I get my work done on time
94% I get my homework done here
94% The things I learn help me in school

Youth's 21st CCLC Life Skills

Similarly, the COVID-19 pandemic notably stressed the overall wellbeing of young people, straining the development of critical life skills needed for post-secondary success.¹⁰ Even in virtual settings, Oklahoma 21st CCLC programs continued to promote teamwork, problem solving, and communication skills through intentional activities and staff practices. **Participating students and families continued to report strengths in youth agency and peer relationships (Figure 13).**

Figure 13. Student Skill Development, 2021



Scale: 1=Not at all true, 2=Somewhat true, 3=Very true

¹⁰ Afterschool Alliance (2020). How Afterschool is Supporting Learning and Recovery During COVID-19. http://afterschoolalliance.org/documents/issue_briefs/issue_COVID-19_77.pdf

Transfer of Outcomes

With an emphasis on preparing all students with the skills necessary to promote academic success, the annual state assessments provide an opportunity to reflect on the potential contributions of 21st CCLC programs to supporting student achievement – via alignment between instructional quality, program activities, and student’s academic needs. While there are many factors that contribute to student’s math and reading assessment scores, high quality learning experiences in 21st CCLC programs can provide critical support to students. **Given that the COVID-19 pandemic school closures disrupted state assessments and the ability to track growth over time, it was not possible to measure Objective 1.1 accurately this program year.** However, participating Oklahoma 21st CCLC staff, families, and youth all reported high levels of academic skill growth for the 2020-21 program year. **Most participating families (98%) and youth (96%) believed that they were doing well in school during the year.** While reassuring that caregivers and youth are feeling confident about their academic performance, this is in contrast to data from the Nation’s Report Card which showed significant declines in math and reading achievement over the course of the pandemic for 4th and 8th grade students around the country and in Oklahoma specifically.¹¹ Recent research conducted by Learning Heroes has highlighted that families may have a tendency to report that their children are doing better than they actually are.¹²

Since Oklahoma 21st CCLC programs support the development of academic skills that can be transferred to the classroom, it is important for staff to understand the current ELA and Math performance levels for the participating students that they serve. Similar to annual state averages¹³ approximately three-quarters of Oklahoma 21st CCLC students did not achieve proficiency standards in ELA or Math in 2017-18 or 2018-19 (*Figure 14*). Comparing site-level proficiency rates in 2017-18 and 2018-19 showed that the percent of participating students who were Proficient or Advanced decreased significantly between years on both the ELA and Math assessments (*Technical Appendix G, Table 1*), suggesting that **Oklahoma 21st CCLC programs continue to prioritize serving students in need of academic support.**

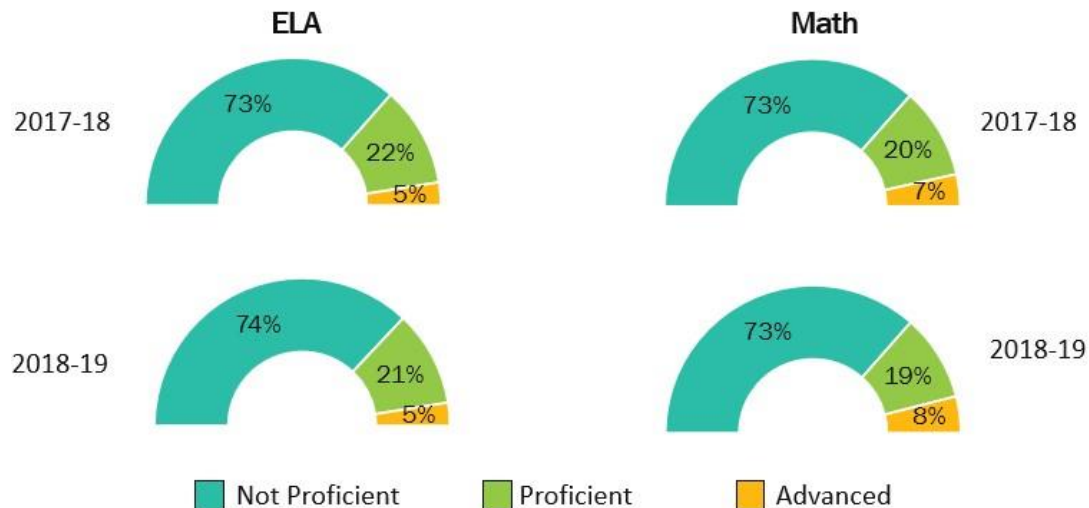
¹¹ 2022 Oklahoma NAEP Results:

<https://sde.ok.gov/sites/default/files/2022%20Grade%204%20and%208%20Math%20%26%20Reading%20Results.pdf>

¹² Learning Heroes [The Case for An Accurate Picture](#)

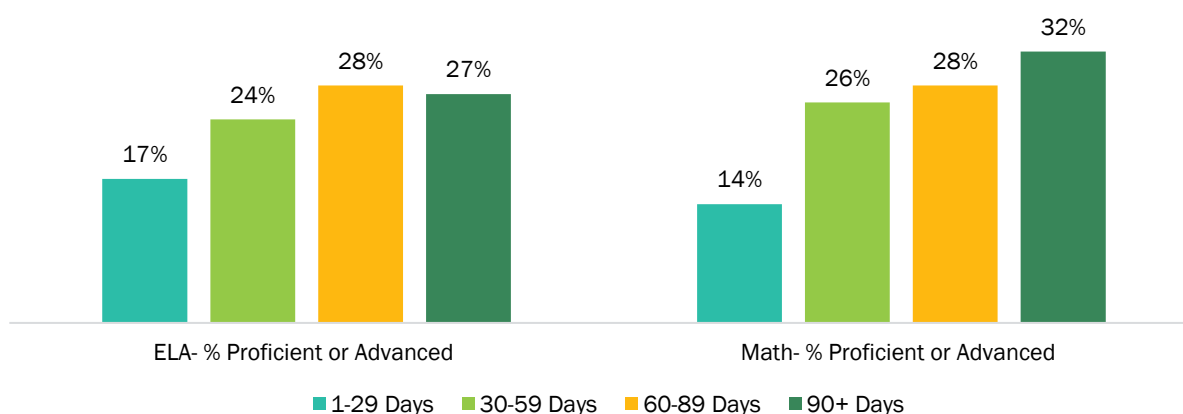
¹³ Oklahoma State Report Card <https://oklaschools.com/state/contextual/assessments/>

Figure 14. 21st CCLC Student Test Scores, 2018-2019



When examined alongside student attendance, a significant effect emerged for the 2018-2019 program year in that programs serving students with an average attendance between 60-89 days of programming during the school year had significantly higher site-level proficiency rates than programs serving students with an average attendance of 1-29 days of programming (*Figure 15; Technical Appendix G, Table 2*). It is also interesting to note that site level ELA proficiency was predicted by higher levels of self-reported Organizational Capacity and Youth Governance and was negatively related to School Alignment practices (*Technical Appendix G, Table 3*). Given the predictive influence of Organizational Capacity and Youth Governance on program quality ratings, **these results reinforce Oklahoma's 21st CCLC program framework and the impact of intentional practices at all levels of an afterschool program.**

Figure15. Site-Level Proficiency Rates in ELA and Math by Average Program Attendance, 2018-2019



Conclusions & Recommendations

The purpose of this longitudinal report is to summarize the performance, patterns, successes, and growth opportunities that emerged for Oklahoma 21st CCLC programs over the past five years. With a focus on organizational capacity, implementation fidelity, program quality, youth engagement, and skill development, this evaluation examined multiple sources of data from staff, youth, and families, as well as program and state assessment data, to inform conclusions and identify key priorities for improvement that can support strong recovery efforts from the COVID-19 pandemic.

- ❖ **Oklahoma 21st CCLC programs have bounced back quickly from the COVID-19 pandemic, offering a variety of academic, enrichment, and family engagement activities that continued to be appreciated and enjoyed by students, families, and staff.**

Oklahoma 21st CCLC programs have a long history of compliance with data collection efforts, and despite two consecutive years of program disruptions in response to the COVID-19 pandemic, Grant Directors and program staff made it a priority to complete all required data collection activities. Programs appear to be recovering quickly, serving 11,975 students during the 2020-2021 program year (inclusive of fall and spring semesters), approximately 25% less than pre-pandemic attendance totals. Almost all programs offered academic supports (Homework Help, Literacy support, STEM, etc.) and enrichment activities (Physical activity, Art, Youth Leadership, etc.), and Family Engagement services throughout the year in alignment with federal expectations. In addition to these operational strengths, almost all students, families, and staff continue to report high levels of program satisfaction.

- ❖ **Investments in Quality Improvement systems building have been successful, with program quality increasing each grant year. The data showed that on average, third year grantees tend to have significantly higher PQA scores than first year grantees, suggesting that tailored supports may be needed to support quality improvement among new grantees.**

Oklahoma 21st CCLC programs have continually offered high-quality programming to students across the state. Like national trends, instructional practices within the Safe Environment and Supportive Environment domains have been strongest, with staff practices scoring lower within the Interactive Environment and Engaging Environment domains. While programs have demonstrated noticeable improvements across many measures of quality over the past five years, practices around Youth Leadership, Planning, and Reflection continue to receive the lowest scores. Longitudinal analyses show that third year grantees tend to have significantly higher PQA scores than first year grantees, suggesting that programs in the beginning of their grant cycle need different supports and resources than programs further along in their grant. Appropriate grant cycles can accommodate the developmental nature of program quality; Oklahoma's choice to implement a 5-year cycle could be considered best practice in that it allows for quality to unfold at a reasonable – and therefore, sustainable – rate.

- ❖ **Establishing strong Organizational Quality practices, such as Organizational Capacity and Youth Governance, predicted program quality above and beyond all other manager and staff practices. How to strengthen these organizational assets will be an important consideration for new grantees and those preparing for sustainability.**

Supporting the Oklahoma 21st CCLC program framework, Organizational Capacity and Youth Governance were identified as significant predictors of program quality. Manager and staff practices around accountability, collaboration, communication, and reports of high job satisfaction were shown to boost YPQI fidelity over time. In addition to considering training supports and resources to strengthen Organizational Quality early in the grant cycle, assessing these practices through the application process may help OSDE leadership identify programs more ready to implement a high-quality youth program or at least provide insights early on about the types of supports that will be most needed.

- ❖ **External relationships with families, schools, and community partners are essential components of a successful 21st CCLC program. Aligned with the Youth Program Quality Pyramid, when programs move beyond basic communications and prioritize meaningful interaction and engagement with external partners, students benefit.**

While family satisfaction has consistently been high over the past five years, the data has also shown that strong family engagement and school alignment practices are more likely to be found at high-quality youth programs. Greater school alignment was also connected to increased rates of students' daily program attendance and higher student performance on both ELA and Math state assessments. Staff and families acknowledged that opportunities for deeper conversation and interaction that support the wrap-around effect of home-school-afterschool connections was rarely available, suggesting that additional training, resources, and conversation on best practices may be beneficial for all programs.

- ❖ **Oklahoma 21st CCLC prioritizes serving students located in high poverty areas or in low-achieving schools, and these data suggest they are reaching their targeted demographic. The COVID-19 pandemic exacerbated disparities in education, nutrition, and mental health for both young people and adults. Oklahoma 21st CCLC's recovery plan will need to intentionally address these challenges to help all students realize the transformative impact of high-quality expanded learning.**

Oklahoma 21st CCLC programs continue to serve a greater proportion of students historically in need of additional supports, compared to demographic and student performance averages across the state. Program's intentional efforts to recruit those students and provide them with high-quality academic and enrichment activities throughout the summer and school year, supported by positive relationships with trained and caring staff, is exactly what the 21st CCLC fund is designed to achieve.

Technical Appendix A

Longitudinal Analyses of Program Quality by Grant Year (GY)

Analysis of variance (ANOVA) models were conducted to indicate if there were significant mean differences for PQA scales or domains across grant years (years 1-5). Given that external assessment is only completed in Grant Years 2 and 3, grant year analyses focused on self-assessment exclusively. Overall, trends demonstrate that average scores were higher with each grant year such that sites in later grant years had higher mean ratings on average than sites in lower grant years. Self-assessment scores showed significant differences across all domains, such that third year grantees on average had significantly higher PQA scores than first year grantees.

Table 1. Self-Assessment Program Quality Scores by Grant Year, 2017-2019

	GY 1	GY 2	GY 3	GY 4	GY 5	ANOVA Statistics	Significant Contrasts
Safe Environment	4.60	4.73	4.74	4.85	4.74	$F(4, 187) = 5.451, p < .001^{***}$	GY 1 <GY 4
Supportive Environment	4.05	4.21	4.42	4.41	4.43	$F(4, 187) = 5.1351, p < .001^{***}$	GY 1 <GY 3, 4, 5
Interactive Environment	3.97	4.23	4.40	4.44	4.28	$F(4, 187) = 4.802, p = .001^{***}$	GY 1 <GY 3, 4
Engaging Environment	3.42	3.75	3.66	3.88	3.95	$F(4, 187) = 2.993, p = .02$	GY 1 <GY 5
Instructional Total Score	3.81	4.06	4.16	4.24	4.22	$F(4, 187) = 4.999, p < .001^{***}$	GY 1 <GY 3, 4, 5
Total Score	4.01	4.23	4.39	4.35	4.26	$F(4, 187) = 5.823, p < .001^{***}$	GY 1 <GY 3, 4, 5

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix B

Longitudinal Analyses of Organizational Quality and YPQI Fidelity by Grant Year

Regression analyses were conducted to determine if organizational culture predicted aspects of YPQI fidelity. Analyses were conducted for cumulative data (all data available from 2017-2019), as well as individually by grant year (Years 1-5). Table 1 below displays the descriptive statistics for both cumulative and grant-year models with all organizational culture variables predicting YPQI scales as dependent variables (CQI practices, YPQI participation, and YPQI value). When looking at the cumulative data (ALL), vertical communication was a strong predictor ($\beta > .200$; $p < .01$) in all three models representing each YPQI fidelity outcome (CQI Practices, YPQI Participation, and YPQI Value). When observing individual measures of YPQI fidelity, job satisfaction, accountability, collaboration, and horizontal communication scales were significant and positive predictors for at least one of the three measures when looking across all grant years.

Table 1. Regression Analyses Depicting Relationship between Organizational Culture and YPQI Fidelity by Grant Year, 2017-2019

	Dependent Variables- YPQI Fidelity																	
	CQI Practices Scale						YPQI Participation Scale						YPQI Value Scale					
Independent Variable	ALL	GY1	GY2	GY3	GY4	GY5	ALL	GY1	GY2	GY3	GY4	GY5	ALL	GY1	GY2	GY3	GY4	GY5
Adjusted R-Square	.385	.313		.568	.288	.567	.207			.359		.363	.373	.430	.353		.474	.635
	Beta Standardized Coefficients (β)																	
Organizational Capacity		-.426*										-.352*						
Job Satisfaction				-.278*						-.346*			.291***				.551**	.430**
Youth Governance															.427*			
Accountability	.234**	.457*																
Collaboration				.433*								.692*	.238**	.369*				
Horizontal Communication	.234**			.487*		.504**												
Vertical Communication	.274**						.365***					.408*	.283**					.543**

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix C

Analyzing the Relationship between Organizational Quality, YPQI Fidelity, and Program Quality

Regression analyses were conducted to determine if measures of YPQI fidelity and organizational culture were significant predictors of PQA domain outcomes. All variables were included in the models (YPQI Fidelity: CQI Practices, YPQI Participation, YPQI Values; Organizational Quality: Organizational Capacity, Job Satisfaction, Youth Governance, Accountability, Collaboration, Horizontal Communication, Vertical Communication) and therefore the adjusted R-square coefficient was utilized in the analyses to indicate the proportion of variance explained by the independent variables for the PQA ratings. Given that external assessment is only completed in Grant Year 2 and 3, this analysis focused on trends within years with available data. Only significant findings are reported here, for the sake of brevity. Generally, two measures of organizational culture consistently demonstrated positive relationships with PQA ratings in both regression models. Both the Organizational Capacity Scale and Youth Governance Scale were strong predictors ($\beta > .200$; $p < .05$) for both self and external PQA evaluations collected from 2017-2019.

Table 1. Organizational Quality Predicting Program Quality Scores, 2017-2019

	Self-Assessment				External Assessment			
	Safe Environment	Supportive Environment	Interactive Environment	Engaging Environment	Safe Environment	Supportive Environment	Interactive Environment	Engaging Environment
	<i>Adjusted R-Square</i>							
	.005	.119	.158	.171	-.049	-.020	.065	-.013
	<i>Beta Standardized Coefficients (β)</i>							
<i>Organizational Capacity</i>		.249*				.354*	.309*	
<i>Youth Governance</i>							.273*	

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix D

Analyzing the Influence of Family Engagement

Self PQA Ratings

Correlational analyses were conducted to assess the relationship between PQA domains and family engagement. Both Confidence in Care and Family-School Connection demonstrated significant positive correlations with the external Supportive Environment and Interactive Environment domains, as well as the total scores.

Table 1. Correlations between Family Engagement and Program Quality, 2017-2019

Family Engagement Scales and Items	Self PQA Domains					
	Safe Environment	Supportive Environment	Interactive Environment	Engaging Environment	Instructional Total score	Total Score
Confidence in Care Scale		.157*	.211**		.189**	.171**
No Worry		.167*	.219**		.192*	.176*
Reliable		.146*	.205**		.182*	.163*
Positive Experience		.154*	.199**		.186*	.166*
Convenient		.150*	.216**		.181*	.162*
Family-School Connection Scale		.161*	.168*		.169*	.149*
School Success		.163*	.186*		.183*	.162*
Learn Success		.157*			.158*	
Know School			.155*		.145*	

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix E

Analyzing the Influence of School Alignment

Correlational analyses demonstrated that some elements of school alignment demonstrated positive, statistically significant correlational relationships with both self- and external program quality scores and school year daily attendance. The School Alignment scale overall and the majority of items that make up the scale were correlated with self- and external Safe Environment domain scores. In general, School Alignment correlated strongly with Self-Assessment scores. Additionally, the findings suggest that sites with higher levels of school alignment also had higher levels of attendance days, on average (see *Technical Appendix F, Table 2*).

Table 1. Correlations between School Alignment and Program Quality, 2017-2019

	Self-Assessment				External Assessment			
	Safe Environment	Supportive Environment	Interactive Environment	Engaging Environment	Safe Environment	Supportive Environment	Interactive Environment	Engaging Environment
School Alignment Scale	.189**	.174*	.211*	.154*	.308**			
I know the academic content	.198**	.203**	.153*		.280**			
I coordinate program content with school					.292**			
I manage formal communication between school and home	.150*	.223**	.204**	.183*	.261**			
I participate in meetings with school staff	.230*	.151*	.218*	.186*	.213**			
I participate in parent-teacher conferences			.176*		.248**			

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix F

Predictors of Program Attendance

Regression analyses were conducted to determine if PQA ratings for domains and scales were significant predictors of average Daily Program Attendance (both Fall and Spring semester days, cumulatively). When exploring data across all years (2017-2019), self-assessment Safe Environment and Supportive Environment scores significantly predicted average Daily Program Attendance for the school year. However, the relationships went in different directions. Safe environment scores positively predicted attendance (the higher the ratings for a site, the higher the average attendance days), while Supportive Environment scores negatively predicted attendance (the higher the ratings for a site, the lower the average attendance days). No statistically significant findings emerged for External Assessment domains, specific scales, or differences across grant years.

Table 1. Program Quality Self-Assessment Scores Predicting Daily Program Attendance, 2017-2019

PQA Domains - Self-Assessment	Daily Program Attendance (fall + spring)
	Adjusted R-Square
	.032
	Beta Standardized Coefficients (β)
Safe Environment	.189*
Supportive Environment	-.219*
Interactive Environment	
Engaging Environment	

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Correlational analyses also showed that the complete School Alignment scale, as well as several individual survey items including academic content, coordinated action, and formal communication all had statistically significant positive relationships with average site-level attendance days.

Table 2. Correlations between School Alignment and Daily Program Attendance, 2017-2019

	Attendance
School Alignment Scale	.119*
I know the academic content	.153**
I coordinate program content with school	.179**
I manage formal communication between school and home	.127*
I participate in meetings with school staff	
I participate in parent-teacher conferences	

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix G

Longitudinal Analyses of State Test Scores

To explore site-level differences between the 2017-18 and 2018-19 program years in Reading and Math proficiency, paired-samples *t*-tests were used to compare the site-level proficiency rates for Reading and Math in 2017-2018 and 2018-2019. For both Reading and Math proficiency, there was a statistically significant decline in site-level proficiency rate over this timeframe, suggesting that sites served a higher proportion of students who scored as not proficient in Reading and Math in 2018-19 compared to 2017-18. These percentages represent site-level change and are relatively small declines over time.

Table 1. Change in Site Level State Test Proficiency Rates among Oklahoma 21st CCLC Students, 2017-18 to 2018-19

Analysis	Sample size	17-18 % Proficient	18-19 % Proficient	Paired Samples t-test
Reading: Proficient or Advanced	89	26.83%	24.45%	$t(88) = 2.657, p = .005^*, \text{Cohen's } d = .282$
Math: Proficient or Advanced	89	27.24%	24.98%	$t(88) = 2.719, p = .004^*, \text{Cohen's } d = .288$

* $p < 0.05$, ** $p < .01$, *** $p < .001$

* $p < 0.05$, ** $p < .01$, *** $p < .001$

A one-way ANOVA analysis was conducted to examine the relationship between site-level program attendance and site-level student performance on state assessments. For the 2018-2019 program year, Tukey post hoc analyses indicated that programs serving students with an average attendance between 60-89 days of programming during the school year had significantly higher site-level proficiency rates than programs serving students with an average attendance of 1-29 days of programming (*Table 2*).

Table 2. Student Performance in ELA and Math by Program Attendance, 2018-2019

	1-29 Days	30-59 Days	60-89 Days	90+ Days	ANOVA Statistics
ELA	17%	24%	28%	27%	$F(3,87) = 2.71, p = .050^*$
Math	14%	26%	28%	32%	$F(3,87) = 3.48, p = .019^*$

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Multiple linear regression models were used to predict site-level test score variables (percent of students who were proficient) for both ELA and math scores (all years). Predictors included site-level program attendance, PQA domain ratings, Organizational Quality, School Alignment, and Family Engagement scales. Data indicated that program attendance, Organizational Quality, and Youth Governance positively predicted proficiency in ELA; School Alignment was a negative predictor. Organizational Capacity also positively predicted proficiency in Math. Non-significant findings were not reported to remain concise.

Table 3. Regression Analyses Depicting Relationship between Program Attendance, PQA Domains, Organizational Quality, School Alignment, Family Engagement, and ELA/Math Proficiency, 2018-2019

Program Variables		ELA: % Proficient	Math: % Proficient
		<i>Adjusted R-Square</i>	
		.265	.128
		<i>Beta Standardized Coefficients (β)</i>	
Daily Program Attendance	Attendance Days (mean)	.294**	
Organizational Quality	Organizational Capacity	.324*	.320*
	Youth Governance	.259*	
	School Alignment	-.285*	

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Technical Appendix H

Equitable Access to Quality Analyses

Investigating subgroup differences is essential for reviewing patterns of accessibility to high-quality programming for all students. Additional analyses were conducted on longitudinal data to explore patterns of program quality across PQA domains and measures within those domains. These analyses are considered exploratory given there were no testable hypotheses (i.e., no reason to believe programs serving any particular groups of students were performing better or worse in terms of quality) and due to the high likelihood of error that occurs when a substantial number of contrasts are used across small groups.

With analyses conducted at the site-level, youth race/ethnicity needed to be transformed from an individual-level variable to a site-level categorical variable for further analyses related to program experiences and outcomes across sites serving unique groups of youth. To do so, the GPRA-required race categories were used to create groups based on the demographics of youth served by the site (*Table 1*). These categories were applied when a site served more than 51% of a particular race/ethnicity group and no other race/ethnicity categories had more than 40% of any particular group served. For sites that did not have a clear majority in their youth served, they were categorized as a site that was serving varied groups of youth, or “No Majority.” For the purposes of creating groups that were similar in terms of size, sites were recoded into three summary categories (Majority White, Majority American Indian, All Other Sites) prior to conducting analyses.

Table 1. Sites Recoded by Student Demographics, 2017-2019

Race/Ethnicity Categories	N	%
Majority White	152	31.1%
Majority American Indian	130	26.6%
Majority African American/Black	21	4.3%
Majority Hispanic/Latino	24	3.7%
No Majority	161	33.0%

Significant differences were observed in relation to both external- and self-Program Quality Assessment (PQA) scores when using the three-group coding categories (Table 2). Sites classified as “Majority White” had significantly higher external scores for overall Safe Environment, especially the Emergency Preparedness scale, compared to “All Other Sites”; however, all groups had scores above 4 on these measures, indicating high levels of Safety shared across programs, regardless of student demographics. When examining self-assessment scores, significant differences were observed for the Encouragement Scale and Child Space Scale, with sites serving primarily American Indian students reporting significantly higher ratings than other groups.

Table 2. Significant Differences in Program Quality by Three Categories of Race/Ethnicity, 2017-2019

Site Demographics	External Assessment		Self-Assessment	
	Safe Environment	Emergency Preparedness	Encouragement	Child-Centered Space
Majority White	4.78	4.55	3.74	3.92
Majority American Indian	4.64	4.31	4.24	4.25
All Other Sites	4.56	4.07	3.82	3.95
ANOVA	$F(2,104) = 3.864$, $p = .024^*$	$F(2, 104) = 4.951$, $p = .009^{**}$	$F(2,182) = 5.089$, $p = .007^{**}$	$F(2,165) = 3.904$, $p = .022^*$
Significant Contrasts	Majority White > All Other Sites	Majority White > All Other Sites	Majority Am Ind > Majority White, All Other Sites	Majority Am Ind > Majority White

* $p < 0.05$, ** $p < .01$, *** $p < .001$

Digging deeper, when examined by the five-group site categories, significant differences across site demographics were observed for the self-reported Encouragement scale and for external Planning scale scores. For Encouragement, groups differed overall from one another, but no between-group differences were significant, indicating variability across groups with no single group accounting for that variability. For Planning, “Majority Black/African American” sites reporting significantly lower scores than most other sites.

Table 3. Significant Differences in Program Quality by Five Categories of Race/Ethnicity, 2017-2019

	<i>Encouragement (Self)</i>	<i>Planning (External)</i>
Majority White	3.74	3.59
Majority American Indian	4.24	3.74
Majority Black/African American	3.60	2.33
Majority Hispanic/Latino	4.37	3.39
No Majority	3.74	3.54
ANOVA Statistics	$F(4,180) = 3.489, p = .009^{**}$	$F(4,99) = 2.968, p = .023^*$
Significant Contrasts	No sig. contrasts	Majority Black < Majority Whit, Majority Am Ind, No Majority

* $p < 0.05$, ** $p < .01$, *** $p < .001$

While slight differences emerged by group on a limited number of quality indicators, PQA scores across overarching domains and individual measures were largely similar, indicating that the programmatic experiences for students in Oklahoma 21st CCLC are shared across all students. That said, we recommend conducting similar analyses annually to review whether significant differences detected here continue to surface based on programs’ student characteristics.