Washington 21st Century Community Learning Centers Program Evaluation: 2012–13 and 2013–14

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Executive Summary

Information summarized in this report is based on data that American Institutes for Research (AIR) and the David P. Weikart Center for Youth Program Quality (Weikart Center) collected and analyzed as part of a statewide evaluation of the Washington 21st Century Community Learning Centers (21st CCLC) program. Results represent findings from two years (2012–13 and 2013–14) of the statewide evaluation. The purpose of this executive summary is to (1) outline the evaluation questions and methods and (2) summarize key findings within each of the identified evaluation questions.

Evaluation Questions and Methods

Evaluation Questions

A key objective of the evaluation was to understand how well centers were implementing research-supported best practices and approaches and to assess the impact of 21st CCLC participation on students' academic and behavioral outcomes. Specifically, AIR designed the evaluation to answer the following questions:

1. What were the primary characteristics associated with the grants and centers funded by 21st CCLC and the student population served by the program? (Chapter 2)
2. To what extent was there evidence that centers funded by 21st CCLC implement research-supported practices related to quality afterschool programming? (Chapter 3)
3. To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on youth outcomes as compared with similar students not participating in the program? (Chapter 4)
4. What does youth completion of the Youth Motivation, Engagement, and Beliefs Survey indicate both about youth experiences in programming and youth functioning on social and emotional learning and noncognitive areas? (Chapter 5)

Summary of Key Findings

Following is a summary of key findings within each of the identified evaluation questions.

1. What were the primary characteristics associated with the grants and centers funded by 21st CCLC and the student population served by the program?

Grantee characteristics:

- A total of 56 Washington 21st CCLC grantees were active during the 2012–13 school year. Fifty-five grantees were active during the 2013–14 school year.
- A majority of grantees (57 percent) were considered "mature" grants—not in the first or last year of the five-year funding cycle—during 2012–13, while a majority of grantees (58 percent) were considered "sustaining" grants—in the last year of their five-year funding cycle—during 2013–14.

- Grantees were fairly equally split between the categories of school-based and non-school-based grantee for both programming periods.

Center characteristics:

- A total of 176 centers were in operation across the 56 active grantees for the 2012–13 school year, while a total of 161 centers were in operation across the 55 active grantees during 2013–14.
- More than 90 percent of centers were school based in both programming periods.
- Centers mainly served children in elementary school (42 percent in 2012–13 and 55 percent in 2013–14) and middle school (29 percent and 24 percent, respectively); 15 percent of centers served high school students in 2012–13 while 11 percent did so in 2013–14.
- Centers provided an average of 4.4 days of programming a week during an eight-month period in both program years.
- More than half of centers targeted students for enrollment because of students' low performance on local or state assessments.
- A total of 2,974 staff members worked in centers for the 2012–13 school year, and a total of 2,665 staff members worked in centers in the 2013–14 school year.
- Centers most commonly employed a mix of mostly school-day teachers and other school staff (approximately 33 percent) in both program years. A majority of centers offered mostly enrichment activities (roughly 42 percent) or a variety of activities (approximately 20 percent).
- A total of 21,701 students in 2012–13 and 18,366 student in 2013–14 attended 21st CCLC programming for at least one day. Of the total 21st CCLC participants, a majority (approximately 60 percent) were regular attendees (attended for 30 days or more) in both program periods.
- On average, 21st CCLC regular participants attended 61 days of programming during 2012–13 and 63 days during 2013–14.
- Overall, centers had approximately 73 regular attendees and 123 total attendees during the 2012–13 programming period, while centers had approximately 70 regular attendees and 114 total attendees during 2013–14.
- A majority of 21st CCLC participants were Hispanic (42 percent in 2012–13 and 43 percent in 2013–14) or White (34 percent in 2012–13 and 33 percent in 2013–14). Most attendees (68 percent in 2012–13 and 74 percent in 2013–14) qualified for free or reduced-price lunch, 21 percent (2012–13) and 23 percent (2013–14) were classified as limited English proficient, and 11 percent (2012–13) and 12 percent (2013–14) were classified as special needs.

2. **To what extent is there evidence that centers funded by 21st CCLC implement research-supported practices related to quality afterschool programming?**

Steps taken to answer this question primarily relied upon the leading indicator system developed by the evaluation team in prior years of the project. The leading indicators were developed to examine how well centers implemented research-supported best practices. Findings related to Evaluation Question 2 are summarized according to the overarching contexts for the leading indicators and specific leading indicators within each context.

Organizational Context and Organizational Practices

Leading indicators within the Organizational Context (renamed Organizational Practices for 2013–14) examine internal communication and collaboration among program staff, focusing on an organizational climate that supports staff in reflecting on and continually improving program quality. Programs characterized by a supportive and collaborative climate permit staff to engage in self-reflective practice to improve overall program quality. Self-reflective practice is more likely to lead to high-quality program sessions that provide youth with positive and meaningful experiences. Two leading indicators fall under Organizational Context/Practices: (1) Continuous Improvement, which is assessed by scales measuring program climate and internal communication and collaboration, and (2) Leadership and Management.

Continuous Improvement. Leading indicator results suggest that most staff working in Washington 21st CCLC programs reported supportive, collaborative program climates, with fewer than 5 percent of centers having a mean program climate score that would suggest widespread discontent among staff leading programming. Areas of potential growth for the state included providing staff with additional training in current research on best practices in designing and delivering afterschool programming and finding ways to provide staff with adequate time to plan individual activity sessions.

In terms of staff participation in internal communication efforts oriented at improving program quality, the majority of centers meet at least monthly to discuss these types of issues, although staff were more apt to report engaging in these practices nearly every week as compared with what was reported by site coordinators. These results may suggest that staff members are slightly more likely to engage with one another in the types of internal communication assessed by the scale as opposed to engaging in internal collaboration with their site coordinators.

For staff, the least frequently implemented internal communication activity was to *Observe other afterschool staff delivering programming in order to provide feedback on their practice and Use data to set program improvement goals with other staff.* These activities, however, were anticipated to be more common among programs that had opted into the YPQI process during the programming periods in question.

Leadership and Management. Employing YPQA Form B, program staff answered a series of questions regarding staff availability and longevity with the center, qualifications, staff development, and ongoing program improvement. Between 2012–13 and 2013–14, a slight decline was noted on this portion of YPQA Form B, although approximately two thirds of centers demonstrated the highest level of performance on quality elements represented on this

scale in 2013–14 (i.e., achieved a score of 5 on most items). It is not clear why there was a decline between 2012–13 and 2013–14, although the domain of centers providing Form B data across the two years was different, which may account for the difference in performance levels. These results seem to suggest that most staff reported the leadership and management in the center support youth-staff relationships and a positive development focus, promote staff development, and are committed to ongoing program improvement.

Instructional Context and Instructional Practices

Leading indicators in the Instructional Context (renamed Instructional Practices for 2013–14) focus on the practices and approaches adopted by frontline staff to design and deliver activity sessions that intentionally support youth skill building and mastery and that align with the center's objectives and principals of youth development. A strong connection exists between the leading indicators in the Instructional Context/Practices and components of the YPQI program improvement process. Two leading indicators fall under Instructional Context/Practices: (1) Quality of Instructional Content and (2) Quality of Instructional Processes/Strategies.

Two scales were used to assess aspects of programming related to the quality of instructional content: (1) intentionality in program design as reported by site coordinators and (2) intentionality in program design as reported by center staff. In a similar fashion, two scales were used to assess aspects of programming related to the quality of instructional processes and strategies: (1) point-of-service quality and (2) youth-centered policies and practices.

Quality of Instructional Content/Intentionality in Program Design. Overall, site coordinators described implementation of practices associated with intentional program design and delivery by their staff as being frequent. Staff described themselves as adopting these practices related to intentional program design even more often. It is possible that differences between site coordinator and staff responses suggest that some staff are acting in a more autonomous fashion when planning activities, operating outside of any organizational structures or criteria for planning activity sessions. Generally, this area that warrants additional attention by the Washington Office of Superintendent of Public Instruction (OSPI), particularly because a substantial proportion of frontline staff report in the program climate portion of the survey that they struggle to find adequate time to plan activity sessions and offerings.

Quality of Instructional Processes/Strategies. Point-of-service quality was assessed through YPQA Form A scores provided by programs as part of the process of completing the YPQI effort. YPQA scores were examined by domain—safe environment, supportive environment, interaction, and engagement. Generally, programs were found to be functioning at a high level in terms of creating learning environments that were safe and supportive. Scores were lower for the interaction and engagement domains, which is to be expected given the greater degree of difficulty associated with providing these opportunities to youth.

Youth-centered YPQA Form B scores, which assess the degree to which organizational processes have been adopted that support positive youth development, also demonstrated programs operating at a moderate level, with room for growth and improvement in this area.

Mutually Reinforcing Context/Partnership Practices

The Mutually Reinforcing Context (renamed Partnership Practices for 2013–14) focuses on relationships between the 21st CCLC program and context external to the program that significantly impacts the success of the program. Three leading indicators are associated with the Mutually Reinforcing Context/Partnership Practices: (1) family engagement, (2) school context, and (3) community context.

Family Engagement. Engaging families in programming and providing family learning events is an important component of 21st CCLC programs. Programs may engage families by communicating with them about center programming and events, collaborating to enhance their child's educational success, and providing family literacy or social events. Leading indicator results in this area indicated that programs typically communicate with families once or twice a semester.

The least common family communication strategies included *sending information home about how the student is progressing in the program* and *asking for input from family members on what and how activities should be provided*. The former is not surprising given the difficulty associated with providing individual progress reports on specific students. However, the latter is more surprising considering that obtaining feedback from parents or adult family members is not an overly burdensome or costly task. Local evaluators might have an opportunity to assist programs in collecting feedback from parents or adult family members.

School Context. Results from the site coordinator survey suggest that programs adopt a number of different strategies to establish meaningful linkages with the school day. The most common strategy was *hiring regular school-day teacher*s, while the least frequently adopted strategy was *ensuring activities are informed by and meant to support schoolwide improvement targets related to student performance.* Leading indicators related to linking to school data based on staff perceptions suggest that most staff who were seeking to connect afterschool programing with school-day content have a good sense of both student academic needs and school-day curriculum or instruction. However, responses to items related to the use of student data to inform programming indicated that these practices were the least common strategy used by staff to intentionally link programming to the school day. Approximately one third of centers had a mean staff scale score on the data use scale that suggests that they do not receive school-day student data to inform the design and delivery of programming.

Family and Community Engagement. Using criteria identified in YPQA Form B, this indicator explores the extent to which a program has adopted policies and practices supportive of family and community engagement. AIR noted a slight decline in this area between 2012–13 and 2013–14. However, in 2013–14, over 60 percent of centers still demonstrated the highest level of performance on quality elements represented on this scale (i.e., achieved a score of 5 on most items).

3. **To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on youth outcomes as compared with similar students not participating in the program?**

AIR only examined this research question for the 2012–13 program year. Outcomes explored included academic performance and unexcused absences. Following is a summary of key findings:

- A moderately significant, positive program impact was found for mathematics at the 60-plus-day participation threshold in 2012–13. In comparison, in 2011–12, significant positive effects for reading and mathematics were found at both the 30-plus-day and 60-plus-day attendance levels. Overall, the effects on assessment results in reading and mathematics were small.
- Significant, positive program impacts were found for both cumulative grade point average and credits earned or credits attempted at only the 60-plus-day participation threshold, which replicated 2011–12 findings. In addition, in 2012–13, youth attending 30-plus days in programming witnessed a significantly higher rate of credits earned relative to the comparison group. Each of these effects was small.
- Significant, positive program impacts were found in terms of a lower number of unexcused absences at both the 30-plus-day and 60-plus-day participation thresholds, replicating findings obtained in 2011–12. Although these effects were moderate to large in 2011–12, the program's effect on unexcused absences in the 2012–13 programming period could be described as small.
- Significant, positive program impact also was found in terms of a lower number of disciplinary incidents at both the 30-plus-day and 60-plus-day participation thresholds. These effects also could be described as small.

Several points are noteworthy. First, the 2012–13 results replicate most of the positive program effects witnessed in 2011–12. This replication indicates that the program may be supporting these outcomes. In addition, although many of the effects would be deemed small by traditional standards for interpreting effects sizes (Cohen, 1988), these effects should be considered substantive and commensurate with expectations for program impact based on the amount of time youth spend in programming.

4. **What does youth completion of the Youth Motivation, Engagement, and Beliefs Survey indicate both about youth experiences in programming and youth functioning on social and emotional learning and noncognitive areas?**

This evaluation question was explored for only the 2013–14 program year. The majority of youth respondents on the Youth Motivation, Engagement, and Beliefs Survey expressed having a positive, engaging, and supportive experience when attending programming. In addition, the survey pilot was the first time OSPI asked youth directly how their participation in 21st CCLC funding impacted their functioning, from both academic and self-management perspectives. The majority of responding youth (54 percent) indicated the 21st CCLC program they attended had helped them academically. A similar trend was found in relation to youth-reported program

impact in the area of self-management. In this case, 40 percent of youth indicated that they had been impacted in a positive way in this area from participation in the program.

Youth perceptions of impact were hypothesized to be related to their experiences in 21st CCLC programming. For youth-reported program impacts on academic and self-management skills, a significant relationship was found between youth experiences in the program and the types of program impacts they reported, with more positive experiences being associated with higher youth-reported impacts.

AIR also explored if youth functioning on survey scales was related to a series of school-related outcomes obtained from the data warehouses maintained by OSPI. AIR hypothesized that it would find that higher scale scores were related to a variety of positive school-related outcomes, thereby empirically demonstrating the potential connection between what is measured on the survey and the types of academic-related outcomes sought by the 21st CCLC program. The proposed hypothesis was largely supported by the following findings:

- Higher scores on *the academic identity* scale were found to be significantly related to higher reading and mathematics assessment scores, fewer unexcused absences, fewer disciplinary incidents, and fewer intervention days. Higher academic identity scores also were related to higher mathematics growth percentile values, although in this case, this was a moderately significant relationship.
- Higher scores on the mindset scale were found to be related to higher mathematics assessment scores and fewer unexcused absences. Higher mindset scores also were related to a smaller number of intervention days, although this was a moderately significant relationship.
- Higher scores on the self-management scale were found to be related to fewer disciplinary incidents and intervention days.
- Higher scores on the interpersonal skills scale were related to higher reading assessment scores, fewer disciplinary incidents, and fewer intervention days. Higher interpersonal scale scores also were related to a fewer unexcused absences, although this was a moderately significant relationship.

Recommendations

In light of evaluation results, AIR recommends that OSPI consider the following next steps to further support 21st CCLC programs and explore the manner in which the program is potentially impacting participating youth:

1. *Reassess the value derived from the current set of leading indicators.* Given that for most of the leading indicators, 21st CCLC programs seem to be functioning relatively well, it may be time to reassess the cost-benefit ratio of continuing to populate the same domain of indicators, determine if some should be retired, and explore possible new metrics that would further the development of the state's 21st CCLC programs.
2. *Explore the connection between quality practice and the types of outcomes measures on the Youth Motivation, Engagement, and Beliefs Survey*. Evaluation results from the past three years demonstrate that the program is having a positive effect on a variety of youth

outcomes. Rather than continuing to explore program impact through a traditional impact analysis, it may be more appropriate to invest time and effort into exploring how the program is affecting the beliefs, skills, and knowledge found in the Motivation, Engagement, and Beliefs Survey and how program quality influences these outcomes. Answering these questions would help ensure a pathway from program quality; to changes in youth beliefs, skills, and knowledge; to school-related outcomes. Understanding how this pathway works and where it fails to produce the desired results would help in making the tweaks and adjustments needed to optimize the outcomes derived from the 21st CCLC system.

3. *Explore the role student data play in informing the development and refinement of 21st CCLC programming.* Use of student data continues to be one place where a seemingly a fair amount of variation exists in how programs use student data to inform the design and delivery of programming. It may make sense to better understand how programs interact with student data and use this information to drive programming to share and potentially replicate especially innovative and effective practices.

Chapter 1. Introduction

For more than a decade, 21st Century Community Learning Centers (21st CCLC) in the state of Washington have provided afterschool and expanded learning programming to enhance the academic well-being of students in high-poverty communities. This report highlights how well afterschool programs funded by 21st CCLC throughout Washington have fared relative to meeting the goals and objectives for supporting student growth and development as specified by the Washington Office of Superintendent of Public Instruction (OSPI).

Information discussed in the following sections is based on data that American Institutes for Research (AIR) and the David P. Weikart Center for Youth Program Quality (Weikart Center) collected and analyzed as part of a statewide evaluation of Washington 21st CCLC programs. The results represent findings from the 2012–13 and 2013–14 programming periods.

Evaluation Questions

A key objective of the 2012–13 and 2013–14 statewide evaluation of Washington 21st CCLC–funded programming was to understand both how well centers were implementing programming in terms of research-supported practices and approaches and what impact participation in 21st CCLC–funded activities had on student academic and social and emotional outcomes. More specifically, the evaluation was designed to answer the following set of evaluation questions:

1. What were the primary characteristics associated with both centers funded by 21st CCLC and the student population served by the program? (Chapter 2)
2. To what extent was there evidence to suggest that centers funded by 21st CCLC had adopted research-supported practices related to the provision of quality afterschool programming? (Chapter 3)
3. To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on youth outcomes as compared with similar students not participating in the program? (Chapter 4)
4. What does youth completion of the Youth Motivation, Engagement, and Beliefs Survey indicate both about youth experiences in programming and youth functioning on social and emotional learning and noncognitive areas? (Chapter 5)

Collectively, the domain of evaluation questions represents both the goals and objectives OSPI has specified for the 21st CCLC program and emerging issues across the national landscape of afterschool programming. In particular, a significant need within the field exists to document the manner in which quality improvement systems like the Youth Program Quality Initiative (YPQI) are impacting youth experiences in programming, how youth skills and beliefs develop as a consequence, and what this means for school-related outcomes. The infrastructure AIR and the Weikart Center have been working to build in partnership with OSPI is affording the evaluation team the opportunity to examine these important questions for the field.

Organization of Report

The remainder of this introductory chapter provides a summary of the evaluation's methods, including data sources and analytic techniques, to address the primary evaluation questions.

Chapter 2 then describes key grantee and center characteristics to provide a profile of what programs funded by 21st CCLC look like from an operational standpoint. Chapter 3 summarizes the leading indicator system and explains how the information relates to future evaluation and technical assistance efforts. Next, Chapter 4 describes analyses evaluating the impact of 21st CCLC participation on student-level outcomes for the 2012–13 programming period. Finally, Chapter 5 describes efforts to pilot the Youth Motivation, Engagement, and Beliefs Survey and what was learned from this effort. The report concludes in Chapter 6 with recommendations to guide future evaluation and program improvement efforts.

Methods

Data Sources and Analysis

Data collected and analyzed in this report come from six primary sources, including administrative data systems and surveys. Each data source and associated methods of data analysis are described.

21st CCLC Profile and Performance Information Collection System (PPICS)

PPICS was a Web-based data collection system developed and maintained by AIR on behalf of the U.S. Department of Education. Data on the full domain of 21st CCLC programs funded nationally, including those in Washington, were collected through this system. Data collected through the Annual Performance Report (APR) module of PPICS on center characteristics in relation to the 2012–2014 programming period were extracted from PPICS and used in several analyses contained in this report, including information on program operations, staffing, activities provision, and student attendance rates. A total of 176 centers associated with 56 active 21st CCLC grantees in 2012–13 and 161 centers associated with 55 active 21st CCLC grantees during the 2013–14 programming period were represented in the data set extracted from PPICS. (*Note:* A single 21st CCLC grant typically has more than one program associated with it.)

Youth Outcome and Related Data From CEDARS

AIR constructed a unique data collection module for Washington integrated within PPICS that allowed for the collection of student-identifiable information that was extracted from the system and provided to OSPI. OSPI used this information to perform a series of merges against state data warehouses to obtain Measurements of Student Progress (MSP) reading and mathematics scores, High School Proficiency Exam (HSPE) reading scores, cumulative grade point average (GPA), credits earned, and the number of unexcused absences and disciplinary incidents, as well as additional demographic information about the students in question from the Comprehensive Education Data and Research System (CEDARS), a longitudinal data warehouse of educational data maintained by OSPI. OSPI also identified students not participating in 21st CCLC programming who attended the same schools as 21st CCLC participants and provided the same testing and related CEDARS information for these students. These data were used to conduct the impact analyses predicated on comparing 21st CCLC participant with nonparticipant outcomes.

Site Coordinator Survey

An online survey of site coordinators working in 21st CCLC programs active during the 2012–13 and 2013–14 school years was administered in spring 2013 and spring 2014, respectively. The site coordinator was defined as the individual at a given center who was responsible for the day-to-day operations of the program and was the initial point of contact for parents and staff when questions or issues arose on-site. Generally, site coordinators are seen as important middle managers in the delivery of 21st CCLC programming at sites.

A total of 184 site coordinator surveys were administered in 2012–13. Completed surveys were received from 175 site coordinators, for a response rate of 94 percent. In 2013–14, 167 site coordinator surveys were administered and 159 were completed, resulting in a 95 percent completion rate. The survey addressed the extent to which centers engaged in practices that the research indicates are supportive of effective afterschool programming. Sets of survey questions were organized to create scales measuring the following dimensions of program operations:

- Activity enrollment policies and recruitment approaches
- Access to and use of student data
- Linkages to the school day
- Staffing approach and challenges
- Other operational challenges
- Intentionality in activity and session design
- Internal communication designed to support program development and improvement
- Practices supportive of parent involvement and engagement

Data obtained from the site coordinator surveys were used to support the leading indicator process.

Staff Survey

The purpose of the online staff survey was to obtain information from frontline staff who worked directly with youth during the 2012–13 and 2013–14 school years. A particular focus of the survey was on practices that support both positive academic outcomes and youth development outcomes. As with the site coordinator survey, the staff survey included sets of questions associated with a given scale, as well as open-ended questions to assess dimensions of program operations. Dimensions of program operations assessed on the staff survey included the following:

- Intentionality in activity and session design
- Practices supportive of academic skill building, including linkages to the school day and using data on student academic achievement to inform programming
- Internal communication designed to support program development and improvement
- Program climate in terms of how staff view the organizational supports and structures as supporting their work with youth

Completed surveys were received from 928 center staff from 176 centers in 2012–13 and from 848 center staff from 151 centers in 2013–14. The number of completed staff surveys received per center ranged from 1 to 15, with an average of five completed surveys per center. As with the site coordinator survey, data obtained from the staff surveys were used to support the leading indicator process.

Youth Program Quality Assessment Data

As noted previously, OSPI, in collaboration with the Weikart Center, has taken steps to craft a quality assessment improvement system and support grantees in completing the Youth Program Quality Improvement (YPQI) process. As part of this process, observations were conducted by program staff as a self-assessment or by trained external observers of activities provided by 21st CCLC grantees, and Youth Program Quality Assessment (YPQA) Form A, *a validated instrument designed to evaluate the quality of youth programs and identify staff training needs*, was scored to provide an estimate of how safe, supportive, interactive, and engaging the observed session was for participating youth. In addition, although YPQA Form A is meant to measure program quality at the point of service, YPQA Form B is a rubric completed by program staff on how well the program has adopted organizational processes that are likely to engender and facilitate point-of-service quality. *YPQA Form B focuses on program quality at the organizational level and assesses the quality of organizational supports for the youth program offering assessed in Form A.* Both YPQA Forms A and B data were uploaded to the Weikart Center through the center's online score reporter.

Participation in the YPQI process was voluntary for Washington 21st CCLC grantees during the 2012–13 and 2013–14 school years. As a result, YPQA Form A data were available for only 88 centers associated with 38 grantees in 2012–13 and 105 centers associated with 42 grantees in 2013–14. Form B was provided in relation to 68 centers associated with 29 grantees in 2012–13 and 94 centers associated with 38 grantees in 2013–14.

Youth Survey

During the 2013–14 programming period, steps were taken to revise and administer the Youth Motivation, Engagement, and Beliefs Survey, developed by the Youth Development Executives of King County, on a pilot basis in 38 21st CCLC programs serving youth in Grades 4–12. The survey measures youth experiences in programming, youth perceptions of how the program impacted them, and how youth are functioning on a series of indicators of social and emotional competence. A total of 1,199 completed surveys were collected during the 2014 pilot from 21st CCLC programs, with approximately 32 surveys completed per program.

Analytic Approach and Methods

The findings outlined in this report are primarily quantitative in nature. This approach was driven by both the evaluation questions being answered and the resources available to carry out the project. Analyses highlighted in this report fall within four general categories:

1. **Descriptive Analyses.** Information related to grantee, center, and student characteristics obtained from PPICS, the surveys, and the YPQA were analyzed descriptively to explore

the range of variation on a given characteristic. Some of the leading indicators also were calculated employing descriptive analysis techniques.

2. **Analyses to Create Scale Scores.** Many questions appearing on the site coordinator and staff surveys underpinning the leading indicators were part of a series of questions designed to assess an underlying construct or concept, resulting in a single scale score summarizing performance on a given area of practice or facet of 21st CCLC afterschool implementation (e.g., practices that support linkages to the school day). An example is shown Figure 1, which outlines the questions making up the Intentionality Program Design scale that appeared on the site coordinator survey.

Figure 1. An Example of a Survey Scale Calibrated Using Rasch Techniques

How often do your staff provide program activities that are...	Rarely (once or twice a semester)	Sometimes (once or twice a month)	Frequently (once or twice a week)	Always (daily for every session)	Not Sure
a. Based on written plans for the session, assignments, and projects?	O	O	O	O	O
b. Planned before the start of the session?	O	O	O	O	O
c. Tied to specific learning goals?	O	O	O	O	O
d. Meant to build upon skills cultivated in a prior activity or session?	O	O	O	O	O
e. Explicitly meant to promote skill building and mastery in relation to one or more state standard?	O	O	O	O	O
f. Explicitly meant to address a specific developmental domain (e.g., cognitive, social, emotional, civic, physical, etc.)?	O	O	O	O	O
g. Structured to respond to youth feedback on what the content or format of the activity should be?	O	O	O	O	O
h. Informed by the expressed interests, preferences, and/or satisfaction of participating youth?	O	O	O	O	O

For scales such as this, Rasch scale scores were created using staff and site coordinator responses to a series of questions to create one overall score. These scale scores ranged from 0 to 100, where higher scores were indicative of a higher level or more frequent adoption of a specific quality practice or set of practices.

Scale scores resulting from the application of Rasch approaches can be used to classify what portion of the rating scale the average scale score fell within. For example, if the statewide mean value for the Intentionality in Program Design scale highlighted in Figure 1 is 59.97, it would put the statewide average in the *frequently* range of the scale, indicating the typical staff member responding to the survey reported engaging in these

practices on a frequent basis. This approach also allowed the evaluation team to explore the distribution of centers in light of what response option their average scale score put them in.

The primary benefit of this approach is the capacity to distill responses from several questions into one overall score for the center, simplifying the process of interpreting how a center did on a given element of quality, particularly in relation to other programs in the state.

3. **Correlational Multilevel Modeling Techniques.** Several multilevel models were run to explore the relationship between youth functioning on skill and belief areas measured on the Youth Motivation, Engagement, and Beliefs Survey and a series of school-related outcomes. Although these analyses afford the capacity to say if a significant relationship existed between youth scores on the survey and a given outcome such as mathematics achievement, these approaches cannot indicate that a given skill or belief measured on the survey *caused* a given outcome. In this sense, these analyses are correlational, but not causal, in nature.
4. **Propensity Score Matching.** In contrast to the multilevel modeling techniques, propensity score matching approaches were employed to estimate the causal impact of 21st CCLC participation on student performance in reading and mathematics using MSP and HSPE scores obtained from OSPI, as well as a series of other school-related outcomes. Given that 21st CCLC program participants were not randomly assigned to participate in the program, the problem of selection bias was an issue that needed to be addressed before program impact could be explored from a causal perspective. It is likely that students who participated in 21st CCLC programming were different from those students attending the same schools who do not enroll in 21st CCLC. These differences can bias estimates of program effectiveness because they make it difficult to disentangle preexisting differences between participants and nonparticipants from program impact. Propensity score matching was used to mitigate that existing selection bias in program effect.

Table 1 provides a summary of the methods that were employed to answer each evaluation question.

Table 1. Summary of Methods by Evaluation Question

Evaluation Question	Descriptive Analysis	Rasch Analysis	Correlational Multilevel Modeling	Propensity Score Matching
What were the primary characteristics associated with the grants and centers funded by 21st CCLC and the student population served by the program?	✔			
To what extent was there evidence that centers funded by 21st CCLC implement research-supported practices related to quality afterschool programming?	✔	✔		
To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on youth outcomes as compared with similar students not participating in the program?				✔
What does youth completion of the Youth Motivation, Engagement, and Beliefs Survey indicate both about youth experiences in programming and youth functioning on social and emotional learning and noncognitive areas?	✔	✔	✔	

Chapter 2. Primary Characteristics of Washington 21st CCLC Programs and Participants

One of the hallmarks of the 21st CCLC program is the wide diversity (1) of organizations involved in the provision of 21st CCLC programming, (2) of approaches to the manner in which services and activities are delivered, and (3) in the nature of the student population served. This chapter outlines the primary characteristics associated with both grantees and centers funded by 21st CCLC and the student population served by the program in relation to the 2012–14 programming period.

Grantee Characteristics

OSPI is responsible for distributing 21st CCLC funds it receives from the U.S. Department of Education through a competitive bidding process that results in the awarding of new grants to entities that propose to operate centers in high-poverty communities. Grants active during the 2012–2014 programming period were initially awarded in 2008 (n = 12); 2009 (n = 21); 2010 (n = 11); 2012 (n = 12); and 2013 (n = 11). (No grants were reported with an award date in 2011.) The term *grantee* in this report refers to an entity that applied for and received a 21st CCLC grant from OSPI, serving as the fiscal agent for the grant in question. This section considers elements that can be considered only at the grant level, notably grant maturity, grant organization type, and first-year award amounts. Where feasible, an effort has been made to compare Washington grantees with all grantees nationwide active during the 2012–2014 reporting period tracked in PPICS.

Grantee Maturity

Grantee maturity was examined as part of evaluation efforts to investigate the hypothesis that, as a result of their experience, mature centers have found ways to provide higher quality services, adapt more readily to budget reductions, and have planned to sustain the programs after the grant funding ends. To facilitate comparisons with national data housed in PPICS, Washington grantees were classified into three possible maturity categories:

1. *New*—grantees in their first year of 21st CCLC funding
2. *Mature*—grantees not in their first year but also not in their last year of funding
3. *Sustaining*—grantees in their last year of 21st CCLC funding

As shown in Tables 2 and 3, among Washington grantees active during the 2012–2014 programming period, the majority fell within the mature category (57 percent) during 2012–13 and in the sustaining category (58 percent) during 2013–14. Grants were given for a five-year period.

Table 2. Grants by Maturity, 2012–13

	Washington Grants		All Grants Nationwide	
Grant Maturity	***N* Grants**	**% Grants**	***N* Grants**	**% Grants**
New	12	21.4%	621	16.3%
Mature	32	57.1%	1,709	44.8%
Sustaining	12	21.4%	1,483	38.9%
Total grantees	56	100.0%	3,813	100.0%

Source. PPICS.

Table 3. Grants by Maturity, 2013–14

	Washington Grants		All Grants Nationwide	
Grant Maturity	***N* Grants**	**% Grants**	***N* Grants**	**% Grants**
New	10	18.2%	129	3.4%
Mature	13	23.6%	1,766	47.1%
Sustaining	32	58.2%	1,852	49.4%
Total grantees	55	100.0%	3,747	100.0%

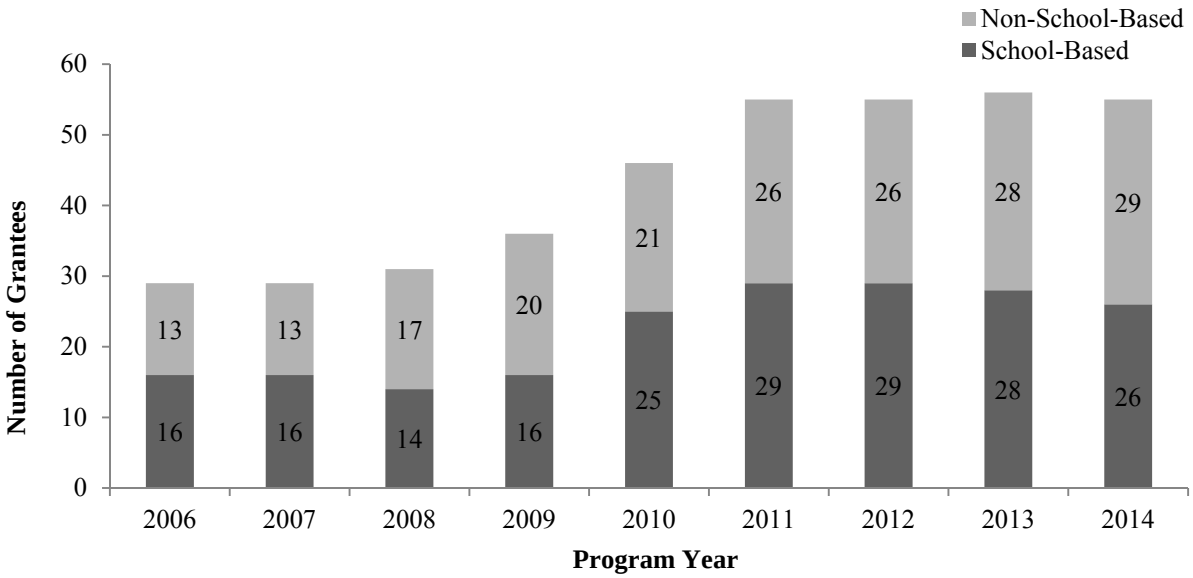
Source. PPICS.

Grantee Organization Type

As established in the authorizing legislation for 21st CCLC, several types of grantee agencies may administer programs. The most relevant distinction is whether the grantee organization is a school-based entity. School-based organizations (SBOs) include districts, charter schools, and private schools. Non-school-based organizations (NSBOs) include, among other entities, community-based organizations, faith-based organizations, health-based organizations, and park districts.

Of the 21st CCLC grantees funded by Washington, SBOs and NSBOs have been represented roughly equally since the state-administered program began. During the course of the most recent programming period (2013–14), for example, districts were the fiscal agents on 26 of the 55 active grants (52 percent of all 21st CCLC grants). Figure 2 shows the comparison across nine APR years.

Figure 2. Number of SBO Versus NSBO Grantees in Washington, 2006–2014



Source. PPICS.

Of all grantees, districts are the largest group, making up 42 percent of all grantees in 2012–13 and 2013–14. The next highest grantee type was community-based organizations, making up approximately 24 percent of all fiscal agents in 2012–13 and 20 percent in 2013–14, which is slightly higher than what is the case nationwide.

Grant Amounts

Washington's first-year grant award amounts and the duration of the grants were assessed alongside national averages, as shown in Tables 4 and 5. No major differences in terms of the average length of a grant were noted between the two groups, although the average first-year award for Washington grantees was somewhat lower compared with the national average. The median first-year award amounts for Washington and the nation (Washington exclusive) were, respectively, $240,000 and $200,000, indicating a smaller number of large grants is likely driving the national average higher.

Table 4. Grants by First-Year Award Amount, 2012–13[a]

	Washington Grants	All Grants Nationwide
Award Amount and Duration	**Mean**	**Mean**
Year 1 award amount	$272,169	$303,615
Award length	5.0	4.4
Total grantees	56	4,022
Mean number of centers per grant	3.1	2.4[b]

[a] Of grantees reporting data for APR 2013.

[b] Exclusive of Washington grants.

Source. PPICS.

Table 5. Grants by First-Year Award Amount, 2013–14[a]

	Washington Grants	All Grants Nationwide
Award Amount and Duration	**Mean**	**Mean**
Year 1 award amount	$259,878	$318,827
Award length	5.0	4.4
Total grantees	55	4,011
Mean number of centers per grant	2.9	2.4[b]

[a] Of grantees reporting data for APR 2014.

[b] Exclusive of Washington grants.

Source. PPICS.

Center Characteristics

Centers are the sites where programming takes places. Each grantee may have several centers. One of the primary goals of this report is to examine the relationship between key center characteristics and the likelihood that centers will have a positive impact on student achievement and behavioral outcomes. In this report, the term *center* is used to refer to the physical location where 21st CCLC–funded services and activities take place. Centers are characterized by defined hours of operation, have dedicated staff members, and usually have positions akin to site coordinators. Each 21st CCLC grantee in Washington has at least one center; many grantees have more than one center. During the course of the 2012–2014 programming period, a total of 176 centers were providing 21st CCLC–funded activities and services.

In addition, center characteristics can be either indicative of research-supported best practices or innate attributes of the center in question, without a strong connection to the afterschool quality practice literature. Center characteristics indicative of the latter might include the grade level served, program maturity, and organizational type. For example, identifying a program as one that serves only elementary students says nothing about the quality of that program. Although these types of variables are included in models oriented toward assessing the impact of the program on desired student outcomes, this report does not focus on them in depth.

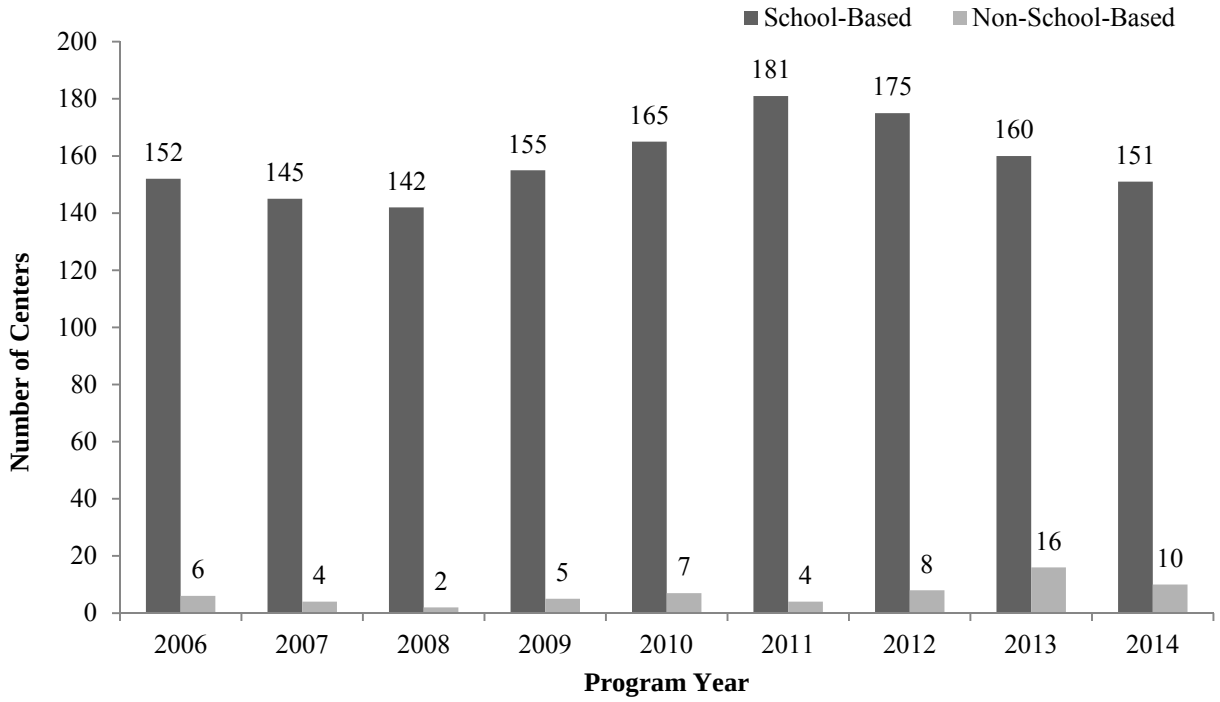
Other characteristics, such as the activity (e.g., mostly tutoring, mostly academic enrichment) and staffing model employed at a site are still somewhat ambiguous when viewed from a quality practice standpoint, with work completed by AIR on other evaluation projects demonstrating little clarity on the superiority of certain activities or staffing approaches (Naftzger et al., 2010; Naftzger, Vinson, & Liu, 2013; Naftzger, Vinson, Liu, Zhu, & Foley, 2013; Naftzger, Vinson, Manzeske, & Gibbs, 2011; Naftzger, Vinson, & Swanlund, 2011; Naftzger, Vinson, Swanlund, & Sparr, 2012).

Finally, the domain of characteristics assessed through the site coordinator and staff surveys are meant to clearly reflect best practices in the field. This report will dedicate particular attention to explaining how staff responded to site coordinator and staff survey questions and what this response may mean in terms of how programs design and deliver activities in ways that are consistent with best practices. The section dedicated to explaining the leading indicator system highlights these results.

Center Organization Type

Like grants, centers can be classified as either school-based or non-school-based. During the 2012–13 programming period, approximately 91 percent of Washington's centers (n = 176) were located in schools, which is slightly more than the national average of 86 percent (n = 9,813). Similarly, during the 2013–14 programming period, approximately 94 percent of Washington's centers (n = 161) were located in schools, which is slightly more than the national average of 85 percent (n = 9,604). Figure 3 shows school-based versus non-school-based centers from 2006–2014.

Figure 3. School-Based Versus Non-School-Based Centers, 2006–2014



Source. PPICS.

School Year and Summer Operations

In terms of periods of operation, Washington centers tended to offer programming after the school day (as opposed to before the school day, during the school day, or on weekends), offering an average of 10.7 hours of programming after school each week. On average, Washington offered slightly less programming during the school year than did centers across the nation, with roughly 12.5 hours of programming per week compared with 13.5 hours per week on average at the national level. Washington centers offered programming an average of 4.5 days per week during a 32-week period of the school year, which is similar to the national averages for the 2013–14 programming period (see Table 6).

Table 6. School Year Operations, 2012–2014

	Washington		National	
	2012–13	2013–14	2012–13	2013–14
Afterschool hours offered each week	10.4	10.7	11.5	11.9
Programming hours per week	11.9	12.5	13.2	13.7
Program days per week	4.4	4.5	4.4	4.5
Program weeks per school year	32	32	32	32

Source. PPICS.

In terms of summer operations, a total of 102 of Washington's centers (63.4 percent) offered summer programming. This number represents an increase from previous years in terms of percentage of centers offering summer programming: the percentage of centers with summer programs was 55.1 percent in 2006, 62.4 percent in 2007, 45.1 percent in 2008, 48.8 percent in 2009, 34.3 percent in 2010, 59.5 percent in 2011, 66.1 percent in 2012, 52.3 percent in 2013, and 63.4 percent in 2014. In this regard, in 2014 Washington centers were slightly less likely than other centers nationwide to offer summer programming (with a national average of 54 percent in 2014). Otherwise, Washington centers tended to be similar to other centers nationwide in terms of summer operation averages. As presented in Table 7, Washington centers with summer program in 2014 had, on average, 4.7 weeks of programming (compared with 5.1 nationally) and approximately 20 hours of programming per week (compared with 25 hours of programming per week). Overall, Washington centers are typical for the nation in terms of program operation.

Table 7. Summer Operations, 2012–2014

	Washington		National	
	2012–13	2013–14	2012–13	2013–14
Program hours per week	19.2	20.0	24.5	24.7
Program days per week	4.2	4.3	4.5	4.5
Program weeks per summer	4.4	4.7	5.2	5.1

Source. PPICS.

Center Staffing

The quality of center staffing is crucial to the success of afterschool programming (Vandell et al., 2005), and many of the program improvement approaches being used in the field emphasize the importance of staff for creating positive developmental settings for youth. The success of afterschool programs is critically dependent on students forming personal connections with the staff—especially for programs serving older students, where a much wider spectrum of activities and options is available to youth (Eccles & Gootman, 2002).

Like their counterparts nationally, Washington 21st CCLC programs employ a variety of staff, including academic teachers, nonacademic teachers, college and high school students, counselors, paraprofessionals from the school day, and other program staff with a wide spectrum of backgrounds and training.

2012–13 Programming Cycle

A total of 2,974 staff members were reported for 2012–13 school year operations (33.9 percent volunteer), and 713 were reported for summer 2012 (28.8 percent volunteer). Of the school year staff, 22 percent were paid school-day teachers. Another 12.0 percent were paid staff with a college degree. Volunteer high school students were the largest volunteer group, accounting for 7.6 percent of school year staff.

Summer staffing was similar to school year staffing in terms of relative configuration, with 29.9 percent summer staff being paid school-day teachers, and 13.5 percent other paid staff with a college degree. Volunteer high school students were the largest volunteer group, accounting for 9.4 percent. The second largest volunteer group was community members, which accounted for 4.2 percent of all summer staff.

2013–14 Programming Cycle

A total of 2,665 staff members were reported for 2013–14 school year operations (30.1 percent volunteer), and 780 for the summer of 2013 (19.9 percent volunteer). Of the school year staff, 21 percent were paid school-day teachers. Another 13.2 percent were paid staff with a college degree. Volunteer high school students were the largest volunteer group, accounting for 7.1 percent of school year staff.

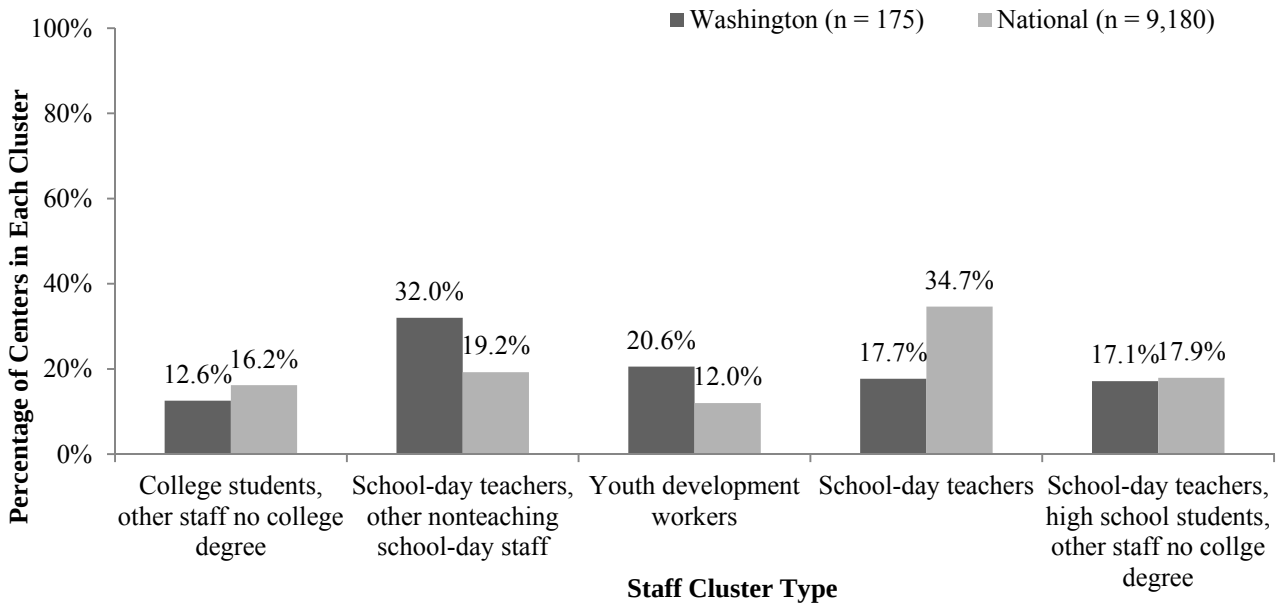
Summer staffing was similar to school year staffing in terms of relative configuration, with 24.7 percent summer staff being paid school-day teachers, and 14.2 percent other paid staff with a college degree. Volunteer high school students were the largest volunteer group, accounting for 5.3 percent. The second largest volunteer group was parents, which accounted for 2.9 percent of all summer staff.

To summarize the different staffing models used by programs active during the 2012–13 and 2013–14 programming periods, centers were classified into groups or clusters based on the extent to which they relied on different types of staff to deliver activities, using cluster analysis techniques.[1] Data used to construct these clusters were obtained from PPICS. Figures 4 and 5 present the five primary staffing models that were identified in the programs.

Based on this analysis, Washington has a relatively high percentage of centers classified as having staffing models that consisted of (a) mostly school-day teachers and other school staff and (b) youth development workers relative to other programs nationwide (see Figures 4 and 5). In addition, although the plurality of centers nationwide relies on mostly school-day teachers to staff their program, this staffing model was the third most common among Washington 21st CCLCs during the 2012–13 program year.

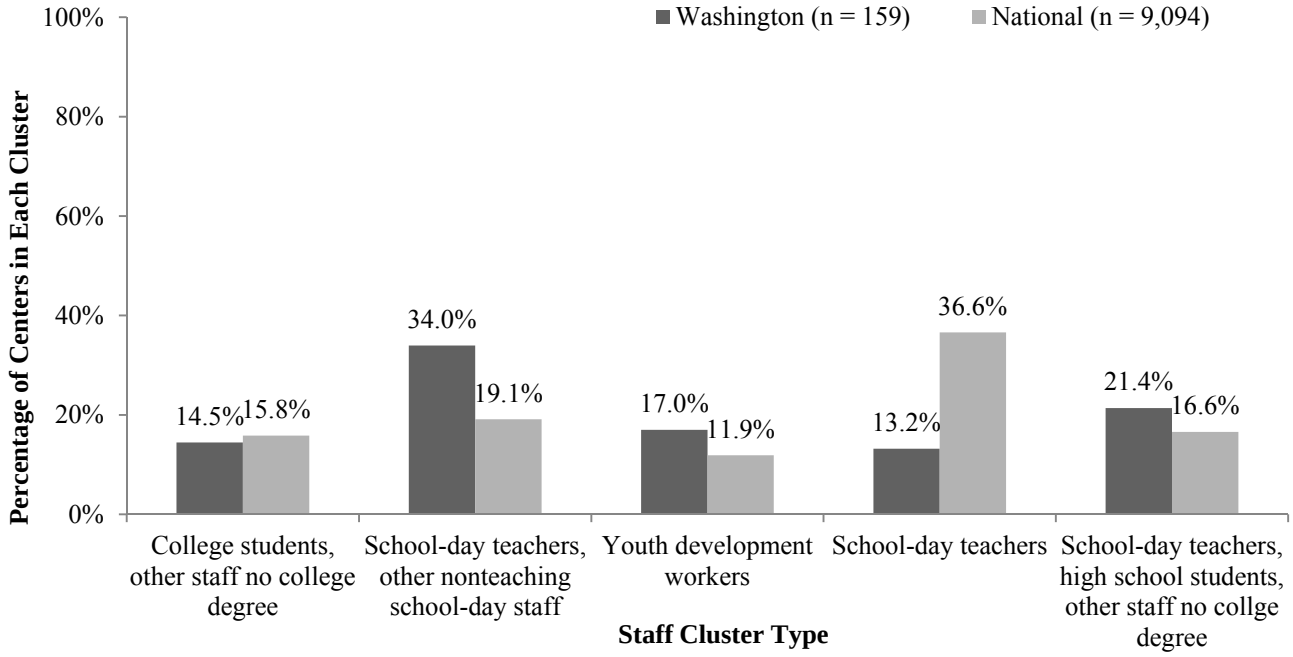
[1] Cluster analysis is typically employed to combine cases into groups using a series of variables as criteria to determine the degree of similarity between individual cases. Cluster analysis is particularly well suited when there is a desire to classify a large number of cases into a smaller domain of discrete groupings.

Figure 4. Staffing Clusters, Washington and the Nation, 2012–13



Note. Based on 175 centers in Washington and 9,180 centers nationally with complete staffing information.
Source. PPICS.

Figure 5. Staffing Clusters, Washington and the Nation, 2013–14



Note. Based on 159 centers in Washington and 9,094 centers nationally with complete staffing information.
Source. PPICS.

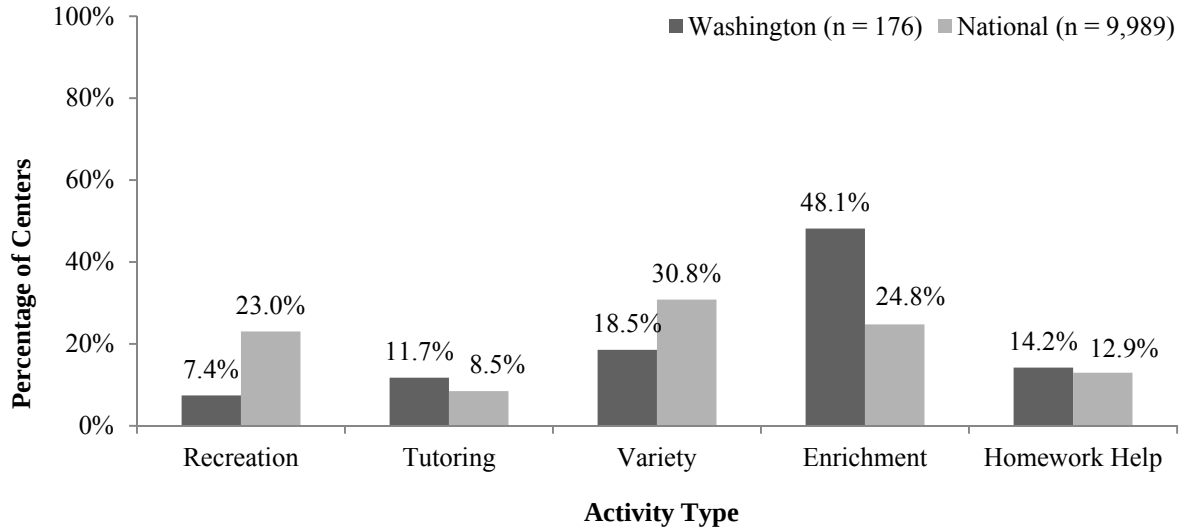
Center Activities

Both the staff working at a given 21st CCLC and the activities offered to students attending the program in question are critical elements in how youth experience and potentially benefit from their participation in 21st CCLC. Nationally, the goal of the 21st CCLC program is to provide academic and nonacademic enrichment programs that reinforce and complement the regular academic program of participating students. This overarching charge is broad and encompasses a host of different types of activities, including the following types that were tracked in PPICS:

- Academic enrichment learning program
- Recreational activity
- Homework help
- Supplemental Education Services tutoring
- Activity to promote youth leadership
- Expanded library service hours
- Drug and violence prevention, counseling, or character education
- Career and job training
- Promotion of family literacy
- Mentoring
- Community service and service learning
- Promotion of parent involvement
- Other (e.g., activities involving computers and technology, life skills, nutrition)

To classify centers further into categories that meaningfully represent the relative emphasis given to providing different types of activities (academic enrichment, tutoring, homework help, recreation, etc.), K-Means cluster analysis also was employed using center-level percentages for each category of activity. When compared with the nation, centers in Washington were more likely to fall into the Enrichment cluster (on average, 42 percent of all centers compared with 13 percent of centers nationally across both 2012–13 and 2013–14 programming periods) or the *Variety* cluster (with, on average, 20 percent of all centers in Washington, compared with 15 percent nationally). See Figures 6 and 7.

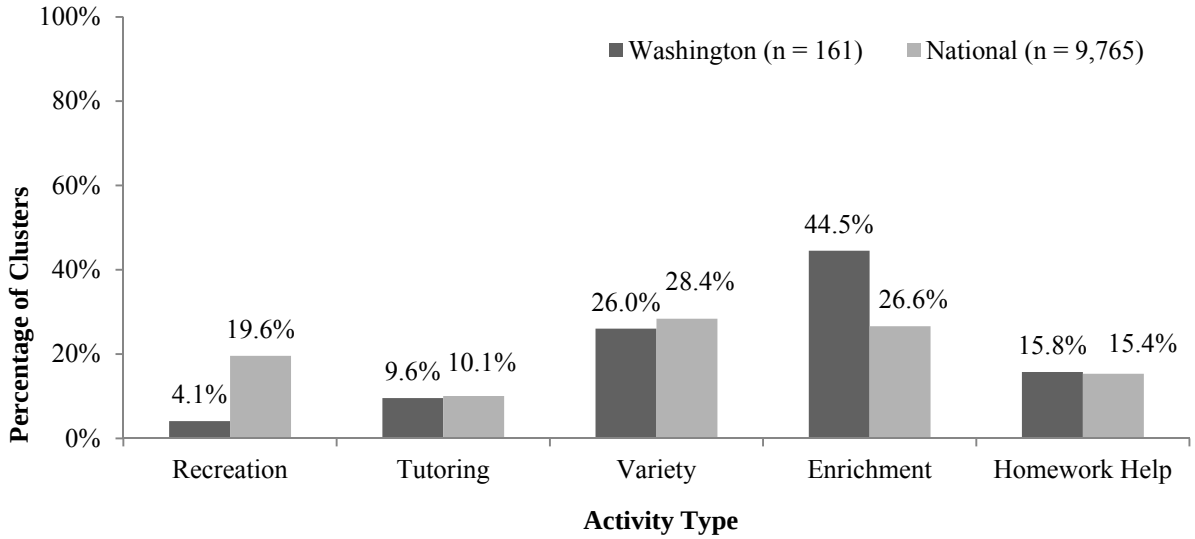
Figure 6. Activity Clusters, Washington and the Nation (2012–13 Programming Period)



Note. States have the option to require their centers to submit activities data in the APR in one of two ways: as aggregated hours or as individual activity records. Because only individual activity records are used to carry out the cluster analysis in question, the numbers presented under "Activity Cluster" represent centers in states that opted to employ the individual activity record option. For all states, there were 4,906 centers with individual activity cluster designations (Washington inclusive); for Washington, there were 162 centers with individual activity cluster designations.

Source. PPICS.

Figure 7. Activity Clusters, Washington and the Nation (2013–14 Programming Period)



Note. States have the option to require their centers to submit activities data in the APR in one of two ways: as aggregated hours or as individual activity records. Because only individual activity records are used to carry out the cluster analysis in question, the numbers presented under "Activity Cluster" represent centers in states that opted to employ the individual activity record option. For all states, there were 4,734 centers with individual activity cluster designations (Washington inclusive); for Washington, there were 146 centers with individual activity cluster designations.

Source. PPICS.

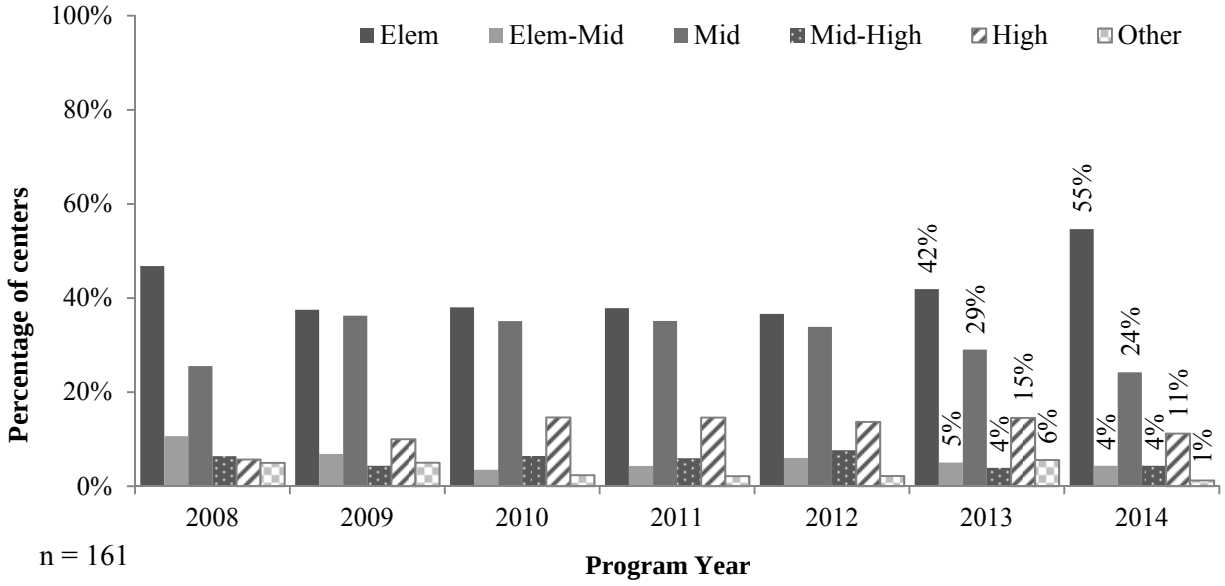
Grade Level Served

Using student-level data about the grade level of students attending a program, 21st CCLC programs were classified as follows:

- *Elementary only*, centers serving students up to Grade 6
- *Elementary/middle school,* centers serving students up to Grade 8
- *Middle school only*, centers serving students in Grades 5–8
- *High school only*, centers serving students in Grades 9–12
- *Other*, centers that did not fit one of the other five categories

The high-school-only category is especially important to examine because afterschool programs for older youth often have considerably different programming and operations than elementary or middle school programs (Naftzger et al., 2007). High school students have different needs from younger students, and they often have other afternoon obligations, such as jobs or extracurricular activities. In terms of grade levels served, centers in Washington most commonly served elementary school students exclusively, with 55 percent of all centers classified as elementary only during the 2013–14 programming period. However, as shown in Figure 8, starting during the 2008–09 programming period, centers serving middle-school-age youth became increasingly common, representative of an OSPI-initiated policy shift to fund more programs serving middle- and high-school-age youth. Figure 8 also suggests there might have been a recent drop off in this trend, with centers serving middle school students falling to 24 percent in 2014.

Figure 8. Percentage of Centers per Grade-Level Cluster per Year, 2008–2014



Note. Program year data for 2006 and 2007 were removed from this figure to maximize readability.

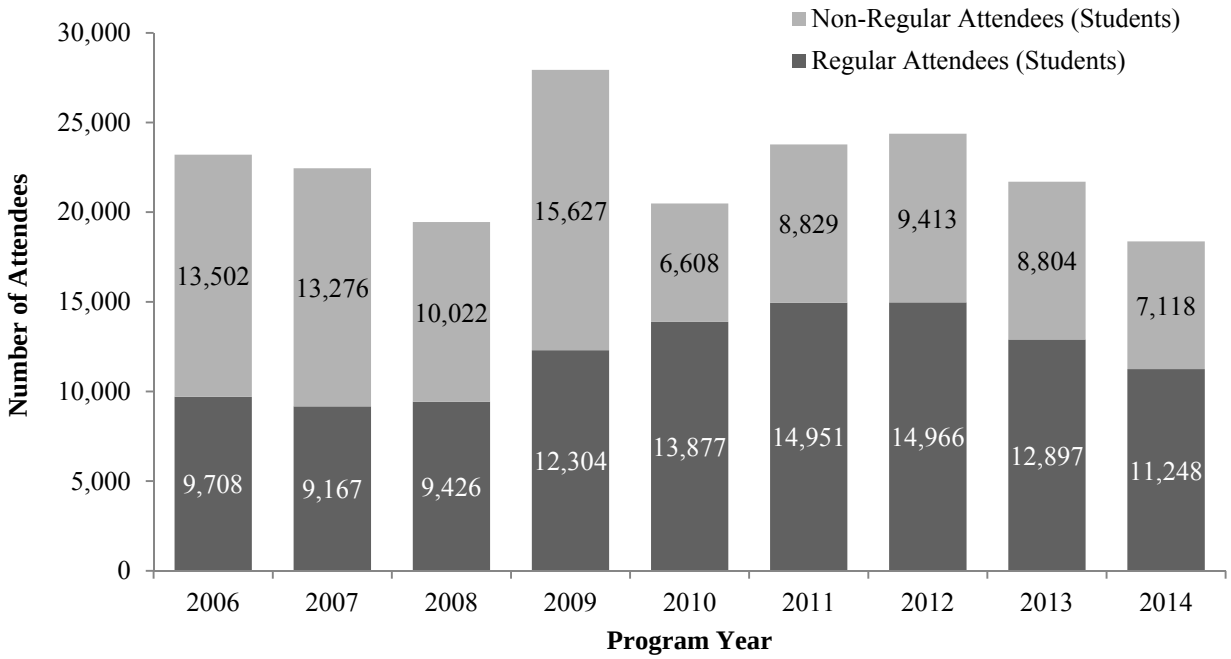
Center Attendance

Attendance is an intermediate outcome indicator that reflects the potential breadth and depth of exposure to afterschool programming. In this regard, attendance can be considered in terms of (1) the total number of students who participated in the center's programming throughout the course of the year, and (2) the frequency and intensity with which students attended programming when it was offered. The former number can be used as a measure of the breadth of a center's reach, whereas the latter can be construed as a measure of how successful the center was in retaining students in center-provided services and activities.

As part of the APR data collection process in PPICS, information was collected on the total number of students that a given center served during the programming period, how many of those students met the definition of regular attendee by participating in 30 or more days of programming, and demographic information about the student population in question, including grade level and ethnicity.

In Washington, a total of 18,366 students were reported as attending 21st CCLCs for at least one day during the 2013–14 programming period. Of these, 11,248 were regular attendees (students who attended a total of 30 days or more during the reporting period), or 61.2 percent (compared with 51 percent nationally, Washington inclusive). Attendance levels year-over-year are presented in Figure 9. The decline in attendance levels between 2009 and 2010 is representative of a policy change adopted by OSPI, which increased the number of days a student would need to attend to be counted as a participant.

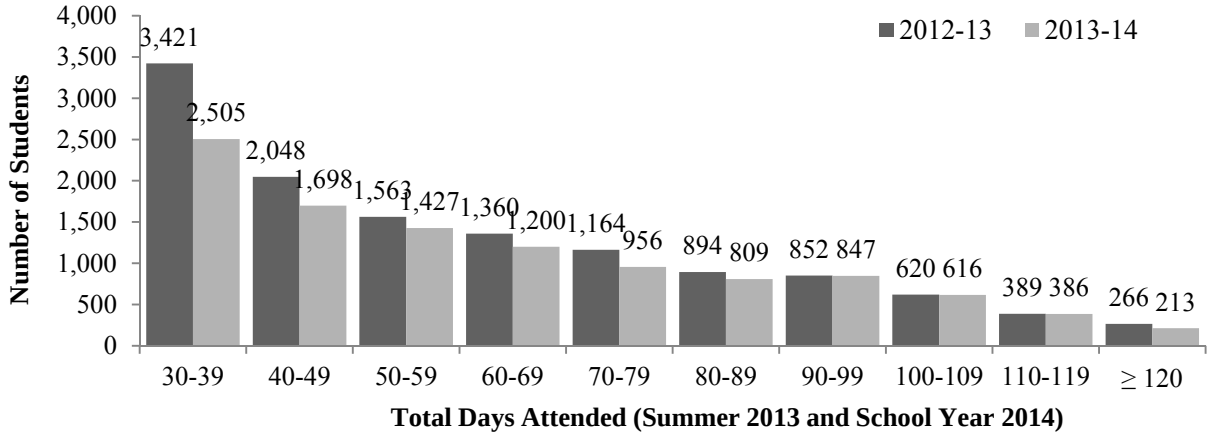
Figure 9. Attendees and Regular Attendees in Washington State by APR Year, 2006–2014



Source. PPICS.

As shown in Figure 10, nearly half of students who met the definition of regular attendee participated in 21st CCLC–funded activities for 30 to 39 days, with a steady decline in the number of students attending with each increasing 10-day attendance band.

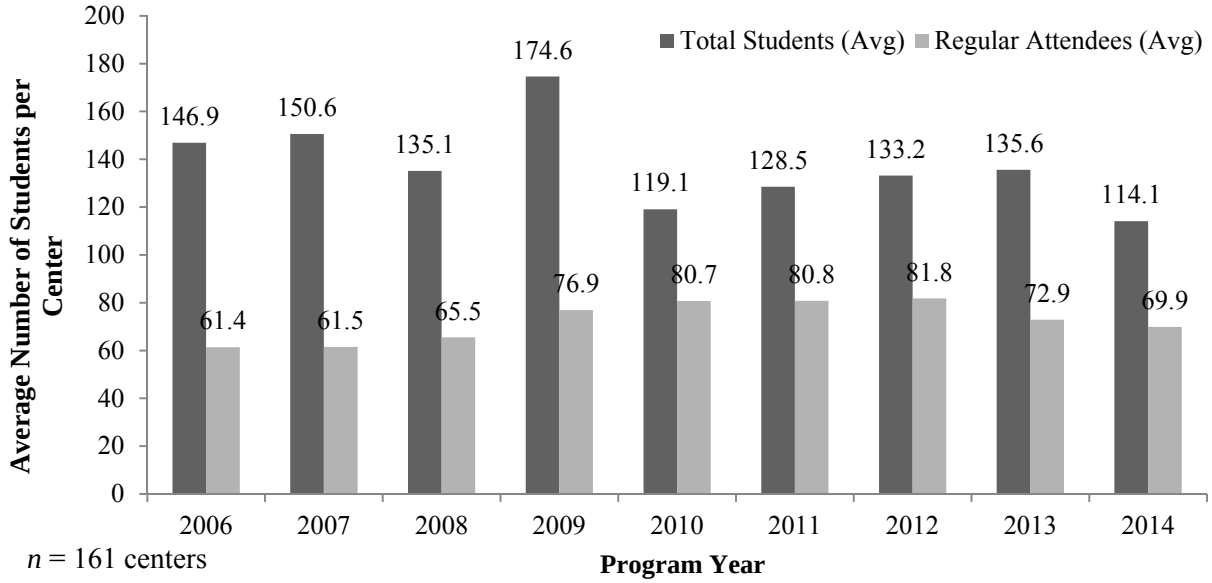
Figure 10. Number of Students by Number of Days Attended



Source. PPICS.

Overall, the mean school year attendance rate for regular attendees was 62.5 days in APR 2014, with a median of 56 days. For summer, the mean attendance rate for regular attendees was 15.9 days, with a median of 15.0 days. On average, each center in Washington had approximately 114.1 total students and 69.9 regular attendees during APR 2014, which was a slight decline in both total attendance and regular attendance from APR 2013. Median values show a similar trend. See Figure 11 for year-over-year trends.

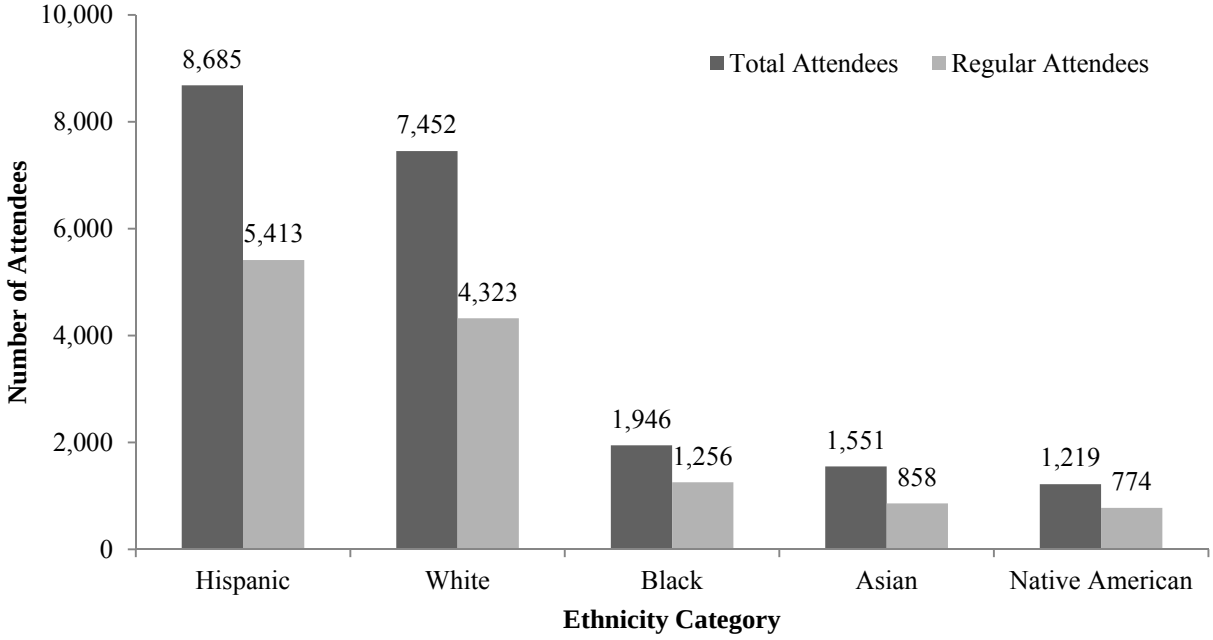
Figure 11. Average Number of Attendees per Center by APR Year, Total and Regular Attendees (Washington Only), 2006–2014



Source. PPICS.

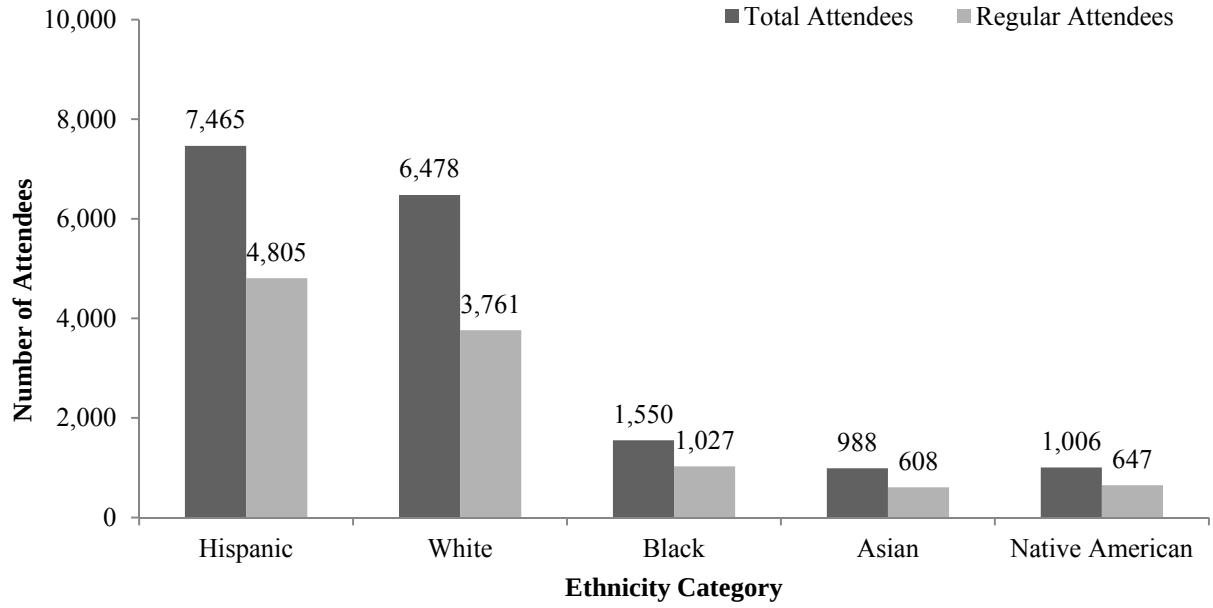
In terms of ethnicity, Washington centers mostly served Hispanic and White students, with 44.3 percent of all regular attendees identified as Hispanic and 34.7 percent of regular attendees identified as White during the 2012–2014 programming period, averaged across the two years. See Figures 12 and 13 for more detail on the number of students served in Washington by ethnic group.

Figure 12. Number of Total Students and Regular Attendees by Ethnicity, 2012–13



Source. PPICS.

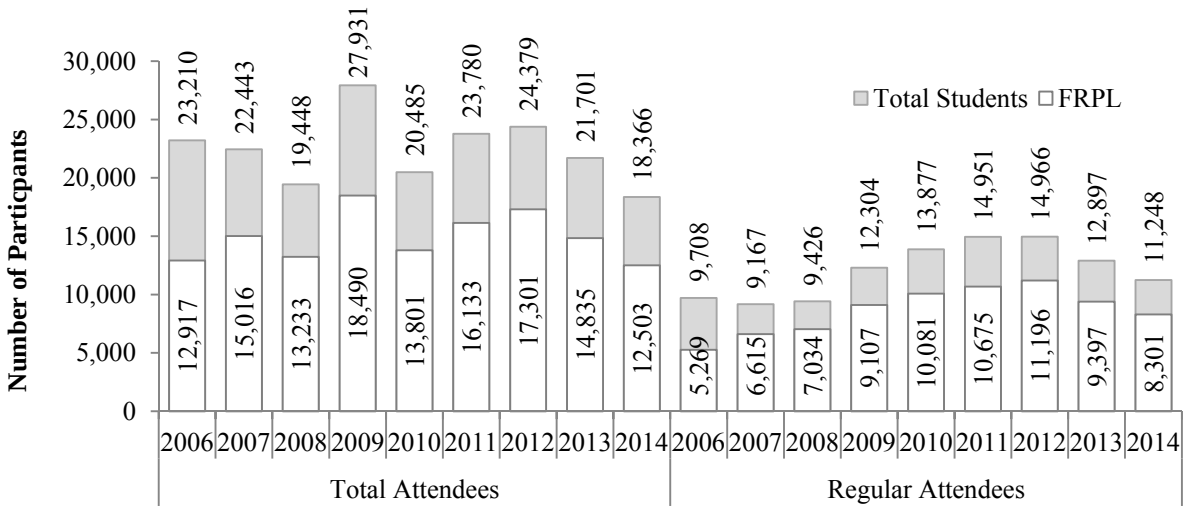
Figure 13. Number of Total Students and Regular Attendees by Ethnicity, 2013–14



Source. PPICS.

The 21st CCLC program has been specifically designed to provide afterschool activities and services to students living in high-poverty communities. Typically, student eligibility for free or reduced-price lunches is the metric relied on to assess how well states and grantees are reaching this target population. As shown in Figure 14, roughly 68 percent of all attendees and 74 percent of regular attendees were eligible for free or reduced-price lunch during the 2013–14 programming period.

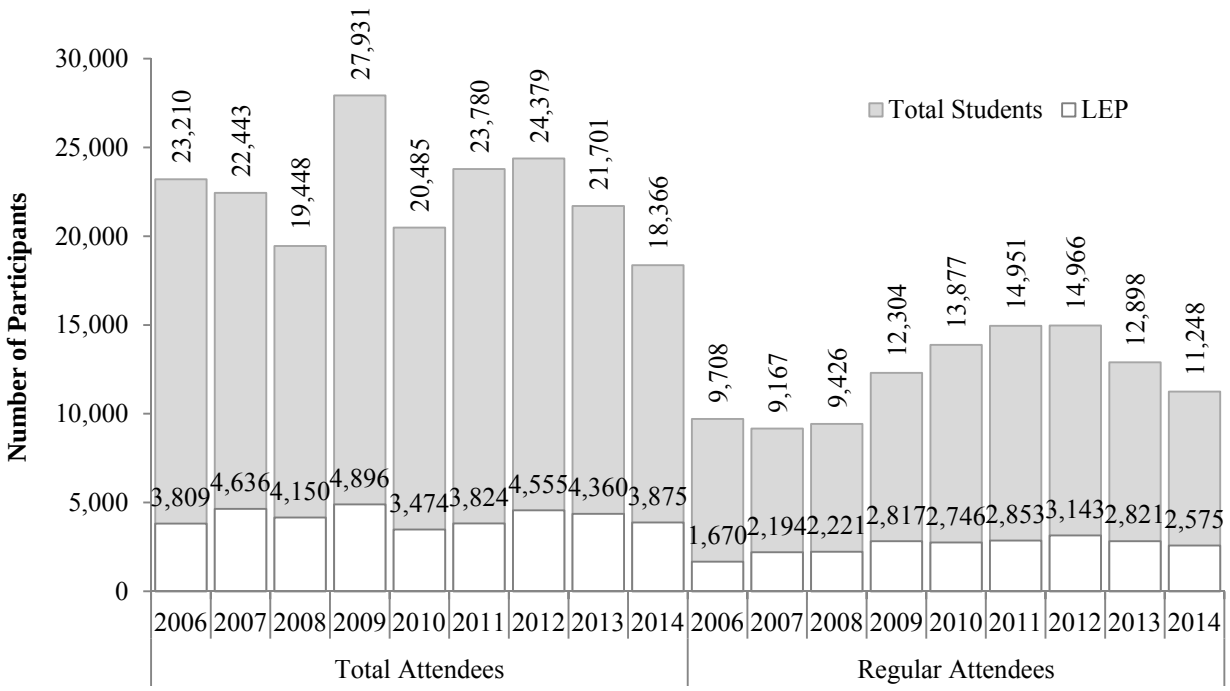
Figure 14. Number of Total and Regular Attendees by Free or Reduced-Price Lunch Status, 2006–2014



Note. FRPL, free or reduced-price lunch. The number of students whose FRPL status was unknown is not shown.
Source. PPICS.

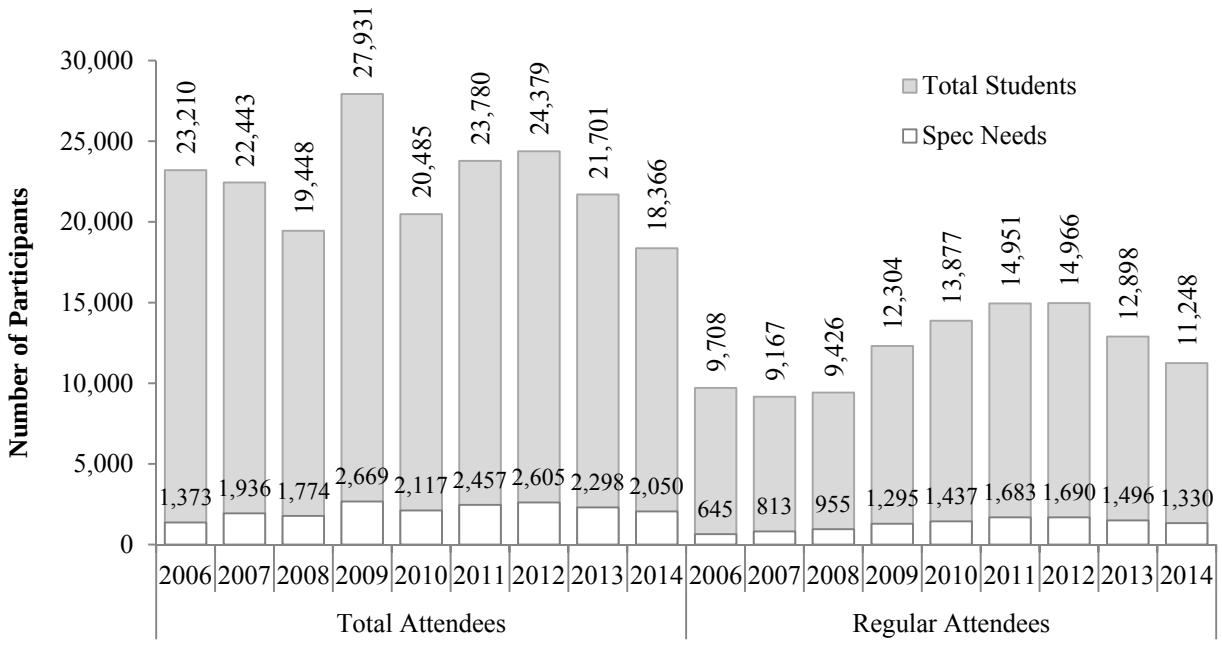
In addition to free or reduced-price lunch eligibility, additional information about the student population served by 21st CCLC recorded in PPICS includes students designated as being limited English proficient (LEP) and as having special needs. In 2013–14, 21 percent of all participants and 23 percent of regular attendees were LEP students, while 11 percent of all attendees and 12 percent of regular attendees were classified as having a special need of some sort. Additional information about each of these subgroups is outlined in Figures 15 and 16.

Figure 15. Number of Total and Regular Attendees by LEP Status, 2006–2014



Note. The number of students whose LEP status was unknown is not shown.
Source. PPICS.

Figure 16. Number of Total and Regular Attendees by Special Needs Status, 2006–2014



Note. The number of students whose special needs status was unknown is not shown.
Source. PPICS.

Enrollment Policies and Recruitment Approaches

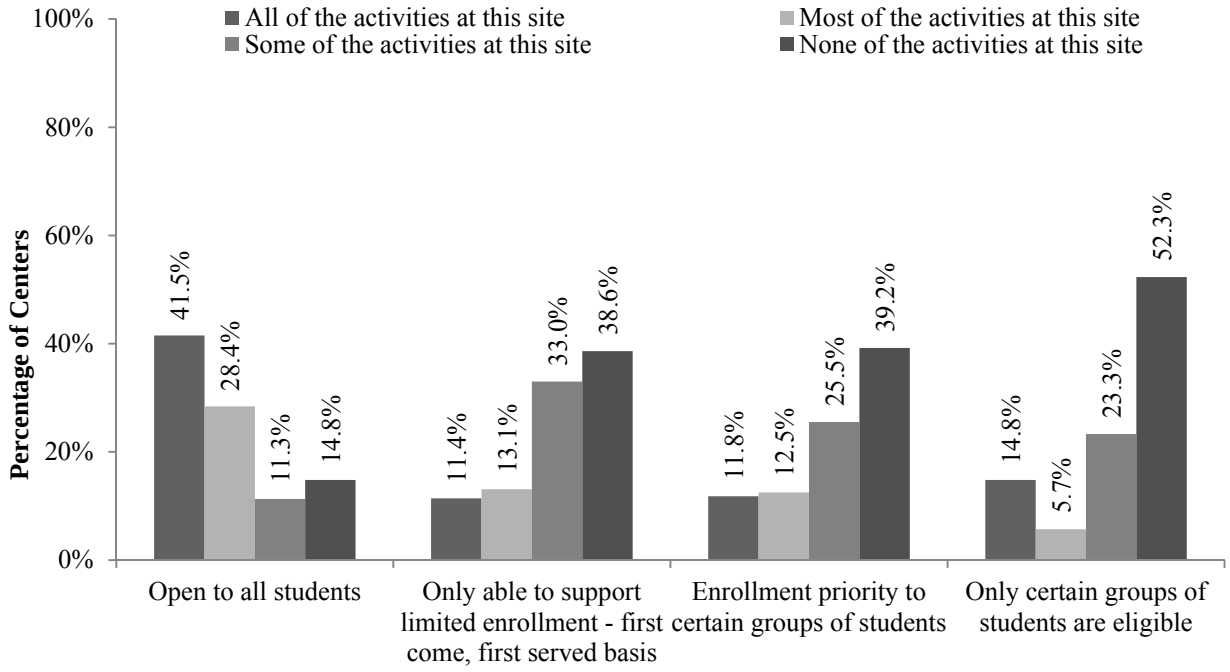
Enrollment policies and recruitment practices may have a substantial bearing on program design and delivery. For example, a program that targets a relatively small number of students with high academic needs and proposes to provide them with intensive support in one-on-one and small group settings will have different strategies for recruitment and enrollment than a program that aims to serve as many students as possible and provide those students with a rich array of academic and nonacademic enrichment activities. Questions related to each of these areas were asked on the site coordinator survey administered in spring 2013 and in spring 2014.

In terms of enrollment policies, site coordinators were asked to indicate the degree to which activities provided at their site were as follows:

- Open to all students who want to participate
- Only able to support limited enrollment and therefore filled on a first-come, first-served basis
- Based on giving enrollment priority to certain groups of students
- Restricted in that only certain groups of students are eligible to participate

As shown in Figure 17, 54 percent of responding site coordinators indicated that all of the activities provided at their site were open to all students who wanted to participate, while another 23 percent indicated that most of their activities were open to all students. Clearly, the majority of centers active during the 2012–2014 programming periods provided activities that were largely open to all students who wanted to participate. In contrast, only 15 percent of centers in 2012–13 and 18 percent of centers in 2013–14 indicated that all of the activities provided at their site were restricted in that only certain groups of students were eligible to participate, while another 6 percent (2012–13) and 12 percent (2013–14) indicated that most of the activities they provided were restricted (also see Figure 18).

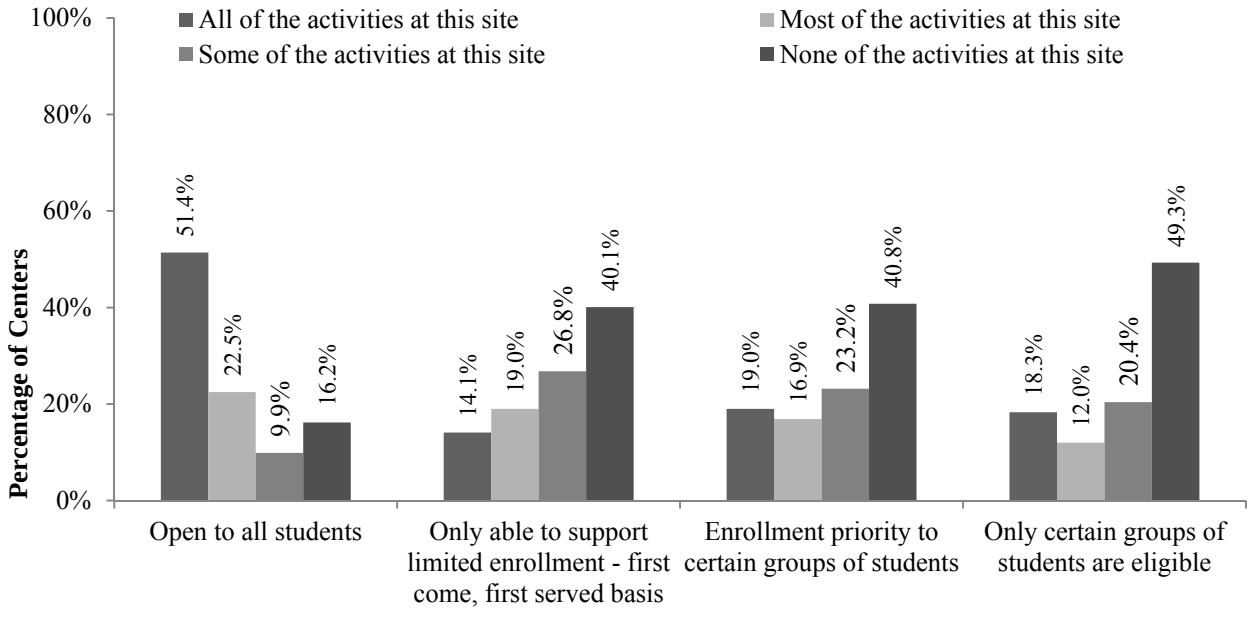
Figure 17. Summary of Enrollment Policies Reported by Site Coordinators, 2012–13



n = 176 centers

Source. Site coordinator survey.

Figure 18. Summary of Enrollment Policies Reported by Site Coordinators, 2013–14



n = 161 centers

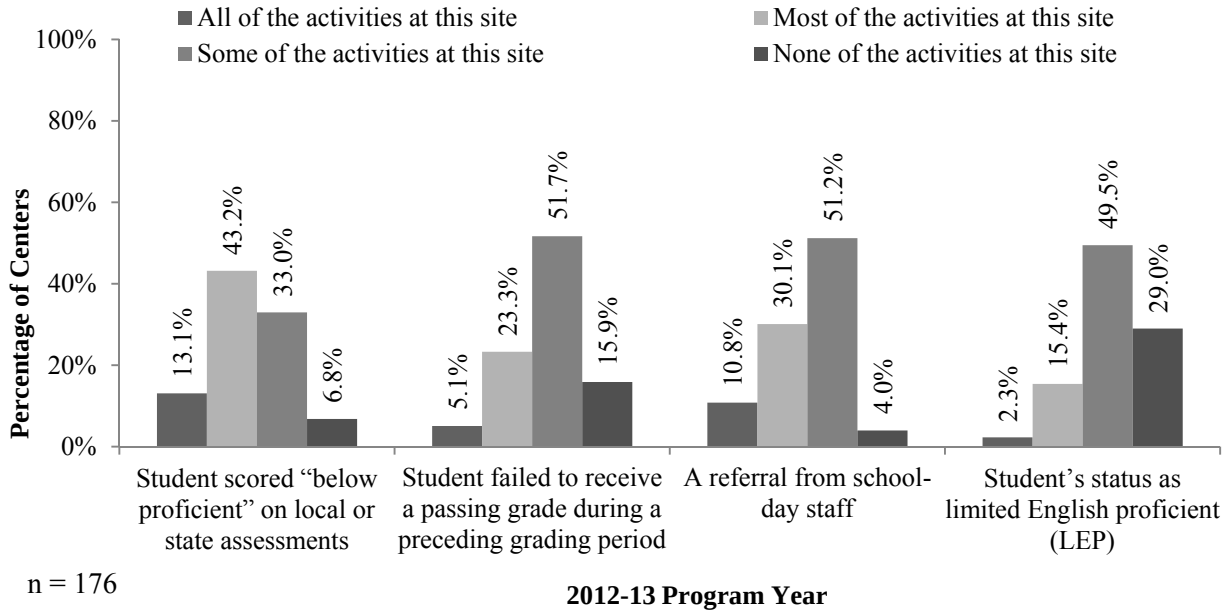
Source. Site coordinator survey.

In terms of recruitment approaches, site coordinators were asked a series of questions regarding the extent to which students served at their site were recruited for enrollment in the program based on the following:

- The fact that the student scored "below proficient" on local or state assessments
- The fact that the student failed to receive a passing grade during a preceding grading period
- A referral from school-day staff because the student needed additional assistance in reading or mathematics
- The student's status as LEP

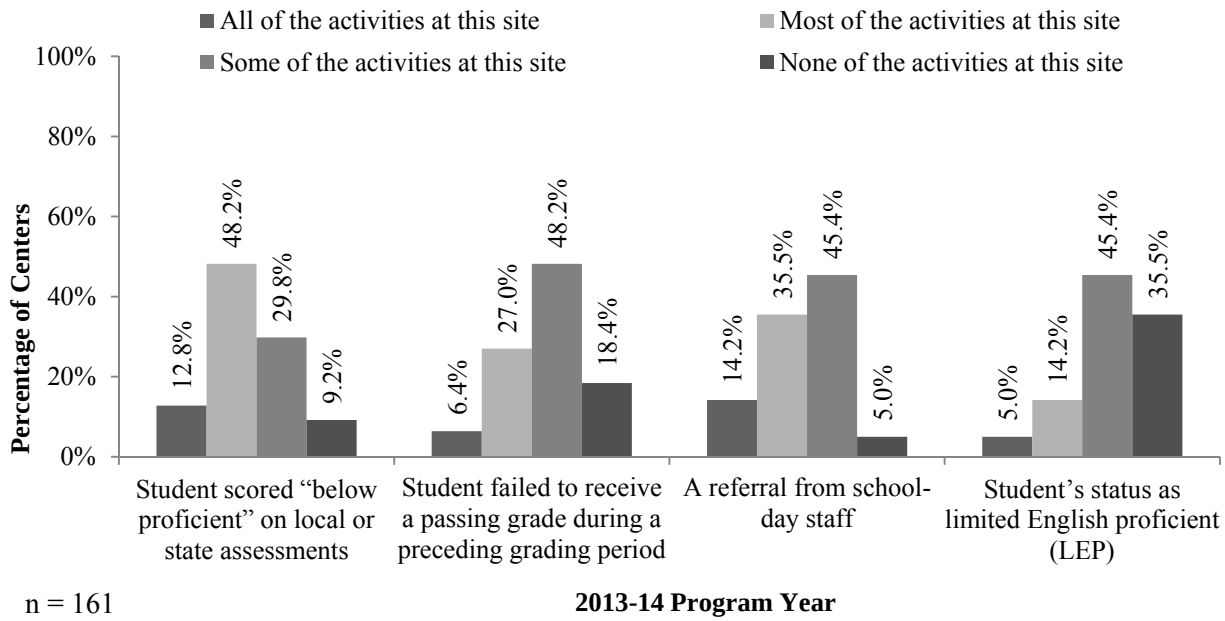
As shown in Figures 19 and 20, approximately 54 percent of responding site coordinators in 2012–13 and 61 percent in 2013–14 indicated that all or most of the student were enrolled in the program, given that they had scored "below proficient" on local or state assessments, while a majority of site coordinators indicated that some of the students had been directed to the program because they failed to receive a passing grade during the preceding grading period, were referred directly by school-day staff, or were classified as LEP.

Figure 19. Summary of Recruitment Approaches Reported by Site Coordinators, 2012–13



Source. Site coordinator survey.

Figure 20. Summary of Recruitment Approaches Reported by Site Coordinators, 2013–14



Source. Site coordinator survey.

Summary of Grantee and Center Characteristics

Generally, the domain of Washington 21st CCLC grantees and centers operating during the 2012–2014 reporting period were largely similar to grantees and centers nationwide in terms of organizational and operational characteristics, although some differences were noted:

- Washington centers were less likely be staffed mostly by school-day teachers.
- Washington centers were more likely to adopt a mostly academic enrichment program model when delivering activities.

It is not immediately clear if any significance should be attached to these differences between Washington 21st CCLC grantees and the nation as a whole. Hypothetically, non-school-based entities and programs less reliant on school-day teachers may experience some additional challenges in connecting activities to the school-day or at least, at a minimum, need to take additional steps to ensure the necessary mechanisms to support communication and collaboration are put in place. This theme will be explored more thoroughly in the leading indicator chapter that follows because some of the leading indicators adopted for the 2012–2014 programming periods pertain to the issue of linking 21st CCLC programming to the school day.

Chapter 3. Leading Indicators

Overview of Leading Indicators

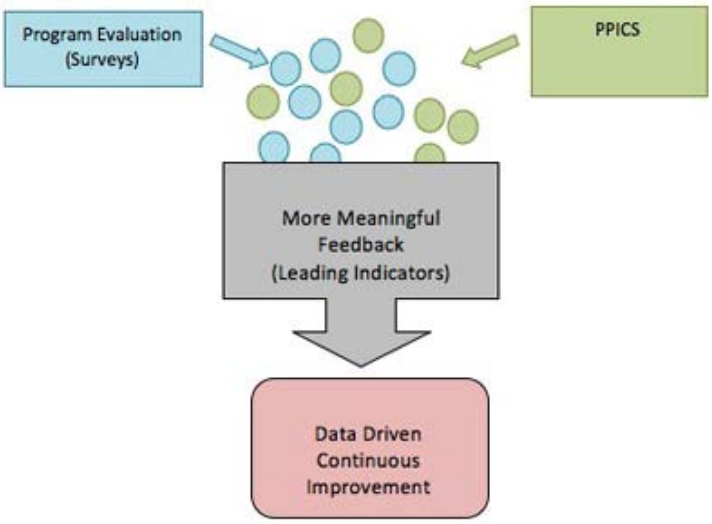
A primary goal of the statewide evaluation was to provide 21st CCLC grantees with data to inform program improvement efforts regarding their implementation of research-supported best practices. AIR, the Weikart Center, and OSPI worked collaboratively to define a series of leading indicators predicated on data collected as part of the statewide evaluation. The leading indicators were meant to enhance existing information and data available to 21st CCLC grantees regarding how they fare in the adoption of program strategies and approaches associated with high-quality afterschool programming. Specifically, the leading indicator system was designed to do the following:

- Summarize data collected as part of the statewide evaluation in terms of how well the grantee and its respective centers are adopting research-supported best practices.
- Allow grantees to compare their level of performance on leading indicators with similar programs and statewide averages.
- Facilitate internal discussions about areas of program design and delivery that may warrant additional attention from a program improvement perspective.

The leading indicator system has been primarily focused on *quality program implementation* as opposed to youth or program outcomes. It is designed to provide existing data and program evaluation data back to programs regarding the adoption of research-supported practices, so programs can identify strengths and weaknesses and reflect on areas of program design and delivery in need of further growth and development. Figure 21 provides an overall depiction of the intention, purpose, and process of the leading indicator system. More consistent implementation of research-supported best practices will theoretically support the attainment of desired youth outcomes.

The indicators presented for 2012–13 are based on an initial attempt to develop a leading indicator system for Washington 21st CCLC grantees. The system was revised, and the 2013–14 data represent this slightly revised version of the data. We anticipate that the system will continue to be refined and developed in future years. Although these measures are drawn from the research literature, the evidence base linking performance on these particular measures with the achievement of desired student outcomes is limited. In addition, many of the measures are based on self-reported data and perceptions of program implementation provided by 21st CCLC staff. As such, results should be treated with caution and not used to draw definitive conclusions about the quality, approaches, and practices adopted by centers during 2012–13 and 2013–14 operating periods.

Figure 21. The Leading Indicator Process



Selected Leading Indicators

The seven adopted leading indicators are organized into three overarching domains or sets of practices: (1) *Organizational Practices*, focused on practices that occur among staff and management; (2) *Instructional Practices*, focused on practices that occur at the point of service, where staff and youth directly interact; and (3) *Partnership Practices*, focused on practices related to coordinating and aligning afterschool programming and activities with the regular school day, family, and community contexts. Steps also have been taken to include some data on youth outcomes in the leading indicator reports, which will be expanded substantially in 2015. This report will not address information on youth outcome indicators. Leading indicators within each of these first three sets of practices are listed in Table 8.

Table 8. Leading Indicators by Practice

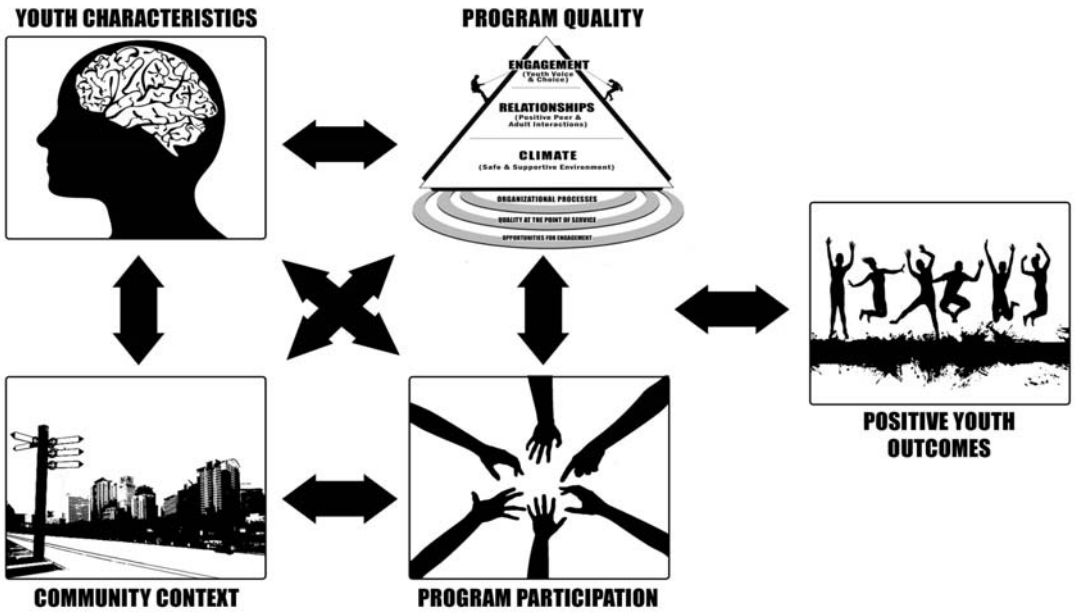
1. Organizational Practices	
Leading Indicator 1.1	Continuous Improvement
Leading Indicator 1.2	Leadership and Management
2. Instructional Practices	
Leading Indicator 2.1	Instructional Quality (Content)
Leading Indicator 2.2	Instructional Quality (Processes)
3. Partnership Practices	
Leading Indicator 3.1	Family Engagement
Leading Indicator 3.2	School Context
Leading Indicator 3.3	Community Context

Each of the adopted contexts and indicators are representative of AIR's larger framework for understanding the path to quality in afterschool programs. The achievement of desired youth outcomes is a function of a complex set of interactions among several program elements:

- **Youth Characteristics.** The characteristics and contributions youth bring to the afterschool setting influence how they engage with and benefit from afterschool programs.
- **Community Context.** The resources and characteristics of the local and school community context serve to support meaningful partnerships to develop program goals, program design, and provide program guidance.
- **Program Participation.** Youth are more likely to benefit from afterschool program participation if they attend consistently during a period of time and participate in a variety of activity types.
- **Program Quality.** Program quality is a series of practices and approaches that support the provision of developmentally appropriate, high-quality settings and activities at the point of service. Included are practices and approaches adopted by (a) activity leaders working directly with youth (such practices are represented in the Instructional Practices domain in the leading indicator system) and (b) the organization as a whole, which provides an infrastructure to support implementation of effective practice in the design, delivery, and evaluation of afterschool programming (represented in the Organizational Practices and Partnership Practices domains in the leading indicator system).

The current iteration of the leading indicator system addresses only a portion of the quality framework depicted in Figure 23; a number of opportunities exist to expand the leading indicator system to more fully represent additional, important components of afterschool program quality.

Figure 23. AIR's Quality Framework for Afterschool Programs



Organization of Leading Indicators Chapter

This chapter is organized first by the three broad contexts included in the leading indicators. Within each context, data associated with a leading indicator in a given context are summarized (for Washington centers overall). Two primary approaches to summarizing state-level leading indicator data were used:

- **Scaled Items.** Many questions on the site coordinator and staff surveys are part of a series of questions designed to assess an underlying construct or concept and result in a single scale score summarizing performance on a given aspect of a leading indicator (e.g., practices that support linkages to the school day). For these scale scores, Rasch scale scores were created using staff and site coordinator responses to a series of survey questions to create one overall score. Indicators analyzed using Rasch scales include a scale score ranging from 0 to 100, where higher scores are indicative of a higher level or more frequent adoption of a leading indicator. In the sections that follow, the distribution of scale scores across the response categories for a given scale are provided. For example, a mean value of 56.57 may put the statewide average for a given indicator in the *agree* range of the scale, with response options for *strongly disagree*, *disagree*, *agree*, and *strongly agree*. Site coordinator scale scores represent responses from one site coordinator, and center scale scores represent the average of scale scores for all staff respondents associated with a given center.
- **Descriptive Items.** Other leading indicators are based on data that are not appropriate for the type of scale construction just described. For example, program objectives are stand-alone items that do not necessarily contribute to an underlying construct or concept. Items of this type are summarized descriptively.

Organizational Practices

Leading indicators within the Organizational Practices domain examine internal communication and collaboration among program staff. As noted by Smith (2007), Glisson (2007), and Birmingham, Pechman, Russell, and Mielke (2005), an organizational climate that supports staff in reflecting on and continually improving program quality is a key aspect of effective youth development programs. Programs characterized by a supportive and collaborative climate permit staff to engage in self-reflective practice to improve overall program quality. Self-reflective practice is more likely to lead to high-quality program sessions that provide youth with positive and meaningful experiences. Two leading indicators fall under the Organizational Practices domain: (1) Continuous Improvement, which is assessed by scales measuring program climate and internal communication and collaboration, and (2) Leadership and Management.

Leading Indicator 1.1: Continuous Improvement

Three scale scores were calculated for this indicator to summarize the following aspects of continuous improvement:

- **Program Climate:** The extent to which program staff report that a supportive and collaborative climate exists within the program (from the staff survey)

- **Internal Communication—Site Coordinator:** How frequently site coordinators engage in practices that support internal staff communication and collaboration (from the site coordinator survey)
- **Internal Communication—Staff:** How frequently staff engage in internal communication and collaboration (from the staff survey)

Program Climate

Scale scores for program climate are based on the following question from the staff survey:

PROMPT: Please rate the extent to which you agree or disagree with the following with respect to climate in your program:

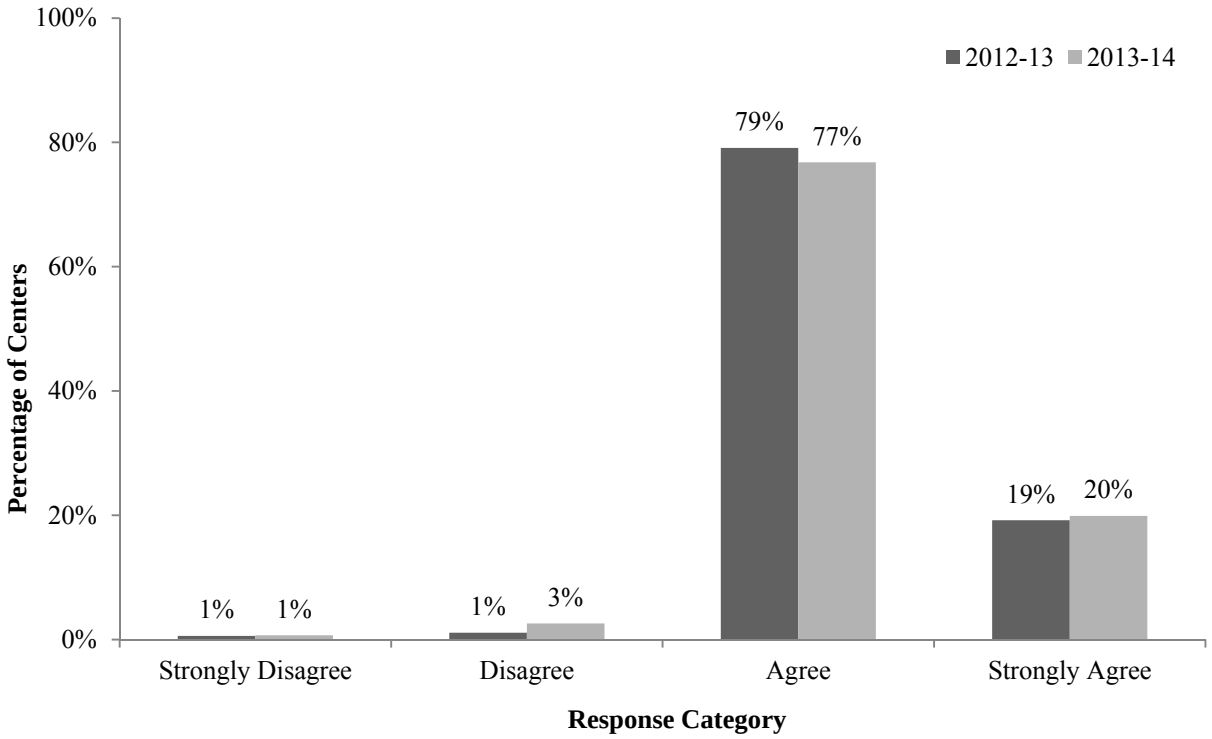
- There is adequate time to focus on individual student needs within the program time frame.
- The program staff has shared control over the content.
- The staff is encouraged to try new and innovative approaches.
- Instructional collaboration among program staff is encouraged and supported.
- Staff are provided with training in current research on best practices in afterschool programs.
- Staff participate fully in program decision making.
- There is adequate time to plan individual activity sessions.

As shown in Figure 24, in 2012–13 and 2013–14, more than three quarters of centers had a mean climate scale score that fell within the *agree* range of the scale (scale response options included *strongly disagree, disagree*, *agree*, and *strongly agree*), suggesting that most staff reported supportive, collaborative program climates. In addition, in both 2012–13 and 2013–14, nearly 20 percent of centers fell in the *strongly agree* portion of the scale, while fewer than 5 percent of centers had a mean program climate score that fell in the *disagree* or *strongly disagree* response category.

There was no difference regarding the two statements staff were most likely to disagree with between the 2012–13 and 2013–14 school years. As shown in Table 9, the two statements that staff most disagreed with in the 2012–13 and 2013–14 programming periods were *Staff are provided with training in current research on best practices in afterschool programs* and *There is adequate time to plan individual activity sessions*.

The trend in the data suggests that implementation of these practices continues to be difficult. In these instances, there are ways OSPI can better support afterschool staff. For example, future requests for proposal can be modified to require that programs build in time for session planning or offer and support staff participation in trainings targeting adoption of research-supported practices.

Figure 24. Distribution of Centers in Response Categories for Survey Questions About Program Climate, 2012–2014



Source. Staff survey (902 responses from 176 centers in 2012–13, and 816 responses from 151 centers in 2013–14).

Table 9. Statements That Staff Are Most Likely to Disagree With, 2010–2014

Question	2010–11 School Year	2011–12 School Year	2012–13 School Year	2013–14 School Year
There is adequate time to plan individual activity sessions.	√	√	√	√
Staff is provided with training in current research on best practices in afterschool programs.	√		√	√
Staff participated fully in program decision making.		√		

Source. Staff survey.

Internal Communication

Scores of internal communication included staff and site coordinator responses to the following survey question:

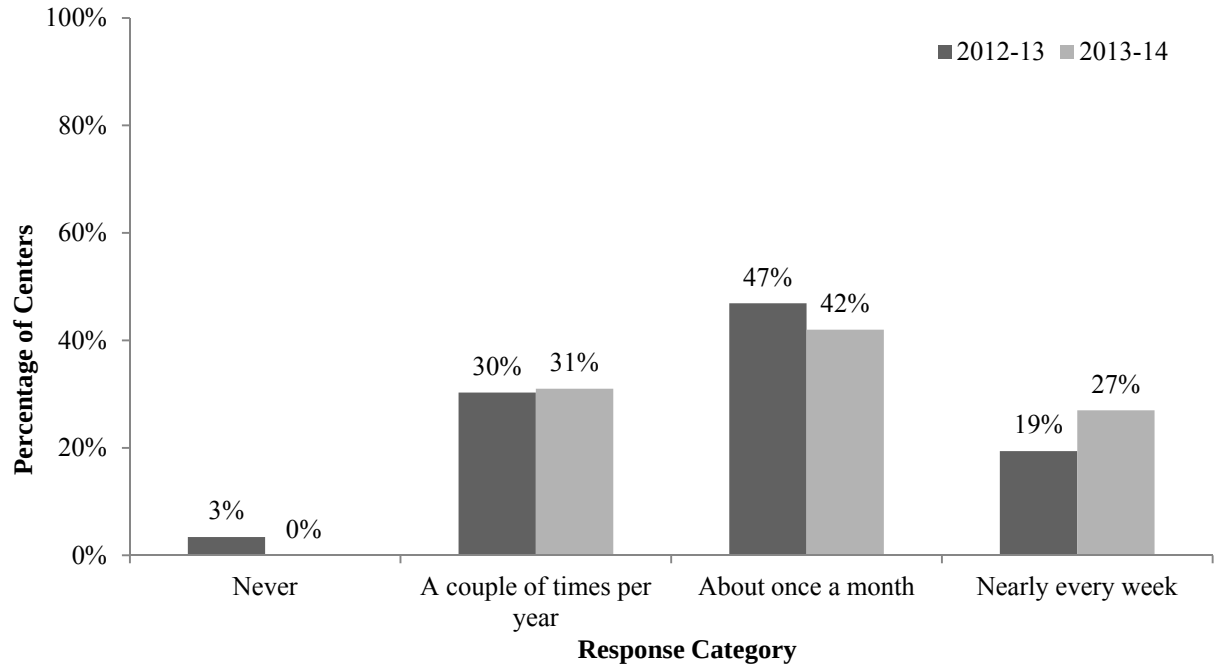
PROMPT: How often do you engage in the following tasks with other staff working in the program?

- Conduct program planning based on a review of program data with other staff.
- Use data to set program improvement goals with other staff.
- Discuss progress on meeting program improvement goals with other staff.
- Observe other afterschool staff delivering programming in order to provide feedback on their practice.
- Conduct program planning with other staff in order to meet specific learning goals in coordinated ways across multiple activities.
- Share ideas with other staff on how to make programming more engaging for participating students.
- Share experiences and follow up about individual youth and other staff.
- Engage in discussions with other staff and school-day teachers or administrators on how the program could better support student learning needs.
- Participate in training and professional development with other staff on how to better serve youth.
- Discuss current research-based instructional practices with other staff.

As shown in Figure 25, in 2012–13, 47 percent of site coordinators fell in the *about once a month* response category, while this percentage climbed to 50 percent in 2013–14. Staff survey respondents fell in the *about once a month* response category in both 2012–13 and 2013–14, with 51 percent and 48 percent of centers falling in this response category, respectively (see Figure 26), although staff were more apt to report engaging in these practices nearly every week as compared with what was reported by site coordinators. **These results may suggest that staff members are slightly more likely to engage with one another in types of internal communication assessed by the scale as opposed to engaging in internal collaboration with their site coordinators.**

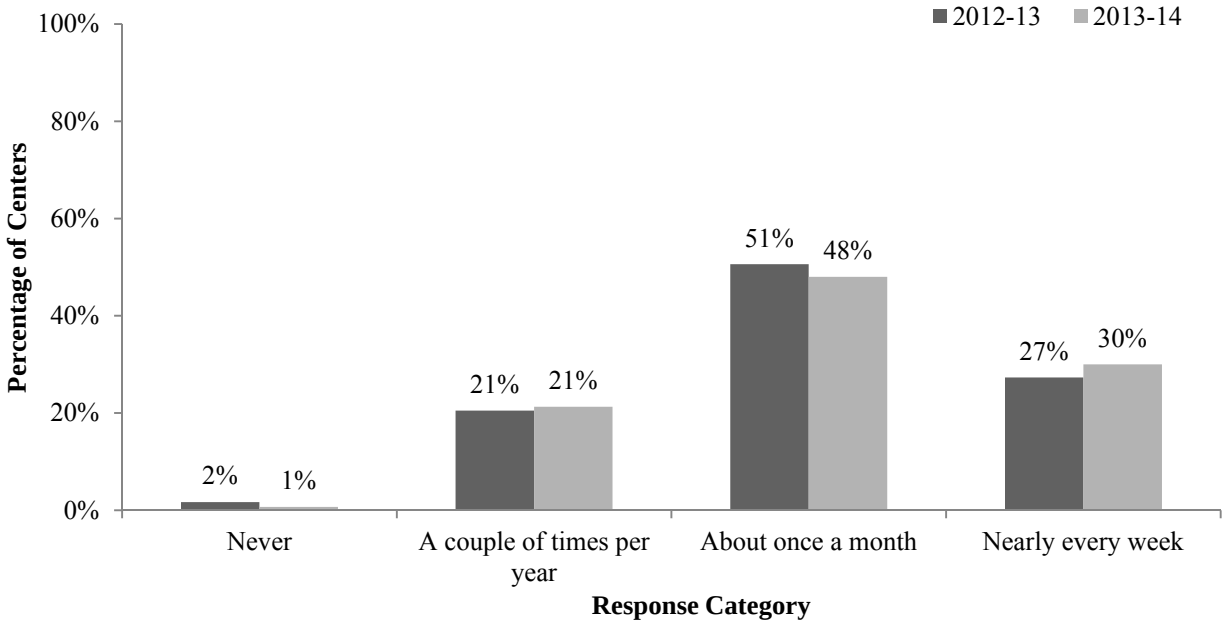
For staff, the least frequently implemented internal communication activity was to *Observe other afterschool staff delivering programming in order to provide feedback on their practice*, although it was *Use data to set program improvement goals with other staff* in 2013–14 programming period (see Table 10). Yet, we anticipate these results may vary across sites enrolled in the YPQI initiative versus those that were not.

Figure 25. Distribution of Site Coordinators in Response Categories for Survey Questions About Internal Communication, 2012–14



Source. Site coordinator survey (175 responses from 176 centers in 2012–13, and 162 responses from 161 centers in 2013–14).

Figure 26. Distribution of Centers in Response Categories for Survey Questions About Internal Communication Based on Staff Survey Responses, 2012–2014



Source. Staff survey (879 responses from 176 centers in 2012–13, and 805 responses from 151 centers in 2013–14).

Table 10. The Least Frequently Implemented Internal Communication Activity, 2010–2014

Internal Communication Activity	2010–11 School Year	2011–12 School Year	2012–13 School Year	2013–14 School Year
Use data to set program improvement goals with other staff.		√		
Observe other afterschool staff delivering programming in order to provide feedback on their practice.	√		√	√

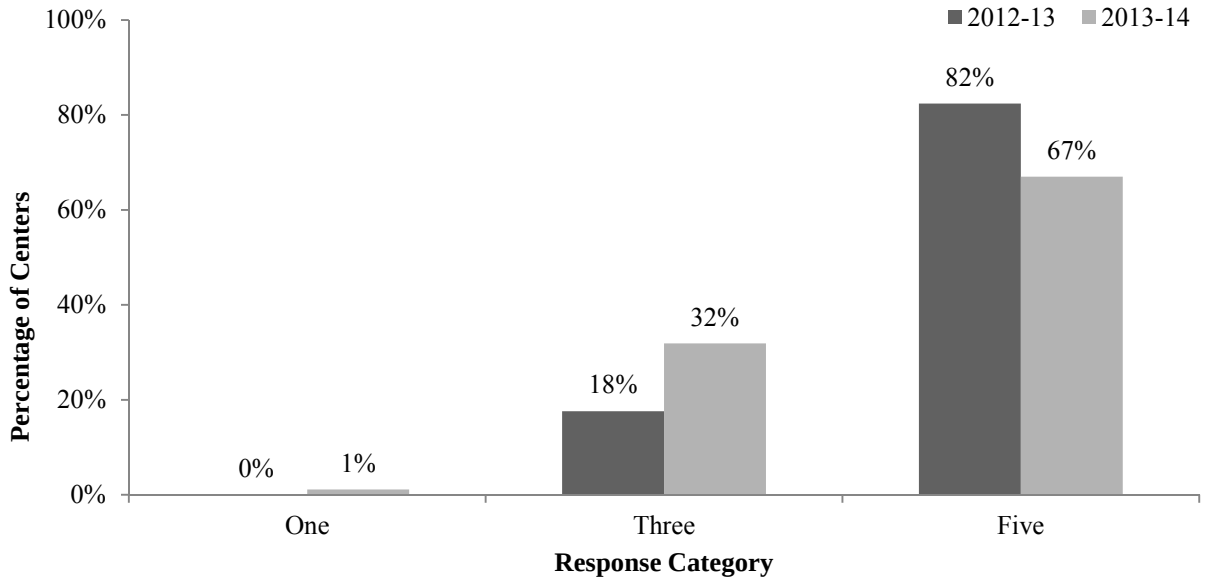
Source. Staff survey.

Leading Indicator 1.2: Leadership and Management

This leading indicator is meant to capture the degree to which the program has taken steps to hire qualified staff, promote staff development, support program improvement, and solicit feedback. Some of these areas overlap with previously identified indicators in the Organizational Practices domain, but the data presented in relation to this indicator directly represent how the program believes it is doing in carrying out leadership and management tasks. This indicator is based on data obtained from Form B of YPQA.

Staff were asked a series of questions regarding staff availability and longevity with the center, qualifications, staff development, and ongoing program improvement. As shown in Figure 27, a majority of centers (82 percent) fell in the *five* response category in 2012–13, and 67 percent fell in the *five* response category in 2013–14. **It is not clear why there was a decline between 2012–13 and 2013–14, although it is important to note that the domain of centers providing Form B data was different between the two years. In any event, these results seem to suggest that most staff reported the leadership and management in the center support youth-staff relationships and a positive development focus, promote staff development, and are committed to ongoing program improvement.**

Figure 27. Distribution of Centers in Response Categories for Survey Questions About Leadership and Management, 2012–2014



Source. YPQA Form B (from 68 centers in 2012–13 and 94 centers in 2013–14).

Summary of Organizational Practices Findings and Recommendations

As previously noted, the leading indicator system is part of a larger infrastructure constructed by OSPI to support 21st CCLC–funded program improvement. This larger infrastructure includes the YPQI quality improvement process. During the course of the 2012–2014 programming periods, more than half of active centers participated in the YPQI initiative on a voluntary basis. Although not formally examined, it is hypothesized that YPQI sites were more apt to report engaging in the types of practices and approaches described in the Organizational Practices leading indicators. OSPI has since taken steps to mandate participation in the YPQI process as new grants are funded, which will likely contribute to the adoption of key organizational processes that have been shown to be supportive of quality program implementation. As these practices become institutionalized in programs, the next task for OSPI may be to further articulate the domain of organizational practices that programs should consider adopting to even further advance the quality of program offerings, in order to reach in further heights of program growth and development.

Instructional Practices

Leading indicators in the Instructional Practices domain focus on the practices and approaches adopted by frontline staff to design and deliver activity sessions that intentionally support youth skill building and mastery that align with the center's objectives and principals of youth development. A strong connection exists between the leading indicators in the Instructional Practices domain and components of the YPQI program improvement process. For example, the YPQI process assesses and supports staff practices at the point of service related to creating safe, supportive, interactive, and engaging environments. The benefits of intentional design also are reflected in the work of Durlak and Weissberg (2007), who found that effective afterschool

programs commonly provided activities that were sequenced, involved active forms of learning, and focused on cultivating particular skills. There are two leading indicators in the Instructional Practices domain: (1) Instructional Quality (Content) and (2) Instructional Quality (Processes).

Leading Indicator 2.1: Instructional Quality (Content)

This leading indicator is meant to capture the degree to which the time spent on activities corresponds to program objectives as identified by site coordinators and how intentionally activities are designed and delivered. Both descriptive and Rasch scaling approaches were used in relation to these data. Two separate metrics were calculated to describe aspects of this indicator:

- **Intentionality in Program Design—Site Coordinator Survey:** The frequency with which staff engages in practices that indicate intentionality in activity and session design for the delivery of activities meant to support student growth and development in reading and mathematics
- **Intentionality in Program Design—Staff Survey:** The frequency with which staff engages in practices that indicate intentionality in activity and session design for the delivery of activities meant to support student growth and development

Intentionality in Program Design

As previously noted, a growing body of research suggests that program outcomes in the form of enhanced student academic achievement outcomes are realized by simply paying attention to how programming is delivered—specifically, whether programming is delivered in developmentally appropriate settings grounded in core principles of youth development (Birmingham et al., 2005; Durlak & Weissberg, 2007). In addition to youth development principles, afterschool programs are more likely to attain desired student academic outcomes if staff members responsible for planning the content of sessions incorporate certain practices and strategies into their planning efforts.

On both the site coordinator and staff surveys, a series of questions was asked about intentional program design.

Scale scores for intentionality in program design included staff and site coordinator responses to the following survey questions:

PROMPT: How often do staff lead activities that are especially meant to support student growth and development in reading or mathematics and provide program activities that are...

- Based on written plans for the session, assignments, and projects?
- Well planned in advance?
- Tied to specific learning goals?
- Meant to build upon skills cultivated in a prior activity or session?
- Explicitly meant to promote skill building and mastery in relation to one or more state standards?

- Explicitly meant to address a specific developmental domain (e.g., cognitive, social, emotional, civic, physical)?
- Informed by the express interests, preferences, or satisfaction of participating youth?

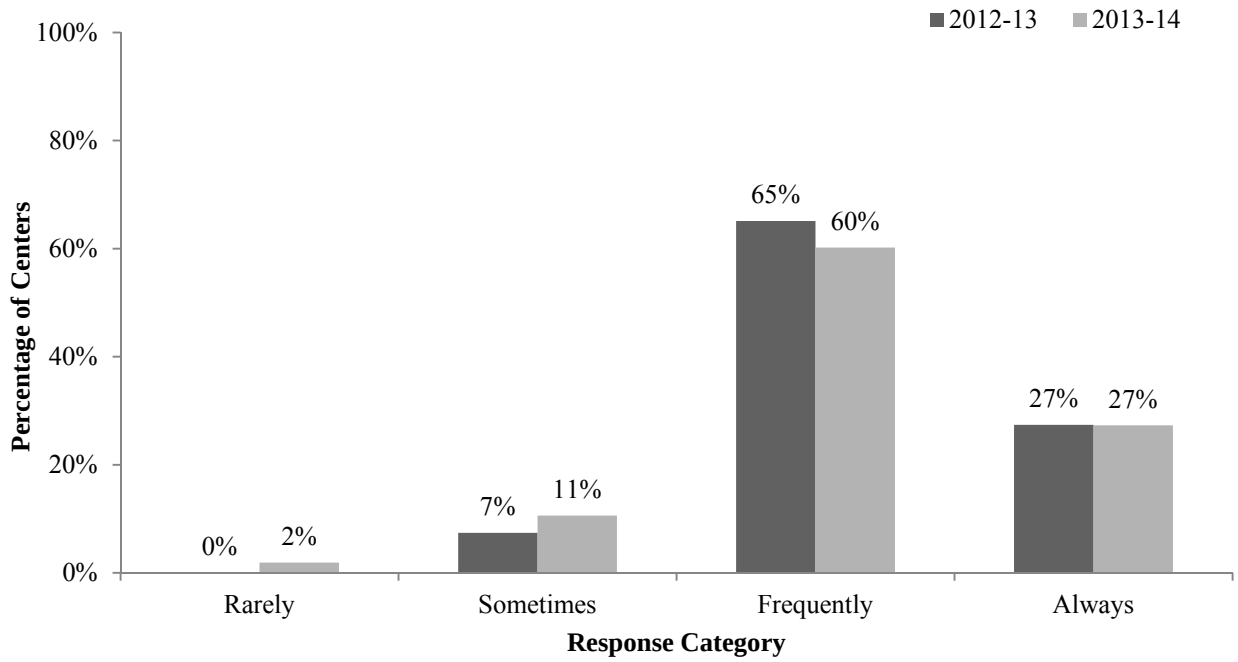
Although the items appearing on each survey were the same, site coordinators were asked to indicate how frequently staff leading activities to support skill building in reading or mathematics engaged in the previously discussed practices, and staff were asked how frequently they engaged in these practices. Some differences between site coordinator and staff responses to the survey questions may be associated with the fact that staff who are not responsible for leading activities that support skill building and mastery in reading and mathematics also completed surveys and were included in the analysis.

As Figure 28 shows, 65 percent of site coordinator scale scores fell in the *frequently* response category in 2012–13, while 60 percent fell within the same category in 2013–14. In addition, another 27 percent fell in the *always* portion of the scale in both years. Overall, the site coordinators described implementation of these practices by their staff as being ubiquitous.

Staff were even more apt to describe themselves as always adopting these practices as shown in Figure 29. Here, 42 percent of centers had a mean staff scale score on the intentionality in program design scale, which fell within the *always* portion of the scale in 2012–13. This climbed to 52 percent in 2013–14. Such results indicate that staff were more likely to report engaging in practices related to intentional program design as compared with site coordinators on this issue.

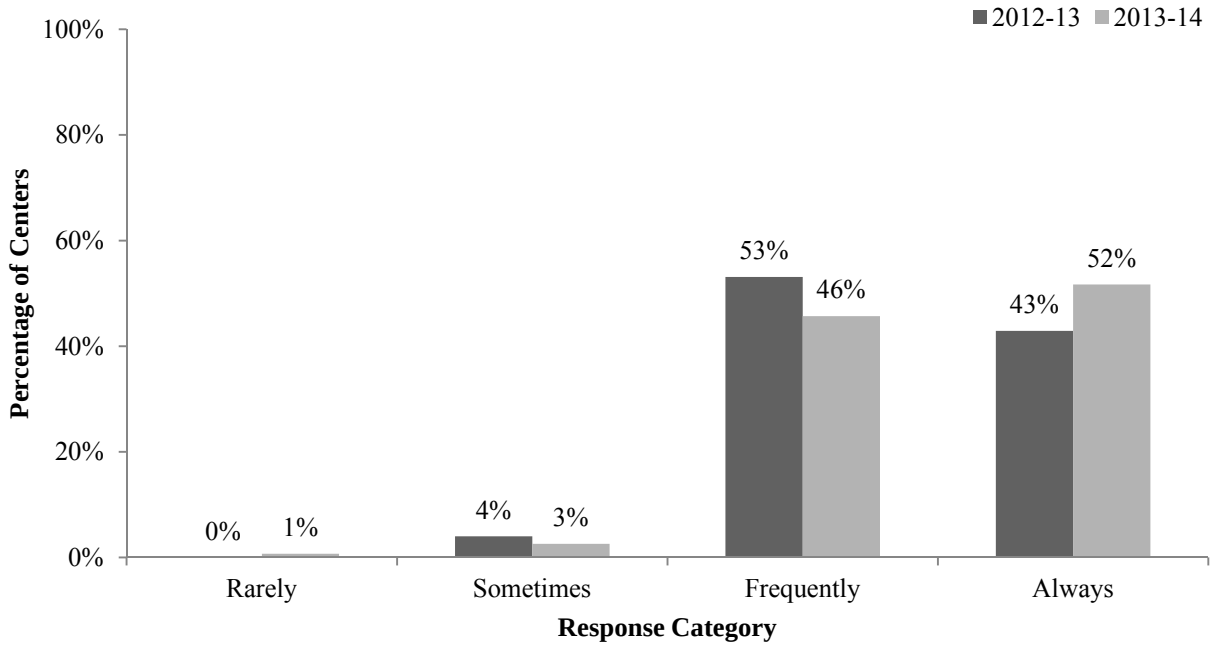
Differences between site coordinator and staff responses suggest that some staff may be acting in a more autonomous fashion when planning activities, operating outside of any organizational structures or criteria for planning activity sessions. Generally, this area warrants additional attention by OSPI, particularly in reference to the previously discussed program climate findings that a substantial proportion of frontline staff struggle to find adequate time to plan activity sessions and offerings.

Figure 28. Distribution of Site Coordinator Scale Scores From Survey Questions About Intentional Program Design, 2012–2014



Source. Site coordinator survey (175 responses from 176 centers in 2012–13, and 162 responses from 161 centers in 2013–14).

Figure 29. Distribution of Center Scale Scores From Survey Questions About Intentional Program Design Based on Staff Survey Responses, 2012–2014



Source. Staff survey (908 responses from 176 centers in 2012–13, and 824 responses from 151 centers in 2013–14).

Leading Indicator 2.2: Instructional Quality (Processes)

This leading indicator is meant to capture the processes and practices in which staff members engage that are consistent with high-quality instruction and core youth development principles, with particular emphasis on providing developmentally appropriate activities at the point of service. Conceptually, many of the practices associated with this indicator are related to the concepts embedded in YPQA. The data reported in relation to this indicator were scored using Rasch scale scores ranging from 0 to 100, where higher scores are indicative of higher performance and frequency on the assessed aspects of leading indicator 2.2. Two separate scale scores were calculated to assess aspects of this leading indicator:

- **Point-of-Service Quality—YPQA Form A:** The extent to which program staff provide supports and opportunities to create safe, supportive, interactive, and engaging settings for participating youth
- **Youth-Centered Policies and Practices—YPQA Form B:** The extent to which the program adopts youth-centered policies and practices conducive to a supportive learning environment

Point-of-Service Quality

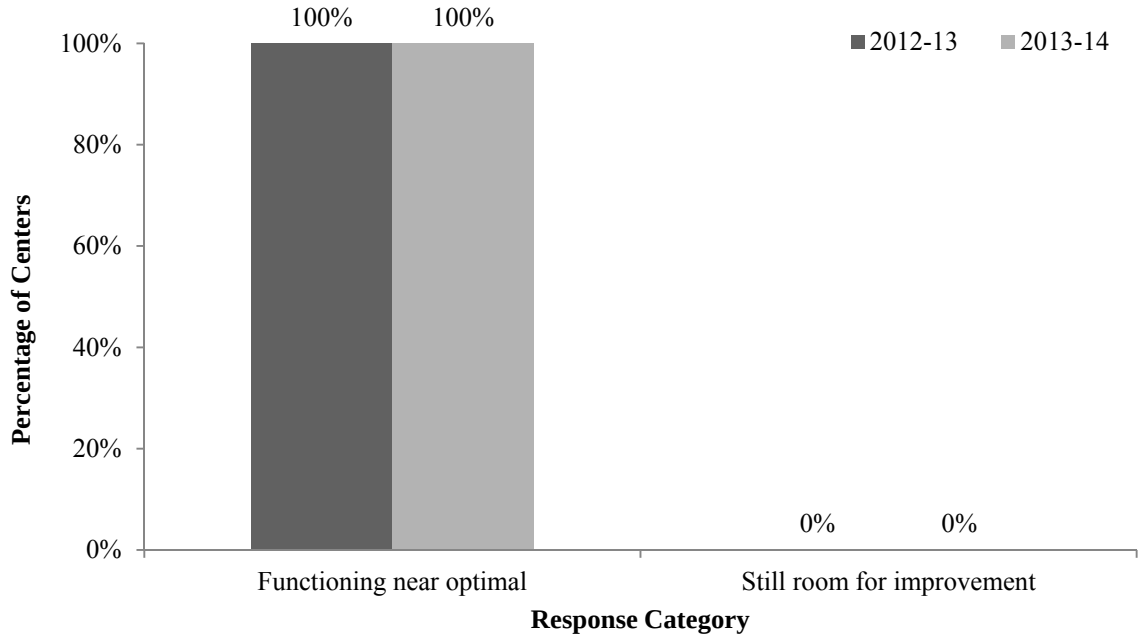
This leading indicator is composed of scales measuring safety, supportive environment, interaction, and engagement. The data outlined in this section display both self-assessment and external assessment data obtained by scoring the YPQA Form A observational tool. Scores were calibrated using Many Facet Rasch Measurement approaches and were adjusted to account for the bias introduced by the type of assessor (i.e., external or self-assessment) and the type of activity observed (i.e., enrichment, tutoring and homework help, or recreation). The goal in making these adjustments was to eliminate the systematic impact on scores that may be related to the type of assessment done (external or self-assessment) and the type of activity observed.

In undertaking these analyses, it has been shown that although the YPQA uses a 3-point scale (1, 3, and 5), the tool appears to function more reliably in relation to the 21st CCLC context in Washington if 1 and 3 scores are collapsed into a single category. In this sense, although YPQA scores are typically reported using the 1, 3, and 5 scale associated with the tool, in the figures that follow, we have reported results using the collapsed 1 and 3 score categories and the 5 category.

Results associated with the indicators derived from YPQA Form A can be found in Figures 30–33. Separate figures have been constructed for each YPQA scale. As show in Figure 30, in terms of the *safe environment* scale, all programs submitting YPQA score in 2012–13 and 2013–14 fell within the 5 range of the scale, indicating programs across the board were meeting quality criteria embedded in the YPQA related to provision of a safe environment.

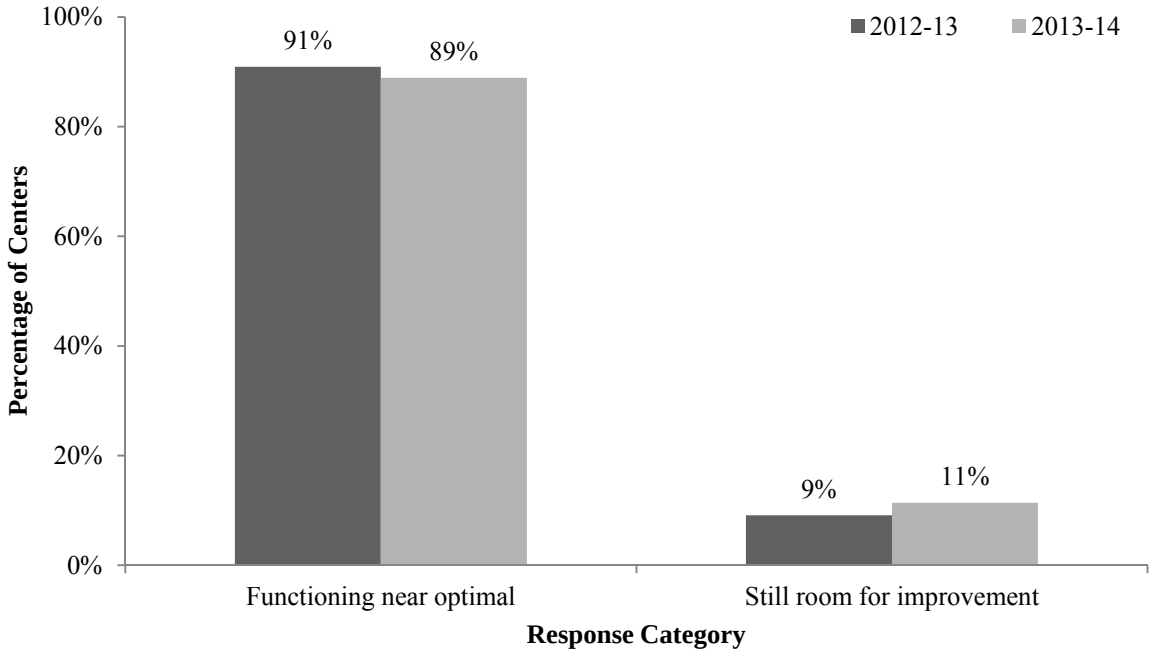
Results for the *supportive environment* scale were similar (see Figure 31). Here, approximately 90 percent of scores fell in the 5 range of the scale during both programming periods.

Figure 30. Distribution of YPQA Scores—Safe Environment Scale, 2012–2014



Source. YPQA Form A (from 88 centers in 2012–13 and 105 centers in 2013–14).

Figure 31. Distribution of YPQA Scores—Supportive Environment, 2012–2014

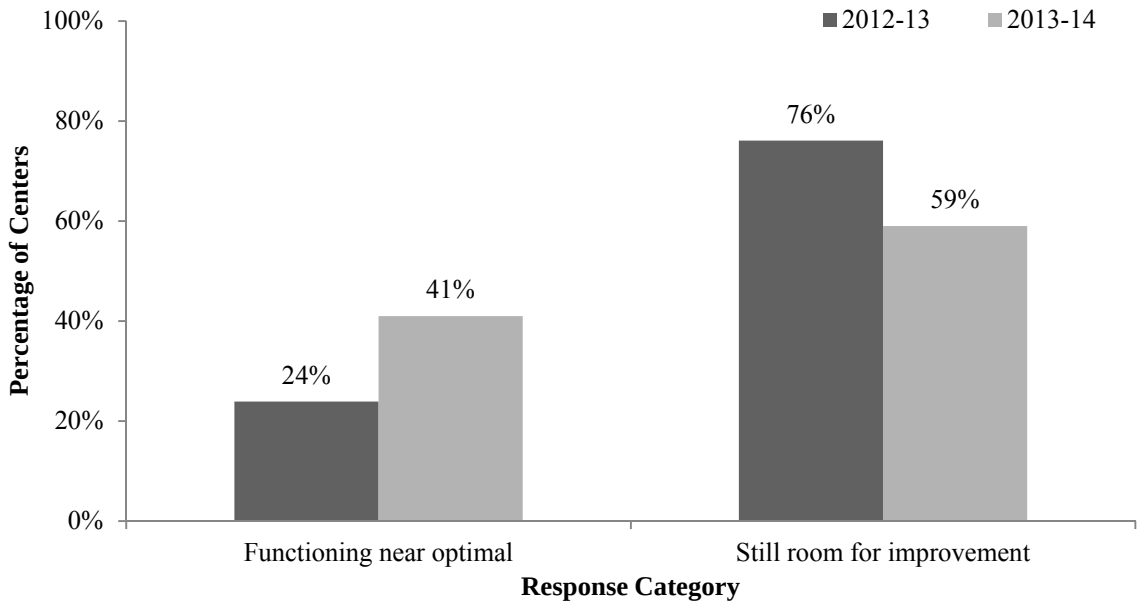


Source. YPQA Form A (from 88 centers in 2012–13 and 105 centers in 2013–14).

A slightly different trend was observed in relation to scores associated with the *interaction* and *engagement* scales of the YPQA. Here, as shown in Figures 32 and 33, the majority of centers fell in the combined 1/3 portion of the rating scale, suggesting room for improvement in each of

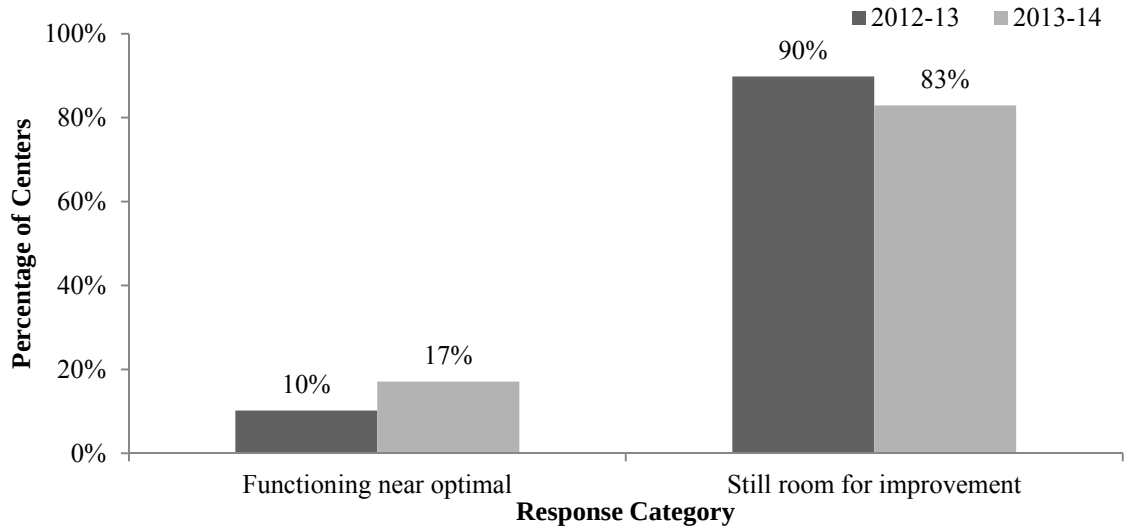
these areas, although substantively fewer centers fell in this category in 2013–14 as compared with 2012–13 across both scales, which may indicate a general upward trend in terms of a program's ability to effectively implement the practices described in the *interaction* and *engagement* scales of the tool.

Figure 32. Distribution of YPQA Scores—Interaction, 2012–2014



Source. YPQA Form A (from 88 centers in 2012–13 and 105 centers in 2013–14).

Figure 33. Distribution of YPQA Scores—Engagement, 2012–2014



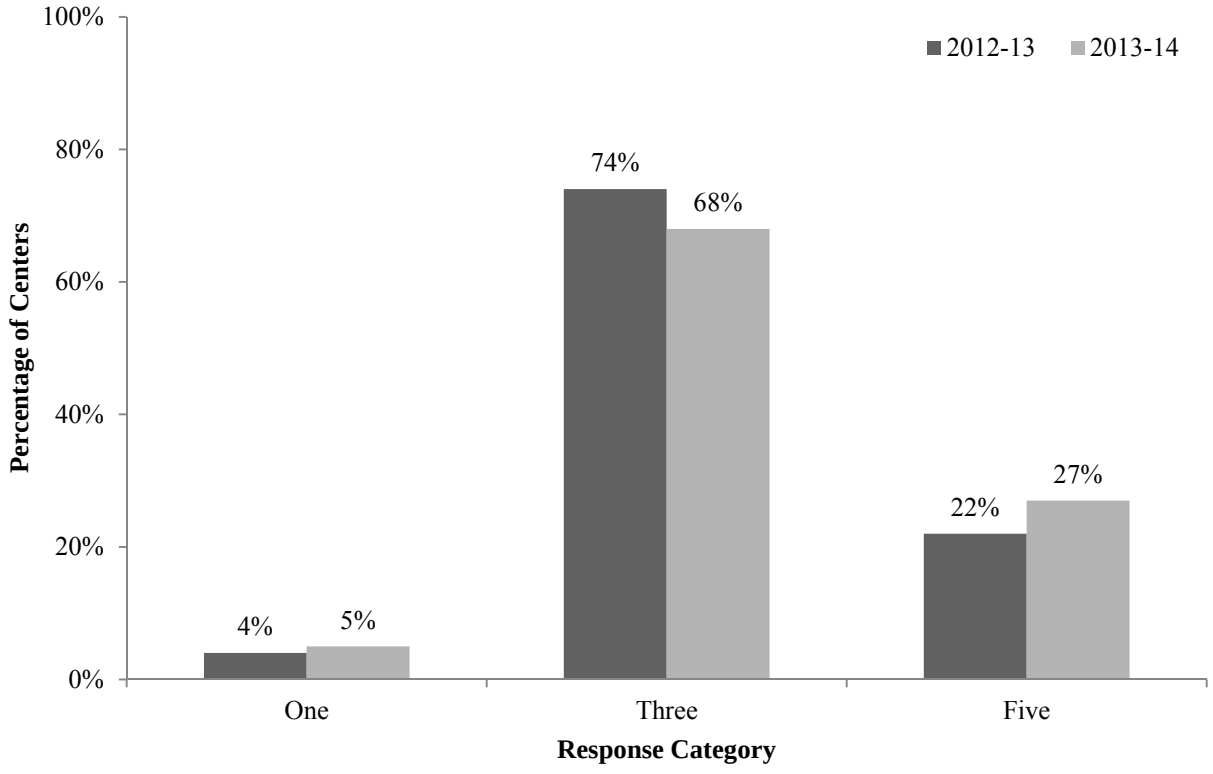
Source. YPQA Form A (from 88 centers in 2012–13 and 105 centers in 2013–14).

Youth-Centered Policies and Practices

This leading indicator is meant to capture the degree to which the program adopts youth-centered policies and practices conducive to a supportive learning environment. The data presented in relation to this indicator are based on data obtained from YPQA Form B. Staff were asked a series of questions about the program's relevance to youth interests and skills, as well as youths' influence on the setting, activities, structure, and policy of the center. Like Form A, Form B uses a 3-point rating scale to assign scores to a given element (1, 3, and 5). However, unlike Form A, the 3-point rating scale was found to be viable for Form B scales, so findings reported in relation to this tool will use the 1, 3, 5 convention.

Figure 34 shows that a majority of centers (74 percent in 2012–13 and 68 percent in 2013–14) fell within the 3 category, while 4 percent fell in the 1 category and 22 percent in the 5 category in 2012–13. In 2013–14, the percentage falling in the 1 category was 5 percent and those falling in the 5 category reached 27 percent. **These data indicate that most staff reported that programs tap youth interests; build multiple skills; and involve youth in the settings, activities, structure, and policy of the program.**

Figure 34. Distribution of Centers in Response Categories for Form B Questions About Youth-Centered Policies and Practices, 2012–2014



Source. YPQA Form B (from 68 centers in 2012–13 and 94 centers in 2013–14).

Summary of Instructional Practices Findings and Recommendations

Of all the leading indicators, those within the instructional practices domain could be considered of greatest importance in ensuring high-quality programming because the point of service is where youth experience programming and arguably receive the most benefit. On average, centers are doing reasonably well in adopting content- and process-related practices and approaches associated with intentional content delivery and the provision of developmentally appropriate settings. However, room for growth exists in each of these areas, particularly in relation to enhancing intentionality in activity session design and adopting practices that lead to an interactive and engaging environment for participating youth.

To better target program improvement efforts, more information is needed about the following areas:

- How does performance on leading indicators in the instructional context vary by the grade level of students served by the program? The concern here is that several of the process indicators may be more relevant to or easier to implement in programs serving youth in secondary grades, which may warrant exploring different measurement strategies depending on the grade level of the youth in question.
- How much variation exists within and across centers in terms of the adoption of high-quality instructional practice, and how can this information be communicated to centers in a way to support program improvement efforts without penalizing individual centers or staff?

Each of these questions has implications for the continued development of the leading indicator system and warrants further exploration in future evaluation efforts.

Partnership Practices

The Partnership Practices domain focuses on relationships between the 21st CCLC program and contexts external to the program that significantly impact the success of the program. Community partners, families, and schools play an important role in 21st CCLC programs by expanding program activities, facilitating program sustainability, and providing important information about student needs. Three leading indicators are associated with the Partnership Practices domain: (1) Family Engagement, (2) School Context, and (3) Community Context.

Indicator 3.1: Family Engagement

Engaging families in programming and providing family learning events is an important component of 21st CCLC programs. Programs may engage families by communicating with them about center programming and events, collaborating to enhance their child's educational success, and providing family literacy or social events. Survey questions on the site coordinator survey measured center approaches to family communication.

Scale scores for family engagement included site coordinator responses to the following survey questions:

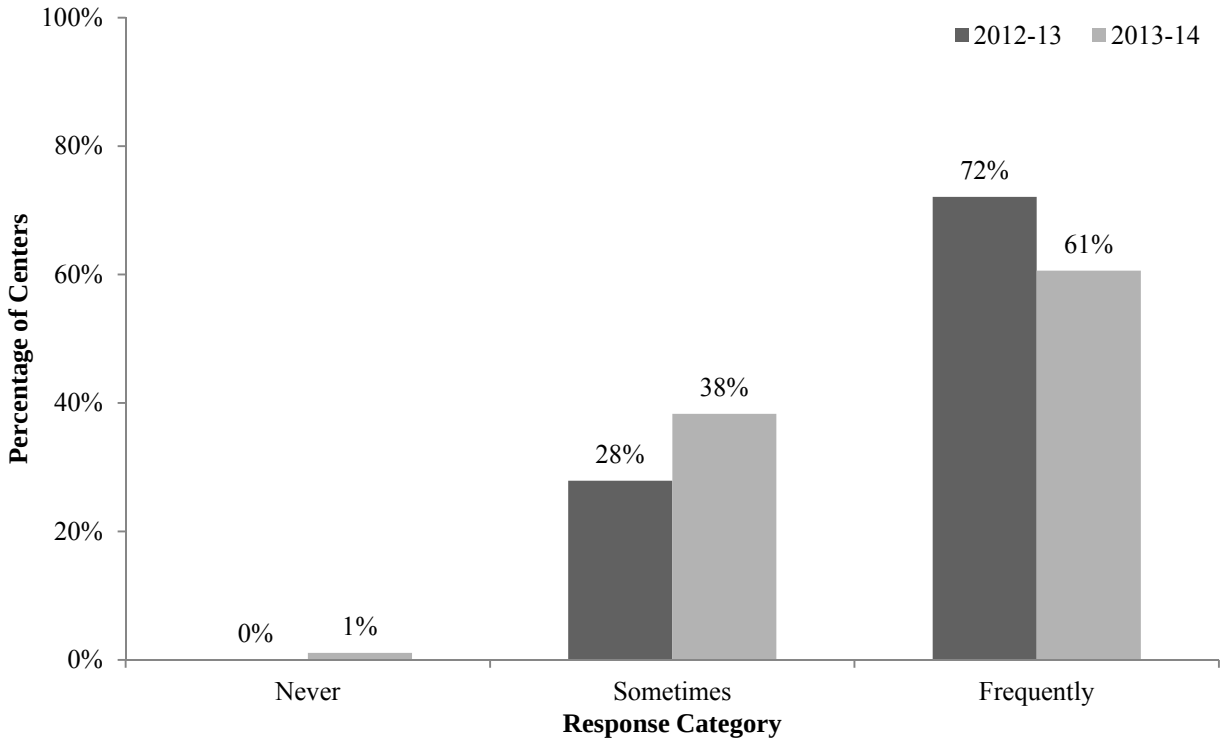
PROMPT: How often do you...

- Send materials about program offerings home to parents or adult family members?
- Send information home about how the student is progressing in the program?
- Hold events or meetings to which parents or adult family members are invited?
- Have conversations with parents or adult family members on the phone?
- Meet with one or more parents or adult family members?
- Ask for input from parents or adult family members on what and how activities should be provided?
- Encourage parents or adult family members to participate in center-provided programming meant to support their acquisition of knowledge or skills?
- Encourage parents or adult family members to participate in center-provided programming with their children?

As Figure 35 shows, 76 percent of site coordinator respondents fell in the *sometimes* response category in 2012–13 and 74 percent were in this category in 2013–14. These results are indicative of programs typically communicating with families once or twice a semester.

The least common family communication strategies included *sending information home about how the student is progressing in the program* and *asking for input from family members on what and how activities should be provided*. **The former is not surprising given the difficulty associated with providing individual progress reports on specific students. However, the latter is more surprising considering that obtaining feedback from parents or adult family members is not an overly burdensome or costly task. There might be an opportunity for local evaluators to assist programs in collecting feedback from parents or adult family members.**

Figure 35. Summary of Site Coordinator Responses Regarding Family Engagement, 2012–2014



Source. Site coordinator survey (175 responses from 176 centers in 2012–13 and 160 responses from 161 centers in 2013–14).

Indicator 3.2: School Context

This leading indicator is meant to capture the degree to which 21st CCLC staff members align the design and delivery of programming to the school day and individual student needs. These practices are particularly important to 21st CCLC program quality, given the explicit goal of supporting low-performing students' growth in reading and mathematics. The data reported for this leading indicator were scored with Rasch-created scale scores, where higher scores are indicative of higher performance or endorsement on a given scale. Four separate scale scores were calculated for this indicator:

- **Linkages to the School Day—Site Coordinator Survey:** The extent to which the site coordinator reports taking steps to establish links to the school day and use student data to inform programming
- **Linkages to the School Day—Staff Survey:** The extent to which program staff report taking steps to establish links to the school day and use student data to inform programming
- **Data Use—Site Coordinator Survey:** The extent to which the site coordinator reports the program using student data to inform programming
- **Data Use—Staff Survey:** The extent to which program staff report taking steps to use student data to inform programming

It is important to note that the items for linkages to the school-day scales on the site coordinator and staff surveys were quite different. On the site coordinator survey, items were designed to ask about specific strategies adopted by the program to establish meaningful links to the school day. Site coordinators were asked to indicate if the strategy described in a given item was (1) a *major strategy*, (2) a *minor strategy*, or (3) *not a strategy* to support links with the school day. In contrast, the staff survey asked respondents to indicate their level of agreement with a series of items regarding their knowledge of school-day practices, student academic needs, use of student data to inform programming, and communication with school-day staff to better support the design and delivery of afterschool programming.

Scale scores for site coordinator responses included the following survey questions in relation to linkages to the school day:

PROMPT: What strategies are used to link the program to the regular school day?

- Align programming to school-day curriculum and standards.
- Help with homework.
- Hire regular school-day teachers.
- Use student assessment or grades to inform programming.
- Meet face-to-face with school-day staff regularly.
- Communicate electronically with school-day staff regularly.
- Communicate electronically with principals and other school-day administrative staff regularly.
- Monitor students' academic performance on district- or building-level assessments across the school year regularly, and use this information to inform activity provision.
- Ensure that activities are informed by and meant to support schoolwide improvement targets related to student performance.

Scale scores for staff survey responses included the following survey questions in relation to linkages to the school day:

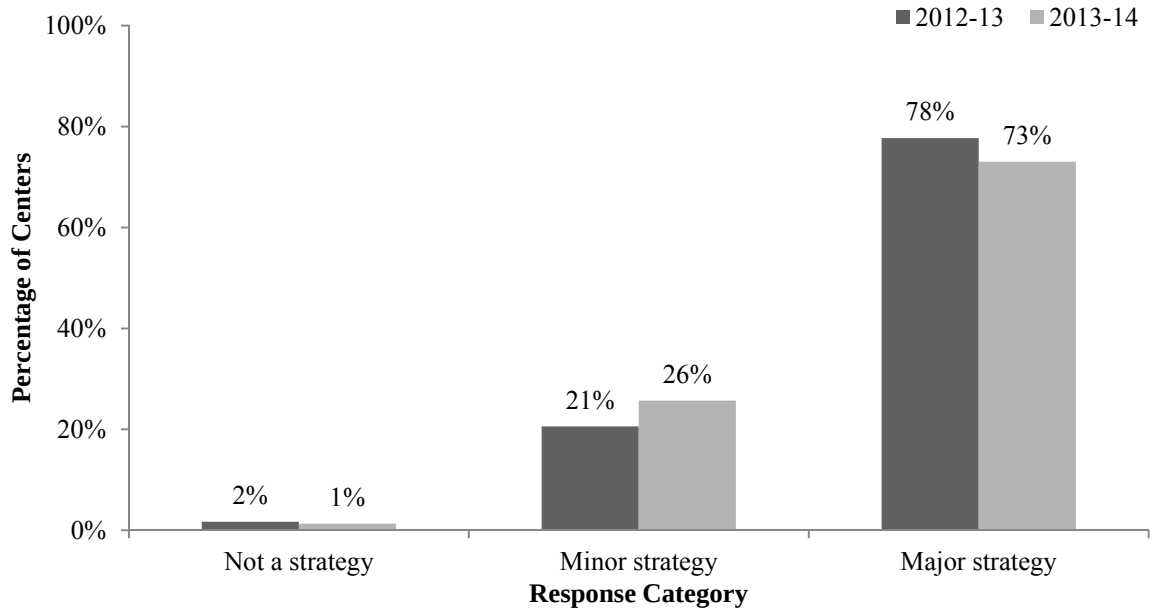
PROMPT: Please rate the extent to which you agree or disagree with the following statements regarding linkages to the school day:

- On a week-to-week basis, I know what academic content will be covered during the school day with the students they work with in the afterschool program.
- I coordinate the content of the afterschool activities they provide with my students' school-day homework.
- I know who to contact at their students' day school if they have a question about their progress or status.
- The activities I provide in the afterschool program are tied to specific learning goals that are related to the school-day curriculum.

- I use student assessment data to provide different types of instruction to students attending their afterschool activities based on their ability level.
- I monitor students' academic performance on district- or building-level assessments across the school year and use this information to inform activities they provide.
- I help manage a formal three-way communication system that links parents, program, and day school information.
- I participate in regular, joint staff meetings for afterschool and regular school-day staff where steps to further establish linkages between the school day and afterschool are discussed.
- I meet regularly with school-day staff not working in the afterschool program to review the academic progress of individual students.
- I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program.

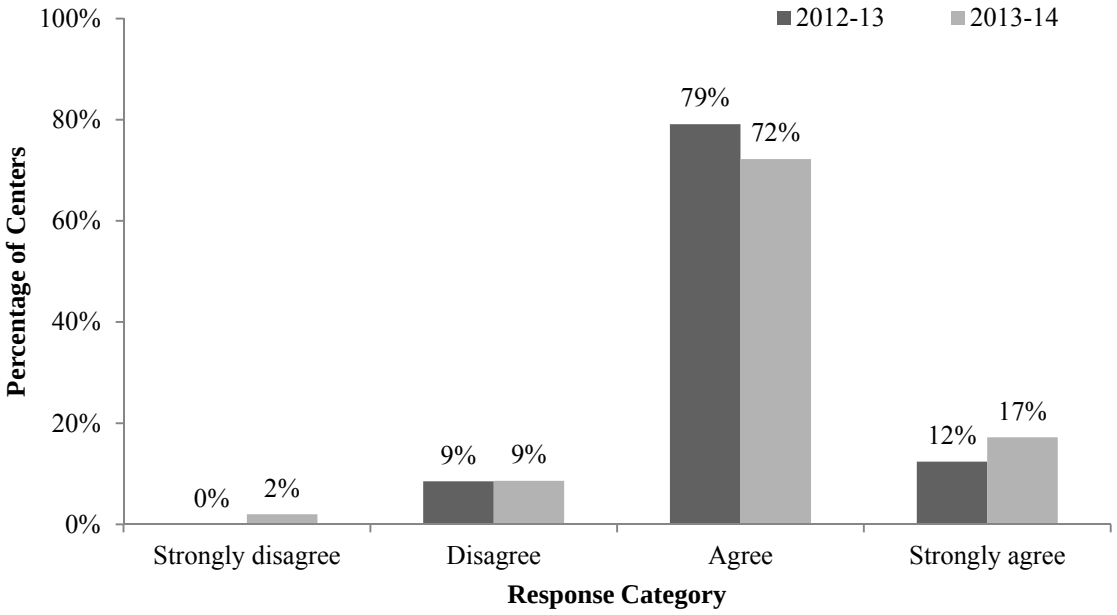
During the 2012–13 and 2013–14 school years, the majority of site coordinators fell within the *major strategy* category (78 percent and 73 percent, respectively) on the *linkages to the school day* scale, suggesting multiple strategy adoption was common among programs operating during these periods. The least frequently adopted strategy was *ensuring activities are informed by and meant to support schoolwide improvement targets related to student performance.* The most common strategy was *hiring regular school-day teachers*. For staff responses, the average scale score on *linkages to the school day* fell within the *agree* response category for more than three quarters of centers in 2012–13 and 2013–14, suggesting that, on average, most staff who are seeking to connect afterschool programing with school-day content have a good sense of both student academic needs and school-day curriculum or instruction. It is important to note when reviewing staff survey results that staff taking the survey could indicate if a given item was not related to their role in the program. In this sense, survey responses likely reflect those staff responsible for the delivery of academic content and who perceived there to be value in connecting their practice to what was happening during the school day (see Figures 36 and 37).

Figure 36. Summary of Responses Regarding Linkages With the School Day From the Site Coordinator Survey, 2012–2014



Source. Site coordinator survey (175 responses from 176 centers in 2012–13, and 161 responses from 161 centers in 2013–14).

Figure 37. Center Classification Based on Staff Members' Responses Regarding Linkages to the School Day, 2012–2014



Source. Staff survey (890 responses from 176 centers in 2012–13, and 802 responses from 151 centers in 2013–14).

Questions also were asked on site coordinator and staff surveys regarding the extent to which staff had access to and made use of student data. Questions appearing on the site coordinator and staff surveys included the following:

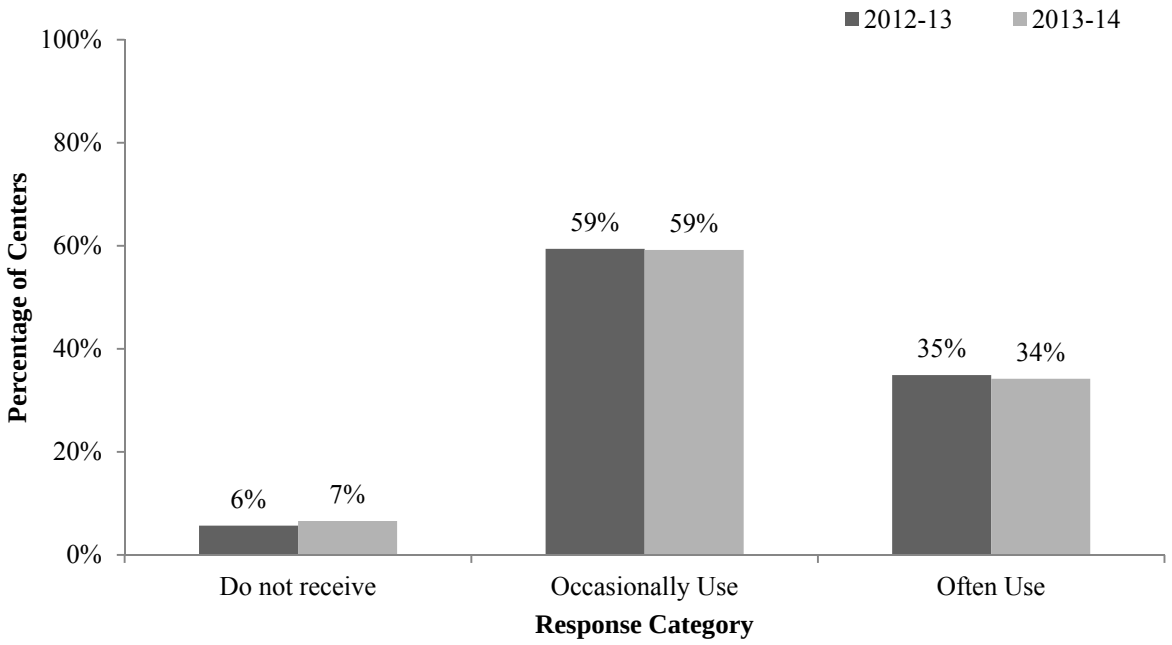
PROMPT: Please indicate whether you [program staff] receive each of the following, and to what extent you [program staff] use it in planning for the activities you provide:

- Individualized education plans
- Students' state assessment scores
- Students' scores on district- or building-level assessments
- Students' grades
- Teacher-provided student progress reports

As shown in Figures 38 and 39, center scale scores on data use in 2012–13 and 2013–14 for both site coordinators and staff most frequently fell in the *occasionally use* category, although program staff were much more likely to report not receiving this information, with 33 percent and 39 percent falling in the *do not receive* response category.

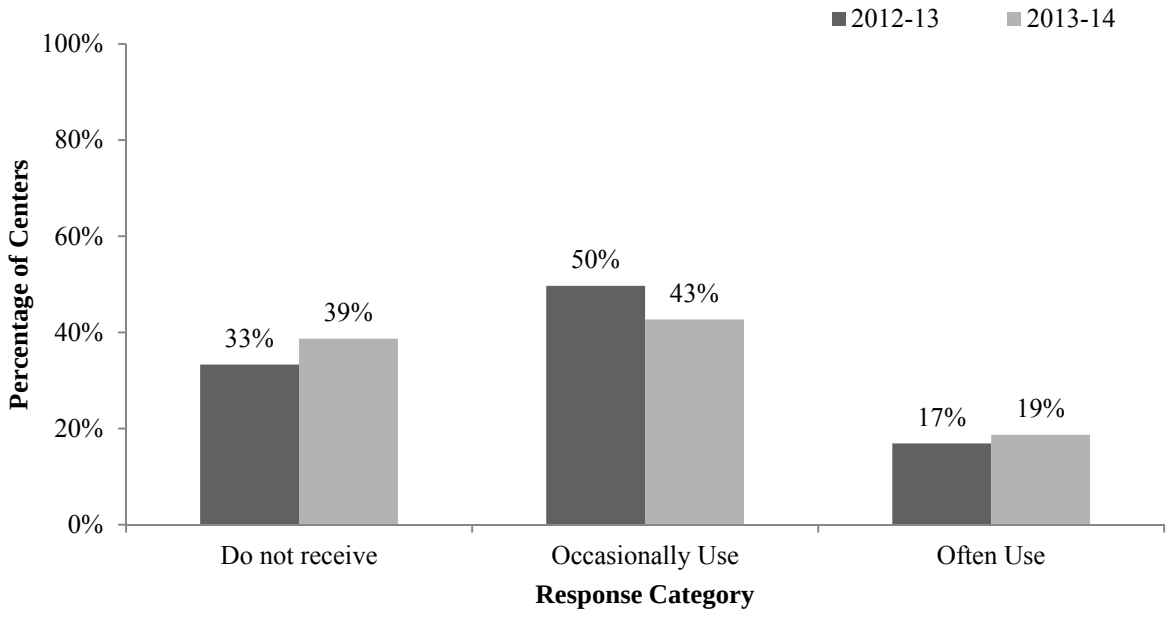
Finally, responses to items related to the use of student data to inform programming indicated that these practices were the least common strategy used by staff to intentionally link programming to the school day. This finding is common among 21st CCLC evaluations conducted by the evaluation team. Generally, more effort could be invested trying to determine how programs are making use of student data and where there are opportunities to identify and share best practices with the field more broadly.

Figure 38. Summary of Responses Regarding Data Use From the Site Coordinator Survey, 2012–2014



Source. Site coordinator survey (175 responses from 176 centers in 2012–13, and 162 responses from 161 centers in 2013–14).

Figure 39. Center Classification Based on Staff Members' Responses Regarding Data Use, 2012–2014



Source. Staff survey (794 responses from 176 centers in 2012–13, and 711 responses from 150 centers in 2013–14).

Indicator 3.3: Community Context

Encouraging partnerships between schools and community organizations is an important component of the national 21st CCLC programs. Partners are defined as any organization other than the grantee that actively contributes to a 21st CCLC–funded program to help programs meet their goals and objectives. Partners may play a variety of roles in supporting a 21st CCLC–funded program. For example, partners may provide programming and staff, provide physical space and facilities, and facilitate fundraising efforts. In many instances, partners can play a critical role in providing activities and services that the grantee lacks expertise or training in to enhance the variety of learning opportunities available to youth.

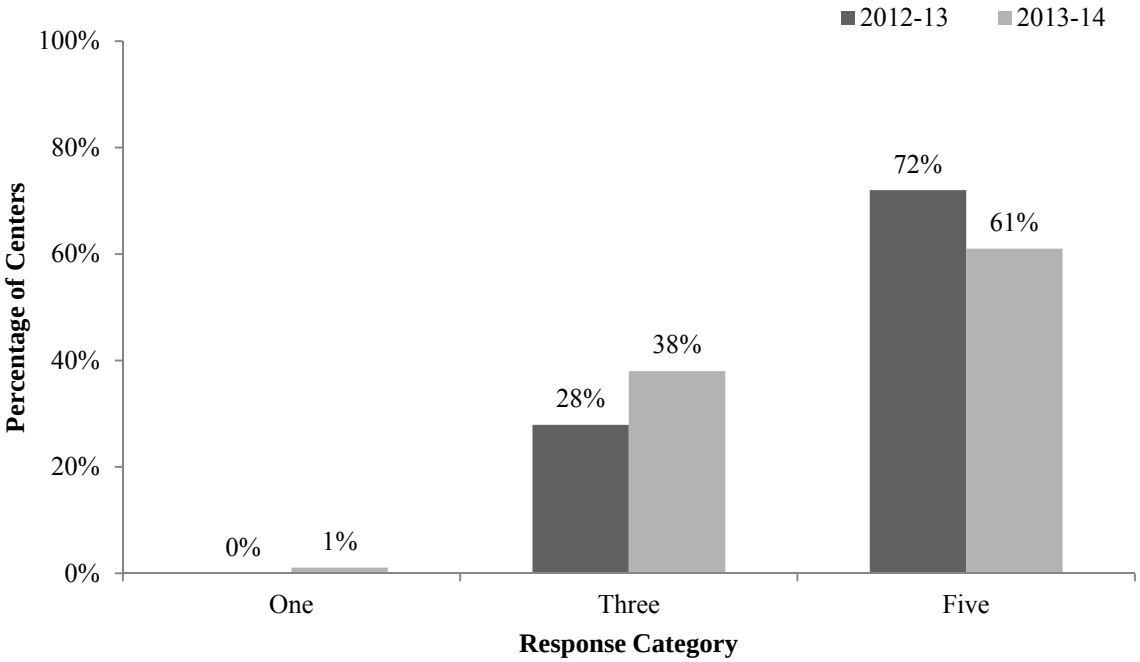
From a quality perspective, mutually beneficial partnerships are most effective when staff from the partner organization work directly with youth and are involved in regular program processes related to staff orientation, training, evaluation, feedback, and professional development.

The leading indicator for community context is meant to capture the degree to which partners associated with the center are actively involved in planning, decision making, evaluating, and supporting program operations. One metric was calculated to describe aspects of this indicator:

- **Family and Community—YPQA Form B:** The extent to which the program adopts policies and practices supportive of family and community engagement

Like other scores on YPQA Form B, centers were classified as falling in the 1, 3, or 5 response category, with higher scores indicative of greater adoption of the practices in question. In 2012–13, 72 percent of centers received a score that put them in the 5 portion of the rating scale, which fell to 61 percent in 2013–14 (see Figure 40). It is not clear why such a decline was demonstrated across the two years in question although, as mentioned, previously the domain of centers reporting Form B data in each year was different.

Figure 40. Summary of Site Coordinator Responses Regarding Family and Community, 2012–2014



Source. YPQA Form B (from 68 centers in 2012–13 and 94 centers in 2013–14).

Summary of Findings and Recommendations in Relation to the Partnership Practices Domain

Of the domains represented in the leading indicator system, the indicators associated with the Partnership Practices domain are most likely to be influenced by local community contexts. For example, Washington is characterized by a relatively large number of grantees that are not districts, and, as a consequence, the mechanisms for developing effective relationships with school-day staff require both effort and a certain level of trust and rapport, which may have a bearing on strategies for linking with the school day. In addition, Washington has a large number of grantees in rural settings (accounting for just under 40 percent of centers active during the 2012–13 programming period), which can make the process of finding viable partnerships more complicated, given the limited availability of community partners in rural settings.

Of the indicators represented in the Partnership Practices domain, the evaluation team believes that the School Context indicator is of greatest import for ensuring high-quality 21st CCLC programming aligned with the goal of supporting student growth and development in reading and mathematics. As with most indicators highlighted thus far in the report, opportunities for growth exist in relation to establishing links to the school day, particularly in relation to the use of student data to meet individual student needs.

Determining Program Improvement Priorities From the Leading Indicator System

One of the goals of the leading indicator system is to help OSPI make a determination regarding where efforts should be invested to support programs in the adoption of quality afterschool practices. For each scale represented in the leading indicator system, a portion of that scale indicates that a quality approach or practice is largely *not* being adopted by the center in question. In Table 11, the indicators are listed along with the portion of the scale that indicates that a given practice is not happening and the number and percentage of centers that fall within these ranges.

As shown in Table 11, across both the 2012–13 and 2014–15 reporting periods, there were only two indicators where more than 50 percent of centers had substantive opportunities for growth and improvement (interaction and engagement). In addition, more than one third of centers in both years suggested that staff were not really using data on youth academic needs to inform the design and delivery of programming.

Taken together, these findings may suggest that the current set of leading indicators is reaching the peak of its utility, and it may be time to reassess their continued use.

Table 11. Leading Indicator Scales by Number and Percentage of Centers Where Quality Practices Were Largely Absent, 2012–2014

Domain/Scale	Rating Options Indicating Practice Not Present	2012–13		2013–14	
		N Centers	% Centers	*N* Centers	% Centers
Organization Practices					
Program Climate The extent to which program staff report that a supportive and collaborative climate exists within the program	*Disagree, Strongly Disagree*	3	2%	5	3%
Internal Communication—Site Coordinator Survey The frequency with which the site coordinator engages in practices with program staff that support internal communication and collaboration	*Never*	6	3%	0	0%
Internal Communication—Staff Survey The frequency with which the staff engages in practices with other program staff that support internal communication and collaboration	*Never*	3	2%	1	1%

Domain/Scale	Rating Options Indicating Practice Not Present	2012–13		2013–14	
		N Centers	% Centers	*N* Centers	% Centers
Leadership and Management—YPQA Form B The extent to which the program is engaging in practices that ensure staff are well positioned to create developmentally appropriate settings for youth and that processes are in place to support program improvement efforts	*One*	0	0%	1	1%
Instructional Practices					
Intentionality in Program Design—Site Coordinator Survey The frequency with which staff engage in practices that indicate intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development	*Rarely*	0	0%	3	2%
Intentionality in Program Design—Staff Survey The frequency with which staff engage in practices that indicate intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development	*Rarely*	0	0%	1	1%
Point of Service Quality—YPQA Form A					
Supportive Environment	*One, three*	8	9%	12	11%
Interaction	*One, three*	67	76%	62	59%
Engagement	*One, three*	79	90%	87	83%
Youth-Centered Policies and Practices—YPQA Form B The extent to which the program adopts youth-centered policies and practices conducive to a supportive learning environment	*One*	3	4%	5	5%
Partnership Practices					

Domain/Scale	Rating Options Indicating Practice Not Present	2012–13		2013–14	
		N Centers	% Centers	*N* Centers	% Centers
Family Communication—The frequency with which staff adopt practices that support communication with parents and adult family members	*Never*	8	5%	7	4%
Linkages to the School Day—Site Coordinator Survey The extent to which the site coordinator reports the program taking steps to establish linkages to the school day and using student data to inform programming	*Not a strategy*	3	2%	3	2%
Linkages to the School Day—Staff Survey The extent to which program staff report taking steps to establish linkages to the school day and using student data to inform programming	*Disagree, strongly disagree*	0	0%	3	2%
Data Use—Site Coordinator Survey The extent to which the site coordinator reports the program using student data to inform programming	*Do not receive*	10	6%	11	7%
Data Use—Staff Survey The extent to which program staff report taking steps to use student data to inform programming	*Do not receive*	59	33%	58	39%
Family and Community—Form B YPQA The extent to which the program adopts policies and practices supportive of family and community engagement	*One*	0	0%	1	1%

Chapter 4. Assessing 21st CCLC Program Outcomes

Impact of 21st CCLC Participation on Student Achievement

The evaluation team ran a series of causal models to assess the impact of the 21st CCLC on a variety of youth outcomes in 2012–13. These analyses were a replication of impact analyses conducted in relation to youth participating in 21st CCLC programming during the 2011–12 school year, with the addition of some new outcome data.

To construct such causal estimates, the evaluation team employed a quasi-experimental research design to examine the effect of participating in 21st CCLC programming on student reading and mathematics achievement; cumulative GPA; percentage of credits earned; and two nonacademic measures: number of unexcused absences and number of disciplinary incidents. Students' reading and mathematics achievement were measured by the Washington state exam for Grades 3–8, the MSP, and the state exam for high school students, the HSPE. The goal of this analysis was to answer the following questions:

- To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on reading and mathematics assessments, cumulative GPA, and percentage of credits earned as compared with similar students not participating in the program?
- To what extent is there evidence that there are differences between students participating in services and activities funded by 21st CCLC and similar students not participating in the program in terms of the number of unexcused absences?

Specifically, using a propensity score stratification approach, the study compared the performance of students who participated in 21st CCLC with similar students who did not participate. Participation was defined two ways for the purpose of the analysis. First, students who attended at least 30 days were compared with students who attended 0 days. Second, students who attended at least 60 days were compared with students who attended 0 days. These definitions of *treatment* were determined to ensure that the comparison of program effect was based on students who received a significant dose of 21st CCLC programming.

In any evaluation of a program where participants are not randomly assigned to participate in the program, the problem of selection is paramount. We know that it is likely that students who participate in 21st CCLC programming are different from those who do not attend. These differences can bias estimates of program effectiveness because they make it difficult to disentangle preexisting differences between students who attended the program and those who did not, from the effect of attending the program. In general, we found that students who attended the program tended to be lower achieving students than those who did not, prior to the start of the current academic year. The quasi-experimental approach outlined here, propensity score matching (PSM), is a method for mitigating the existing bias in program effect (i.e., if one were to simply compare the students who attended and those who did not).

PSM is a two-stage process designed to address this problem. In the first stage, the probability that each student participates in the 21st CCLC program was modeled on available observable characteristics. By modeling selection into the program, this approach allowed us to compare

participating and nonparticipating students who would have had a similar propensity to select into the program based on observable characteristics that were available in the data received from the state of Washington. In the second stage, the predicted probability of participation was used to model student outcomes while accounting for selection bias. We balanced pretreatment group differences in observed covariates using a propensity score stratification and marginal mean weighting approach (Hong & Hong, 2009).

Impact Analysis Results

Tables 12 and 13 show the effect of 21st CCLC programming on student reading and mathematics achievement, cumulative GPA, percentage of credits earned, and number of unexcused absences, pooled across grade levels (for both 30-plus-day and 60-plus-day attendance groups) for 2011–12 and 2012–13. The comparison group for the 30-plus-day and 60-plus-day attendance groups will differ. Separate propensity score models were fit for each, and it is reasonable to think that students who attend 60 or more days are different from those who only attend 30 or more days.

As shown in Table 12, no statistically significant impacts were found for reading achievement for youth attending 21st CCLC programming in 2012–13 in either the 30-plus-day or 60-plus-day attendance groups. This stands in contrast with 2011–12 results, where significant and positive impacts were found for each group, with youth in the 30-plus-day group achieving 0.027 standardized deviation units higher and youth in the 60-plus-day group achieving 0.033 standardized deviation units higher than students in the comparison group.

In terms of mathematics, a moderately significant, positive impact was found in relation to youth attending 60-plus days of programming in 2012–13. In this case, youth attending 60-plus days were found to achieve .021 standardized deviation units higher than the comparison group. This effect was smaller than what was found in 2011–12. In 2011–12, youth in the treatment group achieved 0.044 standardized deviation units higher for the 30-plus-day treatment and 0.035 standardized deviation units higher for the 60-plus-day treatment than youth in the comparison group.

In terms of outcomes pertaining to high school students, there was a significant negative impact of 21st CCLC on student cumulative GPA for the 30-plus-day attendance group in 2012–13, with youth attending programming demonstrating −.072 standardized deviation units lower achievement. A similar negative but nonsignificant effect was witnessed in 2011–12. In contrast, there was a significant positive impact for the 60-plus-day treatment in 2011–12 and 2012–13. Here again, the effects demonstrated in 2012–13 were smaller than the 2011–12 effects (0.082 and 0.195 standardized deviation units, respectively). For percentage of credits earned, a significant positive impact was found at 60-plus days of participation in 2011–12 and 2012–13, although the effect was smaller in 2012–13 (0.144 and 0.063 standardized deviation units, respectively), and a significant positive effect was found at 30-plus days of participation in 2012–13 only (0.124 standardized deviations higher than the comparison group).

Table 12. Impact of 21st CCLC on Achievement Pooled Across Grades, 2011–2013

		2011–12 Program Year			2012–13 Program Year		
Subject	**Treatment**	**Effect Size**	***SE* of Effect Size**	***p***	**Effect Size**	***SE* of Effect Size**	***p***
Reading[a]	30+ day	0.027	0.008	0.001	−0.001	0.012	0.459
	60+ day	0.033	0.011	0.004	0.017	0.016	0.142
Mathematics[b]	30+ day	0.044	0.008	<0.001	0.003	0.011	0.380
	60+ day	0.035	0.011	0.002	0.021	0.015	0.079
Cumulative GPA[c]	30+ day	−0.022	0.026	0.399	−0.072	0.029	0.006
	60+ day	0.195	0.049	<0.001	0.082	0.046	0.037
Percentage of credits earned[c]	30+ day	0.034	0.027	0.212	0.124	0.022	<0.001
	60+ day	0.144	0.048	0.003	0.063	0.010	<0.001

Note. SE, standard error.

[a] Includes Grades 4–8, 10.

[b] Includes Grades 4–8.

[c] Includes Grades 9–12.

In terms of unexcused absences, in 2012–13, a statistically significant, negative effect of 21st CCLC was found for the number of unexcused absences at the 0.01 significance level for both 30-plus-day and 60-plus-day attendance groups (see Table 13). In this regard, the number of unexcused absences was lower for youth participating in the program than that in the comparison group at both 30 and 60 days of 21st CCLC participation. However, these effects were smaller than those found in 2011–12, which also were significant and negative for each attendance group. More specifically, in 2011–12, the 30-plus-day attendance group had 34 percent fewer unexcused absences than the comparison group made up of nonparticipating students, while the 60-plus-day attendance group had 61 percent fewer absences. By comparison, in 2012–13, these percentages were 14 percent fewer absences in the 30-plus-day group and 33 percent fewer absences in the 60-plus-day group.

In 2012–13, the evaluation team at AIR also had the opportunity to explore the impact of participation in the 21st CCLC program on reducing disciplinary incidents. As shown in Table 13, a significant and negative impact was found at both 30-plus days and 60-plus days of participation. Youth participating for 30-plus days of participation had 7 percent fewer disciplinary incidents, while youth attending 60-plus days had 16 percent fewer incidents than nonparticipating youth in the comparison group.

Table 13.Impact of 21st CCLC on Number of Unexcused Absences and Number of Disciplinary Incidents Pooled Across Grades, 2011–2013

		2011–12 Program Year				2012–13 Program Year			
Outcome	**Treat-ment**	**Effect**	***SE***	***p***	**Weighted Mean Ratio (Treatment/ Comparison)**	**Effect**	***SE***	***p***	**Weighted Mean Ratio (Treatment/ Comparison)**
Number of Unexcused Absences[a]	30+ days	−0.312	0.009	<0.001	0.657	−0.075	0.005	<0.001	0.856
	60+ days	−0.638	0.017	<0.001	0.393	−0.140	0.044	<0.001	0.666
Number of Disciplinary Incidents[b]	30+ days	NA	NA	NA	NA	−0.042	0.027	0.063	0.934
	60+ days	NA	NA	NA	NA	−0.185	0.009	<0.001	0.840

Note. NA, not applicable; *SE*, standard error.

[a] Includes Grades 6–12.

[b] Includes Grades 3–12.

Summary of Impact Analyses Results

Generally, findings from the impact analyses conducted in relation to youth outcomes associated with the 2012–13 project period indicated positive program impacts across each of the outcomes examined, replicating many of the findings of impact identified in relation to the 2011–12 programming period:

- A moderately significant, positive program impact was found for mathematics at the 60-plus-day participation threshold. This differs from the 2011–12 analyses, where significant positive effects for reading and mathematics were found at both the 30-plus-day and 60-plus-day attendance levels. Overall, the effects on assessment results in reading and mathematics were small.
- Significant, positive program impacts were found for both cumulative GPA and credits earned/credits attempted at only the 60-plus-day participation threshold, which replicated 2011–12 findings. In addition, in 2012–13, youth attending 30-plus days in programming also witnessed a significantly higher rate of credits earned relative to the comparison group. Each of these effects was small.
- Significant, positive program impacts were found in terms of a lower number of unexcused absences at both the 30-plus-day and 60-plus-day participation thresholds. These findings replicated those found in 2011–12, and although these effects were moderate to large in 2011–12, the program's effect on unexcused absences in the 2012–13 programming period could be described as small.
- Significant, positive program impact also was found in terms of a lower number of disciplinary incidents at both the 30-plusday and 60-plus-day participation thresholds. These effects could be described as small.

A few points are noteworthy. First, the 2012–13 results replicate most of the positive program effects witnessed in 2011–12. This replication lends credence to the conclusion that the program

is supporting these outcomes. In addition, although many of the effects would be deemed small by traditional standards for interpreting effects sizes (Cohen, 1988), these effects should be considered to be substantive and commensurate with expectations for program impact based on the amount of time youth spend in programming. Youth were considered 21st CCLC participants if they participated in programming for either 30-plus- or 60-plus-days during the school year, which approximates to 60–120 hours or more of program participation. During the average school year, youth will spend close to 1,200 hours in school (U.S. Department of Education, 2008).

What is less clear is why there was a general decline in the strength of program effects between the 2011–12 and 2012–13 school years. The population of programs included in these analyses was different between the two years, with more than 40 centers ending their grants at the end of 2011–12 and more than 30 new centers starting operation with the onset of the 2012–13 school year. The loss of mature programs and the addition of many programs new to 21st CCLC could be potentially related to the observed lower effects.

Finally, it is important to note that the propensity score stratification approach employed here seeks to minimize the impact of selection bias on the estimates of program impact. However, it is an untestable assumption that such models can fully account for selection bias. To the extent that other variables, not available for this analysis, exist that predict student participation in 21st CCLC (e.g., such unobservable characteristics as youth motivation, parental support, and goal orientation) and also are related to student achievement, unexcused absences, or disciplinary incidents, these analyses may be limited in fully accounting for all sources of selection bias. To that end, these analyses provide initial evidence about the impact of 21st CCLC on the outcome examined but should not necessarily be considered equivalent to experimental studies that have strong internal validity.

Chapter 5. Motivation, Engagement, and Beliefs Survey

Although school-related outcomes have been commonly employed to assess the impact of the 21st CCLC on participating youth, most 21st CCLC programs across the country and in the state of Washington implement programming designed to support a broader array of more immediate youth development outcomes, including those related to the formation of positive mindsets and beliefs and social and emotional skills and competencies.

These types of skills, beliefs, and knowledge are the immediate outcomes that can emerge from participation in high-quality afterschool programs. That is, youth growth and development across these outcomes happens within the confines of the program and often can be observed directly by the staff leading afterschool activities, making them a natural place to start when assessing the impact of 21st CCLC programming on youth. However, although these types of outcomes are increasingly gaining traction in the educational and workforce development fields as being key determinants of youth success (Farrington et al., 2012; National Research Council, 2012; Wilson-Ahlstrom et al., 2011), efforts to measure youth development in these areas within the confines of afterschool programs are still in their relative infancy.

However, work is being done to develop measures that address these types of outcomes. For the past several years, the Youth Development Executives of King County (YDEKC) has been working with community-based providers of youth development programming to define how these programs impact youth and through these efforts developed the Youth Motivation, Engagement, and Beliefs Survey. This tool has been designed to measure the extent to which youth report having skills and dispositions that have been shown to be critical for positive youth growth and development.

Starting in fall 2013, AIR began working with YDEKC and OSPI to refine the tool for use with the state's 21st CCLC programs. In spring 2014, a revised version of the tool was piloted in 38 21st CCLC programs serving youth in Grades 4–12. A total of 1,199 completed surveys were collected during the 2014 pilot from 21st CCLC programs, with approximately 32 surveys completed per program. Steps were taken to target youth in the survey completion process that were likely to meet the definition of a regular program attendee for the 2013–14 programming period.

The piloted version of the Youth Motivation, Engagement, and Beliefs Survey included three types of scales. A full copy of the survey can be found in Appendix A.

1. *Items pertaining to youth's sense of belonging and experiences in the 21st CCLC program*. The purpose of these items was to obtain authentic feedback from youth on their experiences in the 21st CCLC program they were enrolled in during the 2013–14 school year. Examples of items of this type included *I fit in at this program*, *This program helps me build new skills,* and *What we do in this program is challenging in a good way*. For all items appearing on the survey, youth were asked to respond to each item by endorsing one of the following response options: *not at all true; somewhat true*; *mostly true*; or *completely true*.
2. *Items pertaining to youth's sense of how they may have been impacted by participation in the program.* The purpose of these items was to explore the extent to which youth believed the program may have helped them in terms of developing

positive academic behaviors and better self-management skills. Examples of items of this type included *This program has helped me to become more interested in what I'm learning in school* and *This program has helped me get better at staying focused on my work even when it's boring*.

3. *Items pertaining to how youth reported functioning at present when taking the survey on a series of areas related to social and emotional development.* The purpose of these items was to gauge how well youth described themselves as doing in five key areas: (1) academic identity; (2) positive mindsets; (3) self-management; (4) school belonging; and (5) interpersonal skills. Given that these items only asked about a youth's current functioning, they cannot be used to determine how the program may have impacted youth growth and development in each of these areas, although this area is something the evaluation team will be exploring in the future. Examples of items appearing on these scales include *Doing well in school is an important part of who I am (academic identity); I can solve difficult problems if I try hard enough (mindsets); I can calm myself down when I'm excited or upset (self-management); I fit in at my school (school belonging);* and *I work well with others on shared projects (interpersonal skills)*.

The evaluation team used Rasch analysis approaches to calculate a scale score for each survey scale, which was then used to determine what response category (*not at all true*; *somewhat true*; *mostly true*; or *completely true*) best described a youth's experience in the program, perception of program impact, or current level of functioning.

Belonging and Engagement

Youth responses to the program belonging and engagement scale are outlined in Table 14. As shown in Table 14, the majority of respondents fell within the *completely true* range of the scale, which is indicative of youth expressing a positive, engaging, and supportive experience in the 21st CCLC program they attended, while another 24 percent fell in the *mostly true* portion of the scale. Slightly more than 20 percent of responding youth fell in the *not at all true* (2 percent) or *somewhat true* (19 percent) portion of the rating scale.

Table 14. Number and Percentage of Respondents Falling in a Given Portion of the Rating Scale for the Program Belonging and Engagement Scale, 2014

	Not at All True		*Somewhat True*		*Mostly True*		*Completely True*	
Scale	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Program Belonging and Engagement	22	1.9%	220	18.5%	283	23.8%	662	55.8%

Note. N = 1,187 youth.

Program Impact

The Youth Motivation, Engagement, and Beliefs Survey pilot was the first time OSPI had taken steps to ask youth directly how their participation in 21st CCLC funding impacted their functioning, from both academic and self-management perspectives. The majority of responding

youth indicated the 21st CCLC program they attended had helped them academically, with nearly 54 percent of youth falling in the *completely true* range of the rating scale and another 22 percent falling in the *mostly true* range (see Table 15). Roughly a quarter of respondents did not report academic program impacts, falling in either the *not all true* (2 percent) or *somewhat true* (23 percent) portions of the scale. Generally, such findings suggest youth were positive about how the program had benefitted them academically.

A similar trend was found in relation to youth-reported program impact in the area of self-management. In this case, the plurality of respondents fell within the *completely true* range of the scale, while another 20 percent fell within the *mostly true range* of the scale. Approximately 30 percent of youth fell within either the *not at all true* (4 percent) or *somewhat true* (26 percent) portion of the rating scale related to program impact on the development of self-management skills.

Table 15. Number and Percentage of Respondents Falling in a Given Portion of the Rating Scale for the Program Impact Scales, 2014

	Not at All True		***Somewhat True***		***Mostly True***		***Completely True***	
Scale	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Program Impact—Academics	29	2.4%	268	22.6%	255	21.5%	635	53.5%
Program Impact—Self-Management	51	4.3%	304	25.7%	352	29.7%	478	40.3%

Note. N = 1,187 youth.

Youth perceptions of impact also were hypothesized to be related to the experiences youth had while participating in 21st CCLC programming. To explore this hypothesis, the evaluation team ran a series of analyses exploring the relationship between a youth's score on the program belonging and engagement scale and his or her score on each of the program impact scales outlined in Table 15. As shown in Table 16 in the shaded cells, youth fell in the same response category for both the program belonging and engagement scale and the program impact—academics scale. For example, 73 percent of youth falling in the *not at all true* portion of the scale for program belonging and engagement also fell in that same category on the program impact—academics scale. **This trend was consistent across each of the response categories. A similar trend was found in relation to the *program impact—self-management* scale found in Table 17. In both instances, a significant relationship was found between youth experiences in the program and the types of program impacts they reported.[2]**

[2] Chi-square analyses were performed to explore the relationship between the *program belonging and engagement* scale and both the program impact—academics and program impact—self-management scales. In both cases, a significant and positive relationship was found to exist (program impact—academics, chi-square = 1155.66, $df = 9$, $p < .001$, and program impact—self-management, chi-square = 1135.15, $df = 9$, $p < .001$).

Table 16. Number and Percentage of Respondents Falling in a Given Portion of the Rating Scale for Both the Program Belonging and Engagement and Program Impact—Academics Scales, 2014

	Program Belonging and Engagement							
Scale/Response Category	***Not at All True***		***Somewhat True***		***Mostly True***		***Completely True***	
Program Impact—Academics	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Not at all true	16	72.7%	11	5.0%	2	0.7%	0	0.0%
Somewhat true	6	27.3%	159	72.3%	77	27.2%	26	3.9%
Mostly true	0	0.0%	33	15.0%	129	45.6%	93	14.0%
Completely true	0	0.0%	17	7.7%	75	26.5%	543	82.0%
Total	22	100.0%	220	100.0%	283	100.0%	662	100.0%

Note. N = 1,187 youth.

Table 17. Number and Percentage of Respondents Falling in a Given Portion of the Rating Scale for Both the Program Belonging and Engagement and Program Impact—Self-Management Scales, 2014

	Program Belonging and Engagement							
Scale/Response Category	***Not at All True***		***Somewhat True***		***Mostly True***		***Completely True***	
Program Impact—Self-Management	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Not at all true	21	95.5%	26	11.8%	4	1.4%	0	0.0%
Somewhat true	1	4.5%	162	73.6%	106	37.6%	35	5.3%
Mostly true	0	0.0%	27	12.3%	139	49.3%	186	28.1%
Completely true	0	0.0%	5	2.3%	33	11.7%	440	66.6%
Total	22	100.0%	220	100.0%	282	100.0%	661	100.0%

Note. N = 1,185 youth.

Social and Emotional Development

Finally, in Table 18, how youth fell within a given response option is outlined for each of the scales designed to assess youth functioning in a given belief or skill area. Again, these scales represent how youth were functioning at the point when the survey was taken and cannot be used to draw conclusions about the impact of the 21st CCLC program on youth outcomes. As shown in Table 18, **youth were most apt to fall in the *mostly true* and *completely true* portions of the rating scale, ranging from 87 percent of youth falling in these two categories for Academic Identity to 63 percent for Self-Management. Our sense is that youth in the *not at all true* or *somewhat true* portions of the scale represent the domains where opportunities may exist to further develop and reinforce positive beliefs and skills in each of these areas.**

Table 18. Number and Percentage of Respondents Falling in a Given Portion of the Rating Scale by Survey Scale, 2014

	Not at All True		*Somewhat True*		*Mostly True*		*Completely True*	
Scale	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Academic Identity	5	0.4%	147	12.3%	252	21.0%	795	66.3%
Mindset	3	0.3%	250	20.9%	405	33.8%	541	45.0%
Self-Management	17	1.4%	431	35.9%	355	29.6%	396	33.0%
School Belonging	22	1.8%	333	27.9%	258	21.6%	581	48.7%
Interpersonal Skills	11	0.9%	214	17.9%	505	42.2%	467	39.0%

Note. N = 1,199 youth.

Relationship With School-Related Outcomes

The constructs measured in the Youth Motivation, Engagement, and Beliefs Survey were the result of extensive efforts undertaken by YDEKC to identify and measure key skills and beliefs related to positive youth growth and development. In light of this, we wanted to explore if youth functioning on survey scales would be related to a series of school-related outcomes obtained from the data warehouses maintained by OSPI. Our hypothesis is that higher scale scores would be found to be related to a variety of positive school-related outcomes, thereby empirically demonstrating the potential connection between what is measured on the survey and the types of academic-related outcomes sought by the 21st CCLC program.

When collecting youth survey data, the evaluation team took steps to capture the unique statewide identifier for each youth, allowing survey response data to be linked to school-related demographic and outcome data housed in OSPI's data warehouse. Of the 1,199 youth completing the survey, matches were found for 867 youth in Grades 48 (a relatively small number of youth in Grades 9–12 were represented in the sample and were therefore excluded from analyses described in this section of the report).

To explore this possible relationship, the evaluation team ran a series of hierarchical linear models (HLMs) to assess the correlation between survey scale scores and school-related outcomes associated with the 2014 school year. The following outcome variables were included in these analyses:

- State assessment scores in reading
- State assessment scores in mathematics
- Student growth percentile in reading
- Student growth percentile in mathematics
- Number of unexcused absences
- Number of disciplinary incidents
- Number of intervention days associated with disciplinary incidents

A series of other youth- and school-level predictors were included in the model to control for key features related to the school-related outcomes in question:

Youth Level

- Eligibility for free or reduced-price lunches
- Special education status
- Bilingual status
- Hispanic ethnicity
- Enrollment in the Learning Assistance Program for reading
- Enrollment in the Learning Assistance Program for mathematics

School Level

- Number of youth enrolled in the school
- Percentage of school population that is Hispanic
- Percentage of school population eligible for free or reduced-price lunches
- Percentage of school population with bilingual status
- Percentage of school population with special education status
- Mean number of unexcused absences
- Ratio of the number of disciplinary incidents at the school to school enrollment

The evaluation team ran separate models for each survey subscale and outcome, where a youth's score on a given scale was included in the model as a Level 1 predictor. The goal was to examine if a given subscale was found to be related to a given school-related outcome. As outlined in Table 19, **higher scores on the academic identity scale were found to be significantly related to higher reading and mathematics assessment scores, fewer unexcused absences, fewer disciplinary incidents, and fewer intervention days. Higher academic identity scores also were related to higher mathematics growth percentile values, although in this case, this was a moderately significant relationship.**

Higher scores on the mindset scale were found to be related to higher mathematics assessment scores and fewer unexcused absences. Higher mindset scores also were related to a smaller number of intervention days, although this was a moderately significant relationship.

Higher scores on the self-management scale were found to be related to fewer disciplinary incidents and intervention days.

Higher scores on the interpersonal skills scale were related to higher reading assessment scores, fewer disciplinary incidents, and fewer intervention days. Higher interpersonal scale scores also were related to a fewer unexcused absences, although this was a moderately significant relationship.

No significant relationship was found between any of the school-related outcomes examined and scores on the school belonging scale in the direction hypothesized.

Overall, these results are promising and lend support to the case that scales appearing on the Youth Motivation, Engagement, and Beliefs Survey are measuring survey constructs in a way that has been shown to be related to school-related outcomes in the manner predicted. The evaluation team will take steps to replicate these analyses in 2015 for the 2014–15 programming period to determine if results are similar and to assess the stability and sensitivity of scores across time. This approach will allow AIR to see if the tool can be used to measure youth growth on these constructs over time.

Table 19. Summary of HLM Results by Survey Subscale and School Outcome, 2014

	Coefficient	Standard Error	*p* Value
Academic Identity			
Reading assessment	0.269	0.083	0.005**
Reading growth percentile	0.087	0.103	0.409
Mathematics assessment	0.335	0.073	0.000***
Mathematics growth percentile	0.209	0.100	0.050^{+}
Unexcused absences	−0.280	0.133	0.042*
Disciplinary incidents	−0.707	0.226	0.004**
Intervention days	−0.898	0.179	0.000***
Mindset			
Reading assessment	0.144	0.089	0.123
Reading growth percentile	0.058	0.106	0.590
Mathematics assessment	0.176	0.082	0.047*
Math growth percentile	0.193	0.118	0.118
Unexcused absences	−0.313	0.138	0.030*
Disciplinary incidents	−0.270	0.230	0.249
Intervention days	−0.553	0.282	0.058^{+}
Self-Management			
Reading assessment	0.163	0.099	0.117
Reading growth percentile	0.135	0.128	0.307
Mathematics assessment	0.101	0.101	0.329
Mathematics growth percentile	−0.011	0.165	0.947
Unexcused absences	−0.239	0.181	0.195
Disciplinary incidents	−0.770	0.324	0.023*
Intervention days	−0.880	0.378	0.026*

	Coefficient	Standard Error	*p* Value
School Belonging			
Reading assessment	0.019	0.084	0.825
Reading growth percentile	0.015	0.099	0.876
Mathematics assessment	0.011	0.080	0.897
Mathematics growth percentile	0.126	0.103	0.242
Unexcused absences	−0.245	0.176	0.173
Disciplinary incidents	−0.185	0.228	0.422
Intervention days	0.133	0.274	0.630
Interpersonal Skills			
Reading assessment	0.179	0.083	0.047*
Reading growth percentile	0.116	0.098	0.253
Mathematics assessment	0.074	0.080	0.365
Mathematics growth percentile	0.029	0.121	0.815
Unexcused absences	−0.221	0.109	0.050^{+}
Disciplinary incidents	−0.636	0.254	0.017*
Intervention days	−1.090	0.325	0.002**

Note. N = 867 youth in Grades 4–8 with complete survey data; actual n varies by analysis.

***$p < .001$, **$p < .01$, *$p < .05$, $^{+}p < .10$.

Conclusions

In conducting the statewide evaluation of the Washington 21st CCLC–funded programming for the 2012–13 and 2013–14 programming periods, a primary goal was to understand how and to what degree centers were implementing research-supported practices in their programming, as well as what impact participation in 21st CCLC–funded programming had on student outcomes such as reading and mathematics achievement, GPA, and absences. In addition, an initial attempt was made to explore youth functioning through the YDEKC Youth Motivation, Engagement, and Beliefs Survey on a variety of social and emotional learning and other noncognitive outcomes.

Key Findings

Key findings, broken down by evaluation question, are as follows:

1. **What were the primary characteristics associated with the grants and centers funded by 21st CCLC and the student population served by the program?**

Generally, Washington 21st CCLC grantees and centers operating during the 2012–2014 programming period were largely similar to previous years examined as part of the statewide evaluation and grantees and centers nationwide in terms of organizational and operational characteristics, although some differences were noted:

- Washington centers were more likely to be staffed by a combination of school-day teachers and other school-day staff as well as youth development workers than their national counterparts, who rely more heavily on school-day teachers to staff programming.
- Washington centers were more likely to adopt a mostly academic enrichment program model when delivering activities.

Fewer school-based entities operating programming and fewer teachers staffing programs may have ramifications for how programs construct linkages to the school day, particularly concerning the use of school-related data on participating youth to inform programming, which was one area identified in the leading indicators where room for growth exists among a substantive number of centers.

2. **To what extent was there evidence that centers funded by 21st CCLC implement research-supported practices related to quality afterschool programming?**

The leading indicator system described in this report has been designed to provide grantees with data from the evaluation to allow them to assess how they have adopted research-supported best practices, what their strengths and weaknesses are, and how they might improve programming moving forward. As noted in Chapter 4, for the majority of the leading indicators, programs appear to be functioning at a relatively high level. Largely, areas for improvement are related to the interaction and engagement scales of the YPQA and in accessing and making use of student data to inform programming. Given the time and expense it takes to collect, analyze, and prepare the leading indicator reports, it may make sense to re-evaluate what is being gained from the continued population of some indicators and identify which ones should be potentially retired

and which new ones may warrant adding to the system. More recently, steps have been taken to add more outcome data to the leading indicator reports derived from the Youth Motivation, Engagement, and Beliefs Survey and the OSPI data warehouses. These data will be incorporated into the 2014–15 evaluation report. It may make sense to modify the leading indicators to increasingly focus on providing grantees with indicators that facilitate program improvement efforts and provide valuable data on youth outcomes.

3. **To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on youth outcomes as compared with similar students not participating in the program?**

The evaluation also examined how program participation impacted youth outcomes using a propensity score matching approach to reduce selection bias. Generally, findings from the impact analyses conducted in relation to youth outcomes associated with the 2012–13 project period indicated positive program impacts across each of the outcomes examined, replicating many of the findings of impact identified in relation to the 2011–12 programming period:

- Generally, the evaluation team found that in 2012–13, the program had an impact on students who participate 60 or more days. In 2011–12, the team also found impacts for students who participated 30 or more days.
- Effect sizes were small, which what you would expect for a program that only serves students 60–120 hours per year.
- Impacts were found on mathematics, GPA, credits earned/credits attempted, unexcused absences, and disciplinary incidents. Impacts were largest in terms of reducing the number of unexcused absences.
- Generally, effects witnessed in 2012–13 were smaller than those documented for the 2011–12 programming period; however, the domain of centers in each analysis were different, with several mature 21st CCLC grants ending and several new projects beginning between the two years.

4. **What does youth completion of the Youth Motivation, Engagement, and Beliefs Survey indicate both about youth experiences in programming and youth functioning on social and emotional learning and noncognitive areas?**

Finally, steps were taken in 2013–14 to pilot a revised version of the Youth Motivation, Engagement, and Beliefs Survey. Key findings from the survey include the following:

1. The majority of youth described having positive experiences in programming.
2. Youth indicating more positive programming experiences were more apt to describe the program having an impact on them in terms of supporting positive academic behavior and developing better self-regulations skills.
3. The majority of youth responding to survey scales designed to assess how youth were functioning on key social and emotional learning and noncognitive factors indicated doing well in the areas examined on the survey; however, across each areas examined on the survey, anywhere from 13 percent to 37 percent of youth completing the survey

answered in a way to suggest there was room for growth and development in a given area.

4. Survey scales were found to be correlated with a number of school-related outcomes in the manner hypothesized, suggesting that the survey is detecting real levels of youth functioning that are related to important school-day outcomes.

Recommendations

In light of evaluation results, AIR recommends that OSPI consider the following next steps to further support 21st CCLC programs and explore the manner in which the program is potentially impacting participating youth:

1. *Reassess the value derived from the current set of leading indicators,* Given that for most of the leading indicators, 21st CCLC program seem to be functioning well, it may be time to reassess the cost-benefit ratio of continuing to populate the same domain of indicators, determine if some should be retired, and explore possible new metrics that would further the development of the state's 21st CCLC programs. Further, because so many programs appear to be doing "well" on the leading indicators, it may be worth exploring whether programs themselves have reached a level of maturity that warrants deeper support for program improvement than the current system provides.
2. *Explore the connection between quality practice and the types of outcomes measures on the Youth Motivation, Engagement, and Beliefs Survey*. Evaluation results from the past three years demonstrate that the program is having a positive effect on a variety of youth outcomes. It seems appropriate to invest time and effort in exploring how the program may be impacting the beliefs, skills, and knowledge measured in the Motivation, Engagement, and Beliefs Survey and how program quality influences these outcomes. Answering these questions would help OSPI validate a pathway from program quality; to changes in youth beliefs, skills, and knowledge; to school-related outcomes. Understanding how this pathway works and where it fails to produce the desired results would help in making adjustments to optimize the outcomes derived from the 21st CCLC system.
3. *Explore the role student data play in informing the development and refinement of 21st CCLC programming.* Much variation exists in how different programs use student data to inform the design and delivery of programming. The evaluation team recommends trying to better understand how programs interact with student data and use data to drive programming. Especially innovative and effective practices should be identified and shared for potential replication and emulation.

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Appendix A. Motivation, Engagement, and Beliefs Survey Measure

Scales and Items	*Not at All True*	*A Little True*	*Some-what True*	*Mostly True*	*Completely True*
ACADEMIC IDENTITY					
Doing well in school is an important part of who I am	1	2	3	4	5
Getting good grades is one of my main goals	1	2	3	4	5
I am the kind of person who takes pride in doing my best in school	1	2	3	4	5
Getting a college education is important to me	1	2	3	4	5
I am a hard worker	1	2	3	4	5
It is important to me to learn as much as I can	1	2	3	4	5
MINDSET					
I plan out what I need to do to reach my goals	1	2	3	4	5
I am good at staying focused on my goals	1	2	3	4	5
I believe that I will be able to reach my goals	1	2	3	4	5
I finish whatever I begin	1	2	3	4	5
I don't get discouraged when things don't go the way I want them to.	1	2	3	4	5
I don't give up easily	1	2	3	4	5
I try things even if I might fail	1	2	3	4	5
I can solve difficult problems if I try hard enough	1	2	3	4	5
I can do a good job if I try hard enough	1	2	3	4	5
I can stay focused on my work even when it's boring	1	2	3	4	5
SELF-MANAGEMENT					
I can stop myself from doing something when I know I shouldn't do it	1	2	3	4	5
When I'm sad, I can usually start doing something that will make me feel better	1	2	3	4	5
I am usually aware of my feelings before I act on them	1	2	3	4	5
I can calm myself down when I'm excited or upset	1	2	3	4	5
When my solution to a problem is not working, I try to find a new solution	1	2	3	4	5
I think of past choices when making new decisions	1	2	3	4	5
SCHOOL BELONGING					
I fit in at my school	1	2	3	4	5
People at my school care if I'm not there	1	2	3	4	5
I feel proud to be part of my school	1	2	3	4	5

Scales and Items	*Not at All True*	*A Little True*	*Some-what True*	*Mostly True*	*Completely True*
My teachers take the time to get to know me	1	2	3	4	5
I can count on my friends to listen when something is bothering me	1	2	3	4	5
INTERPERSONAL SKILLS					
I listen to other people's ideas	1	2	3	4	5

Scales and Items	*Not at All True*	*A Little True*	*Some-what True*	*Mostly True*	*Completely True*
I work well with others on shared projects	1	2	3	4	5
I feel bad when someone gets their feelings hurt	1	2	3	4	5
I respect other points of view, even if I disagree	1	2	3	4	5
I try to help when I see someone having a problem	1	2	3	4	5
When I make a decision, I think about how it will affect others	1	2	3	4	5
Academic Behaviors (retrospective)					
This program has helped me to become more interested in what I'm learning in school	1	2	3	4	5
This program has helped me to connect my schoolwork to my future goals	1	2	3	4	5
This program has helped me to do better in school	1	2	3	4	5
This program has helped me to complete my schoolwork on time	1	2	3	4	5
This program has helped me to do a better job on my schoolwork	1	2	3	4	5
Self-Management (Retrospective)					
This program has helped me to become better at handling stress	1	2	3	4	5
This program has helped me to become better at controlling my temper	1	2	3	4	5
This program has helped me learn that my feelings affect how I do at school	1	2	3	4	5
This program has helped me learn how to be patient with others	1	2	3	4	5
This program has helped me learn how to calm myself down when I'm excited or upset	1	2	3	4	5
This program has helped me get better at staying focused on my work even when it's boring	1	2	3	4	5
This program has helped me learn to resist doing something when I know I shouldn't do it	1	2	3	4	5

Scales and Items	*Not at All True*	*A Little True*	*Some-what True*	*Mostly True*	*Completely True*
REVISED BELONGING AND ENGAGEMENT SCALE					
I fit in at this program	1	2	3	4	5
I feel proud to be part of my program	1	2	3	4	5
The adults in this program take the time to get to know me	1	2	3	4	5
What we do in this program will help me succeed in life	1	2	3	4	5
There are things happening in this program that I feel excited about	1	2	3	4	5
This program helps me explore new ideas	1	2	3	4	5
This program helps me build new skills	1	2	3	4	5
What we do in this program is important to me	1	2	3	4	5
What we do in this program is challenging in a good way	1	2	3	4	5

ITEMS DROPPED FROM THE SURVEY					
Scales and Items	***Not at All True***	***A Little True***	***Some-what True***	***Mostly True***	***Completely True***
Future Orientation					
I feel excited about my future	1	2	3	4	5
I have goals in my life	1	2	3	4	5
Mindset					
How smart I am is something I can change	1	2	3	4	5
Positive Identify					
I feel proud of my culture or ethnicity	1	2	3	4	5
I have an adult in my life that I trust and can talk to	1	2	3	4	5
When I have trouble, I ask for help	1	2	3	4	5
Interpersonal Skills					
I am comfortable interacting with people from a different racial or ethnic background	1	2	3	4	5
I can discuss a problem with a friend without making it worse	1	2	3	4	5
Social and Civic Values					
I tell the truth, even when it is not easy	1	2	3	4	5
I stand up for what I think is right, even if my friends disagree	1	2	3	4	5
Creativity and Critical Thinking					
I like to imagine new ways to do things	1	2	3	4	5
I can come up with creative ideas	1	2	3	4	5

ITEMS DROPPED FROM THE SURVEY					
Scales and Items	***Not at All True***	***A Little True***	***Some-what True***	***Mostly True***	***Completely True***
Program Belonging					
People at this program notice if I am not there	1	2	3	4	5
Program Engagement					
I help decide things like program activities or rules	1	2	3	4	5

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