



DAVID P. WEIKART  
CENTER FOR YOUTH  
PROGRAM QUALITY



# Missouri 21<sup>st</sup> Century Community Learning Centers Statewide Evaluation

2013-2014 Annual Report  
Report to the Missouri Department of Elementary and  
Secondary Education

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# **Missouri 21st Century Community Learning Centers Statewide Evaluation Report: 2013-2014 Annual Report**

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## Introduction

In 2002, the No Child Left Behind Act (NCLB) was reauthorized and the responsibility for distributing federal funding regarding 21<sup>st</sup> Century Community Learning Centers (CCLC) was shifted to each State. These dollars are intended to fund afterschool programs that are located in high poverty areas or in low-achieving schools. Grants are awarded to applicants whose main goals are to increase academic achievement, provide additional enrichment activities, and provide literacy and educational services for the parents of youth who attend the afterschool programs (United States Department of Education, 2011).

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

Since 2002, the Missouri Department of Elementary and Secondary Education (DESE) has utilized federal dollars to fund afterschool programming in a wide variety of school districts and community organizations. To date, DESE has awarded approximately 191 grants serving approximately 17,000 youth per year (Afterschool Alliance, 2013; Missouri Department of Elementary and Secondary Education, 2014).

During the 2013-2014 program year, 59 grants were awarded 21<sup>st</sup> CCLC funding from DESE. These grantees represented 158 different sites/centers splitting approximately \$17.9 million that was delegated to DESE by the federal government. For the purposes of this report, data are reported on 154 sites for which there are some form of data as a result of some sites closing or consolidating over the course of the program year.

In fulfillment of the federal requirement for an annual evaluation, DESE contracted with the Missouri AfterSchool Network (MASN) to coordinate data collection and evaluation efforts for the 2013-2014 academic year. MASN then consulted with both the David P. Weikart Center for Youth Program Quality (CYPQ) at the Forum for Youth Investment and the Office of Social and Economic Data Analysis (OSED) at the University of Missouri-Columbia to jointly complete the Missouri 21<sup>st</sup> CCLC Statewide Evaluation.

## Purpose and Components of the Evaluation

For several years, DESE, MASN, and several state committees have been discussing statewide, coordinated data collection efforts. In 2012, the MASN Quality committee and statewide Program Assessment Scoring/System committee met jointly and selected the Weikart Center's Program Quality Assessments (PQAs) as the instruments to be used for state-funded quality improvement efforts. During this time period, the MASN Quality committee had also been reviewing youth, family, staff, and other surveys to create "best practice" recommendations for DESE and all afterschool programs throughout the state. DESE and MASN began conversations about using these new resources to revise the 21<sup>st</sup> CCLC Statewide Evaluation process. As MASN and the Network's evaluator from OSED) began organizing survey questions into 'clusters,' the CYPQ Leading Indicators framework surfaced and seemed a natural fit to complement the PQA external assessments already planned for 2013-14. MASN entered into an agreement with CYPQ to create joint surveys that included the questions for both the Leading Indicators framework and the additional Missouri-specific goals that grew out of the work of the MASN Quality committee.

For 2013-14, DESE contracted with the Missouri AfterSchool Network to finalize the 21<sup>st</sup> CCLC Statewide Evaluation framework, coordinate the statewide data collection efforts, and consult with OSED) and CYPQ to complete their individual and collective portions of the evaluations.

## Evaluation Framework

The Missouri 21<sup>st</sup> CCLC Statewide Evaluation framework is based upon the Logic Model for Missouri's Afterschool Programs (Appendix C) adopted by the Missouri AfterSchool Network Steering Committee. As seen in the graphic below, afterschool programs benefit from training and professional development, coaching, and self-assessment

activities that lead to improvements in both the skills of afterschool staff and improvements in the structure of afterschool programs. These changes in skills and structure can be measured in the quality of the afterschool programs. High quality afterschool programs lead to better youth outcomes, which lead to more success in college, career, and life.



## 21<sup>st</sup> CCLC Evaluation Statewide Goals and Objectives

Based on this framework, the Missouri 21<sup>st</sup> CCLC Statewide Evaluation includes goals and objectives in three areas: 1) academics, 2) program quality, and 3) college and career readiness skills. Historically, 21<sup>st</sup> CCLC evaluation has focused on academic outcomes such as increases in reading and math grades, but the Missouri 21<sup>st</sup> CCLC Statewide Evaluation framework also includes survey questions specific to academic self-efficacy as afterschool programs often positively influence youth’s attitudes toward learning with the variety of hands-on learning activities found in afterschool. The second goal focusing on program quality includes the Leading Indicator framework and external PQA data. In addition to academic outcomes and program quality measures, the evaluation framework includes youth outcomes afterschool programs significantly impact that lead to college and career readiness: positive school behaviors, personal and social skills, and commitment to learning.

**Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.**

- *Objective 1.1:* At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.
- *Objective 1.2:* At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.
- *Objective 1.3:* At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.
- *Objective 1.4:* At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).
- *Objective 1.5:* At least 70% of youth per site will report a medium to high level of math efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).
- *Objective 1.6:* At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions from the Common Instrument Science Survey (total score of 3.0 or higher).

**Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.**

- *Objective 2.1:* All sites will score at least an average 2.9 on the Program Quality Assessment tool.
- *Objective 2.2:* All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.
- *Objective 2.3:* All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.
- *Objective 2.4:* All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.

**Goal 3: Enhance youth's college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.**

- *Objective 3.1:* At least 50% of youth per site will meet or exceed the school district's average rate of school-day attendance. (FY15)
- *Objective 3.2:* At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.
- *Objective 3.3:* At least 50% of youth per site will have no in-building or out-of-school suspensions. (FY15)
- *Objective 3.4:* At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth outcomes survey (average score of 3.5 or higher).
- *Objective 3.5:* At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth outcomes survey (average score of 3.5 or higher).

## Evaluation & Program Quality Improvement

The evaluation design includes a number of steps intended to support sites not only with their data collection efforts, but also with the interpretation of those data. Program evaluation includes 1) support in the collection and submission of federally required data through the Kids Care Center (KCC) system which is entered into the federal Profile and Performance Information Collection System (PPICS), 2) collection of statewide survey data at multiple levels from multiple sources, and 3) preparation of grantee-level Leading Indicator and College and Career Readiness reports allowing for grantee-level comparisons to statewide norms.

In addition to evaluation, the Logic Model and Missouri 21<sup>st</sup> CCLC goals and objectives provide a structure for utilizing data to improve program quality. Although the Missouri 21<sup>st</sup> CCLC grantees have been receiving training and technical assistance from the Missouri Afterschool Resource Center (MOARC) since the beginning of their grant, the 2013-14 academic year marked the first year for utilizing the Weikart Center's specific tools.

The Program Quality Improvement process (see Figure 1) is aimed at embedding a culture of continuous assessment and planning, and implementation (Smith, Akiva, Sugar, Lo, et al., 2012). Using the School-Age Program Quality Assessment (School-Age PQA) and Youth Program Quality Assessment (Youth PQA) tools (Smith & Hohmann, 2005), external evaluators collected objective data about the point of service at each 21<sup>st</sup> CCLC site. Sites worked with their Afterschool Regional Educator (technical assistance coach) to review the data to see where they were doing well and where they could improve. All sites created a site level Quality Action Plan that included detailed

information about the timeline for the goals, parties responsible for making them happen, resources and supports necessary, and what that goals would actually look like when they were completed.

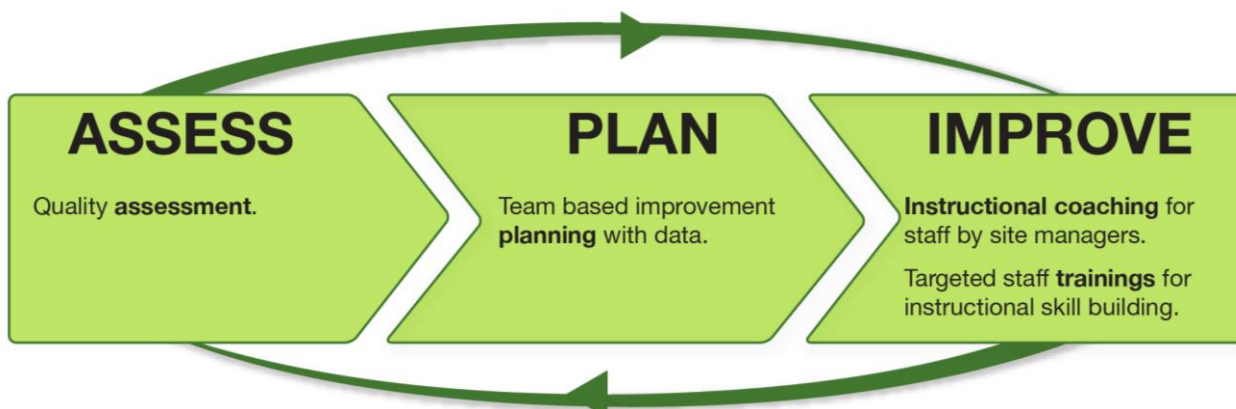
The Program Quality Improvement process used in the Missouri 21<sup>st</sup> CCLC programs was adapted from the Weikart Center’s evidence-based continuous improvement model and includes 1) support in the understanding and interpretation of the Leading Indicator reports, and 2) support in the creation and implementation of Program Improvement Plans based on the data in the Leading Indicator reports. The Leading Indicators data were collected at the end of the 2013-14 program year and will be incorporated into the Program Quality Improvement process for the 2014-15 program year. The 21<sup>st</sup> CCLC grantees attended attend an Advanced Planning with Data session in the fall of 2014 where they explored the data, determined priorities, and created action plans based on both the PQA and survey data.

Table 1 presents a complete timeline of the services and supports surrounding program evaluation and quality improvement activities.

**Table 1 – 2013-2014 Program Evaluation Component Timeline**

Date/Time	Activities
Ongoing	Regional trainings available to grantees
September 19, 2013	DESE grantee meeting
Fall 2013	Kids Care Center trainings
Sept-Dec 2013	Program and site-level technical assistance visits (1 <sup>st</sup> visit), action plans created
Ongoing	Kids Care Center data entry
November 2013 – May 2014	External PQAs completed, feedback reports returned as completed
January – May 2014	Program and site-level technical assistance visits (2 <sup>nd</sup> visit), action plans reviewed
March-May 2014	Evaluation surveys administered
July 15, 2014	Due date: Final PPICS APR report verification
September 2014	Site-level Leading Indicator reports created
Fall 2014	Advanced Planning with Data sessions with in-depth review of 2013-2014 PQA and survey data
December 2014	Statewide evaluation report

**Figure 1**





# Summary of Findings

In this section, we divide the presentation of findings into three sections, which are arranged by the statewide goals. This section constitutes an overview of more detailed findings, which can be found beginning on page 22. We describe system-level performance against specific objectives and indicators set at the federal and state levels. In this section we draw upon several data sources including federally mandated data on school success outcomes (i.e., achievement, school behaviors), some of the Leading Indicators performance information, and Missouri-specific survey information. In the next section, we characterize findings from the all these data sources in terms of strengths and areas for improvement. In this section we summarize across sites to describe findings at the system level.

Each statewide goal and objective is listed below with progress made during the 2013-2014 program year noted for each. The 2013-2014 program year was the baseline year of data collection for a new evaluation approach. In subsequent years, we will have the opportunity to track progress towards the statewide goals suggest revisions to the statewide goals and objectives.

## Goal 1: Student Achievement/Academics

**Goal 1: Support or increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.**

- **Objective 1.1:** At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.
  - *Objective Unmet: However, almost all sites (97%) met this objective.*
- **Objective 1.2:** At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.
  - *Objective Unmet: However, almost all sites (95%) met this objective.*
- **Objective 1.3:** At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.
  - *Objective Unmet: However, almost all sites (93%) met this objective.*
- **Objective 1.4:** At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).
  - *Objective Unmet: However, most sites (85%) met this objective.*
- **Objective 1.5:** At least 70% of youth per site will report a medium to high level of math efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).
  - *Objective Unmet: However, most sites (80%) met this objective.*
- **Objective 1.6:** At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions from the Common Instrument Science Survey (total score of 3.0 or higher).
  - *Objective Unmet: However, a majority of sites (69%) met this objective.*

### Program Strengths:

- ❖ Across most sites, a majority of youth maintained or increased their grades in reading/communication arts, math, and science. Given that most youth who participate are at-risk for academic problems, this finding suggests that afterschool programs are helping children with their academic achievement. However, comparative analyses with matched samples of youth who did not participate in afterschool are needed to verify any effects of afterschool on academic achievement.

- ❖ Youth report fairly high levels of efficacy in reading and science; more than four out of five sites met the benchmarks established by Goal 1. Slightly over half the sites met the benchmark for youth science interest and engagement. The differences between the proportion of sites meeting benchmarks for reading and math efficacy as compared to science interest and engagement could be due to a number of factors, including construct issues (interest/engagement not exactly the same as efficacy;) and differing benchmarks (Common Instrument uses a four-point rather than the five-point scale used with efficacy scales).

#### *Improvement Areas:*

- ❖ Although youth reported fairly high levels of efficacy across subject areas, especially in reading/communication arts and math, many sites can still work on providing youth with the activities needed to enhance their academic self-efficacy. In particular, sites should focus on enhancing youth efficacy and engagement in science. However, as noted above, the measure used to assess science efficacy is on a different scale than the other efficacy measures, and the threshold that was selected for the objective may be too high (see Recommendations at end of report).

## **Goal 2: Program Quality**

**Goal 2: Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement.**

- *Objective 2.1:* All sites will score at least an average 2.9 on the Program Quality Assessment tool.
  - *Objective Unmet:* However, almost all sites (97%, N=149) met this objective.
- *Objective 2.2:* All sites will score at least an average 3.0 on the Organizational Context Leading Indicators of Staffing Model and Continuous Improvement.
  - *Objective Unmet:* However, almost all sites that submitted data for Staffing Model (99%, N=136) scored a 3.0 or above. Only 47% of sites (N=131) that submitted data for Continuous Improvement scored a 3.0 or above.
- *Objective 2.3:* All sites will score at least an average 3.0 on the Instructional Context Leading Indicators of Academic Press and Engaging Instruction.
  - *Objective Unmet:* However, almost all sites (99%, N=147) that submitted data for Academic Press scored at or above a 3.0, while 98% scored at or above a 3.0 on Engaging Instruction.
- *Objective 2.4:* All sites will score at least an average 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment.
  - *Objective Unmet:* The majority of sites (55%, N=137) that submitted data for Family communication scored at or above a 3.0, while most sites (82%, N=136) scored at or above a 3.0 on School Alignment.

#### *Program Strengths:*

- ❖ On average, programs served slightly more students than anticipated during the 2013-2014 program year. Programs are required to provide a grantee profile in KCC and submit the number of youth they anticipate serving during the program year. This number was compared with the actual number of students served based on attendance records submitted at the end of the program year by each site.
- ❖ Most parents of the youth in the afterschool programs appear to be satisfied with the services that the 21<sup>st</sup> CCLC programs provide in terms of the program's convenience, the safety of the program setting, and the program's contribution to their child's success in school. Parents also report regular communication with afterschool staff.

- ❖ Staff in the afterschool programs report that they are able to provide opportunities for growth and mastery for students, especially by exposing them to new experiences.
- ❖ Staff appear to be satisfied with their jobs, know the goals and priorities of their programs, and are able to talk to their peers and supervisors.
- ❖ Project directors and site coordinators report that they are familiar with the standards of quality for the 21<sup>st</sup> CCLC program, they collaborate across sites and share a common definition of quality, and are aware of the learning that is happening for their students during the school day.
- ❖ Youth in Missouri 21<sup>st</sup> CCLC programs report they feel they can be efficacious in academic subjects, develop good work habits, develop positive relationships, and complete their homework while being supported in doing so. Students appear to be moderately more interested in the science and technology subjects than in reading or math. Table 2 contains a summary of the responses from youth surveys.

**Table 2 - Youth-Reported Interest\* in Academic Subject Areas by Grade and Gender**

	Reading		Math		Science		Technology	
	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten	79% (n=268)	83% (n=308)	83% (n=281)	85% (n=314)	85% (n=289)	82% (n=304)	86% (n=291)	84% (n=308)
1 <sup>st</sup> Grade	78% (n=244)	88% (n=321)	82% (n=257)	86% (n=315)	83% (n=260)	83% (n=304)	87% (n=272)	87% (n=319)
2 <sup>nd</sup> Grade	74% (n=289)	80% (n=319)	80% (n=246)	79% (n=310)	80% (n=305)	79% (n=313)	88% (n=333)	82% (n=323)
3 <sup>rd</sup> Grade	74% (n=310)	77% (n=291)	78% (n=329)	76% (n=290)	75% (n=310)	78% (n=296)	85% (n=355)	77% (n=288)
4 <sup>th</sup> Grade	64% (n=246)	74% (n=302)	76% (n=290)	73% (n=299)	77% (n=293)	73% (n=298)	83% (n=314)	72% (n=298)
5 <sup>th</sup> Grade	66% (n=224)	69% (n=280)	73% (n=246)	71% (n=286)	74% (n=251)	69% (n=275)	82% (n=275)	70% (n=283)
6 <sup>th</sup> Grade	56% (n=152)	60% (n=187)	70% (n=189)	63% (n=196)	72% (n=196)	69% (n=215)	83% (n=223)	71% (n=231)
7 <sup>th</sup> Grade	60% (n=104)	59% (n=155)	68% (n=142)	69% (n=179)	64% (n=134)	58% (n=151)	70% (n=144)	69% (n=152)
8 <sup>th</sup> Grade	43% (n=99)	62% (n=123)	58% (n=123)	56% (n=111)	57% (n=124)	54% (n=106)	70% (n=151)	56% (n=110)
9 <sup>th</sup> Grade	47% (n=57)	62% (n=76)	64% (n=76)	57% (n=70)	63% (n=75)	57% (n=68)	68% (n=82)	54% (n=67)
10 <sup>th</sup> Grade	50% (n=85)	67% (n=97)	57% (n=96)	51% (n=74)	58% (n=96)	58% (n=84)	63% (n=105)	46% (n=66)
11 <sup>th</sup> Grade	35% (n=48)	73% (n=119)	47% (n=51)	58% (n=94)	61% (n=65)	67% (n=109)	60% (n=65)	49% (n=69)

12 <sup>th</sup> Grade	50% (n=56)	71% (n=88)	59% (n=67)	58% (n=73)	66% (n=75)	57% (n=70)	65% (n=74)	56% (n=68)
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\*Proportion responding “4” or “Almost always true” for interest in subject area.

**Improvement Areas:**

- ❖ Staff in the 21<sup>st</sup> CCLC programs reported limited use of the Youth or School Age PQA tool and also report that they have had limited experience in observing their peers. This is not unexpected since the use of the Youth PQA or the School Age PQA was not implemented as a program self assessment during the 2013-2014 program year. This was the first year of using the PQAs for external assessment and sites were not required to do program self assessment.
- ❖ Project directors and site coordinators report that they rarely prioritize making programs accessible to or target students who are academically at risk. This may be due to many programs offering services to all students regardless of priority status. Also, project directors and site coordinators note that the youth in their programs have minimal opportunities to engage with community stakeholders that are not paid by the program.
- ❖ While project directors and staff report that they know what academic content their students focus on during the school day, they are less likely to report involvement and facilitation of effective communication between school day stakeholders, parents, and themselves. This communication is important to ensure that all of the supports surrounding the youth in the program are operating with a unified goal in mind.
- ❖ Project directors and site coordinators report that middle school and high school youth are not involved in decisions for hiring or how the organization’s budget is spent. Further, youth are not regularly involved contributing to the design, appearance, and aesthetics of the physical space.
- ❖ An important part of building new skills and intrinsic motivation in youth is involving them in engaging activities that grow increasingly complex over time. Staff report that for about half of the time, group projects offered in the afterschool program typically do not take over five sessions to complete.
- ❖ Parent involvement and connectedness to the program is an important part of making sure the needs of students and parents are being met. Parent respondents noted that the communication with the afterschool program is limited, particularly regarding the recruitment of parents to participate and/or lead sessions at the program.

### Goal 3: College/Career Readiness

**Goal 3: Enhance youth’s college and career readiness skills and behaviors, including positive school behaviors, personal and social skills, and commitment to learning.**

- **Objective 3.1:** At least 50% of youth per site will meet or exceed the school district’s average rate of school-day attendance. (FY15)
  - *This objective will be evaluated next year (FY 2015).*
- **Objective 3.2:** At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.
  - *Objective Unmet: Only 44% of sites met this objective.*
- **Objective 3.3:** At least 50% of youth per site will have no in-building or out-of-school suspensions. (FY15)
  - *This objective will be evaluated next year (FY 2015).*
- **Objective 3.4:** At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth outcomes survey (average score of 3.5 or higher).
  - *Objective Unmet: However, almost all sites (97%) met this objective.*

- *Objective 3.5:* At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth outcomes survey (average score of 3.5 or higher).
  - *Objective Unmet:* However, almost all sites (97%) met this objective.

#### *Program Strengths:*

- ❖ Overall, youth report strong skills on the constructs of personal/social skills and commitment to learning, with nearly all sites meeting the benchmarks.

#### *Improvement Areas:*

- ❖ Attendance is an area of improvement for 21<sup>st</sup> CCLC programs in general. Less than half the sites met the attendance benchmark (50% of youth attending at least 60 days). Given the research base demonstrating the importance of afterschool dosage to positive outcomes (e.g., Hansen & Larson, 2007; Huang, Leon, La Torre, Mostafavi, 2008), increasing attendance is one way to increase dosage.

## **Additional Findings**

Perhaps the primary finding for this baseline year was that Missouri 21<sup>st</sup> CCLC projects successfully completed requirements for the statewide evaluation process including implementation of the Leading Indicators performance measures, successful submission of KCC data, and administration of all surveys. One of the primary goals for the baseline year was to implement a new evaluation framework within the Missouri 21<sup>st</sup> CCLC system. This required a review of key performance indicators and their alignment and compatibility with a new measurement framework. This also required new data collection activities for projects to implement within their locales.

A second primary finding for this baseline year is that it is possible to identify a number of lower performing sites in the Missouri 21<sup>st</sup> CCLC system. Appendix Figure B1 indicates that approximately 10% of program sites fell in the lowest performance quartile on 10 or more of the Leading Indicators scales.

# Evaluation Methodology

## Measures, Data Collection Procedures, and Sample Characteristics

The design and methodology of the Missouri 21<sup>st</sup> CCLC Statewide Evaluation intentionally uses the same structure and data as the site-level technical assistance in an effort:

- To improve cost effectiveness of investments in evaluation by reorienting evaluation purposes to include grantee/site level continuous improvement as a primary goal while maintaining system-wide summative conclusions as an important but secondary goal.
- To support continuous improvement decisions by:
  - Collecting data which is focused on specific best practices at multiple levels - system, organization, point of service – in order to simultaneously empower actors at all levels and roles to improve performance;
  - Collecting child level data which is proximal to the point of service setting where instruction is delivered in order to more effectively inform site level actors about actionable beliefs and skills that children both bring to, and develop, in the program.
- To improve our ability to differentiate between high and low quality programs by including information from multiple measures in a single profile of grantee/site performance, thereby reducing the threat of erroneous decision making due to error in any single measure.

The Leading Indicator framework came from the *Youth Program Quality Intervention Study* (Smith, Akiva, Sugar, Lo, et al., 2012) and was first executed in the state of Michigan’s 21<sup>st</sup> CCLC program beginning in 2008. In the Missouri Evaluation, Leading Indicator reports were produced for each grantee, comparing grantee performance with normative performance across all grantees in the state. This report provides a summative profile of performance for the statewide system, across all sites and grantees.

The thirteen leading Indicators described on pages 25-46 of this report are constructed as composites from 29 scale scores drawn from survey and observational measures administered to program staff, students and parents. Scale scores are designed to identify best practices that impact quality and effectiveness of afterschool programs, according to theory, research and the experience of Weikart Center staff. The 13 leading indicator composite scores are constructed as means across each of the unweighted scales in that domain (Smith, Akiva, Sugar, Lo, et al., 2012). These composite scores are most appropriately used for exploratory purposes, guiding grantee/site staff toward further examination scale and item level scores. The Leading Indicators are arranged in alignment with five primary settings or contexts that characterize afterschool programming: Organizational, Instructional, External Relationships, Youth Skills, and Family Satisfaction.

The reliability and validity of the leading indicators are described in a report to the Oklahoma Department of Education and is based on research methods for composing scores from multiple criteria (Bobko, Roth, & Buster, 2007; Fralix & Raju, 1982; Smith, Akiva, Sugar, & Hallman, 2012). Appendix A provides descriptive information and reliability evidence for the Missouri 2013-2014 sample. In general, the 29 scales demonstrate acceptable levels of internal consistency (items within scales) and fairly high levels of inter-rater agreement (persons within program sites).

Given the increasing evidence base of the importance of so-called “noncognitive” skills for student college and career readiness development (Duckworth & Seligman, 2005; Dweck, Walton, & Cohen, 2011; Farrington et al., 2012), the Missouri 21<sup>st</sup> CCLC Statewide Evaluation Goal 3 is comprised of objectives that assess important facets of noncognitive skills. Objectives 3.4 and 3.5 specifically address the measurement of personal/social skills and commitment to learning. With the technical consultation of OSEDA, MASN began a lengthy scale development process that involved numerous stakeholders. In preparation for planning the statewide evaluation system, OSEDA and MASN conducted an environmental scan of available assessment instruments and systems that measured noncognitive skills. MASN’s Quality Committee, along with DESE’s Extended Learning Section, reviewed the results of the environmental scan and provided feedback on what domains and general suite of skills should be assessed, as well as areas to avoid based on developmental concerns and afterschool structure. Based on these recommendations, OSEDA and MASN developed scales that included items from the Leading Indicators, as well as items that reflected content from a number of existing scales. The Personal and Social Skills Scale is comprised of

22 self-report items that address communication skills, ability to relate to others, appropriate social behavior, and ability to take responsibility and initiative. The Commitment to Learning Scale, with eight self-report items, assesses work habits and positive school engagement. Both scales are reported as unweighted means of the items that comprise the scales. Based on the data from the 2014 administration, the preliminary estimates for the internal consistency reliability and inter-rater consistency of these scales are within acceptable ranges (see table A1).

In addition, to measure Objective 1.6, which addresses interest and engagement in STEM, the Common Instrument Science Survey (Noam, Robertson, Papazian, & Guhn, 2012) developed at Harvard's Program in Education, Afterschool, and Resiliency (PEAR), was used. This instrument was chosen in part because of MASN's involvement with Project LIFTOFF, a grant from the Noyce Foundation to implement STEM-related professional development and programming in Missouri. Project LIFTOFF sites in Missouri participated in the validation study for the Common Instrument.

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

## **Project Director/Site Coordinator Survey & Sample**

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

The project director/site coordinator survey consisted of 63 items addressing perceptions of various practices and organizational characteristics that fell under the Organizational and External Relationships Contexts. These questions focused on issues such as staff capacity to carry out the work, job satisfaction, what role youth have in governing the program (where age appropriate), enrollment for students with academic risk factors, accountability and collaboration norms, connections to the school day, community engagement with the afterschool program, coordination of the program, and strengthening families.

The project director/site coordinator survey was administered between March and May of 2014 via an online survey incorporated into the state's MOPD Toolbox. Individualized survey links were prepared for each 21<sup>st</sup> CCLC site with the unique organization identifier included in the survey link so that responses were attributed to the correct site. Standardized e-mail text was provided to the grant administrator for distribution along with the site-specific survey link. E-mails were sent regularly to grant administrators to update them on the number of respondents so they could monitor their data collection.

A total of 149 project directors and site coordinators responded to the online survey, representing 83% of the 154 Missouri 21<sup>st</sup> CCLC sites. Table 3 below displays characteristics of project directors and site coordinators. The majority of respondents had a Master's degree, were white females (nearly 80%), and were certified teachers. The average number of hours worked per week was 25.1 and project directors and site coordinators worked for approximately 9.8 months out of the year.

**Table 3 – Project Director/Site Coordinator Survey Respondent Characteristics**

Characteristics	N=149
Average years of experience at site in any capacity	4.9
Average years of experience at site as Project Director/Site Coordinator	3.1
Education level	
Less than high school diploma/GED	0%
GED/High school diploma	2%
Some college, no degree	10%
Associate’s degree	6%
Bachelor’s degree	26%
Graduate program but no degree yet	6%
Master’s degree	40%
Doctorate	4%
Other professional degree after Bachelor’s	5%
Teaching certification	58%
Average months worked per year	9.8
Average hours worked per week	25.1
Gender	19% male
Race (check all that apply)	
White	76%
African American	19%
Native American	N/A
Hispanic	1%
Arab American	1%
Asian	2%
Other race	2%

## Direct Staff/Youth Worker Survey

The Direct Staff/Youth worker survey consisted of 65 questions and was directed at the staff within each site/center who were directly responsible for providing programming to children and youth. These staff are those who were in direct contact with children and youth on a day to day basis. This survey asked questions regarding job satisfaction, involvement in continuous quality improvement efforts, communication with peers and with the project directors/site coordinators, the extent that academic activities are planned into their afterschool offerings, the growth and mastery skills of the children and youth in their programs, and connections to the school day.

The Direct Staff/Youth Worker survey was also administered between March and May of 2014 via an online survey incorporated into the state’s MOPD Toolbox. Individualized survey links were prepared for each 21st CCLC site with the unique organization identifier included in the survey link so that responses were attributed to the correct site. Standardized e-mail text was provided to the grant administer for distribution along with the site-specific survey link. E-mails were sent regularly to grant administrators to update them on the number of respondents so they could monitor their data collection.

A total of 1,123 afterschool teachers and youth workers responded to the online survey, representing responses from 85% of the 102 Missouri 21<sup>st</sup> CCLC sites. Table 4 highlights the characteristics of the afterschool direct staff and youth workers that interact with youth on a daily basis. The average number of years worked at the site was approximately three years and the majority of staff had some college, a bachelors’ or master’s degree. Approximately 48% of staff were certified school-day teachers and white females. The majority of staff worked an average of 8.6 months out of the year and approximately 12.9 hours per week.



**Table 4 – Direct Staff/Youth Worker Survey Respondent Characteristics**

Characteristics	N=1,123
Average years of experience at site	2.9
Education level	
Less than high school diploma/GED	1%
GED/High school diploma	9%
Some college, no degree	25%
Associate’s degree	6%
Bachelor’s degree	21%
Graduate program but no degree yet	8%
Master’s degree	28%
Doctorate	0%
Other professional degree after Bachelor’s	1%
Teaching certification	48%
Average months worked per year	8.6
Average hours worked per week	12.9
Gender	21% male
Race	
White	79%
African American	17%
Native American	N/A
Hispanic	3%
Arab American	1%
Asian	0%
Other race	1%

## Youth Survey

The youth survey consisted of 73 questions and was administered to youth in grades kindergarten through twelfth who attended the afterschool programs.. Youth were asked to report on social and emotional competencies, their homework completion in the afterschool program, the extent to which they felt engaged in and belonged in the program, work habits, commitment to learning, and their self-efficacy regarding academic content areas such as English/reading, math, science, and technology. Some of these measures were adapted from the California Outcomes Project (Vandell, 2012) and are being used with permission.

Most grantees completed the Youth Surveys via an online survey incorporated into the state’s MOPD Toolbox. Individualized survey links were prepared for each 21st CCLC site with the unique organization identifier included in the survey link so that responses were attributed to the correct site. Additionally, unique student identifiers were provided for each youth so that their youth survey data could be matched to the attendance and grades data included in the Kids Care Center system. Some programs requested Spanish copies of the survey which were provided on paper. If paper copies were returned, they were entered into the online survey by MASN staff. Prior to receiving the youth survey link, sites sent home a passive consent form to parents explaining the rationale for the youth survey and the confidentiality measures being implemented. E-mails were sent regularly to grant administrators to update them on the number of respondents so they could monitor their data collection.

A total of 7,789 youth in K through 12<sup>th</sup> grade completed a survey, representing responses from 93% of Missouri 21<sup>st</sup> CCLC sites (N=154). Table 5 presents demographic information for the youth in this sample. The average age of youth in the 21<sup>st</sup> CCLC programs was 10 years old and their average grade in school was fourth grade. Forty-eight percent of youth were male while 67% reported they were white, 24% reported they were African American, 7% reported Hispanic, 4% reported “other,” 1% reported being Asian, and 0% reported being Arab American.

**Table 5 – Youth Survey Respondent Characteristics**

Characteristics	N=7,789
Average age	10.3
Average grade	4.4
Gender	48% male
Race (check all that apply)	
White	67%
African American	24%
Native American	N/A
Hispanic	7%
Arab American	0%
Asian	1%
Other race	4%

## Parent Survey

The parent survey consisted of 37 questions directed at the parents/guardians of *all* children and youth attending the afterschool programs, regardless of their age. The parent survey asked questions about the communication between themselves and the afterschool program, the academic efficacy of their child(ren), the personal and social skills of their children, their child’s commitment to learning, the confidence and convenience of the services provided at the afterschool program, and the connection that they have with the school itself.

The grantees utilized a mix of online and paper surveys for parents. Individualized survey links were prepared for each 21st CCLC site with the unique organization identifier included in the survey link so that responses were attributed to the correct site. A paper survey with the unique organizational identifier in the footer was also provided to each site to be copied and distributed if they chose. If paper copies were returned, they were entered into the online survey by MASN. E-mails were sent regularly to grant administrators to update them on the number of respondents so they could monitor their data collection.

A total of 2,380 parents completed a survey, representing responses from 89% of Missouri 21<sup>st</sup> CCLC sites (N=154). Table 6 displays information for the parent sample from 2013-2014 program year data collection. The majority of parents ranged between 26 and 45 years old had a four-year degree or less, and had a household income of less than \$50,000 per year. Fourteen percent of respondents were male, while 72% reported white as their race, 19% reported African American, 5% reported Hispanic, 2% reported “other race,” 1% Asian, and 0% reported Arab American.

**Table 6 – Parent Survey Respondent Characteristics**

Characteristics	N=2,380
Average Age	
25 or less years old	2%
26-30 years old	15%
31-35 years old	24%
36-40 years old	21%
41-45 years old	13%
46-49 years old	9%
50-55 years old	3%
56-60 years old	2%
61-65 years old	0%
66 or more years old	11%
Education	
Less than high school diploma/GED	7%
GED/High School diploma	25%
Some college, no degree	25%
Associate's degree	15%
Bachelor's degree	14%
Graduate program but no degree yet	2%
Master's degree	10%
Doctorate	0%
Other professional degree after Bachelor's	3%
Race (check all that apply)	
White	72%
African American	19%
Native American	N/A
Hispanic	5%
Arab American	0%
Asian	1%
Other race	2%
Gender	14% male
Income	
Less than \$10,000	9%
\$10,000 to \$19,999	12%
\$20,000 to \$29,999	21%
\$30,000 to \$39,999	13%
\$40,000 to \$49,999	14%
\$50,000 to \$59,999	8%
\$60,000 to \$69,999	5%
\$70,000 to \$79,999	5%
\$80,000 to \$89,999	4%
\$90,000 to \$100,000	4%
More than \$100,000	5%

## Program Quality Assessment

The *Youth Program Quality Assessment* (Youth PQA) and the *School-Age Program Quality Assessment* (School-Age PQA) are observation-based measures which assess various aspects of program quality, including the Instructional Context of the Leading Indicators. The PQAs use observational notes to score rubrics describing the extent to which specific staff practices are happening within each program session.

The Youth PQA is composed of 60 items comprising 18 different scales, which fall under four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The Youth PQA is currently being used in over 95 afterschool networks across the United States and evidence from multiple replication samples suggests that data produced by the Youth PQA has characteristics of both precision (reliability) and meaningfulness (validity) (Smith, Akiva, Sugar, Lo, et al., 2012; Smith & Hohmann, 2005). In 2013, MASN worked with the Weikart Center to add an additional scale for the Walkthrough version of the School-Age PQA.

The School-Age PQA is composed of 68 items comprising 20 different scales, which also fall under the same four domains as the Youth PQA: Safe Environment, Supportive Environment, Interaction, and Engagement. The School-Age PQA assesses staff instructional practices that are developmentally appropriate for younger children. Evidence of reliability and validity for the School Age PQA is available from the Weikart Center.

Program quality *external* assessments were conducted for all sites. Sites that received program quality external assessment contracted with 4-H Center for Youth Development, which coordinated the assessment process by scheduling the raters for site-level assessments. Raters received endorsement through the completion of a rigorous reliability training process in which they are required to pass an examination by reaching 80% perfect agreement with the Weikart Center's gold standard scores on the PQA.

Between November 2013 and May 2014, a total of 172 external assessments were conducted using either the School-Age PQA Walkthrough Method or the STEM PQA (sites serving youth from kindergarten through high school were assessed using both the PQA Walkthrough Method and STEM PQA)<sup>1</sup>, representing 97% of all sites.

## Kids Care Center (KCC)

Missouri's 21st CCLC grantees enter student attendance, participation, and other data into the Kids Care Center system prior to transfer by the state to the PPICS system. The information extracted from Kids Care Center and included in this report represents recruitment and retention information, program attendance information, student progress on academic achievement, and community partnerships.

The Missouri AfterSchool Network provides technical assistance to grantees needing to fulfill data submission requirements via the online KCC system. Grantees have a schedule of due dates for various data elements in order for all required information (e.g., grantee profile and their operations, objectives, activities, partners, teacher survey, and feeder school information) to be entered prior to the completion of the annual performance report (APR) in PPICS.

Table 7 highlights key program characteristics of the grantees in this sample. During the 2013-2014 program year, there were 154 distinct sites across the state of Missouri (i.e., spaces where afterschool programming was operating). These 154 sites across Missouri served a diverse population and have their own unique characteristics, including the content of the afterschool activities offered, operations, community partners, program enrollment, etc. Approximately 62% of sites offered programming during both the summer and the school year and the average number of active community partners was 7.5 partners per site. Approximately 51% of activity hours offered during the school year focused on academic related content, and approximately 61% during the summer (for those operating during the summer). According to grantees at the beginning of the program, the average anticipated enrollment was 111 students per site, while the actual number of students served was 167 per site. The average

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<sup>1</sup> Some of these sites ended up reporting on either the School-Age PQA or the Youth PQA in Scores Reporter. Some observations were erroneously entered into the incorrect PQA tool, and for those using the STEM PQA, if no STEM programming was offered, entries were submitted via the Youth PQA tool.

number of students per site who attended less than 30 days was 83 compared to the average of 85 students who attended 30 days or more (regular attendees).

**Table 7 – Missouri 21<sup>st</sup> CCLC Site Program Characteristics**

Characteristics	N=154
Operations	
Number of sites/centers operating during the school year only	58
Number of sites/centers operating during both the summer and school year	96
Partners	
Average number of community partners	7.5
Time on academics	
Average number of activity hours spent on academics during the school year	13
Average number of activity hours spent on academics during the summer	13
Recruitment and retention	
Ratio of anticipated to actual students served	111:167
Ratio of students attending 30 or more days to students attend 30 days or less	85:83

## Findings/Results

The following section presents findings from the 2013-2014 Missouri 21<sup>st</sup> CCLC Statewide Evaluation conducted by the Weikart Center and OSEDA. The 2013-2014 program year marks the first year the Missouri 21<sup>st</sup> CCLC has used the Leading Indicators framework, as well as the statewide goals and objectives, to collect, analyze, and present data aligned with specific best practices at multiple levels of each grantee. The data from 2013-2014 will serve as baseline data for subsequent evaluations.

### Goal 1: Student Achievement/Academics

The objectives for Goal 1 provide site-level benchmarks addressing the extent to which sites are helping youth increase academic achievement, as well as efficacy in reading/communication arts, math, and science. Table 8 shows how sites performed on these objectives statewide. Note that only sites with at least three responses per objective were included.

**Table 8 – Performance on Goal 1 Objectives**

Objective	Percent of sites meeting objective	Mean site percent	Range
1.1—At least 50% of youth per site will maintain and/or increase their grades in reading/communication arts during the school year as measured by pre-/post-grades entered into Kids Care Center.	97.0% (n = 132)	79.5%	38-100%
1.2—At least 50% of youth per site will maintain and/or increase their grades in math during the school year as measured by pre-/post-grades entered into Kids Care Center.	94.7% (n = 132)	77.5%	32-100%
1.3—At least 50% of youth per site will maintain and/or increase their grades in science during the school year as measured by pre-/post-grades entered into Kids Care Center.	93.0% (n = 128)	78.4%	0-100%
1.4—At least 70% of youth per site will report a medium to high level of reading efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).	85.2% (n = 142)	81.9%	46-100%
1.5—At least 70% of youth per site will report a medium to high level of math efficacy as measured by items on the Leading Indicators Youth Survey (average score of 3.5 or higher).	80.3% (n = 142)	80.2%	23-100%
1.6—At least 70% of youth per site will report a medium to high level of interest and engagement in STEM as measured by questions from the Common Instrument Science Survey (total score of 3.0 or higher).	69.0% (n = 142)	75.1%	36-100%

Data Source: Youth Survey

#### Key Points:

- Based on grades across time in reading/communication arts, math, and science, almost all sites were able to report that at least half of their students had maintained or increased their academic achievement in those three areas.
- Overall, most sites met the established benchmark for youth reporting on their own skills with respect to reading and math efficacy.
- A majority of sites met the benchmark for STEM interest and engagement. Fewer students met the benchmark for science efficacy compared to reading and math efficacy. This difference may be due to two factors: (1) the 3.0 total score benchmark for the Common Instrument Science Survey is too high (note that this measure uses a different scale than the reading and math measures); and (2) youth feel less efficacious and engaged in science content than in reading and math, perhaps because less attention is paid to science in afterschool programs.

Detailed scores on the Reading and Math Efficacy Scales used for Objectives 1.4 and 1.5 are shown on pages 42-43 as part of the results from the Leading Indicators. Table 9 shows how youth scored statewide on the items that comprise the Common Instrument Science Survey.

**Table 9 – Detailed Item Scores on Common Instrument Science Survey**

PROMPT: Please check the box that best describes what you think about the statement. (1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree)	Mean	n
<b>Overall Common Instrument Score</b>	<b>3.29</b>	<b>7707</b>
Science is something I get excited about.	3.12	7586
I like to participate in science projects.	3.34	7547
I like to see how things are made (for example, ice-cream, a TV, an iPhone, energy, etc).	3.48	7577
I am curious to learn more about science, computers or technology.	3.32	7572
I want to understand science (for example, to know how computers work, how rain forms, or how airplanes fly).	3.31	7559
I get excited about learning about new discoveries or inventions.	3.36	7549
I pay attention when people talk about recycling to protect our environment.	3.29	7541
I am curious to learn more about cars that run on electricity.	3.15	7563
I get excited to find out that I will be doing a science activity.	3.29	7522
I like online games or computer programs that teach me about science.	3.26	7514

Data Source: Youth Survey

## Goal 2: Program Quality

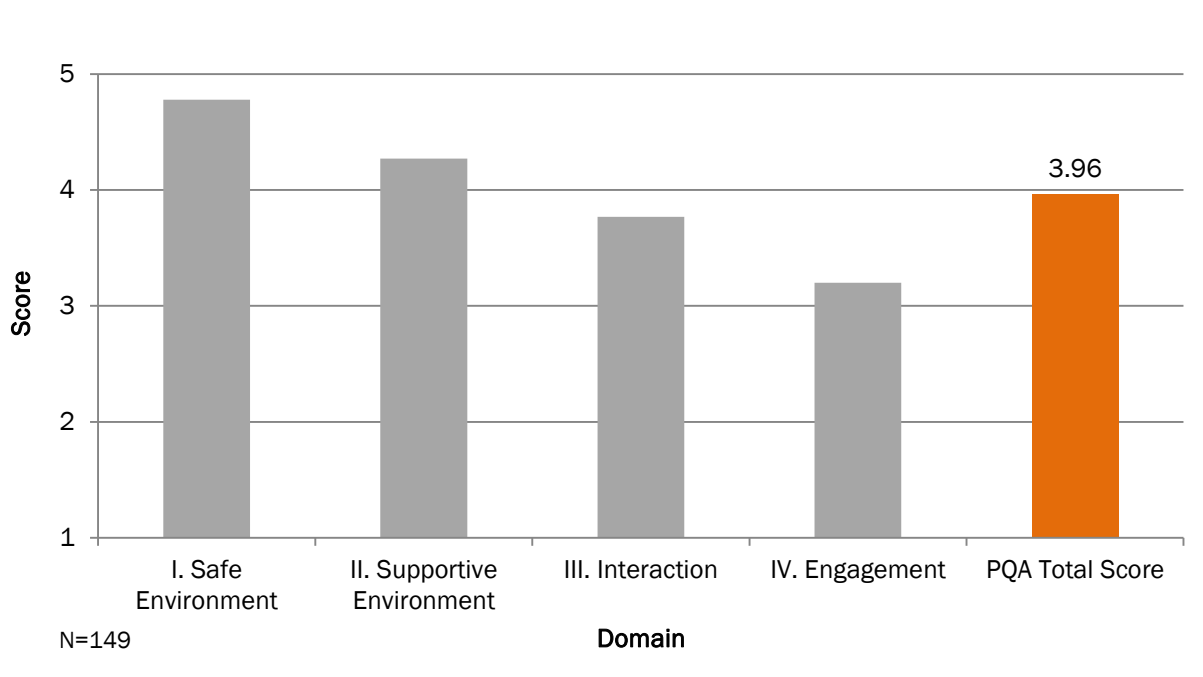
This section presents findings specific to statewide evaluation Goal 2: program quality. These findings are arranged by objective. Objective 2.1 is presented using PQA total scores, while objectives 2.2 – 2.4 are presented in the Leading Indicators framework. Each Leading Indicator is presented on its own page(s) and includes item-level details.

### Objective 2.1 – Program Quality Assessment

Objective 2.1 is related to the total score on the Program Quality Assessment. Sites used either School-Age PQA Walkthrough Method (sites serving younger youth) or the STEM PQA (sites serving older youth). Some sites that served a broader age of youth chose to do both assessments. Objective 2.1 states that all programs will achieve a total score of 3.0 or higher on the PQA. The results below describe findings from the PQA data.

Ninety-seven percent of all sites (N=154) submitted PQA data, equating to 149 sites. Of these 149 sites, 97% met the selected benchmark of 3.0 or greater on Objective 2.1. Additionally, the average overall score for all sites that submitted PQA data was 3.96 (see Figure 2).

**Figure 2 – Aggregate Domain and Total Scores on the School-Age PQA Walkthrough Method and the STEM PQA**



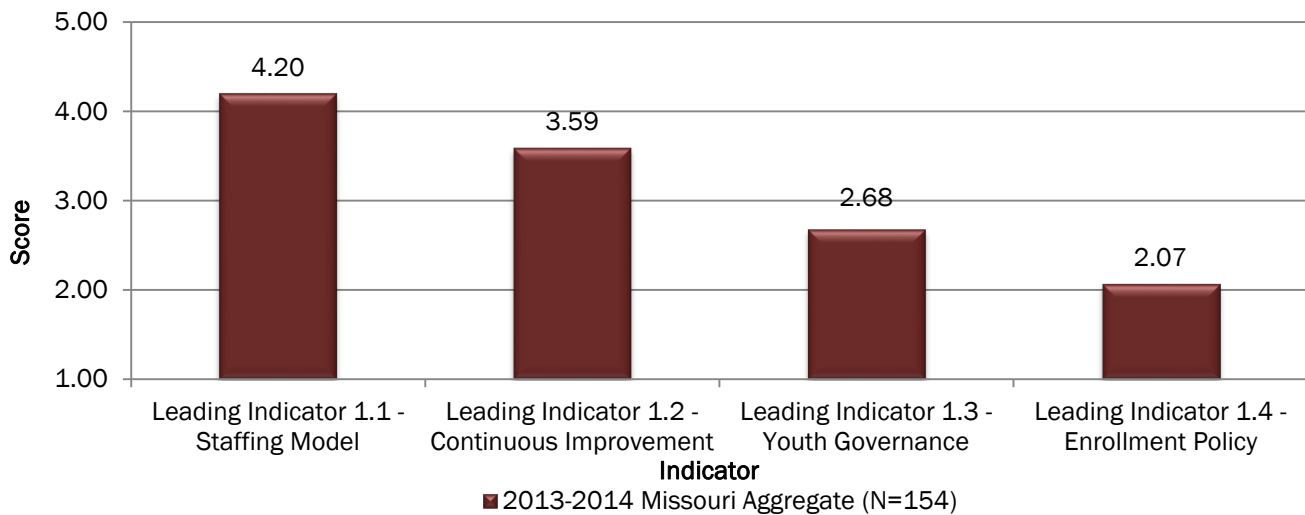


## Objective 2.2 – 2.4 – Leading Indicators Data

### Organizational Context

Four Leading Indicators were included under the organizational context: Staffing Model, Continuous Improvement, Youth Governance, and Enrollment Policy. These four indicators reflect organizational level policies and practices and scores are presented in Figure 3.

**Figure 3 –Organizational Context Leading Indicators**



Staffing Model assesses the degree to which project directors and site coordinators feel their staff are prepared for their jobs, their own ability to offer supports and resources to their staff, and the extent to which people feel like they enjoy their jobs. Overall, it appears that project directors and site coordinators feel their staff are prepared and all respondents are relatively satisfied with their job.

Continuous Improvement measures the extent to which staff participate in professional development opportunities and activities that are meant to increase the quality of the services they provide. It also measures how well staff communicate with their peers and supervisors regarding program quality. On average, staff exhibit effective communication. However, they are less likely to participate in using an assessment tool to measure program quality and to have the opportunity to observe/be observed by peers and engagement in formal professional development.

The Youth Governance scale score is lower than Staffing Model and Continuous Improvement scores, which is an indication that opportunities for youth to participate in important decision-making roles is not as present in Missouri 21<sup>st</sup> CCLC program sites. It is important to note that questions related to this Leading Indicator were asked of all programs, regardless of the age of students served. However, these questions are typically intended for programs that serve middle school and high school youth, which may have contributed to lower scores on this indicator.

Enrollment Policy is the lowest scoring Leading Indicator within organizational context, signaling that the intentional efforts to target low-income at-risk youth, a primary purpose of the 21<sup>st</sup> CCLC funding stream, could use improvement. It is also possible that this Leading Indicator's intent is not clearly understood by respondents, which may require further specification for continuing data collection, or that many of the Missouri programs enroll all youth rather than targeting only specific populations.

## Leading Indicator 1.1 – Staffing Model

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

Figure 4 – Leading Indicator 1.1 Staffing Model: Scale Scores

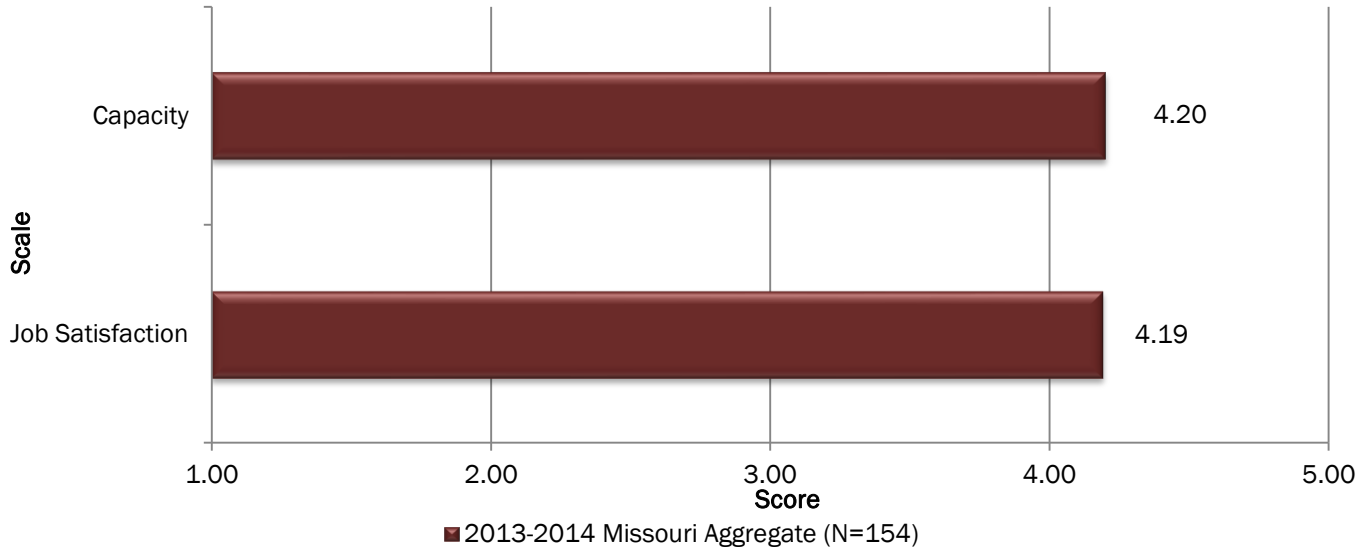


Table 10 – Capacity Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	2013-2014 Missouri Aggregate (N=154)
<b>Capacity</b>	<b>4.20</b>
Staff come to the program with adequate training or experience	3.90
Staff stay at our program for a long time	4.18
We have enough staff and/or student-to-staff ratios are good	4.39
New staff get an adequate orientation	4.27
Staff have enough time to attend meetings or do planning	4.04
Staff are designing and delivering activities consistent with program goals and objectives for students	4.44

Data Source: Project Director/Site Coordinator Survey

Table 11 – Job Satisfaction Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	2013-2014 Missouri Aggregate (N=154)
<b>Job Satisfaction</b>	<b>4.19</b>
In most ways, this job is close to my ideal	4.14
The condition of my current job is excellent	4.27
I am satisfied with this job	4.37
If I could change my career so far, I would not change anything	3.99

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

### Key Points:

- Project directors and site coordinators report that they have enough staff and that these staff stay at the program for a long time. Also, student-to-staff ratios are good.
- Respondents report an overall sense of high job satisfaction.

## Leading Indicator 1.2 – Continuous Improvement

This Leading Indicator is meant to capture the degree to which staff communicate with their peers and their supervisors as well as their participation in efforts to continuously improve their delivery of high quality instruction.

Figure 5 – Leading Indicator 1.2 Continuous Improvement: Scale Scores

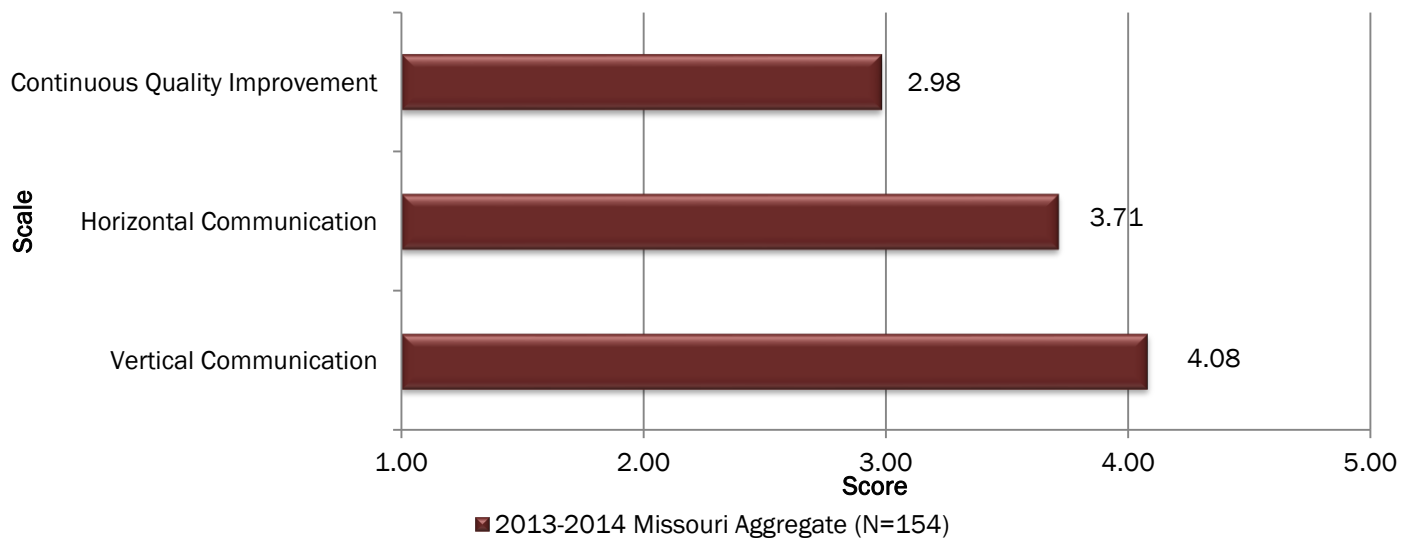


Table 12 – Continuous Quality Improvement Scale Detailed Scores

	2013-2014 Missouri Aggregate (N=154)
<b>Continuous Quality Improvement</b>	<b>2.98</b>
<i>Please select one response for each statement (1=No, 3=One or the other, 5=Both).</i>	
Are you currently using the Youth Program Quality Assessment (YPQA) from the Weikart Center as a quality assessment tool and/or any other quality assessment tool that employs observation and written evidence to produce quality ratings at your site?	2.31
<i>In the past year or so at your program, how often have you: (1=Never, 3=Once, 5=Two or more times).</i>	
Observed staff sessions with youth to assess quality?	2.89
Collected written anecdotal evidence on program quality?	2.66
Conducted program planning using quality assessment data?	2.92
<i>How much training have you had on the following during the past year? (1=None, 3=One day or less, 5=Two days or more)</i>	
Developmental Assets training	2.30
Advancing Youth Development training	2.33
Bringing Yourself to Work training	1.96
Youth Work Methods or Youth PQA training	1.79
Other training re positive youth development	3.39
<i>Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	
My supervisor gives me helpful feedback about how I work with youth	3.98
My supervisor is visible during the offerings that I lead or co-lead	4.28
My supervisor knows what I am trying to accomplish with youth	4.49

Data Source: Direct Staff/Youth Worker Survey

## Leading Indicator 1.2 – Continuous Improvement continued

Table 13 – Horizontal Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	<b>2013-2014 Missouri Aggregate (N=154)</b>
<b>Horizontal Communication</b>	<b>3.71</b>
I co-plan with another member of staff	3.95
I discuss teaching problems or practices with another staff member	4.38
A co-worker observes my session and offers feedback about my performance	3.44
I work on plans for program policies or activities with other staff	3.66
I observe a co-worker's session and provide feedback about their performance	3.15

Data Source: Direct Staff/Youth Worker Survey

Table 14 – Vertical Communication Scale Detailed Scores

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	<b>2013-2014 Missouri Aggregate (N=154)</b>
<b>Vertical Communication</b>	<b>4.08</b>
My supervisor challenges me to innovate and try new ideas	3.90
My supervisor makes sure that program goals and priorities are clear to me	4.26

Data Source: Direct Staff/Youth Worker Survey

### Key Points:

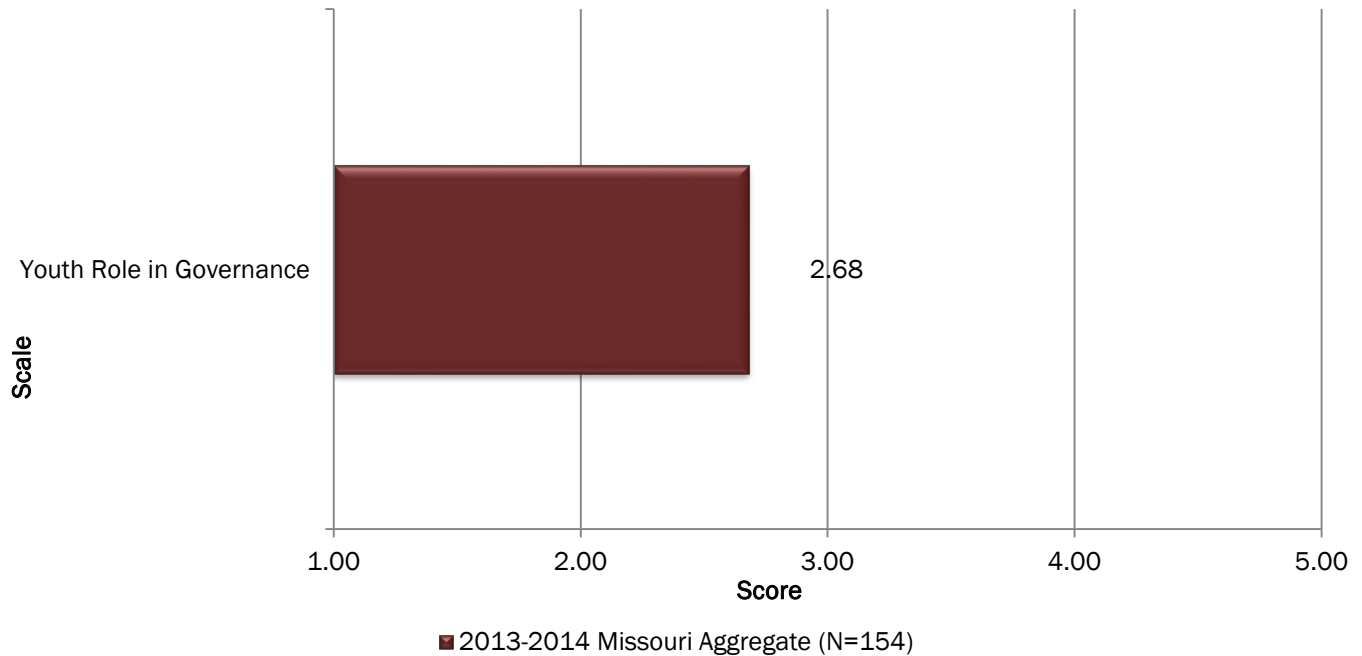
- Staff report limited use of the Youth PQA assessment tool and/or other quality assessment tools and involvement in a number of different professional development opportunities<sup>2</sup>. Staff also report that supervisors are present and available during program hours and know the goals of their staff.
- Staff report that they discuss teaching problems or practices with other staff members, but are less likely to have had experience observing their peers and providing feedback about their performance.
- Staff report they know the goals and priorities of the program and are able to be innovative in their work.

<sup>2</sup> The specific professional development trainings listed on the survey may not be representative of what staff had access to, resulting in higher scores in the "other" professional development category. This may warrant revision of this item for 2014-2015.

## Leading Indicator 1.3 – Youth Governance

This Leading Indicator is meant to capture the degree to which middle-school and high-school youth are intentionally included in the operations of their own afterschool program.

**Figure 6 – Leading Indicator 1.3 Youth Governance: Scale Scores**



**Table 15 – Youth Role in Governance Scale Detailed Scores**

<i>PROMPT: Please indicate the proportion of MIDDLE AND HIGH SCHOOL STUDENTS for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 Missouri Aggregate (N=154)
<b>Youth Role in Governance</b>	<b>2.68</b>
Youth have opportunities to begin their own projects, initiatives, and enterprises	3.75
Youth are involved in selecting the content or purposes of activities and sessions	3.64
Youth contribute to the design, appearance, and aesthetics of the physical space	2.99
Youth are involved in hiring new staff	1.35
Youth are involved in deciding how the organization's budget is spent	1.66

Data Source: Project Director/Site Coordinator Survey

### Key Points:

- Project directors and site coordinators report that youth have opportunities to start their own projects, initiatives, or enterprises as well as involvement for selection the content and purposes of their activities, but are less likely to have had opportunities to be involved in the hiring of new staff or deciding how the organization's budget is spent. Again, it is important to note that questions related to this Leading Indicator were asked of all programs, regardless of the age of students served. However, these questions are typically intended for programs that serve middle school and high school youth, which may have contributed to lower scores on this indicator.

## Leading Indicator 1.4 – Enrollment Policy

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

Figure 7 – Leading Indicator 1.4 Enrollment Policy: Scale Scores

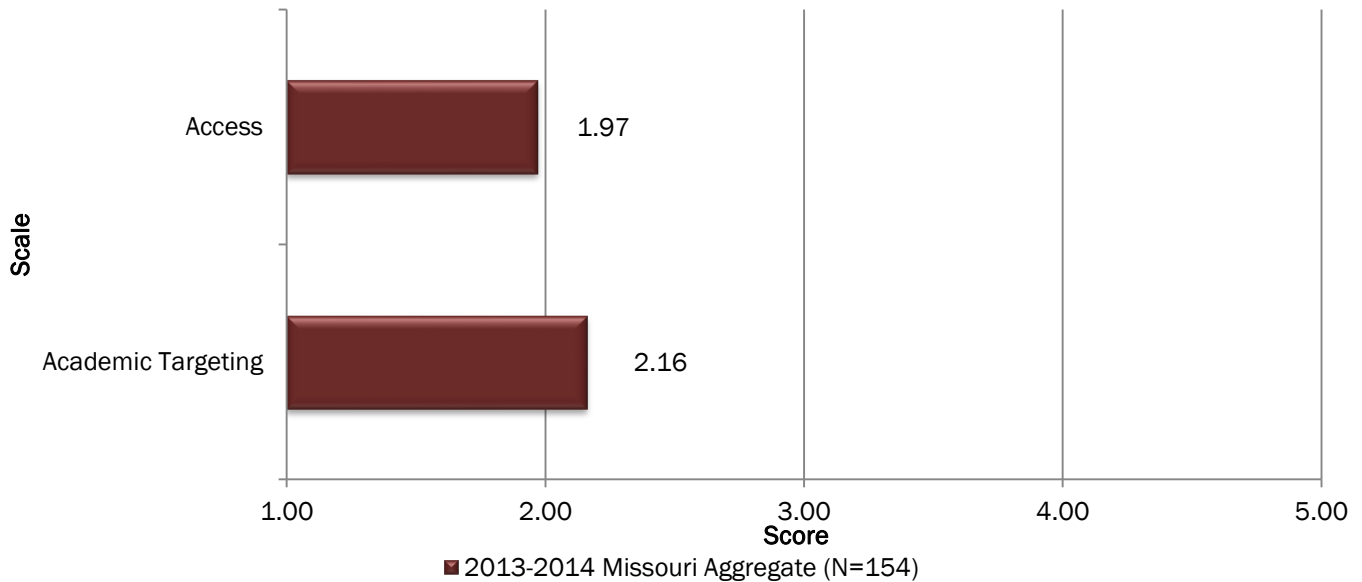


Table 16 – Access Scale Detailed Scores

<i>PROMPT: Please rate the extent to which the following statements are true for program sessions at your site (1=Almost never true, 3= True for about half of sessions, 5=Almost always true).</i>	2013-2014 Missouri Aggregate (N=154)
<b>Access</b>	<b>1.97</b>
Program sessions have enrollment priority for certain groups of students	2.35
Program sessions are restricted so only certain groups of students can participate	1.57

Data Source: Project Director/Site Coordinator Survey

Table 17 – Targeting Academic Risk Scale Detailed Scores

<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	2013-2014 Missouri Aggregate (N=154)
<b>Targeting Academic Risk</b>	<b>2.16</b>
Students were targeted for participation in our program because they scored below “proficient” on local or state assessments	2.14
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	2.25
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	2.76
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	1.48

Data Source: Project Director/Site Coordinator Survey

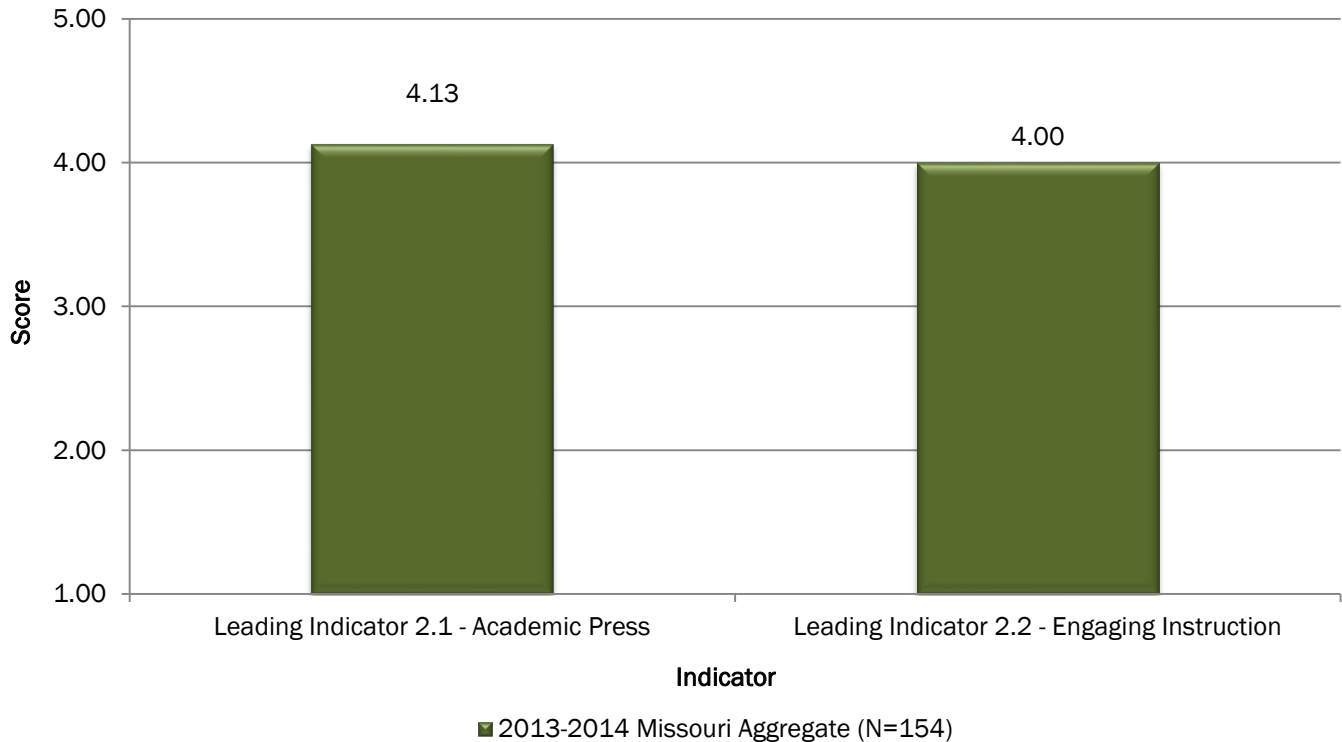
### Key Points:

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

## Instructional Context

Two Leading Indicators were included under the Instructional Context: Academic Press and Engaging Instruction. These two indicators reflect instructional practices, and scores are presented in Figure 8.

**Figure 8 –Instructional Context Leading Indicators**



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

Engaging Instruction refers to the extent that high quality instructional practices are happening on a daily basis, that youth are feeling engaged in the program and that they belong, and that staff are offering opportunities for youth to build on and master new skills. Missouri grantees appear to be offering these opportunities on a fairly regular basis.

## Leading Indicator 2.1 – Academic Press

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

Figure 9 – Leading Indicator 2.1 Academic Press: Scale Scores

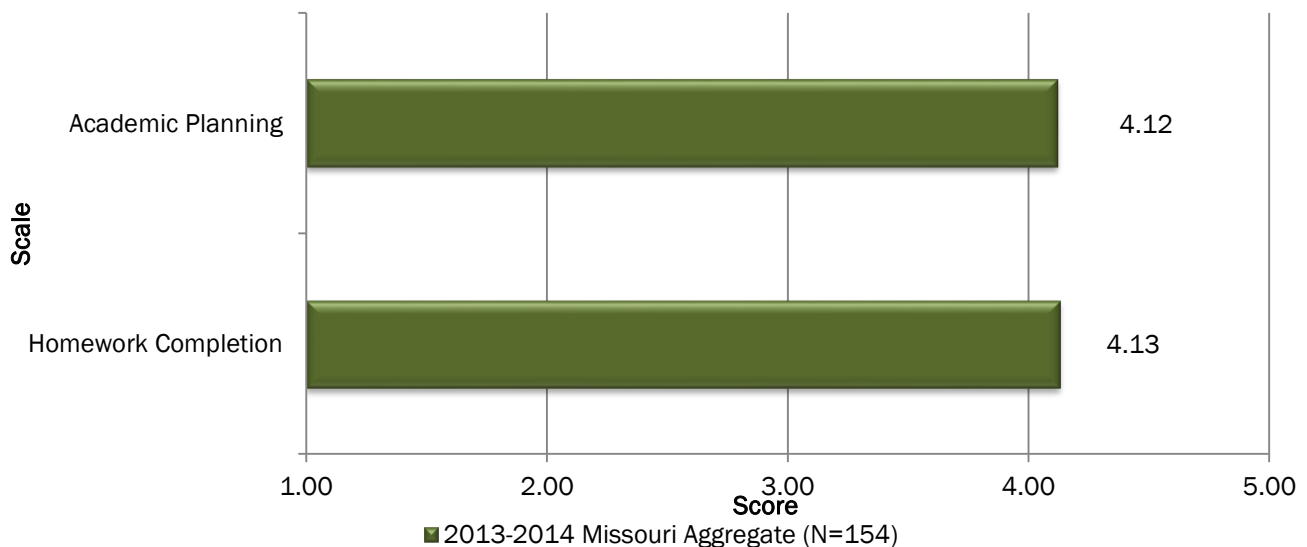


Table 18 – Academic Planning Scale Detailed Scores

PROMPT: When you lead sessions focused on reading, mathematics, and science, how true are the following statements? (1=Never true, 3=True about half of the time, 5=Always true)	2013-2014 Missouri Aggregate (N=154)
<b>Academic Planning</b>	<b>4.12</b>
The session is planned in advance and written out in a lesson plan format	4.04
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	4.23
The session builds upon steps taken in a prior activity or session	4.14
The session is based on recent feedback from students about where they need support	3.99
The session combines academic content with the expressed interests of students	4.23

Data Source: Direct Staff/Youth Worker Survey

Table 19 – Homework Completion Scale Detailed Scores

PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2013-2014 Missouri Aggregate (N=154)
<b>Homework Completion</b>	<b>4.13</b>
I get my homework done when I come to the afterschool program	4.02
The staff here understand my homework and can help me when I get stuck	4.25
I learn things in the afterschool program that help me in school	4.10

Data Source: Youth Survey

### Key Points:

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



## Leading Indicator 2.2 – Engaging Instruction

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

Figure 10 – Leading Indicator 2.2 Engaging Instruction: Scale Scores

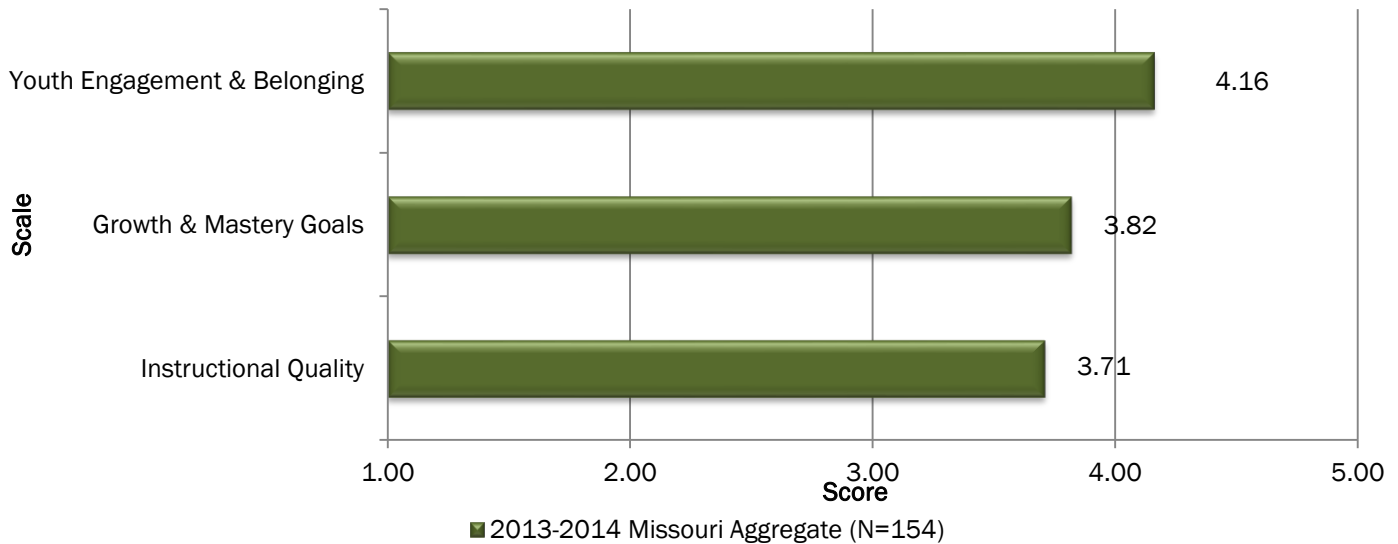


Table 20 – Youth Engagement and Belonging Scale Detailed Scores

PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2013-2014 Missouri Aggregate (N=154)
<b>Youth Engagement and Belonging</b>	<b>4.16</b>
I am interested in what we do	4.20
The activities are important to me	4.10
I try to do things I have never done before	4.10
I am challenged in a good way	4.18
I am using my skills	4.37
I really have to concentrate to complete the activities	3.95
I feel like I belong at this program	4.24
I feel like I matter at this program	4.17

Data Source: Youth Survey

Table 21 – Growth and Mastery Skills Scale Detailed Scores

PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true (1=Almost none, 3>About half, 5=Almost all).	2013-2014 Missouri Aggregate (N=154)
<b>Growth and Mastery Skills</b>	<b>3.82</b>
We will expose students to experiences which are new for them	4.08
Students will have responsibilities and privileges that increase over time	4.14
Students will work on group projects that take more than five sessions to complete	3.05
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	4.28
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills	3.43
Students will identify a skill/activity/pursuit that the feel they are uniquely good at	3.93

Data Source: Direct Staff/Youth Worker Survey

## Leading Indicator 2.2 – Engaging Instruction continued

Table 22 – Instructional Quality Scale Detailed Scores

	2013-2014 Missouri Aggregate (N=154)
<b>Instructional Quality</b>	<b>3.71</b>
Supportive Environment	4.27
Interaction	3.77
Engagement	3.21

Data Source: Youth PQA & School-Age PQA

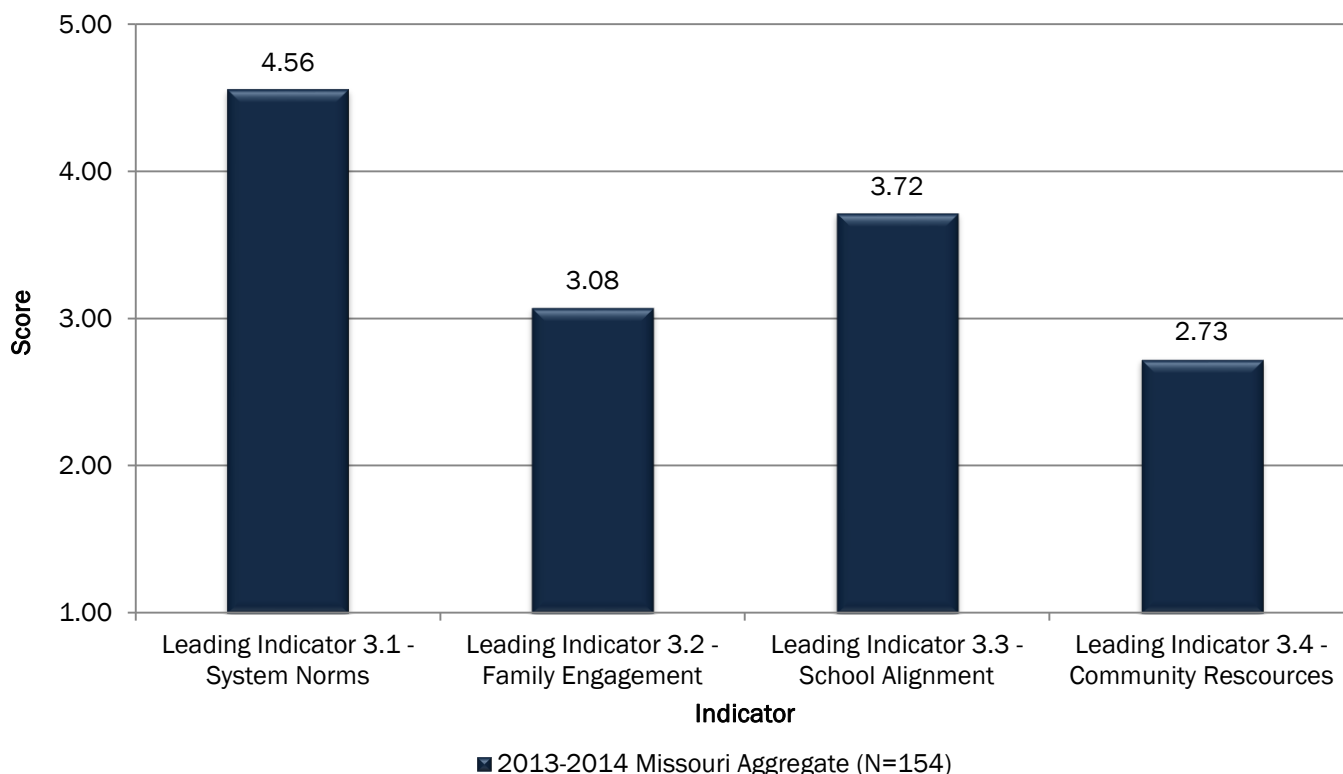
### Key Points:

- Youth report that they are often using their skills in the afterschool program and that they are interested in what they do at the program.
- Staff report that they frequently expose students to new experiences and that students will be acknowledged for their achievements and contributions, but report that group projects typically take less than five sessions to complete.
- Programs in Missouri 21<sup>st</sup> CCLC are offering relatively high quality program, but would like to see the average score near 3.90 in order to offer program that is more likely to foster youth engagement.

## External Relationships

Four Leading Indicators were included under the External Relationships Context: System Norms, Family Engagement, School Alignment, and Community Resources. These four indicators reflect the policies and practices that facilitate communication and collaboration between the afterschool program and external parties. Scores for the four Leading Indicators are presented in Figure 11.

**Figure 11 –External Relationships Leading Indicators**



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

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

School Alignment measures the extent to which the afterschool program connects to the youths' school day in terms of how well it supplements the learning happening in school and the communication with school-day staff about what youth are working on. Grantees in Missouri report having slightly higher than average communication with school-day staff and alignment with the school-day learning activities.

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

## Indicator 3.1 – System Norms

This Leading Indicator is meant to capture the extent to which project directors and site coordinators hold themselves, their program, and their staff accountable for delivering high quality services, as well as the ability to work with others in the 21<sup>st</sup> CCLC network.

Figure 12– Leading Indicator 3.1 System Norms: Scale Scores

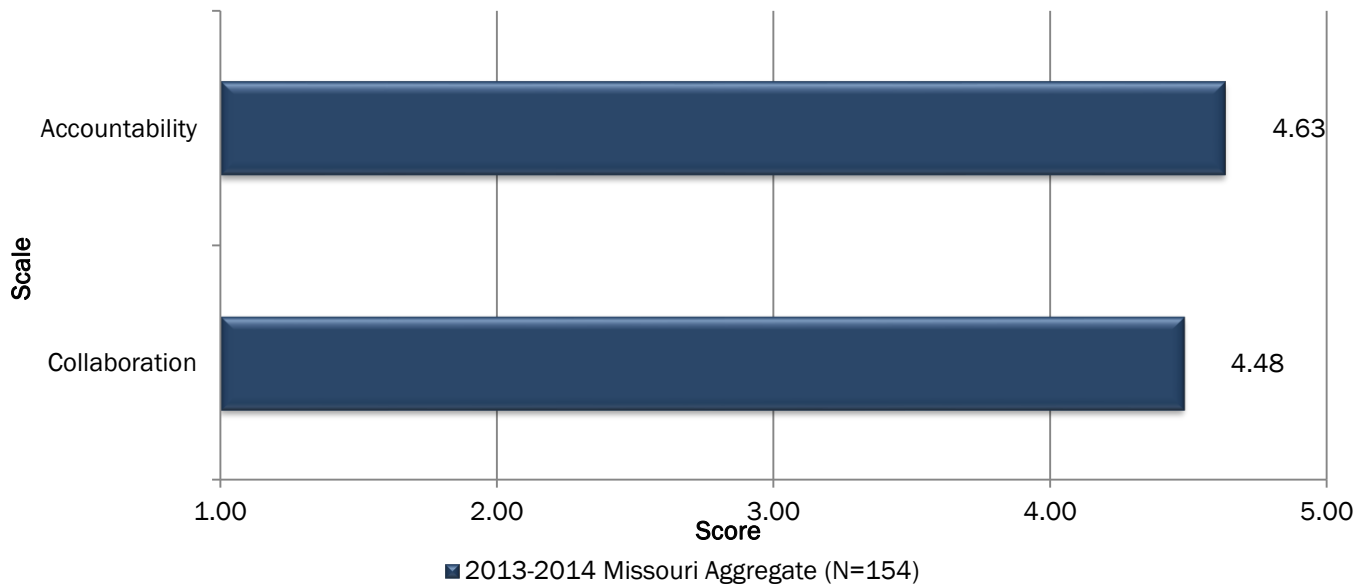


Table 23 – Accountability Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding accountability for quality services? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Accountability</b>	<b>4.63</b>
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	4.75
Our program is routinely monitored by higher level administrators	4.46
In our program all staff are familiar with standards of quality	4.69

Data Source: Project Director/Site Coordinator Survey

Table 24 – Collaboration Scale Detailed Scores

<i>PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Collaboration</b>	<b>4.48</b>
Collaboration across sites is strongly encouraged by network administrators	4.37
Site supervisors in our network share a similar definition of high quality services	4.61

Data Source: Project Director/Site Coordinator Survey

### Key Points:

- Project directors and site coordinators report that they are familiar with and accountable for standards of quality.
- Project directors and site coordinators report that they collaborate across sites and share a similar definition of quality.

## Indicator 3.2 – Family Engagement

This Leading Indicator is meant to capture the degree to which staff members communicate with the families of youth.

Figure 13 – Leading Indicator 3.2 Family Engagement: Scale Scores

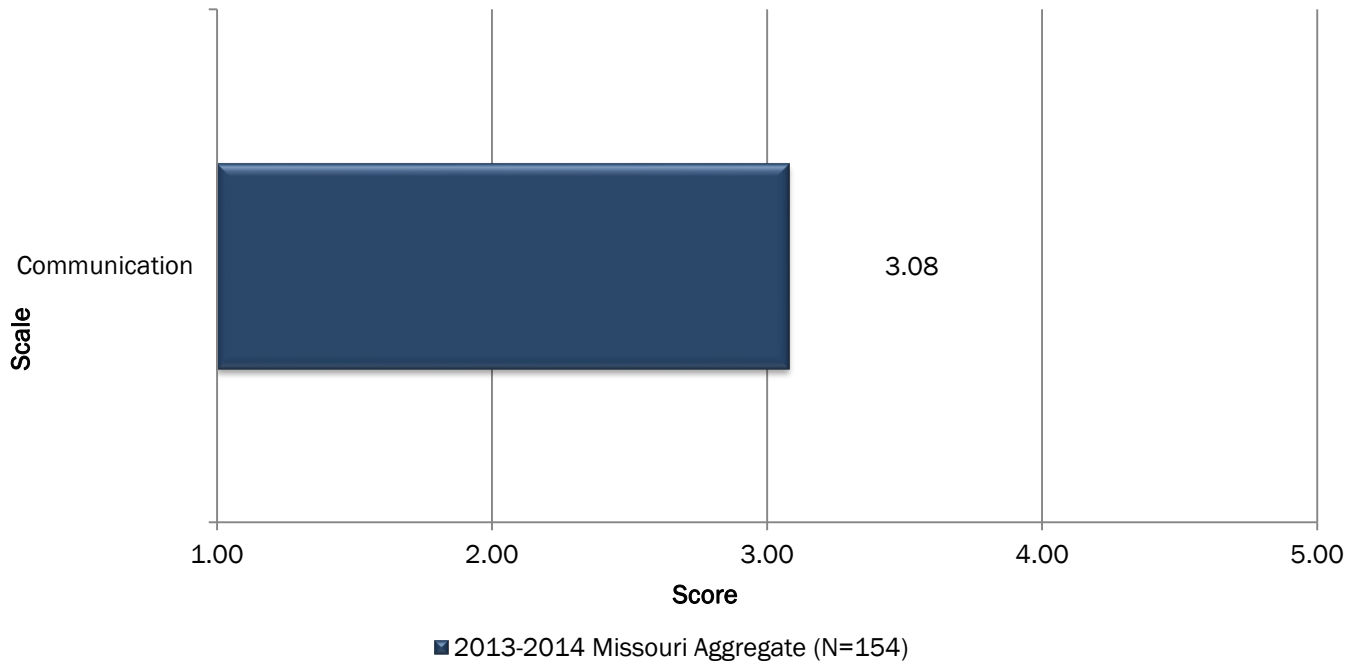


Table 25 – Communication Scale Detailed Scores

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2013-2014 Missouri Aggregate (N=154)
<b>Communication</b>	<b>3.08</b>
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	3.57
Each semester an adult in our family talk on the phone or meets in person with afterschool staff to receive detailed information my child's progress in the program	3.33
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	2.32

Data Source: Parent Survey

### Key Points:

- Parents report that they receive information about the program a little more than fifty percent of the time, but are less likely to communicate directly with afterschool staff or be asked to participate in the afterschool program in some way.

## Indicator 3.3 – School Alignment

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

Figure 14 – Leading Indicator 3.3 School Alignment: Scale Scores

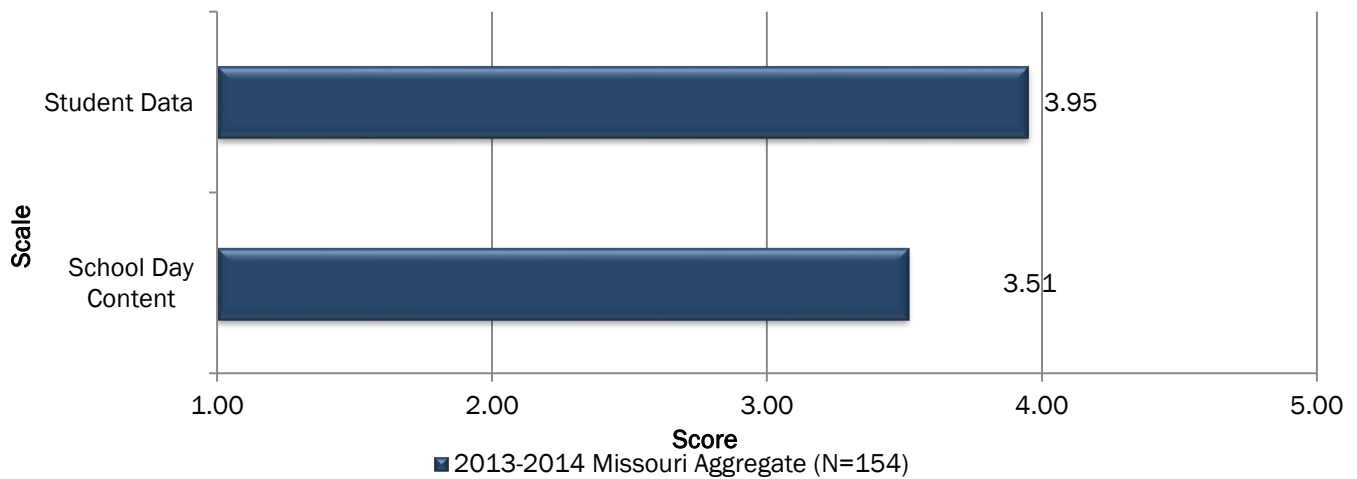


Table 26 – Student Data Scale Detailed Scores

PROMPT: Please indicate the proportion of students in your program for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).	2013-2014 Missouri Aggregate (N=154)
<b>Student Data</b>	<b>3.95</b>
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	4.28
We receive student progress reports from school-day teachers during the current year	3.86
We review diagnostic data from the current school year for individual students	3.72

Data Source: Project Director/Site Coordinator Survey

Table 27 – School Day Content Scale Detailed Scores

PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).	2013-2014 Missouri Aggregate (N=154)
<b>School Day Content</b>	<b>3.51</b>
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	3.99
I coordinate the activity content of afterschool sessions with students' homework	3.83
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	3.53
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed	3.41
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	2.71

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

### Key Points:

- Project directors and site coordinators report that they review achievement test scores on a yearly basis, but are less likely to review student progress reports.
- Project directors and site coordinators report they know what academic content their students are covering during the school day, but are less likely to manage the communication between themselves, school-day teachers, and parents and participate in parent-teacher conferences.

## Indicator 3.4 – Community Resources

This Leading Indicator is meant to capture the degree to which community partners are engaged to more fully support youth.

Figure 15 – Leading Indicator 3.4 Community Resources: Scale Scores

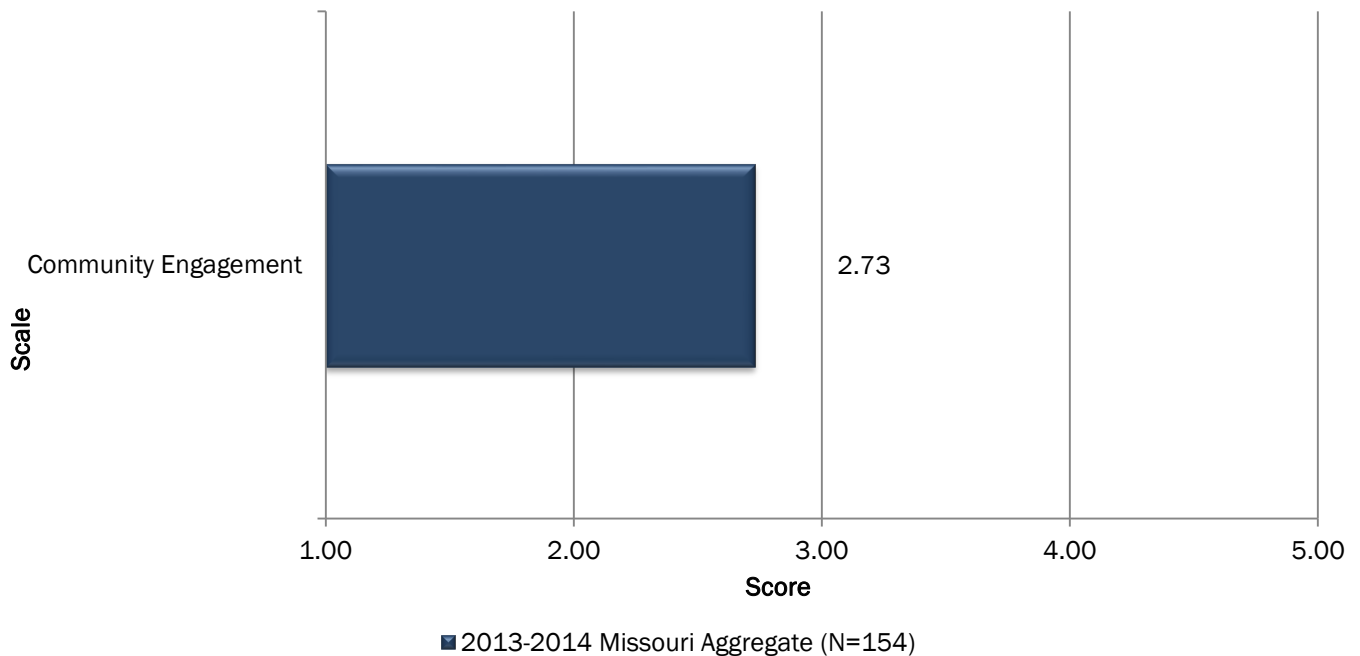


Table 28 – Community Engagement Scale Detailed Scores

PROMPT: Please indicate the proportion of students for which the following statements regarding community engagement are true (1=Almost none, 3=About half, 5=Almost all).	2013-2014 Missouri Aggregate (N=154)
<b>Community Engagement</b>	<b>2.73</b>
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	3.31
Our students experience afterschool sessions and/or field trips LED BY OR PROVIDED BY local businesses, community groups and youth serving organizations who are not paid service vendors	2.85
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	2.06
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	2.72

Data Source: Project Director/Site Coordinator Survey

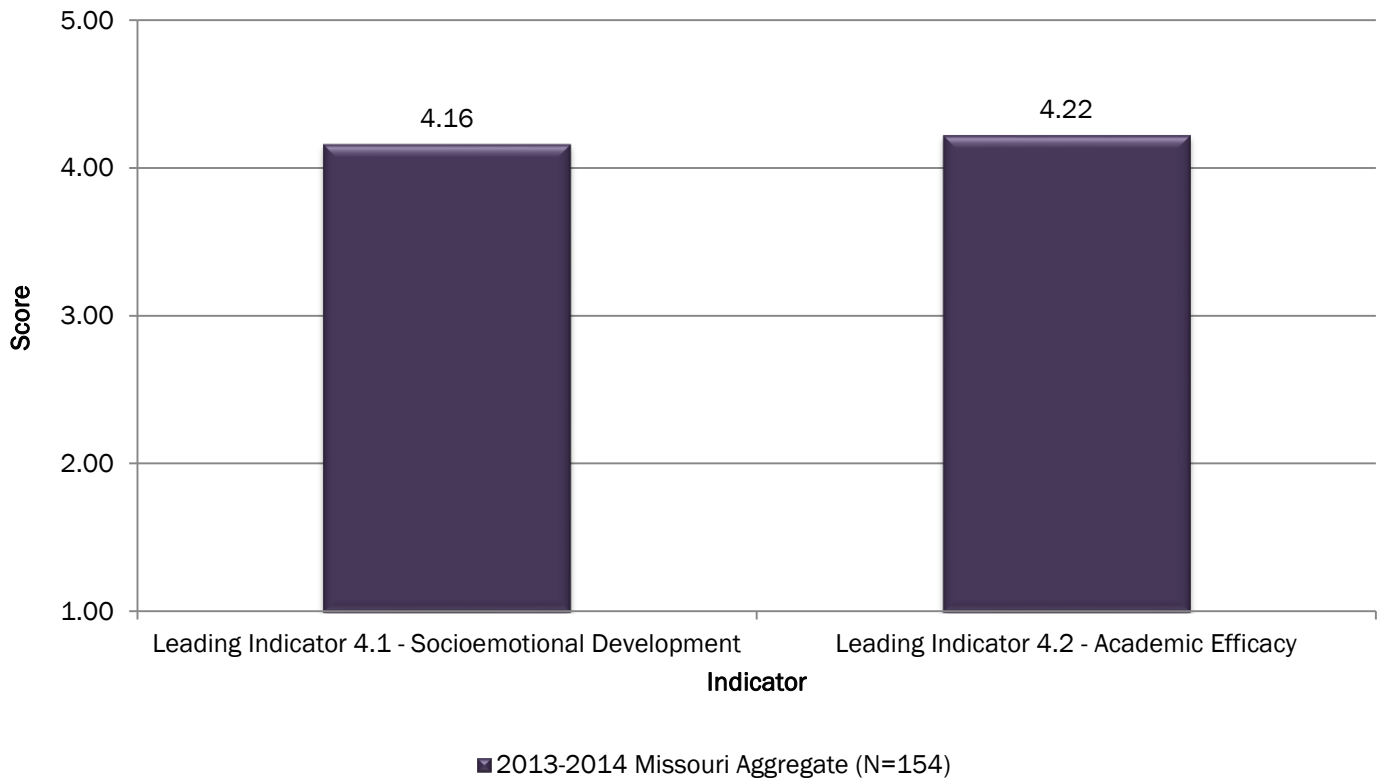
### Key Points:

- Project directors and site coordinators report that their students are likely to participate in community service or service learning projects, but are less likely to have afterschool sessions led or provided by community stakeholders or by *past* afterschool students who return as paid staff or volunteers. They are also less likely to provide recognition for those contributing to the program in some way.

## Youth Characteristics

Two Leading Indicators were included under the Youth Characteristics Context: Socioemotional Development and Academic Efficacy. These two indicators reflect the characteristics of the youth who attend the afterschool programs and are reported by the youth themselves or their parents. Scores for the two Leading Indicators are presented in Figure 16.

**Figure 16 –Student Characteristics Leading Indicators**



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

Academic Efficacy measures the extent to which youth feel they are good at different academic content areas. Youth report high levels of academic efficacy overall, while parents report that the afterschool program has helped their child(ren) in both work habits and academic skills.



## Indicator 4.1 – Socioemotional Development

This Leading Indicator captures youths’ perceptions of their social and emotional competence.

Figure 17 – Leading Indicator 4.1 Socioemotional Development: Scale Scores

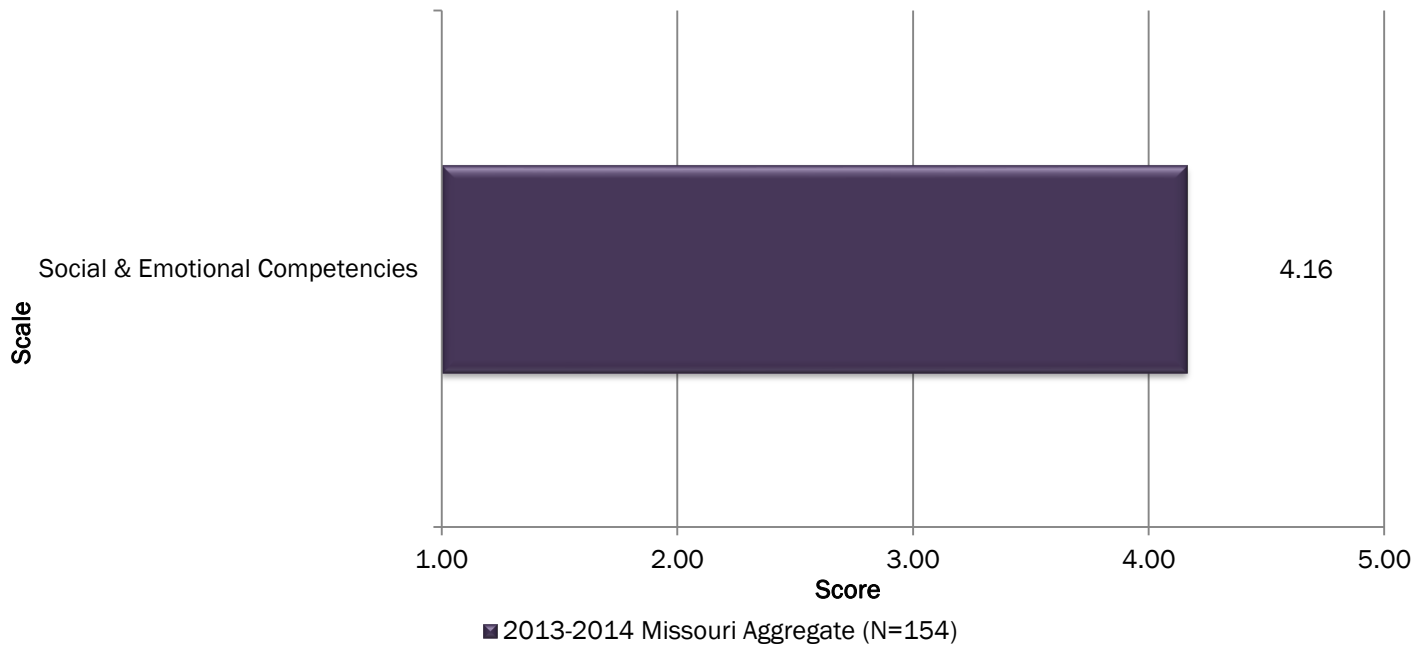


Table 29 – Social & Emotional Competencies Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Social &amp; Emotional Competencies</b>	<b>4.16</b>
I work well with other kids	4.22
I can make friends with other kids	4.42
I can talk with people I don't know	3.67
I can tell other kids that they are doing something I don't like	3.97
I can tell a funny story to a group of friends	4.19
I can stay friends with other kids	4.43
I can tell other kids what I think, even if they disagree with me	4.22

Data Source: Youth Survey

### Key Points:

- Youth report that they are able to make AND stay friends with other kids, but are less able to talk with people they do not know or let other students know that they are doing something they don't like.

## Indicator 4.2 – Academic Efficacy

This Leading Indicator captures youths’ perceptions of their work habits and academic efficacy in a variety of content areas.

Figure 18 – Leading Indicator 4.2 Academic Efficacy: Scale Scores

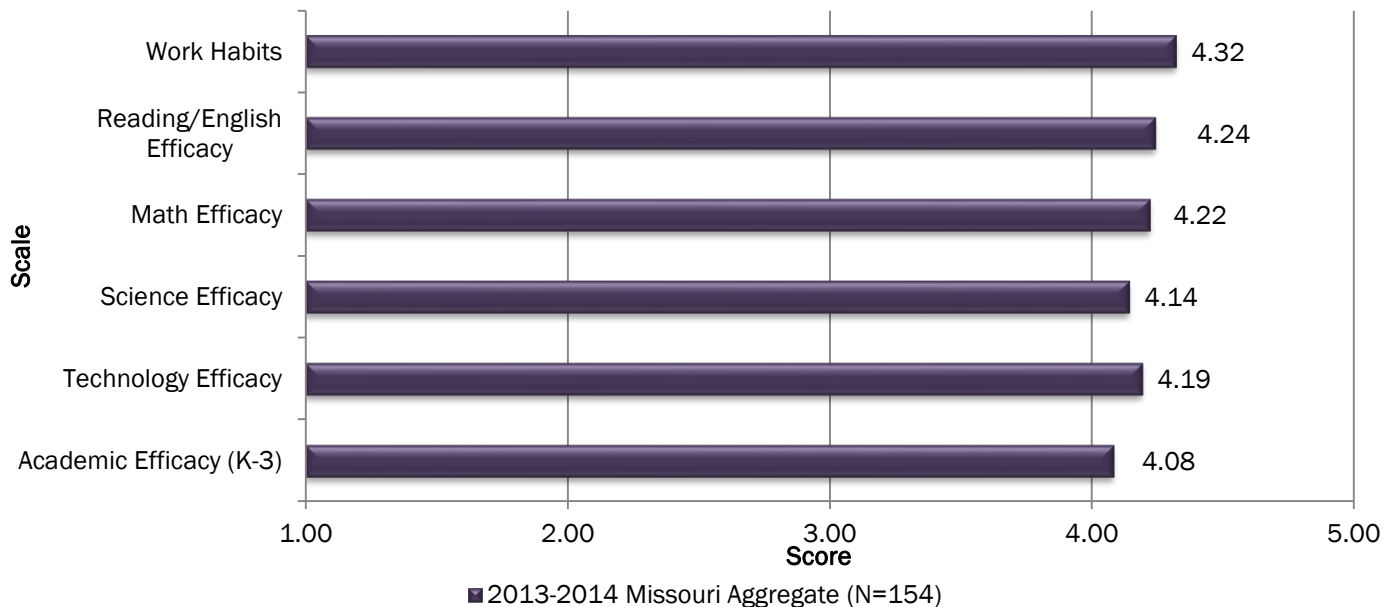


Table 30 – Work Habits Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Work Habits</b>	<b>4.32</b>
I follow the rules in my classroom	4.39
I work well by myself	4.33
I am careful and neat with my work	4.29
I make good use of my time at school	4.35
I finish my work on time	4.26
I keep track of my things at school	4.31

Data Source: Youth Survey

Table 31 – Reading/English Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Reading/English Efficacy</b>	<b>4.24</b>
I am interested in reading/English	4.01
I am good at reading/English	4.27
I expect to do well in reading/English this year	4.41
I would be good at learning something new in reading/English	4.29

Data Source: Youth Survey

## Indicator 4.2 – Academic Efficacy continued

Table 32 – Math Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Math Efficacy</b>	<b>4.22</b>
I am interested in math	4.07
I am good at math	4.18
I expect to do well in math this year	4.37
I would be good at learning something new in math	4.27

Data Source: Youth Survey

Table 33 – Science Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Science Efficacy</b>	<b>4.14</b>
I am interested in science	4.10
I would be good at learning something new in science	4.19

Data Source: Youth Survey

Table 34 – Technology Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Technology Efficacy</b>	<b>4.19</b>
I am interested in technology (computers, robotics, internet design)	4.21
I would be good at learning something new in technology	4.18

Data Source: Youth Survey

Table 35 – Academic Efficacy Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for your child? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	2013-2014 Missouri Aggregate (N=154)
<b>Academic Efficacy</b>	<b>4.08</b>
As a result of participating in the afterschool program this year my child has developed better work habits	4.15
As a result of participating in the afterschool program this year my child has developed more confidence in math	4.10
As a result of participating in the afterschool program this year my child has developed more confidence in reading/English	4.08
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology	4.03

Data Source: Parent Survey

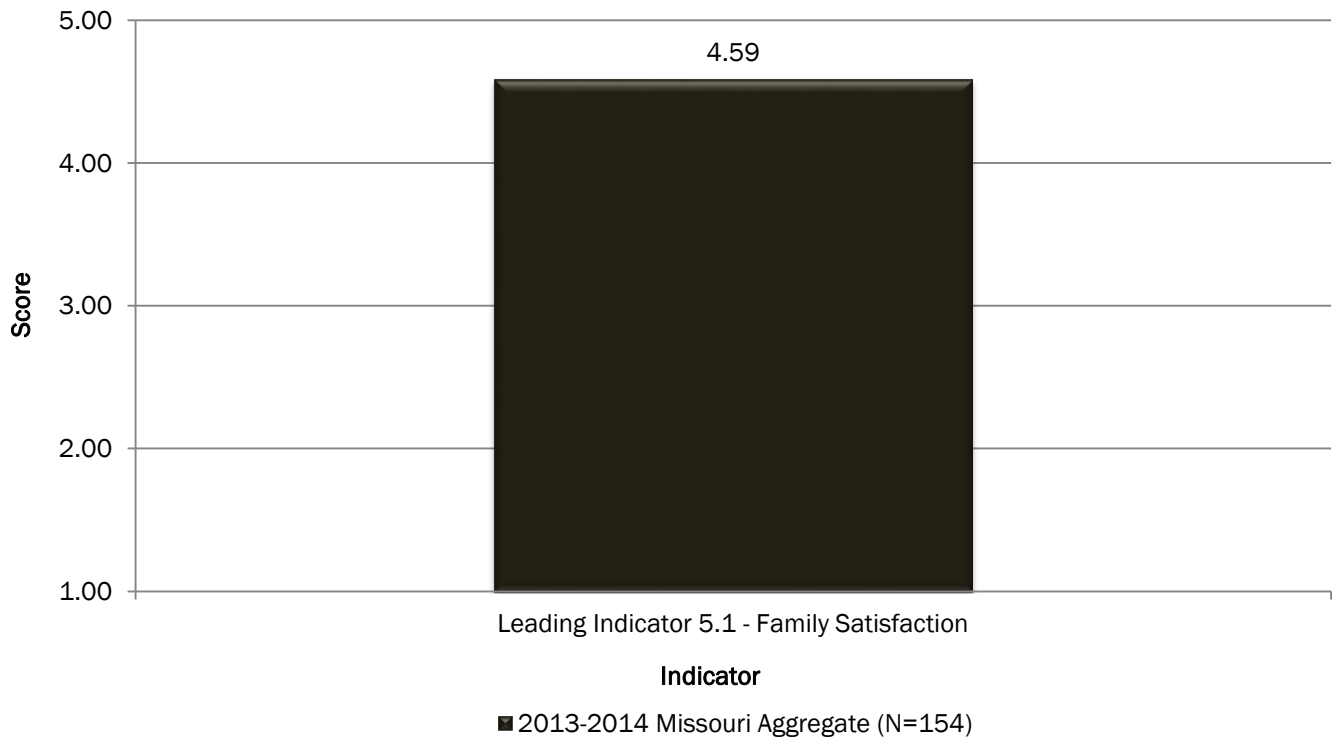
### Key Points:

- Youth report they have good work habits.
- Youth report they feel more efficacious in reading and math than in science and technology and have the least amount of interest in reading/English.
- Parents report that the afterschool program has helped their child(ren) develop better work habits as well as confidence in all subject areas noted.

## Family Satisfaction

One Leading Indicator was included under the Family Satisfaction Context: Family Satisfaction. This indicator reflects the parent perception of the afterschool programs offered in the Missouri 21<sup>st</sup> CCLC network. The score for the Leading Indicator is presented in Figure 19.

**Figure 19 –Family Satisfaction Leading Indicators**



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

## Indicator 5.1 – Family Satisfaction

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

Figure 20 – Leading Indicator 5.1 Family Satisfaction: Scale Scores

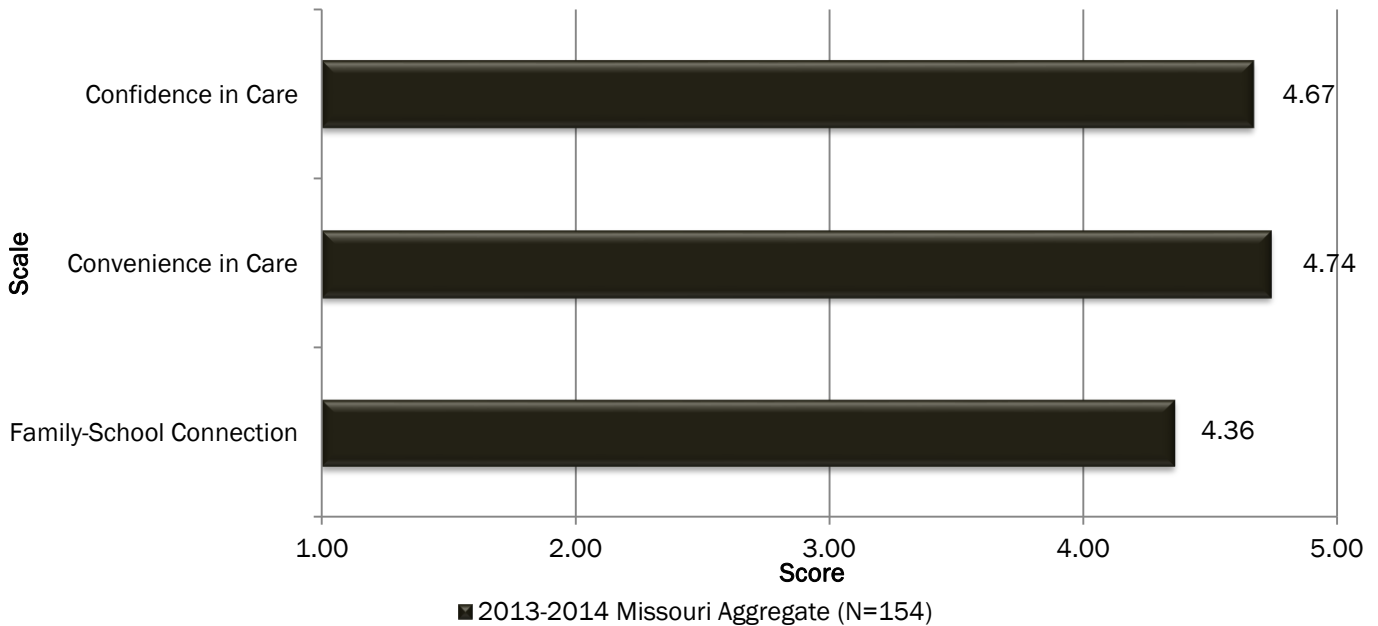


Table 36 – Confidence in Care Scale Detailed Scores

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2013-2014 Missouri Aggregate (N=154)
<b>Confidence in Care</b>	<b>4.67</b>
I don't worry about my child when at the afterschool program	4.71
The afterschool program is reliable and I count on them to provide the afterschool care I need	4.78
My child is having a positive experience in the afterschool program	4.52

Data Source: Parent Survey

Table 37 – Convenience in Care Scale Detailed Scores

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	2013-2014 Missouri Aggregate (N=154)
<b>Convenience of Care</b>	<b>4.74</b>
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	4.74
The afterschool program is cost effective for our family	4.73

Data Source: Parent Survey

## Indicator 5.1 – Family Satisfaction continued

Table 38 – Family-School Connection Scale Detailed Scores

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	<b>2013-2014 Missouri Aggregate (N=154)</b>
<b>Family-School Connection</b>	<b>4.36</b>
The afterschool program is helping my child to be more successful in school	4.57
Afterschool staff are well informed about my child's learning successes and challenges in school	4.46
The afterschool program has helped our family get to know the school and school day teachers better	4.06

Data Source: Parent Survey

### Key Findings:

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

## Goal 3: College/Career Readiness

The objectives for Goal 3 provide site-level benchmarks addressing the extent to which sites are helping youth develop the skills needed to be successful in their transition to college and/or career participation. As discussed earlier in the report, Objectives 3.1 and 3.3 are not addressed because the data were not available for this year's report. Table 39 shows how sites performed on these objectives statewide. Note that only sites with at least three responses were included.

**Table 39 – Performance on Goal 3 Objectives**

Objective	Percent of sites meeting objective	Mean site percent	Range
3.2–At least 50% of total youth enrolled in the afterschool program per site will have at least 60 days of attendance in the afterschool program.	44.0% (n = 150)	43.6%	0-100%
3.4- At least 70% of youth per site will indicate a medium to high level of personal and social skills as measured by the youth outcomes survey (average score of 3.5 or higher).	97.2% (n = 142)	88.4%	60-100%
3.5- At least 70% of youth per site will indicate a medium to high level of commitment to learning as measured by the youth outcomes survey (average score of 3.5 or higher).	97.2% (n = 142)	90.2%	63-100%

Data Source: Youth Survey

### Key Points:

- Most sites did not meet the 60-day attendance benchmark.
- Nearly all sites met the benchmark established by DESE for youth reporting on their own personal/social skills and commitment to learning.

Table 40 shows how youth scored statewide on the items that comprise the Personal and Social Skills Scale.

**Table 40 – Detailed Item Scores on Personal and Social Skills Scale (Youth)**

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Mean	n
<b>Personal and Social Skills Scale (Youth)</b>	<b>4.42</b>	<b>7617</b>
I work well with other kids.	4.27	7609
I can make friends with other kids.	4.45	7595
I can talk with people I don't know.	3.74	7545
I can tell other kids that they are doing something I don't like.	3.91	7543
I can tell a funny story to a group of friends.	4.21	7554
I can stay friends with other kids.	4.47	7540
I can tell other kids what I think, even if they disagree with me.	4.24	7576
I follow the rules in my classroom.	4.42	7581
I work well by myself.	4.34	7574
I make good use of my time at school.	4.37	7562
I finish my work on time.	4.27	7559
I keep track of my things at school.	4.33	7557
I get along with adults.	4.45	7590
I usually behave well.	4.45	7583
I take responsibility when I make a mistake.	4.45	7524
I am good at using many different strategies to complete a task or a project.	4.36	7562
It is easy for me to stay focused on projects that last more than one week.	4.15	7569
I set goals for myself.	4.26	7572
I show respect for others.	4.53	7578
I know who I can go to if I need help.	4.61	7570
I like to work with others to solve problems.	4.34	7566
I have friends who care about me.	4.58	7554

Data Source: Youth Survey

Key Points:

- In general, youth report strong skills in all domains of personal and social skills, including communication, relationships with others, responsibility, and planning.
- Youth report feeling less confident in asserting themselves in some social situations, such as talking with people they don't know and telling other youth when they are doing something they don't like.

Table 41 shows how youth scored statewide on the items that comprise the Commitment to Learning Scale.

**Table 41 – Detailed Item Scores on Commitment to Learning Scale**

PROMPT: For the past school year, how true are the following statements for you? (1 = Almost never true; 3 = True about half the time; 5 = Almost always true)	Mean	n
<b>Commitment to Learning Scale (Youth)</b>	<b>4.44</b>	<b>7754</b>
I get my homework done when I come to the afterschool program.	3.95	7508
Doing well in school will help me when I grow up.	4.67	7572
I learn a lot in school.	4.57	7553
I do my homework in the afterschool program or at home.	4.45	7531
I come to school ready.	4.50	7572
I like to learn new things.	4.48	7550
I try to do good work on everything.	4.61	7550
I pay attention in class.	4.33	7519

Data Source: Youth Survey

Key Points:

- In general, youth report good work habits and positive school engagement.



# Recommendations

The findings presented above highlighted a few key areas where it may be beneficial to do some further investigation and reflection. The recommendations below serve as a starting point for further examination.

- ❖ It is recommended that the state lead review the current statewide goals and objectives with the evaluation contractor to discuss if there are any changes that need to be made. Specifically, is each goal and objective realistic and achievable? Goals that focus on words such as “all” may diminish the likelihood of meeting the stated objective.
  - Set new key performance indicators based on actual normative performance (for example, instead of looking at 80% or all sites meeting a target, try setting a goal of improvement by five percent each year.
  - Consider reporting on the “proportion of sites meeting target” and set different performance requirements for first-year programs.
  - Consider changing the performance requirement for Common Instrument Science Survey based on the markedly lower percentage of sites that met the science efficacy objective compared to the reading and math ones.
- ❖ The state lead should strongly consider improving the Missouri 21<sup>st</sup> CCLC quality improvement system in the following ways:
  - Include the School-Age PQA Walkthrough Method and the STEM Program Quality Assessment as a mandated program self assessment in all programs.
  - In a pilot group of sites, add a very brief afterschool teacher behavioral rating of social and emotional skills, such as the DESSA Mini, implemented at two time points to demonstrate growth over the school year and to allow the evaluator to conduct analyses linking afterschool quality to social and emotional learning growth for all students and more at-risk subgroups.
- ❖ Since 21<sup>st</sup> CCLC funding is intended to be directed at low-income at-risk youth, the state lead may want to review guidance pertaining to enrollment of these students. Many grants may service all students in the community, but are intentional efforts being made to make sure the students who would benefit from programming are actually coming to programming? Are programs prepared to deliver targeted services to students who are identified as experiencing academic challenges?
  - Discuss barriers to enacting policies to target students who are at risk for program enrollment. Explore options for guidance to programs who know who their academically challenged students are.
  - Provide a one-pager of guiding steps to walk a grantee director through the process of targeting their at-risk population. Identify program exemplars where targeted services are available to students who are identified as being academically at risk.
  - Clarify the intent of the question on the evaluation survey to better identify programs who are either not targeting or do not have a targeted service model available for academically at risk students.
- ❖ The following recommendations are to improve program design across 21<sup>st</sup> CCLC projects in Missouri. DESE/MASN may want to provide specific training and technical assistance for grantees to implement these best practices.
  - The state lead may want to guide grantees on a process for fostering successful and positive communication with external stakeholders such as parents, school-day personnel, and other community members. When information is shared across contexts, it creates a complementary learning environment that supports the development of students (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Weiss, Little, Bouffard, Deschenes, & Malone, 2009). Also consider identifying exemplar grantees who have been effective communicators with parents and community members. These exemplars could share their methods as a webinar or at a statewide network meeting. Ask exemplar grantees to deliver content in a learning webinar that focuses on how to get parents and community members more engaged in programming.
  - Youth voice is important in establishing a sense of ownership of the afterschool program for middle and high school youth. Fostering youth voice involves finding ways for young people to actively participate in shaping the decisions that affect their lives (Mitra, 2004) and helping youth to develop

and realize their own goal, interests and values (Assor, Kaplan, & Roth, 2002; Connell & Wellborn, 1991; Reeve, Jang, Carrell, Jeon, & Barch, 2004). The state lead may want to guide grantees on establishing youth advisory boards, panels, or councils that will be able to participate in these and other organizational decisions regarding programming for middle school and high school age youth.

- An important pathway to skill development is involving students in engaging activities that sequentially grow more complex over time (Durlak & Weissberg, 2007; Marzano, 1998). The state lead may want to guide grantees to implement programming that has a larger goal or end product and takes multiple sessions to complete. STEM or art activities may be a great way to build in multi-session projects.
  - Encourage the use of lesson planning for afterschool sessions. For example, create themes to cover a specific amount of time (days, weeks, semesters) with specific learning objectives that build from one session to the next.
- ❖ Given the importance of dosage to enhancing youth outcomes, it is recommended that DESE further explore the attendance data in order to determine what factors, both student-level and program-level, are associated with higher afterschool attendance.
- Enhance current information on afterschool dosage by planning for ways to capture afterschool attendance in terms of individual-level total days attended, hours attended, and time in type of activity (e.g., minutes spent coding, working on science homework).

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## Appendix A: Technical Detail on Reliability of Measures

The evaluation framework is comprised of multiple, nested levels of measurement that are organized under three statewide evaluation goals and their corresponding objectives. Table A1 provides descriptive information for the 32 scales including the number of items that comprise each scale, the source of the items, the scale mean, standard deviation and skew which describes the shape of the distribution of site scores for each scale. Descriptive information for the additional scales developed by OSEDA and MASN for the statewide evaluation is also included. In general, scales with skew coefficients between +/- 2 are considered in the acceptable range. Table A1 also provides reliability information for the 32 scales. Internal consistency (Cronbach's alpha or  $\alpha$ ) is an item level intra-class correlation that describes the degree to which the items that make up a scale are more highly correlated within each respondent than across respondents and  $\alpha \geq .7$  is typically seen as the acceptable range.

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

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

### Figure A1. Calculating Formulas for Intraclass Coefficients

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

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

**Table A1. Descriptive and Reliability Information for Scale Scores**

	Number of Items	Source*	Mean	SD	Skew	Cronbach's Alpha	ICC (1)	ICC (2)
<b>Goal 1</b>								
Common Instrument Science Survey	12	Y	3.23	0.69	-0.89	0.93	0.02	0.45
<b>Goal 2</b>								
<b>1.1 - Staffing Model</b>								
Capacity	6	SC	4.20	0.75	-0.91	0.84	0.00	0.08
Job Satisfaction	4	SC,S	4.19	0.55	-0.91	0.92	0.15	0.61
<b>1.2 - Continuous Improvement</b>								
Continuous Quality Improvement	12	S	2.98	0.59	0.37	0.85	0.17	0.64
Horizontal Communication	5	S	3.71	0.69	-0.36	0.89	0.13	0.56
Vertical Communication	2	S	4.08	0.62	-0.90	0.89	0.06	0.39
<b>1.3 - Youth Governance</b>								
Youth Role in Governance	5	SC	2.68	0.75	0.46	0.80	0.19	0.32
<b>1.4 - Enrollment Policy</b>								
Access	2	SC	1.97	1.02	1.06	0.63	-0.01	-0.01
Targeting Academic Risk	4	SC	2.16	0.82	0.48	0.80	0.13	0.23
<b>2.1 - Academic Press</b>								
Academic Planning	5	S	4.12	0.60	-0.70	0.91	0.11	0.53
Homework Completion	3	Y	4.13	0.46	-0.73	0.83	0.15	0.91
<b>2.2 - Engaging Instruction</b>								
Youth Engagement & Belonging	8	Y	4.16	0.39	-1.46	0.96	0.15	0.90
Growth & Mastery Skills	6	S	3.82	0.51	-0.24	0.85	0.08	0.43
Instructional Quality	3	PQA	3.71	0.65	0.16	0.77	NA	NA
<b>3.1 - System Norms</b>								
Accountability	3	SC	4.63	0.51	-1.59	0.61	0.21	0.35
Collaboration	2	SC	4.48	0.74	-1.69	0.72	0.22	0.36
<b>3.2 - Family Engagement</b>								
Communication	3	P	3.08	0.78	-0.08	0.82	0.28	0.87
<b>3.3 - School Alignment</b>								
Student Data	3	SC	3.95	1.09	-0.97	0.84	0.14	0.25
School Day Content	5	SC,S	3.51	0.72	-0.17	0.86	0.20	0.69
<b>3.4 - Community Engagement</b>								
Community Engagement	4	SC	2.73	0.97	0.42	0.80	0.04	0.08
<b>4.1 - Socio-Emotional Development</b>								
Social & Emotional Competencies	7	Y	4.16	0.29	-1.00	0.87	0.07	0.79
<b>4.2 - Academic Efficacy</b>								
Work Habits	6	Y	4.32	0.25	-0.07	0.91	0.07	0.81
Reading/English Efficacy	4	Y	4.24	0.32	-0.20	0.93	0.09	0.84
Math Efficacy	4	Y	4.22	0.41	-0.53	0.96	0.11	0.87
Science Efficacy	2	Y	4.14	0.38	-0.54	0.96	0.08	0.82
Technology Efficacy	2	Y	4.19	0.40	-0.81	0.94	0.09	0.85
Academic Efficacy (parent)	4	P	4.08	0.48	-0.76	0.95	0.11	0.67
<b>5.1 - Family Satisfaction</b>								
Confidence in Care	3	P	4.67	0.30	-2.00	0.74	0.11	0.66
Convenience of Care	2	P	4.74	0.25	-1.39	0.54	0.08	0.60
Family-School Connection	3	P	4.36	0.47	-1.86	0.81	0.03	0.72
<b>Goal 3</b>								
Personal and Social Skills - Youth	22	Y	4.42	0.68	-1.51	0.91	0.02	0.48
Commitment to Learning - Youth	8	Y	4.44	0.68	-1.72	0.84	0.05	0.50

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

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

In this appendix we examine the prevalence of “low performance”<sup>3</sup> defined as assignment to the low quartile on one or more of 23 leading indicator scale scores. The 10 student outcome scales were excluded from this analysis. As a first step we examined the difference between group means score for the highest and lowest quartile groups on each scale. We also conducted a statistical significance test of the difference using an independent subjects T-test. Table B1 describes the results of these analyses including p-values indicating the statistical significance of the difference. There appear to be statistically significant differences for all scales that had low and high quartile data.

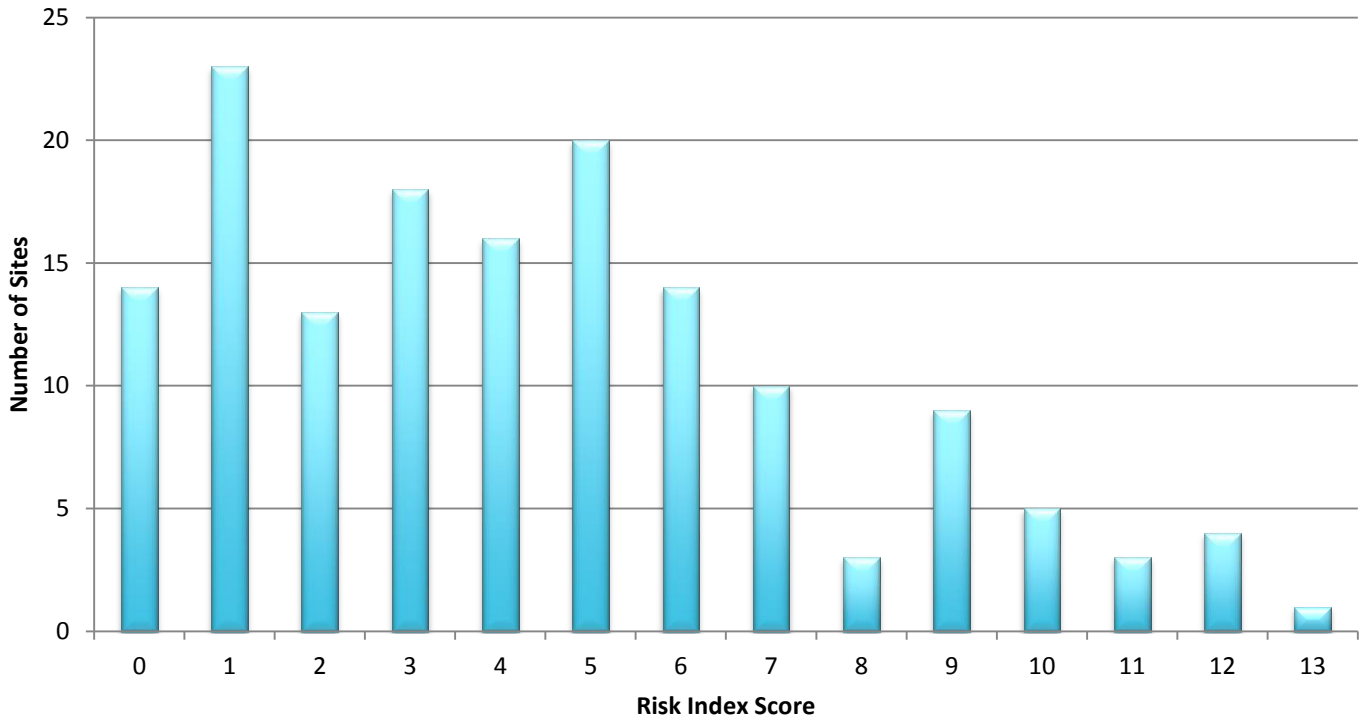
**Table B1 – Comparison of Group Means for High and Low Quartiles**

	# Sites in High Quartile	High Quartile Mean	# Sites in Low Quartile	Low Quartile Mean	Mean Difference	P value
Capacity	40	4.93	30	3.06	1.87	0.000
Job Satisfaction	34	4.78	34	3.43	1.35	0.000
Continuous Improvement	92	3.86	8	2.42	1.44	0.000
Horizontal Communication	33	4.57	32	2.81	1.76	0.000
Vertical Communication	36	4.74	32	3.22	1.52	0.000
Youth Governance	33	3.67	30	1.79	1.88	0.000
Access	37	3.30	43	1.00	2.30	0.000
Targeting	32	3.23	28	1.14	2.09	0.000
Academic Planning	32	4.80	32	3.29	1.51	0.000
Homework Completion	36	4.66	35	3.50	1.16	0.000
Youth Engagement & Belonging	35	4.59	35	3.65	0.93	0.000
Growth & Mastery Skills	32	4.45	32	3.18	1.28	0.000
Instructional Quality	37	4.54	37	2.89	1.64	0.000
Accountability	61	5.00	22	3.69	1.31	0.000
Collaboration	66	5.00	19	3.00	2.00	0.000
Communication	34	4.09	34	2.08	2.01	0.000
Student Data	41	5.00	29	2.23	2.77	0.000
School Day Content	34	4.41	33	2.56	1.85	0.000
Community Engagement	34	4.03	24	1.45	2.58	0.000
Academic Efficacy - Parent Report	3	4.97	34	3.42	1.56	0.000
Confidence in Care	34	4.96	34	4.28	0.67	0.000
Convenience of Care	34	4.98	34	4.39	0.59	0.000
Family-School Connection	33	4.84	34	3.75	1.09	0.000

As a next step in describing the prevalence of lower performing sites, we created a risk index. For each scale we created a risk variable where 1= membership in the lowest quartile and 0= membership in one of the higher quartiles. We then summed across the 23 possible risk variables to create the risk index ranging between 0 and 23. Figure B1 illustrates the prevalence of low performance across sites. Risk Index Scores range from zero to 13, meaning that some sites had zero scales for which their scores were in the lowest quartile (out of 23), while some sites had as many as 13 scales. Here, it is important to note that even though sites are placed in a low quartile, it does not necessarily mean they have received a low aggregate score on an indicator. Quartile membership is based upon scores relative to other sites.

<sup>3</sup> It is important to note that this is the baseline year of data collection for a new evaluation framework. It may be possible to see a higher prevalence of “low-performing” sites during this year of data collection, with the expectation that in ongoing years of data collection, that prevalence would decline.

Figure B1 – Risk Index Score by Number of Sites





# Appendix C: Logic Model for Missouri's Afterschool Programs Including Improvement Strategies, Evaluation Goals, and Measures

