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Education, Human Development, and the Workforce

Statewide Program Evaluation of 21st CCLC Grants: Oregon Department of Education

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Contents

I. Executive Summary

A primary goal of afterschool programs, including 21st Century Community Learning Centers (21st CCLC) programs throughout Oregon, is the promotion of academic and youth development through enrichment and expanded learning opportunities. Multiple interrelated factors influence the prevalence of participant outcomes in afterschool and expanded learning settings: program characteristics and context, youth characteristics and participation, and program quality at the point of service and at the organizational level (Durlak, Mahoney, Bohnert, & Parente, 2010). In consideration of these variables, the questions that guided this evaluation were primarily focused on how well the 21st CCLC aligned with research-based indicators of high-quality programming and the extent that 21st CCLC program participants demonstrated outcomes of interest as compared with nonparticipants. For the evaluation of Oregon's 21st CCLC programs, the project team collected data at multiple levels (i.e., grantee, center, and student) from multiple data sources (i.e., Web-based data reporting systems, site coordinator surveys, observations of a sample of programs, teacher surveys, and state assessment scores) to describe participants' outcomes and also the interrelated factors in Oregon's 21st CCLC programs that ultimately influence youth outcomes. The methods of analysis of youth outcomes included an analysis of program impacts on participants' academic and school behavior using a rigorous quasi-experimental design that compared the test scores and disciplinary data of regular 21st CCLC attendees with matched nonparticipants.

Overall, the evaluation findings suggest that (a) Oregon 21st CCLC programs' characteristics and context are consistent with 21st CCLC programs nationwide and with federal funding requirements and (b) the characteristics of student participants have remained consistent in Oregon, with a decrease in the participation of English learners and students with an individualized education plan. The analysis of the site coordinator survey results indicated that 21st CCLC programs in Oregon are aligned with the newly developed Leading Indicators for program quality and that there is potentially room for improvement around processes that support family engagement and opportunities for staff evaluation and reflective practices. The observations of 12 diverse programs in Oregon, using two instruments, produced a snapshot of high point-of-service quality at the foundational level (e.g., safe and supportive climate and positive interactions), with opportunities to improve higher order practices for child/youth engagement. There may be a theoretical link between the opportunity to improve staff reflective practice (as reported in the site coordinator survey) and opportunities to improve intentional opportunities for child/youth engagement (as shown by the observations). Finally, the analysis of youth outcomes found that there was a small but significant positive effect of regular program participation in mathematics and in the reduction of disciplinary incidents. This is consistent with other statewide evaluations of 21st CCLC programs and suggests that, in consideration of the other interrelated variables presented in this report, 21st CCLC programs can influence student learning in mathematics through intentional expanded learning opportunities (American Institutes for Research, 2012). It may be worthwhile to explore the Oregon Department of Education specific strategies to expand student learning in science, technology, engineering, and mathematics to better understand the influence of intentional practices and participant outcomes in mathematics. The evaluation team further recommends that the Oregon 21st CCLC program continues to reflect on and improve organizational processes outlined in the newly developed Leading Indicators to maintain point-of-service quality toward the ultimate goal of supporting student growth and achievement.

II. Introduction

Oregon 21st Century Community Learning Centers (21st CCLC) provide learning and youth development opportunities to students in high-poverty communities. These opportunities are designed to enhance students' academic well-being, sense of school belonging, and long-term academic success. The ability of Oregon's 21st CCLCs to significantly impact positive youth outcomes varies as a function of program implementation. A goal of the present evaluation is moving beyond a purely outcome based evaluation towards a more comprehensive evaluation that incorporates measures of program implementation. This goal reflects the most current research on effective evaluation methods. For example, Durlak & DuPre's (2008) review of over 500 research studies demonstrated strong empirical support for the importance of implementation on obtaining program outcomes, concluding that collecting implementation data is essential for high quality evaluations. The evaluation questions that framed this effort are detailed in the following section.

Evaluation Questions

A key objective of the evaluation was to understand: (a) how well centers were implementing programming relative to research-based practices and approaches and (b) the impact of 21st CCLC participation on student academic outcomes. Specifically, the evaluation set out to answer the following questions:

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

2. To what extent is there evidence that students participating in services and activities funded by 21st CCLC *more frequently* demonstrated better performance on the outcomes of interest?

3. To what extent are 21st CCLC programs in Oregon *aligned* with the indicators of high quality programming?

These evaluation questions are representative of the goals and objectives ODE has specified for 21st CCLC programs as well as nationally pressing questions in the field of afterschool and expanded learning.
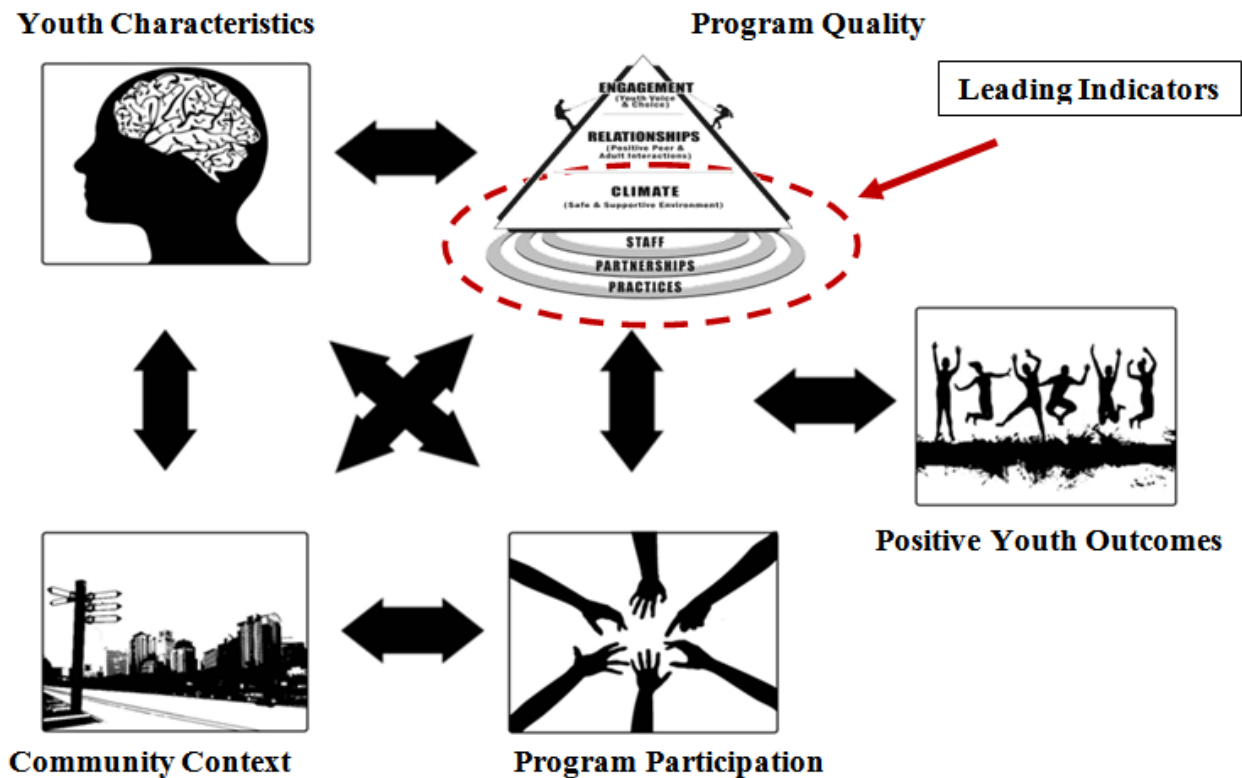
As noted by Granger (2008), much of the research shows that afterschool programs have mixed impacts on students' academic and behavioral outcomes. For example, three noteworthy meta-analyses of afterschool programs found that for a majority of the included studies, students participating in afterschool programs did not demonstrate better outcomes than a comparison group of students not participating in afterschool programs (Durlak & Weissberg, 2007; Lauer et al., 2006; Zief, Lauver & Maynard, 2006). However, other studies (Durlak & Weissberg, 2007; Lauer et al., 2006) found average positive effects in both academic and nonacademic outcomes for students participating in afterschool programming, with higher quality programs driving the average positive effects observed across programs. That is, average positive outcomes across programs were likely due to the effectiveness of a small number of individual programs.

Although meaningful progress has been made in uncovering what constitutes quality afterschool programming (e.g., Granger, Durlak, Yohalem, & Reisner, 2007; Little, 2007; Vandell et al., 2005; Wilson-Ahlstrom & Yohalem, 2007; Yohalem, Wilson-Ahlstrom, Fischer, & Shinn, 2009), recent efforts have predominantly focused on using this knowledge to support the development of quality improvement systems designed to help afterschool programs better understand: (1) what constitutes quality programming, (2) how well they measure up to these criteria, and (3) steps to take to modify programming and enhance the quality of their program approaches and practices. As noted by Granger et al. (2007), developing effective quality improvement systems and related interventions remains the most pressing issue before the afterschool community and is key in assuring positive program outcomes (Durlak & Weissberg, 2007).

The settings-based literature in afterschool and expanded learning suggests that youth development program quality is hierarchical. The work of Smith, Peck, Denault, Blazevski, & Akiva (2010) in program quality affirms that a safe and supportive environment is foundational to providing opportunities for young people to have positive interactions with peers and adults; where these relationships flourish, youth may have access to the resources to engage in meaningful activities for leadership and reflection (see Figure 1). Smith et al. (2010) assert that program staff are a critical determinant of program quality at the point of service. Further, organizational processes are foundational to the implementation of high point-of-service quality.

As is true in other youth-serving systems, youth development program quality in out-of-school time settings functions in relation to other interrelated factors: (1) the individual characteristics of the child, (2) the community context, and (3) participation dosage. Program quality and these interrelated factors ultimately affect youth outcomes (Durlak, Mahoney, Bohnert, & Parente, 2010). It is not until we understand how these factors interact that we can truly describe the impact of afterschool and expanded learning programs. Finally, the emerging literature in afterschool program quality is clear on defining the above-mentioned dimensions of best practice *and* in articulating that there are contextually driven indicators of quality that are not possible to unilaterally describe without relation to one another (Noam, 2008; Durlak at al., 2010). We aim to address these (and potentially other) interrelated and contextually relevant factors through our description of this evaluation. Figure 1 depicts the interrelated factors that influence youth outcomes in afterschool settings.

Figure 1. Theory of Change in Afterschool and Expanded Learning Settings

Youth Characteristics

Program Quality

Leading Indicators

ENGAGEMENT
(Youth Voice & Choice)

RELATIONSHIPS
(Positive Peer & Adult Interactions)

CLIMATE
(Safe & Supportive Environment)

STAFF
PARTNERSHIPS
PRACTICES

Positive Youth Outcomes

Community Context

Program Participation

Together, AIR, ODE, and ODE stakeholders (i.e., the Leading Indicator advisory group) identified research-based markers of organizational processes. In the theory of change presented in Figure 1, organizational processes depicted as the Leading Indicators underpin point-of-service quality and are therefore a critical component of this evaluation. The stated goals of the Leading Indicator system are to do the following:

- Provide information about how well an individual center and the state as a whole are doing in *implementing* programming that is likely to achieve the goals and objectives specified for the program.

- Inform efforts to establish *targets* that centers should be striving toward in the implementation of their program.

- Help inform state staff on what steps need to be taken from a *training*, *technical assistance*, and *policy development* front to support grantees in the achievement of program improvement goals.

The Leading Indicators were developed as part of the statewide evaluation meant to further extend the domain of information available to 21st CCLC-funded centers regarding how well they measure up to quality criteria and, more importantly, what areas of operation or programming they may want to target to enhance program quality. In this regard, ODE has begun to construct the infrastructure needed to help 21st CCLC-funded programs make effective use of data about program quality to drive program improvement efforts in meaningful and systematic ways.

This report is organized to largely follow the theory of change shown in Figure 1. Chapter III details the context of the program (grantee and center characteristics). Chapter IV describes participation (program attendance and activities). Chapter V provides a description of how grantees are aligned with the leading indicators (organizational processes) that are foundational to point-of-service quality, detailed in Chapter VI. These interrelated factors of context, participation, and program quality (both organizational processes and point-of-service quality) work to ultimately influence the prevalence of positive youth outcomes in afterschool and expanded learning settings, over time (Durlak et al., 2010). Details on the analysis of program participation on youth outcomes are presented in Chapter VII. The methodology, measures, summary and detailed findings of each section are contained in those chapters, and a final overall summary of findings and recommendations is located in Chapter VII.

III. Grantee and Center Characteristics

The description of context and the setting of afterschool and expanded learning programs is one of the interrelated set of factors that determine program quality and ultimately influence participant outcomes. This chapter depicts a broad description of the characteristics of 21st CCLC programs in Oregon in relation to program schedule, setting, and staffing patterns.

Data Source

The 21st CCLC Profile and Performance Information Collection System (PPICS) is a Web-based data collection system developed and maintained by American Institutes for Research (AIR) on behalf of the U.S. Department of Education. Data on the full domain of 21st CCLC programs funded nationally, including those in Oregon, are collected through this system. Data collected through the Annual Performance Report (APR) module of PPICS on center characteristics in relation to the 2010–11 programming period were extracted from PPICS and utilized in a number of analyses contained in this report, including information on operations, staffing, activities provision, and student attendance in the program. A total of 128 centers associated with 44 21st CCLC grants active during the 2010–11 programming period were represented in the data set extracted from PPICS (Note: A single 21st CCLC grant typically has more than one center associated with it.) The term *grantee* in this report refers to an entity that applies for grants and serves as the fiscal agent for a given 21st CCLC grant. The term *center* refers to the physical location where grant-funded services and activities are provided to participating students and adults.

Summary of Grantee and Center Characteristics

During the 2010–11 Annual Reporting Period, 44 active 21st CCLC grantees across the state of Oregon operated a total of 128 centers. These grantees were largely school based (82 percent), with a vast majority of centers located in public schools (98 percent). PPICS data also showed the following grantee and center characteristics:

- All Oregon centers offered school-year programming during the 2011 reporting period, and about half also operated in the summer.

- Oregon centers most commonly served elementary school students exclusively, with 48 percent of all centers classified as *Elementary Only* in Annual Reporting Period 2011. The percentage of centers serving elementary students exclusively, however, has been declining while the percentage of centers serving exclusively middle school students has increased.

- Compared with national statistics, Oregon has a relatively high percentage of centers employing a mix of school-day teachers, other school staff, and college students.

Detailed Analysis: Grantee Characteristics

Grantee Maturity

Grantee maturity is described here because it is hypothesized that more mature grantees have the experience necessary for providing high-quality programming, adapting to budget reductions, and sustaining program operations. To facilitate comparisons with national data housed in PPICS, Oregon grantees were classified into three possible maturity categories:

- *New*—grantees in their first year of 21st CCLC funding

- *Mature*—grantees not in their first year, but also not in their last year of funding

- *Sustaining*—grantees in their last year of 21st CCLC funding

Table 1. Grants by Maturity

Grant Maturity	Oregon Grants		All Grants Nationwide	
	N Grants	% Grants	*N* Grants	% Grants
New	0	0.0%	578	14.5%
Mature	31	70.5%	2732	68.4%
Sustaining	13	29.5%	685	17.1%
Total Grantees	44	100.0%	3,995	100.0%

Note. Organization maturity could not be determined for four grantees at the national level.

As shown in Table 1, among Oregon grantees active during the 2011 programming period, the vast majority were found to fall in the *Mature* category (71 percent), and the remaining grants were *Sustaining* (30 percent). There were no new grantees operating in 2010–11. Awards in Oregon are for five years, and award lengths across the nation vary from three to five years.

Grantee Organization Type

All grantee organizations can be placed into one of two main groups: school-based and non-school-based. With the passage of the No Child Left Behind Act, funding eligibility was expanded beyond schools to include public and private educational and youth organizations. These organizations are referred to as non-school-based organizations (NSBO). School-based organizations (SBO) include school districts, charter schools, and private schools. NSBOs include—among other entities—community-based organizations, faith-based organizations, health-based organizations, and park districts.

Of the 21st CCLC grantees funded by Oregon, the majority are historically SBOs (82 percent in 2011). NSBOs constitute roughly one fifth of grantees in any given year. In 2011, NSBOs were the fiscal agents for 8 of the 44 active grants or 18 percent of all 21st CCLC grants. Figure 2 shows the comparison across six Annual Reporting Period years.

Figure 2. Number of School-Based Versus Non-School-Based Grantees
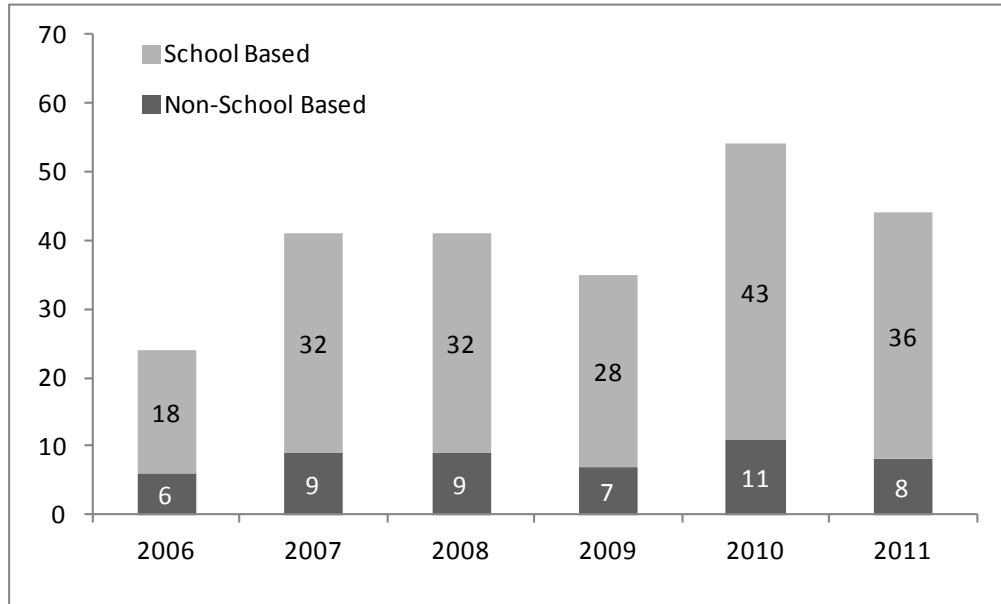
Of the non-school-based grantees, community-based organizations are the largest group, with five grantees (11 percent of all 21st CCLC grants) in 2011, followed by regional/intermediate educational agencies, with two grantees (5 percent).

Grant Amounts

Oregon's first-year grant award amounts and the duration of the grants were assessed alongside national averages, as shown in Table 2. No major differences in terms of the average length of a grant were noted between the two groups, although the average first-year award for Oregon grantees was somewhat higher than the national average. In addition, the difference between Oregon and the nation (including Oregon) on median first-year award amounts was greater: $380,772 and $200,000, respectively.

Table 2. Grants by First-Year Award Amount*

Award Amount and Duration	Oregon Grants Mean	All Grants Nationwide Mean
Year 1 award amount	$347,843	$325,550
Award length	5	4.4
Total grantees	44	4,054
Mean number of centers per grant	2.9	2.5**

*Of grantees reporting data for Annual Reporting Period 2011

**Exclusive of Oregon grants

Detailed Analysis: Center Characteristics

Center Organization Type

As with grantees, centers can be classified as either school based or non-school based. During the 2011 reporting period, the vast majority of Oregon's centers (126 or 98 percent) were located in schools, which is above the national average of 89 percent.

Figure 3. School-Based Versus Non-School-Based Centers
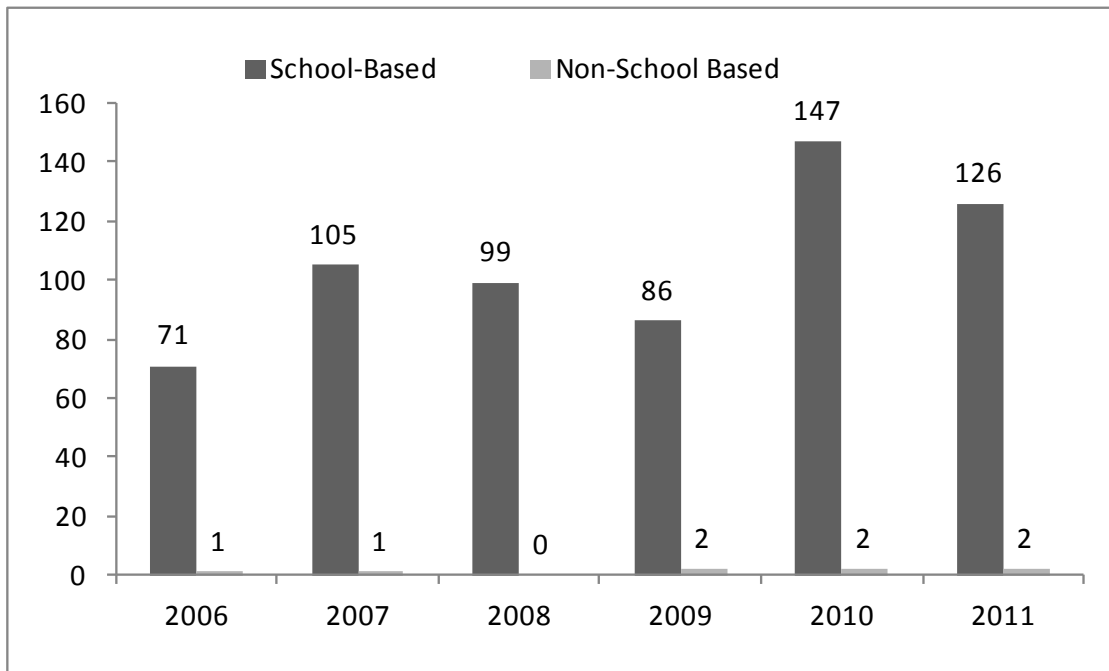
School-Year and Summer Operations

All centers in Oregon offered school-year programming during the 2011 reporting period. This is similar to the national average of 95 percent. Oregon centers tended most often to offer programming after the school day (as opposed to before the school day, during the school day, or on weekends), offering on average 12.0 hours of programming after school each week. On average, Oregon offered slightly more programming during the school year than did centers across the nation, with roughly 13.9 hours of programming per week (including before and after school programming) compared with 13.2 hours per week. Oregon centers offered programming an average of 4.4 days per week over 30.9 weeks, which is similar to national averages.

In terms of summer operations, a total of 63 of Oregon's centers (49 percent) offered summer programming. This figure ranges from 40 percent to 52 percent across the years 2006–2011. Nevertheless, in 2011, Oregon centers were less likely than centers nationwide to offer summer programming (national average is 57 percent). Among Oregon centers that provided summer programs, they tended to offer less programming compared with other centers nationwide. That is, Oregon centers with summer programs offered, on average, 2.9 weeks of programming (compared with 5.4 nationally) and approximately 12.8 hours of programming per week (compared with 24 hours of programming per week nationally).
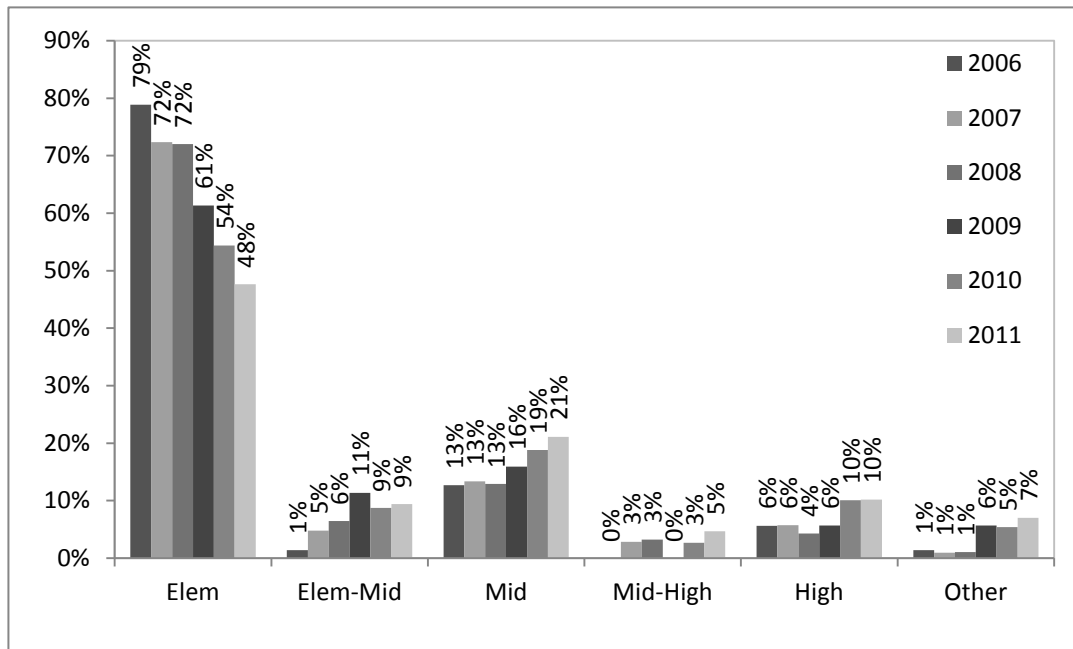
Grade Levels Served

A topic garnering increasing attention at the national level relates to the role that grade level plays both in terms of how 21st CCLC programs should structure their operations and program activities, and the outcomes for which they should be held accountable for through performance indicator systems. Using student-level data about the grade level of students attending a program, 21st CCLC programs were classified according to five categories:

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

The *High School Only* category is especially important to examine because afterschool programs for older children often look considerably different from elementary or middle school programs (Naftzger et al., 2007). High school students are experiencing developmental transitions different from those of younger students and often have other afternoon obligations such as jobs or extracurricular activities. In terms of grade levels served, Oregon centers more commonly serve elementary school students only, with 48 percent of all centers classified as *Elementary Only* in Annual Reporting Period 2011. The percentage of centers serving elementary students exclusively, however, is declining while the percentage of centers serving exclusively middle school students has increased (see Figure 4). This is consistent with the federal priority towards funding 21st CCLC programs for older children and youth.

Figure 4. Percentage of Centers per Grade-Level Cluster per Year

Note. Reflective of 128 centers with grade-levels-served status available
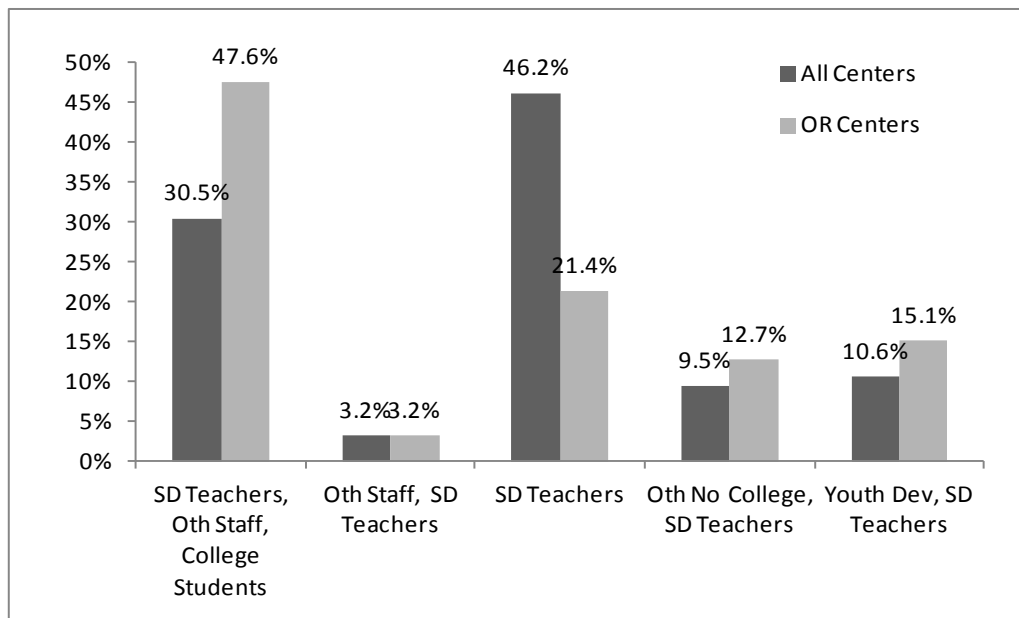
Staffing

Like their national counterparts, Oregon 21st CCLC programs employ a variety of program staff with a wide spectrum of professional and educational backgrounds (e.g., academic teachers, nonacademic teachers, college and high school students, counselors, paraprofessionals from the school day). A total of 3,207 staff members were reported for 2010–11 school year operations (32 percent volunteer) and 983 for the summer of 2010 (24 percent volunteer). Of the school year staff, 21 percent were paid school-day teachers. Another 13 percent were paid staff with a college degree. Volunteer high school students were the largest volunteer group, accounting for 10 percent of school year staff.

Summer staffing was very similar to school year staffing in terms of staff types: 23 percent were paid school-day teachers, and 15 percent were paid staff with a college degree. Volunteer high school students accounted for 8 percent of all summer staff.

In order to further classify centers into categories that meaningfully represent the extent to which different types of staff are employed to deliver programming to youth (e.g., school-day teachers, youth development workers, college students), K-Means cluster analysis was employed using center-level percentages for each category of staff. These percentages represent the extent to which centers nationwide emphasized certain types of staff in the programming offered to participating youth. Cluster analysis typically is employed to combine cases into groups using a series of variables as criteria to determine the degree of similarity between individual cases. It is particularly well suited when there is a desire to classify a large number of cases into a smaller domain of discrete groupings.

Based on this analysis, Oregon has a relatively high percentage of centers employing a mix of school-day (SD) teachers, other (Oth) school staff, and college students, followed by centers largely employing school-day teachers. In both cases, this generally follows national trends (see Figure 5).

Figure 5. Staffing Clusters, Oregon and the Nation (Annual Reporting Period 2011)

Note. Based on 126 centers in Oregon and 9,562 centers nationally with complete staffing information

IV. Program Attendance and Activities

Student participation in afterschool and expanded learning programs is a critical variable in predicting youth experience in programs and is one of the interrelated set of factors that indicate program quality and ultimately influence participant outcomes. This chapter details 21st CCLC program attendance and activities.

Data Source

Data on program attendance and activities for the 2010–11 programming period were extracted from the APR module of PPICS. A total of 128 centers associated with 44 21st CCLC grants active during the 2010–11 programming period were represented in the data set extracted from PPICS.

Summary of Program Attendance and Activities

- A total of 26,719 students were reported as attending 21st CCLCs for at least one day during the 2011 reporting period, with 41 percent classified as regular attendees.

- On average, each center in Oregon served approximately 209 total students, among whom were 85 regular attendees.

- Oregon centers were most likely to offer weekly activities categorized as enrichment, homework help, or recreation activities—at least during the school year. In terms of subjects targeted, centers were most likely to report weekly activities focusing on reading, mathematics, and arts/music. And, nearly all centers reported offering weekly activities that targeted students who were not performing at grade level.

Detailed Analysis: Program Attendance and Activities

Center Attendance

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

In Oregon, a total of 26,719 students were reported as attending 21st CCLC for at least one day during the 2011 reporting period. Of these, 10,916 were regular attendees, or 41 percent (compared with 48 percent nationally). Annual attendance levels are presented in Figure 6. Attendance was highest in 2010, dropping slightly in 2011.

Figure 6. Attendees and Regular Attendees in Oregon, by Annual Reporting Period
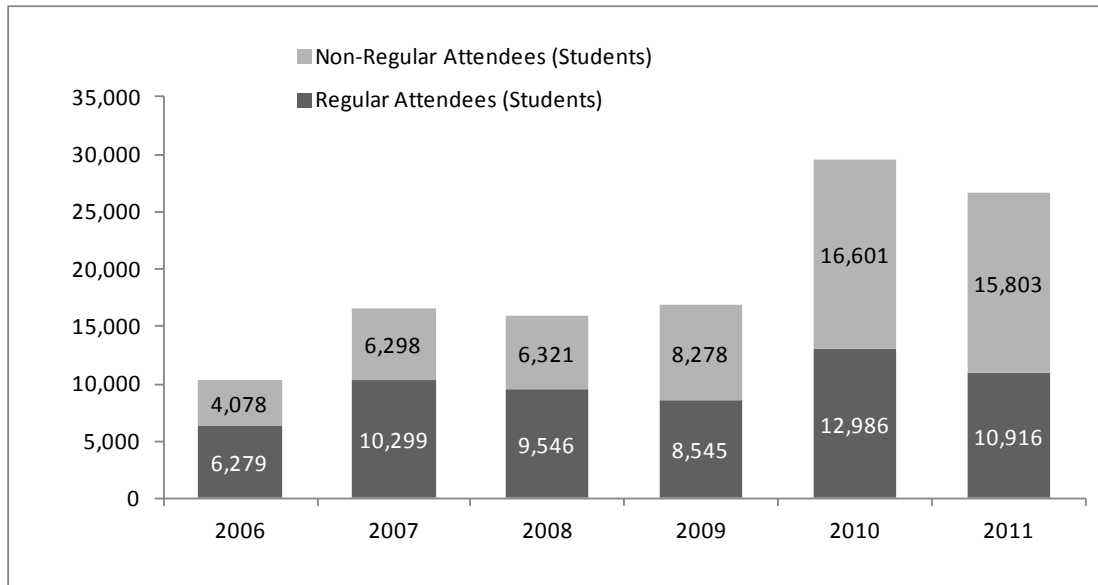
Among regular attendees, more than half attended fewer than 60 days (*n* = 3,166) as opposed to more than 60 days (*n* = 2,911). As Figure 7 shows, there was a steady decline in the number of students attending with each increasing10-day attendance band (although there was a slight increase at 90–99 days).

Figure 7. Number of Regular Attendees, by Number of Days Attended
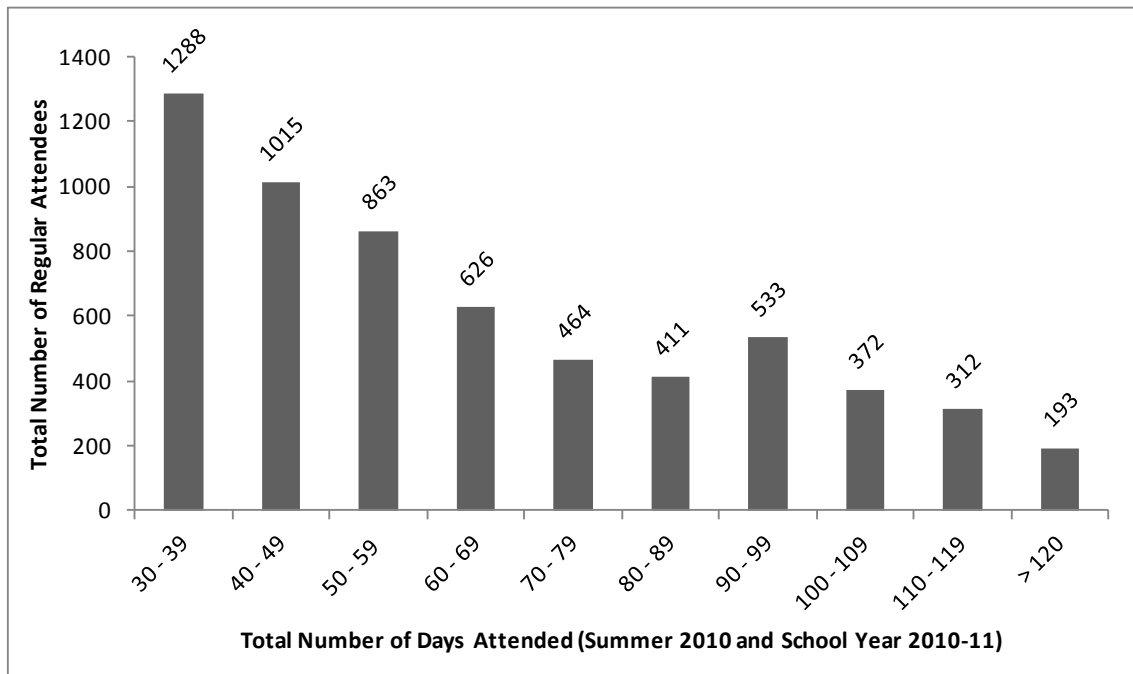
Note. This figure makes use of individual student data to calculate attendance ranges. Because individual student data reporting was optional for Annual Reporting Period 2011, the data shown do not reflect data from all grantees but instead draw on 59 centers associated with 21 grantees that reported individual student data. Also note that only complete regular attendee records were used for this figure.

Overall, the mean school-year attendance rate for regular attendees was 65 days, with a median of 57. For summer, the mean attendance rate for regular attendees was 16 days, with a median also of 16 days.

On average, each center in Oregon served approximately 209 total students, with an average of 85 regular attendees. Median student attendance values show a similar trend. See Figure 8 for annual trends. Note that the average total number of students increased annually, while the average number of regular attendees dropped slightly from 2009 to 2011.

Figure 8. Average Attendance Rate per Center, by Annual Reporting Period, Total and Regular Attendees (Oregon Only)
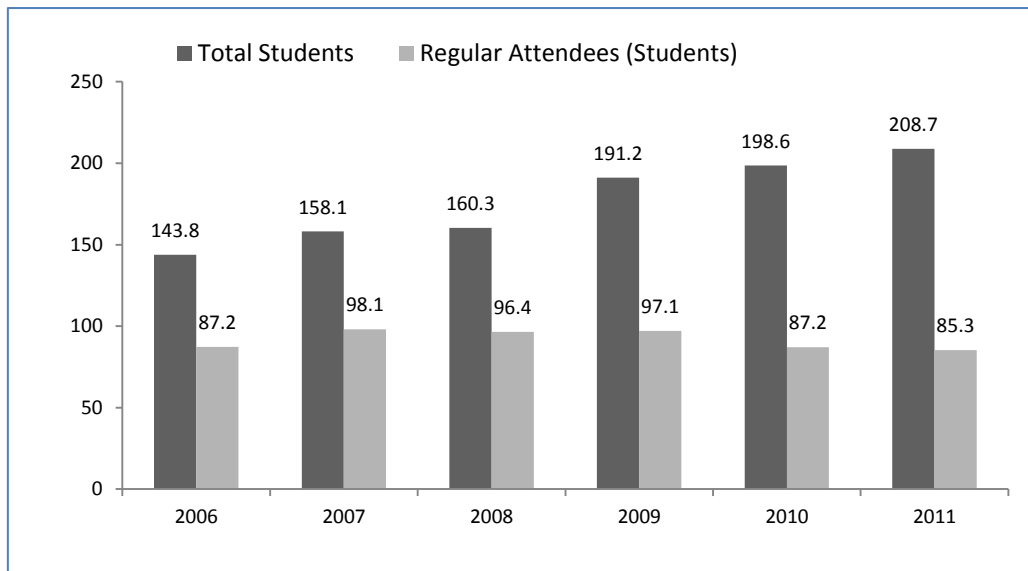
In terms of ethnicity, Oregon centers serve mostly white and Hispanic students, with 50 percent of all regular attendees identified as white and 35 percent of regular attendees identified as Hispanic. Figure 9 shows the total number of students and regular attendees according to student ethnicity.

Figure 9. Number of Total Students and Regular Attendees, by Ethnicity
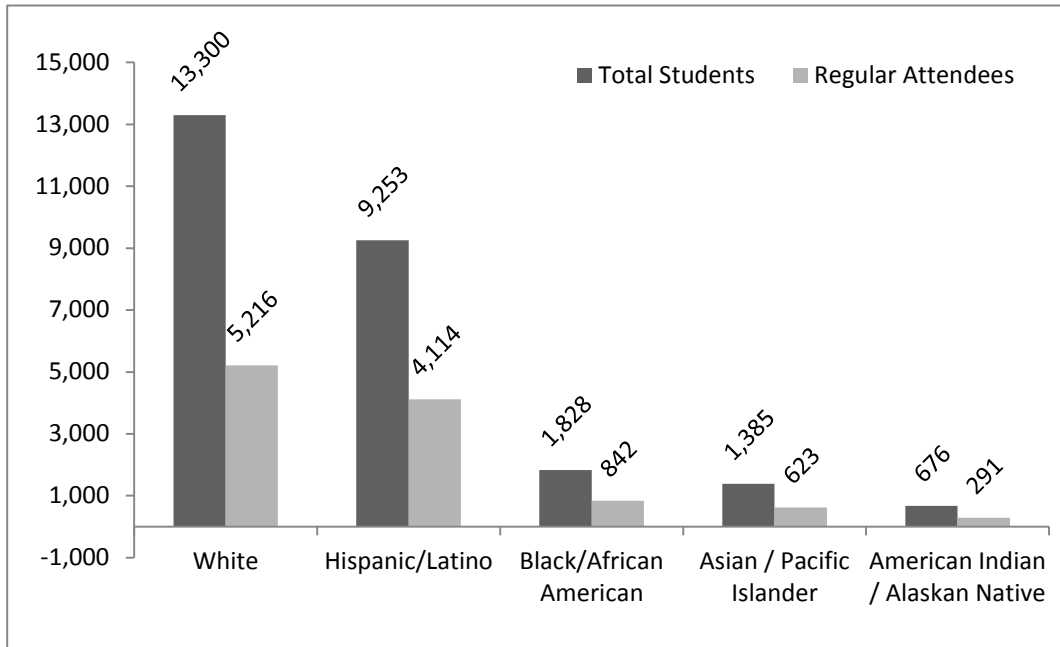
In terms of special status (i.e., limited English proficiency [LEP], free or reduced-price lunch [FRPL], or special needs), the proportion of attendees varied somewhat over the six reporting periods. For both total and regular attendees, there was a decrease in the proportion of attendees identified as LEP from 2006 to 2011, and there was a decrease in the proportion of attendees identified as FRPL-eligible from 2006 to 2009, followed by an increase from 2009 to 2011 (see Figures 10–13).

Figure 10. Percentage of Attendees, by LEP, FRPL, and Special-Needs Status
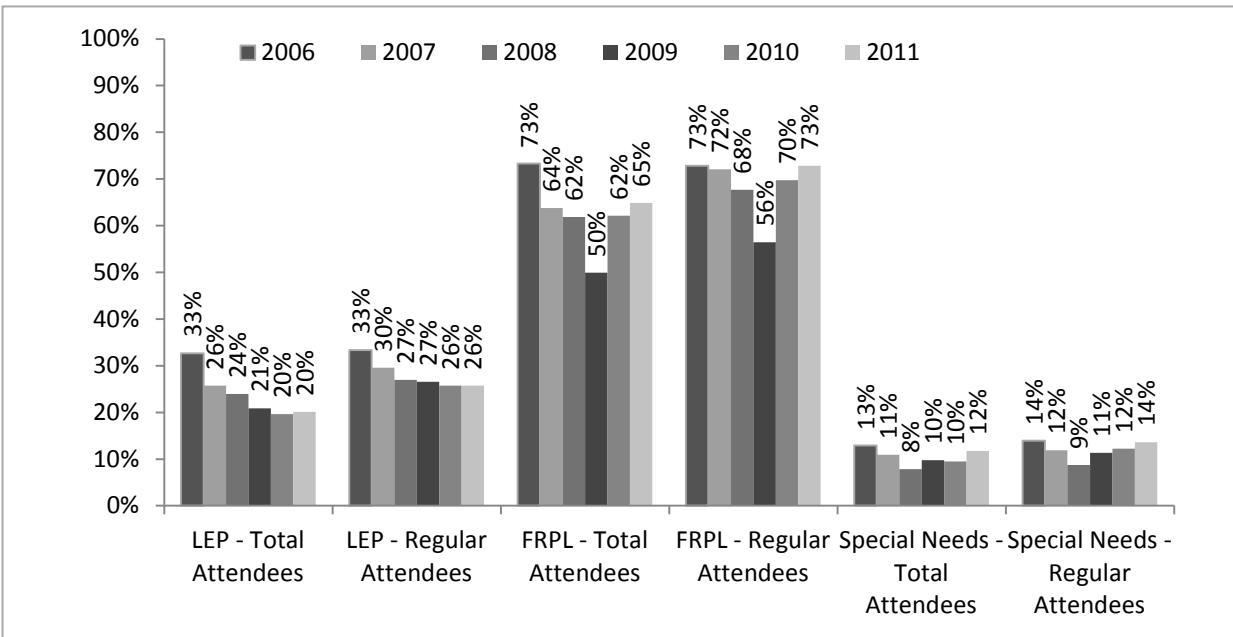
Figure 11. Number of Total and Regular Attendees, by Limited-English-Proficiency Status
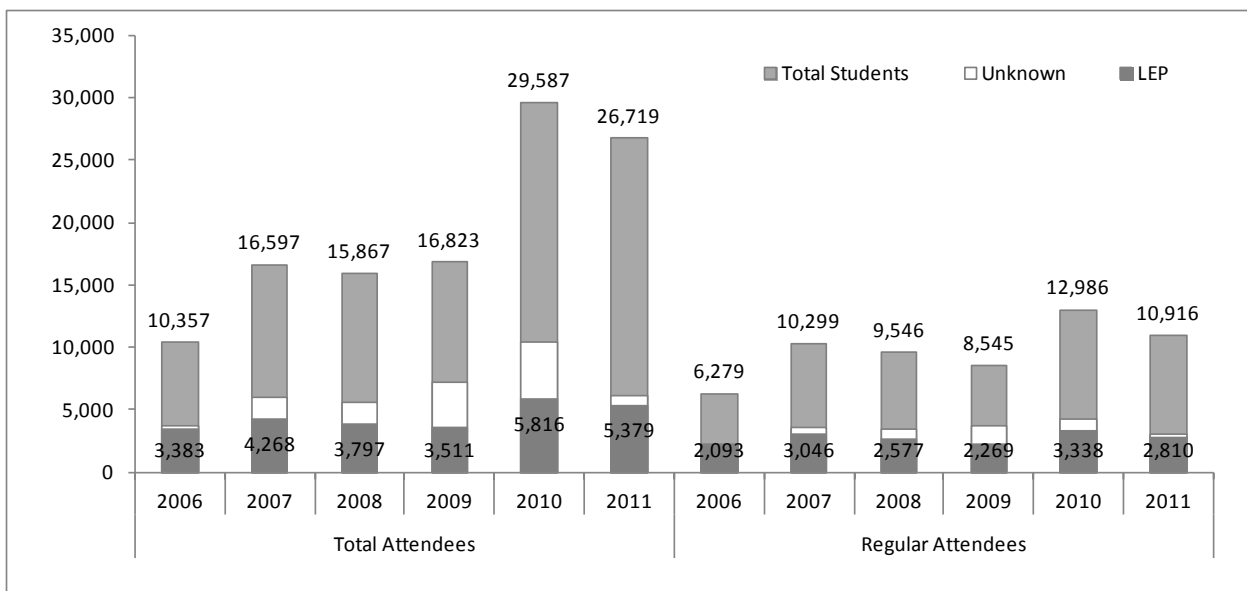
Note. The number of students whose LEP status was unknown is not shown.

Figure 12. Number of Total and Regular Attendees, by FRPL Status
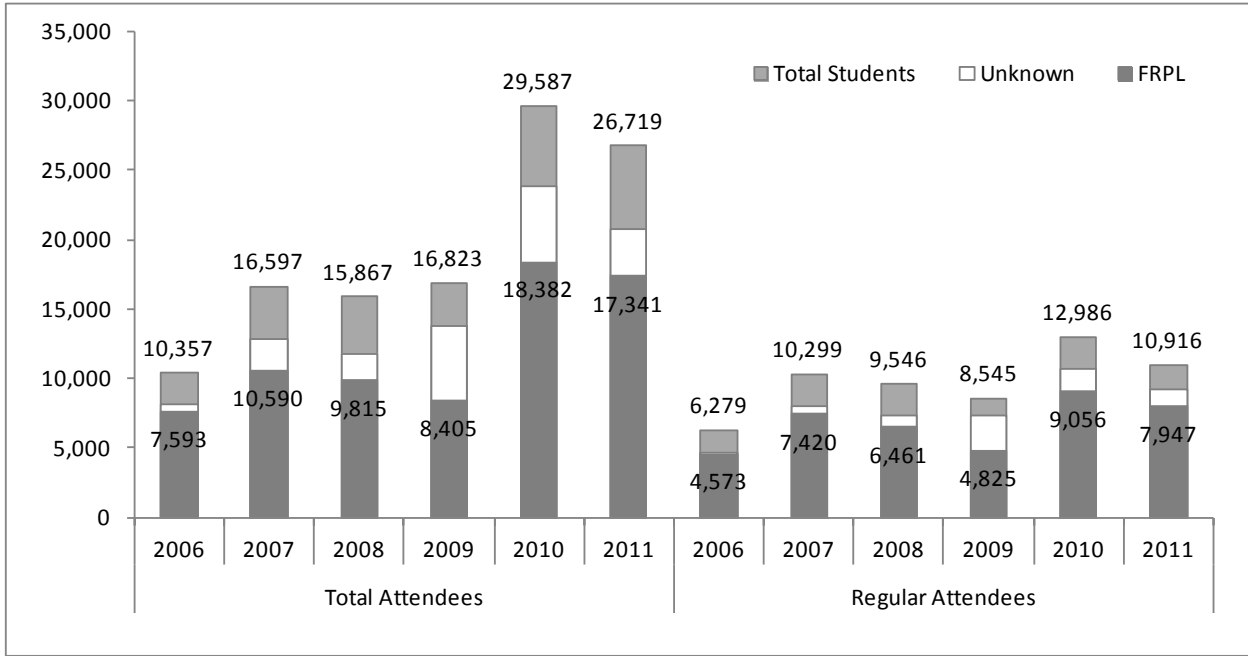
Note. The number of students whose FRPL status was unknown is not shown.

Figure 13. Number of Total and Regular Attendees, by Special-Needs Status
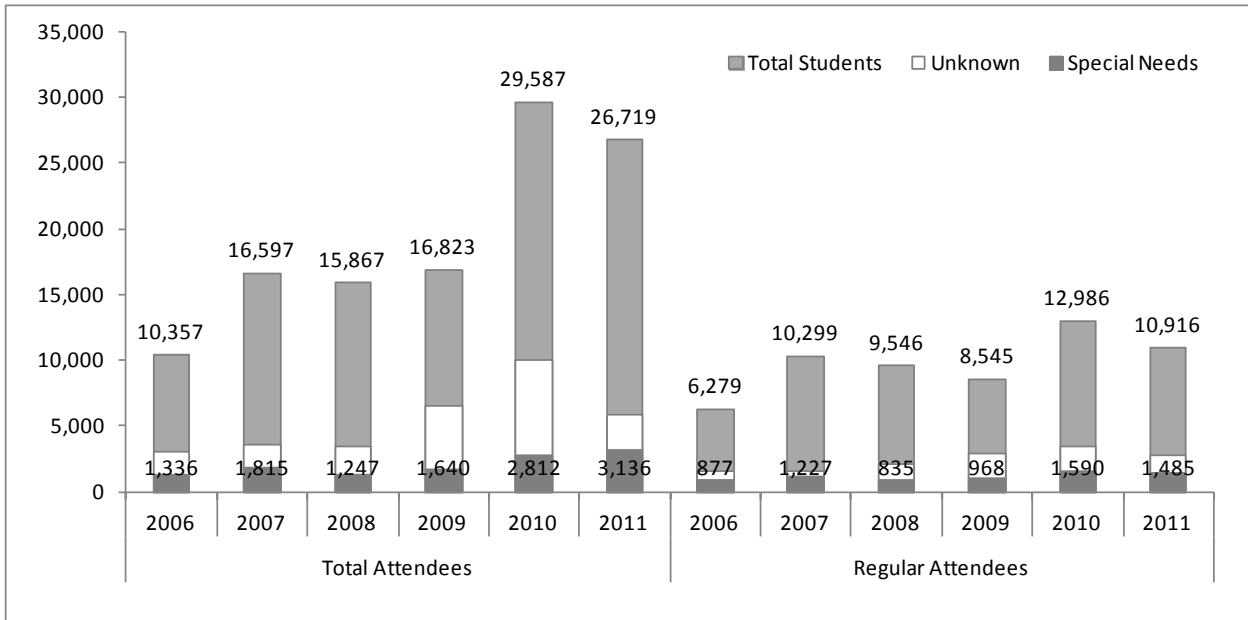
Note. The number of students whose special needs status was unknown is not shown.

Center Activities

Both the staff working at a given 21st CCLC and the activities offered to participants are critical in participants' program experiences and potential benefits gained from participation in 21st CCLC programming. The national goal of the 21st CCLC program encompasses a host of different types of activities, including the following, which are tracked in PPICS:

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

As part of Annual Reporting Period 2011, activity data were reported at the center level in three different ways: by activity category, by activity subjects targeted, and by student populations targeted. The numbers of centers offering activities in a given category, subject, or student group on a weekly basis are presented in Figures 14–16.

Figure 14. Number of Centers Offering Given Activity Types on a Weekly Basis, Annual Reporting Period 2011
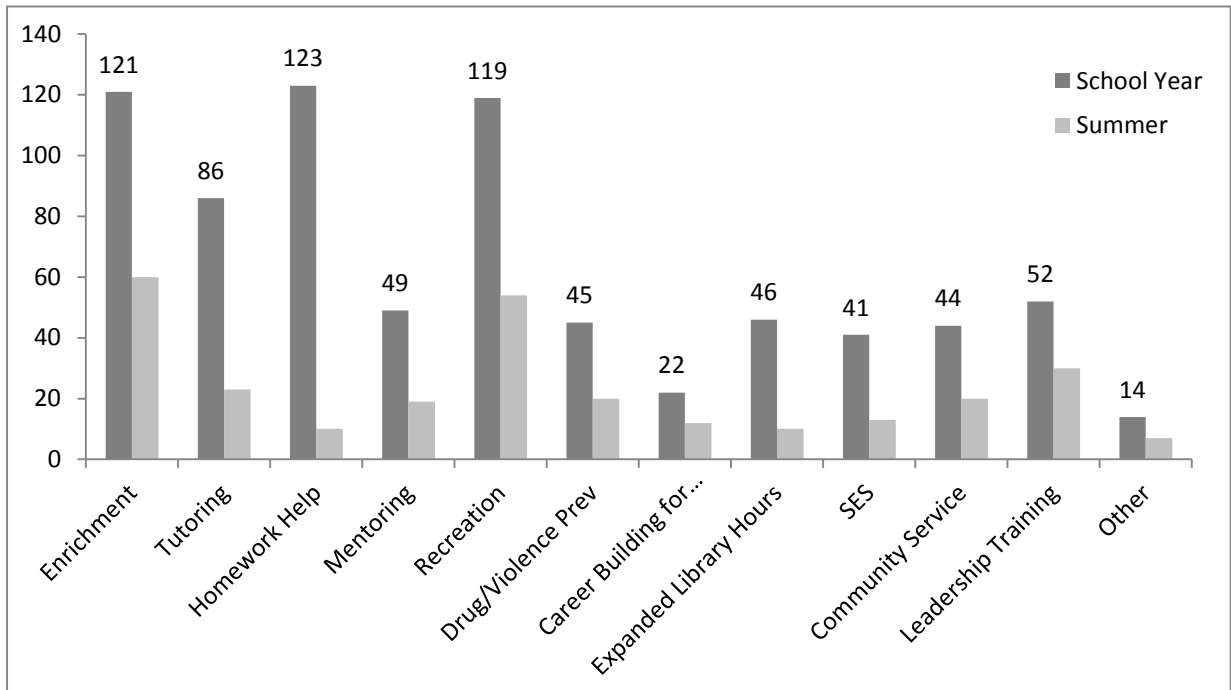
Note. Based on 128 centers with school year operations and 63 centers with summer operations.

Figure 15. Number of Centers Offering Weekly Activities Targeting Specific Subjects, Annual Reporting Period 2011
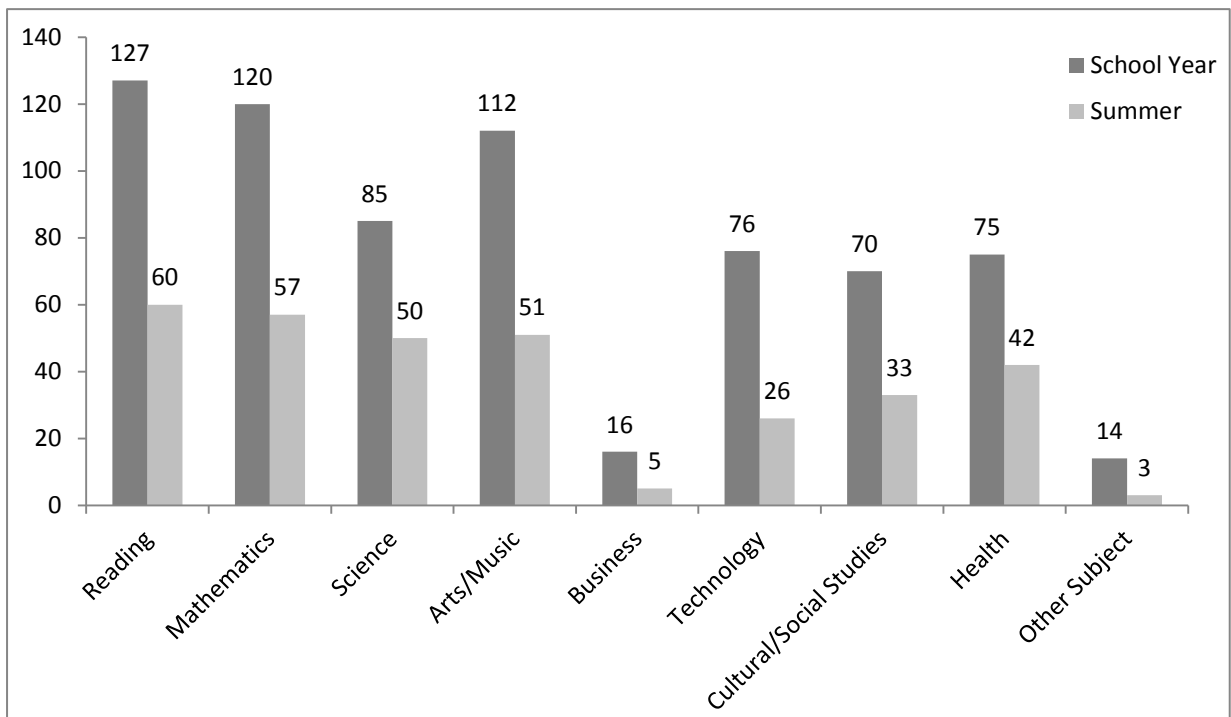
Note. Based on 128 centers with school year operations and 63 centers with summer operations.

**Figure 16. Number of Centers Offering Weekly Activities
Targeting Specific Student Groups, Annual Reporting Period 2011**
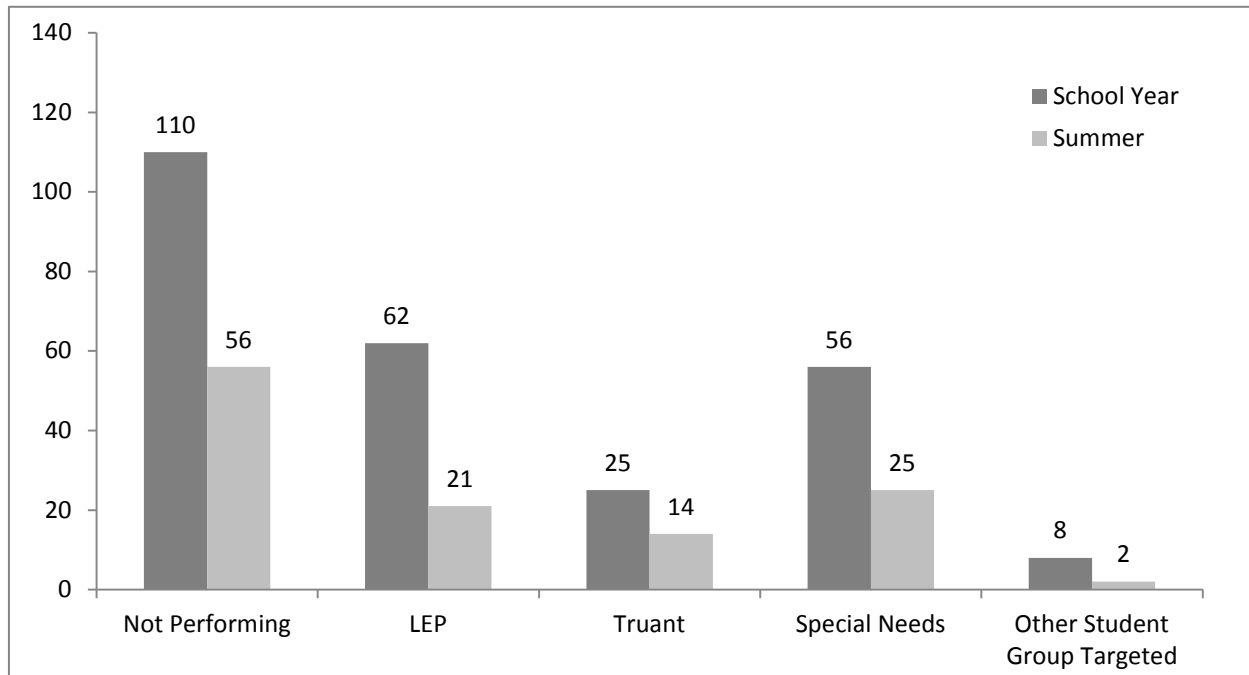
Note. Based on 128 centers with school year operations and 63 centers with summer operations.

As shown in Figures 14–16, Oregon centers were most likely to offer weekly activities categorized as enrichment, homework help, or recreation activities, at least during the school year (homework help was offered only by about one sixth of centers during the summer). In terms of subjects targeted, centers were most likely to report weekly activities focusing on reading, mathematics, and arts/music. Nearly all centers reported offering weekly activities that targeted students who were not performing at grade level. More details concerning the average number of hours devoted to particular activity categories, subjects, or student groups are provided in Table 3.

Table 3. School Year and Summer Activities, by Category, Subjects Targeted, and Student Groups Targeted (Annual Reporting Period 2011)

	School Year			Summer		
	N Centers	Percent	Mean Hours*	N Centers	Percent	Mean Hours**
Activity Categories						
Enrichment	121	94.5%	6.5	60	95.2%	12.8
Tutoring	86	67.2%	3.6	23	36.5%	3.5
Homework Help	123	96.1%	5.2	10	15.9%	1.3
Mentoring	49	38.3%	2.1	19	30.2%	2.3
Recreation	119	93.0%	5.4	54	85.7%	8.6
Drug/Violence Prevention	45	35.2%	1.0	20	31.7%	1.3
Career Building for Youth	22	17.2%	0.8	12	19.0%	1.7
Expanded Library Hours	46	35.9%	1.9	10	15.9%	1.3
SES	41	32.0%	1.7	13	20.6%	1.4
Community Service	44	34.4%	1.0	20	31.7%	1.1
Leadership Training	52	40.6%	1.5	30	47.6%	2.9
Other	14	10.9%	0.3	7	11.1%	0.7
Subjects Targeted						
Reading	127	99.2%	5.1	60	95.2%	7.5
Mathematics	120	93.8%	4.5	57	90.5%	6.9
Science	85	66.4%	2.6	50	79.4%	4.4
Arts/Music	112	87.5%	3.8	51	81.0%	5.1
Business	16	12.5%	0.4	5	7.9%	0.4
Technology	76	59.4%	2.4	26	41.3%	2.0
Cultural/Social Studies	70	54.7%	2.4	33	52.4%	3.1
Health	75	58.6%	2.4	42	66.7%	4.0
Other Subject	14	10.9%	0.6	3	4.8%	0.5
Student Groups Targeted						
Not Performing	110	85.9%	6.4	56	88.9%	14.6
LEP	62	48.4%	3.3	21	33.3%	4.2
Truant	25	19.5%	1.3	14	22.2%	2.8
Special Needs	56	43.8%	3.0	25	39.7%	5.3
Other Student Group Targeted	8	6.3%	0.4	2	3.2%	0.7

* Mean values of centers with school year programs
** Mean values of centers with summer programs

V. Organizational Processes

Sound organizational processes are crucial to supporting point-of-service quality in afterschool and expanded learning programs. Point-of-service quality refers to the opportunities participants have to engage in their own success in a safe and supportive environment characterized by positive, mutually respectful relationships. In this evaluation, organizational processes are depicted as Leading Indicators. This chapter provides a description of 21st CCLC organizational practices represented in the Leading Indicator framework.

Data Source

An online survey of site coordinators working in 21st CCLC programs was administered from December 2011 to March 2012. The site coordinator was defined as the individual at a given center who is responsible for the day-to-day operations of the program and serves as the initial point of contact for parents and staff when questions or issues arise on-site. In general, site coordinators are viewed as important middle managers in the delivery of 21st CCLC programming.

A total of 92 surveys were administered. This number was based upon ODE's identification of centers that were active during the evaluation period. Completed surveys were received from 80 site coordinators for a response rate of 87 percent. The survey addressed the extent to which centers engaged in practices supported by research as best practices in effective afterschool programming. Survey items were organized around four categories: (1) Collaboration and Partnership, (2) Staff Capacity, (3) Intentionality in Student Program Offerings, and (4) Intentionality in Family Program Offerings.

Summary of Findings

Collaboration and Partnership

Within 21st CCLC programs, partners can play an important role in expanding the number and variety of offerings that can be made available to participating youth and contributing to sustainability efforts for the program after grant funding has ended. With regards to partnering, findings from the survey of Oregon site coordinators include the following:

- Program administrators and staff, along with their partners or collaborators, took primary responsibility for leading program activities. Many site coordinators also reported formal collaboration with partners to plan for program sustainability and/or expansion and to orient new staff.

- Formal communication and collaboration with internal staff typically occurred a few times per year. More informal communication or collaboration with program staff to share experiences, follow up about individual youth, or brainstorm ideas on how to make programming more engaging for students happened with greater frequency.

- Linkages to the regular school day were realized in a number of ways, including structured assistance with homework assigned at school during the afterschool program and alignment of afterschool programming with the school-day curriculum and standards.

Staff Capacity

Staffing, particularly adequacy of training and experience, was not considered a major challenge by surveyed site coordinators. The vast majority indicated that it was not a challenge for their staff to design and deliver activities that are consistent with center goals and objectives. Other findings related to staffing capacity include the following:

- The majority of coordinators reported using self-assessment processes with their staff. With the information gathered, they were able to focus on specific areas for improvement, both at the staff and program levels. Among respondents who had not yet implemented a self-assessment process, a number of coordinators admitted having limited knowledge about the assessment options available. A few site coordinators suggested that due to lack of time, they were unlikely to initiate self-assessment processes unless it was required by the district or state to do so.

- To monitor staff performance, site coordinators typically used informal observations, lesson plan review, parent feedback, and/or formal staff evaluation protocols completed by program administrative staff. Results of staff evaluations often informed the content of professional development, staffing decisions, and individual staff as well as overall program goal setting.

Intentionality in Student Program Offerings

A key indicator of program quality is the degree to which objectives and offerings are aligned with student needs. Major findings related to such intentionality in program design and activities are as follows:

- Although two thirds of site coordinators indicated that they or someone else in the organization conducted some form of a needs assessment to inform the development of their program, more respondents reported that their center completed a structured planning process (e.g., action planning, logic models) to systematically connect program strategies, activities, and intended outcomes.

- The most common objectives identified by site coordinators as one of their top three relate to supporting or improving the academic achievement of participants. Specific activities designed to achieve these objectives include dedicated time set aside each day for the completion of homework under the supervision of afterschool teachers and staff as well as supplemental tutoring for low-performing students.

- To engage and support positive youth development, site coordinators noted that participants were given multiple opportunities to build ownership of the program, including opportunities to take responsibility for certain tasks (e.g., passing out materials, cleaning up) and to help make plans for future activities. At many centers, youth were also able to decide their own schedule of activities each day and to lead or make decisions about culminating events. Several site coordinators outlined a community ownership approach in which shared responsibility for making the program successful is consistently emphasized to students and staff.

- Informed by various types of student data—including grades, attendance, and disciplinary data—programs frequently focused on reading/literacy, mathematics, arts and music, and

technology. Programs were also likely to align with the Oregon Assessment of Knowledge and Skills (OAKS) standards related to reading/literacy and mathematics. Indeed, the vast majority of site coordinators indicated that they were intentional in designing and delivering reading and/or mathematics activities.

- Site coordinators indicated that their programs aligned with more traditional academic priorities (i.e., reading comprehension, persuasive writing) rather than specific technical skills.

Intentionality in Family Program Offerings

Another quality practice relates to engaging the parents and adult family members of participating youth, both to build the skills of adult participants and to facilitate greater involvement in supporting the educational development of participating youth. The majority of site coordinators indicated that they only communicated with parents and adult family members about the program once or twice a semester, typically over the phone. They reported more frequently encouraging parents and family members to participate in center-provided programming with their children or to support their own acquisition of knowledge or skills. This included inviting families to events throughout the year (e.g., family fun nights).

Detailed Analysis

Many of the scales appearing on the site coordinator survey contain items that are intentionally meant to collectively measure an underlying latent construct (e.g., staff efficacy or student engagement). For scales of this type, Rasch analysis techniques were employed, using information from each of the items to create one overall score for the scale in question. Some of the findings presented in this chapter follow this approach, where the scale in question consists of items that collectively are meant to measure staff or center performance against a particular research-based practice or approach.

Other items appearing on the site coordinator survey are not amenable to the same sort of scale construction just described. An example here would be staff evaluation methods, where the intent is to understand which methods from the options available are being used at each site. Items of this type are described descriptively.

Domain: Collaboration and Partnership

Leading Indicator 1. Partners associated with the center are actively involved in planning, decision making, evaluating, and supporting the operations of the afterschool program.

Leading Indicator 2. Staff from partner organizations are meaningfully involved in the provision of activities at the center.

Within 21st CCLC programs, partners can play an important role in expanding the number and variety of offerings that can be made available to participating youth and contributing to sustainability efforts for the program after grant funding has ended. Ideally, partners and grantees have developed a synergistic relationship, are committed to a shared vision of what is to be

accomplished by the program, and collaborate on various facets of program operation and delivery. The site coordinator survey measured the extent to which sites were collaborating with their partners.

To determine whether partner organizations in Oregon take an active role in preparing and delivering afterschool programs, and to get a general picture of who takes responsibility for what, site coordinators were asked to identify one or more responsible parties for determining program content, program scheduling, and leading activities. As Table 4 shows, program administrators and staff, along with district and school administrators, were largely responsible for determining program content and schedule, although external partners or collaborators and students also are involved in determining program content. In terms of leading activities, program staff and their partners or collaborators take primary responsibility. Parents are somewhat involved in determining program content, while community leaders and students are somewhat involved in leading program activities.

Table 4. Responsibility for Program Operations ($N = 80$)

Indicate all those who are responsible for determining program content, program scheduling, and leading activities.	Determines the Program Content	Determines the Program Schedule	Leads Activities
Program administrators	90%	86.3%	17.5%
Program staff	82.5%	72.5%	96.3%
District and school admin staff	66.3%	53.8%	22.5%
Partners / collaborators	53.8%	42.5%	66.3%
Community leaders	11.3%	2.5%	37.5%
Students	57.5%	16.3%	25%
Parents	26.3%	8.8%	16.3%

Collaboration with partners vary – 15 percent of respondents suggested that they do not collaborate with partner organizations on key activities, about a third indicated that collaboration is informal, and over half (52 percent) reported formal engagement with their partners on various aspects of program operations. Formal collaboration was most likely related to planning for programming sustainability and/or expansion (61 percent reported formal collaboration) followed by orienting new staff (59 percent reported formal collaboration). Collaboration on the provision of professional development for staff was least likely to occur with partners (24 percent indicated no collaboration)

"Through partnerships we can offer more classes, a wider breadth of classes, and a more diverse staff. Partnerships also provide funding that allows us more flexibility in our programming."

When site coordinators were asked to name specific content or expertise that partners bring to the program, knowledge of health, fitness, and wellness issues were most frequently identified followed by creative arts and science/technology. Some coordinators also noted that their partners provided needed resources and materials for ongoing activities with youth.

> ***Leading Indicator 3***. Staff at the center will be engaged in intentional efforts to collaborate and communicate frequently about ways to improve program quality.

Drawing from the work by Smith (2007); Glisson (2007); and Birmingham, Pechman, Russell, & Mielke (2005), Leading Indicator 3 relates to climate, organizational norms, and supports that serve to reinforce and encourage staff efforts to continually improve afterschool program quality. The theory is that programs that are characterized by a supportive climate are self-reflective, and empower staff in taking steps to improve program quality are more apt to yield offerings that provide youth with positive and meaningful experiences.

About 6 out of 10 respondents (59 percent) reported communicating and collaborating with internal staff on program quality a couple of times per year. As Rasch analysis revealed that respondents did not distinguish well between the *About Once a Month* and *Nearly Every Week* categories, these response options were combined. Thus, 23 percent of site coordinators indicated that they communicate and collaborate with their staff about once a month or nearly every week. In addition, 19 percent suggested that they never engage with program staff on ways to improve program quality. In open-ended responses, site coordinators indicated that communication or collaboration with program staff most frequently took place to share experiences, follow up about individual youth, or brainstorm ideas on how to make programming more engaging for students. Communication or collaboration was least likely to occur to discuss research-based instructional practices or to plan on how to systematically meet specific learning goals (e.g., in coordinated ways across multiple activities).

> ***Leading Indicator 4***. Steps are taken by the center to establish linkages to the school day and use data on student academic achievement to inform programming.

Another key indicator of program quality is collaboration and partnership between afterschool staff and regular school-day staff to intentionally connect the afterschool program to learning strategies, approaches, and curriculum employed during the school day. This Leading Indicator is specifically meant to capture the degree to which 21st CCLC staff members utilize information provided by schools to inform the design and delivery of programming that is aligned to the school day and is responsive to student needs.

The calibration of the scale scores using Rasch methods revealed that respondents had difficulty distinguishing between *Minor Strategy* and *Major Strategy* responses. Thus, for this analysis, these response options were combined. Most coordinators (58 percent) indicated that they used one or more of the listed strategies (either as a minor or major strategy) to link their afterschool program to the regular school day. The most common strategy was to provide structured assistance with homework assigned at school during the afterschool program. Site coordinators also suggested that they align their programming with the school-day curriculum and standards. The least common strategy was to hire regular school-day teachers to deliver afterschool programming, although, in open-ended comments, several site coordinators emphasized the continuity and ongoing conversations made possible by school-day teachers who were also providers of afterschool programming.

When respondents were asked to describe specific steps they have taken to engage school administrators, school-day teaching staff, and afterschool program staff in ongoing conversations about the operation of the afterschool program, most respondents cited a multitude of strategies used. This included scheduled face-to-face meetings with school leadership, teachers, and counselors; informal e-mail communication about scheduling, behavior issues, and homework updates; informal conversations throughout the school day, including with teachers during lunch; and sharing various types of tracking reports and notes on individual students.

> *"I communicate with the majority of my students' teachers on a daily basis about how the kids are doing in class and areas they need help with so that I can better help them with homework and behavior issues they may have. I talk with the principal frequently about any troubles I may have or any questions to make sure that the things I am using to help with behaviors and homework are things that he approves of. I talk with my afterschool staff every day to let them know things that have been going on so that they are aware and can handle it the way they need to. I also check in with them about how the students are doing in their academic classes."*

Domain: Staff Capacity

Leading Indicator 5. Staff at the center are provided with training and/or professional development.

This Leading Indicator is meant to capture the degree to which staff members are trained to deliver high-quality programming and are supported by management in their efforts to do so.

Over half of respondents (55 percent) considered staffing challenges to be minor; other challenges were regarded as major or not a challenge in equal measures. Specifically related to staff training and experience, 54 percent of site coordinators suggested that this was not a challenge, and 42 percent regarded this as a minor challenge. The most frequently identified major challenges related to lack of time: for staff to plan together (24 percent) and for staff meetings (19 percent). A few site coordinators suggested that not enough staff was also a major challenge (15 percent). The majority of respondents indicated that the dedication of their staff and designing and delivering activities that are consistent with goals and objectives were not challenges at all (83 percent and 72 percent, respectively).

> **Leading Indicator 6**. Staff at the center complete one or more self-assessments during the programming period.

This indicator is based on the theory that evaluating one's own performance is a key component of reflective facilitation and contributes to program quality.

A majority of coordinators (68 percent) indicated that one or more self-assessment processes have been used by their staff. Another 29 percent planned to implement some form of self-assessment in the future. Nearly one fourth (23 percent), however, reported no plans related to self-assessment.

> *"[The self-assessment] gave my staff and me an opportunity to see areas of strength and weakness. We were able to address concerns without trepidation to establish more effective methods of supporting students and families."*

Site coordinators were asked how information gathered from the self-assessment process supported program improvement efforts. The majority reported that they were able to focus on specific areas for improvement, which enabled planning sequenced steps, developing a timeline for progress, and collaborating with school staff on the use of appropriate tools that are supportive of quality improvement.

Among respondents who have not yet implemented a self-assessment process, a number of coordinators admitted having limited knowledge about the assessments options available. Some indicated that self-assessments have been done informally. A few site coordinators suggested that due to lack of time, they were unlikely to initiate self-assessment processes unless it was required by the district or state to do so.

> **Leading Indicator 7**. Staff at the center are periodically evaluated/assessed during the program period.

Regular and constructive staff evaluations are a key component of high quality afterschool programs. To understand the role of staff evaluation among Oregon centers, the survey asked site coordinators to identify the methods used for monitoring staff performance. As shown in Figure 22, the large majority of respondents indicated they used informal observations (88 percent). About half reported using lesson plan review (54 percent), parent feedback (53 percent), and/or formal staff evaluations (45 percent). Other evaluation methods mentioned include teacher and school administrator feedback and tracking student achievement data.

Figure 22. Staff Evaluation Methods (*N* = 77)

When asked to provide details about staff evaluation, site coordinators indicated that informal evaluation in the form of walk-throughs or targeted feedback with staff are done on a daily or weekly basis. Formal evaluations, which are conducted by school administrators in the case of classroom teachers, were typically completed annually, semi-annually, or per semester depending on the evaluation process employed and the experience of the staff member being evaluated. Results of staff evaluations often informed the content of professional development, staffing decisions, and individual staff as well as overall program goal setting. Several coordinators also mentioned that aggregated assessment results were used among the afterschool team to stimulate brainstorming or problem solving focused on specific issues that may have surfaced from the evaluations.

> *"As part of the evaluation process, staff are required to create a goal for themselves that will improve their skills or interactions with students. These goals are discussed periodically and reviewed at each evaluation. Professional development is offered to staff in areas where it is needed or requested."*

Domain: Intentionality in Student Program Offerings

Leading Indicator 8. There is evidence of alignment between (a) program objectives relative to supporting youth development, (b) student needs, and (c) program philosophy/model *and* frequency/extent to which key opportunities and supports are provided to youth.

Needs Assessment. A key indicator of program quality is the degree to which objectives and offerings are aligned with student needs, which could be accomplished through a number of ways, including a needs assessment process. Site coordinators were asked: *Did you (or someone*

in your organization) conduct a formal needs assessment or related process to inform the development of your 21st CCLC program? About two thirds of site coordinators (65 percent) indicated that they or someone else in the organization conducted a needs assessment. As Figure 23 shows, by far the most commonly used type was a standard needs assessment (46 percent), followed by the School Improvement Plan for Advancing Academic Achievement (21 percent). In the Other category, several respondents reported using state assessment scores to inform program planning.

Figure 23. Types of Needs Assessments Conducted by Centers (N = 52)
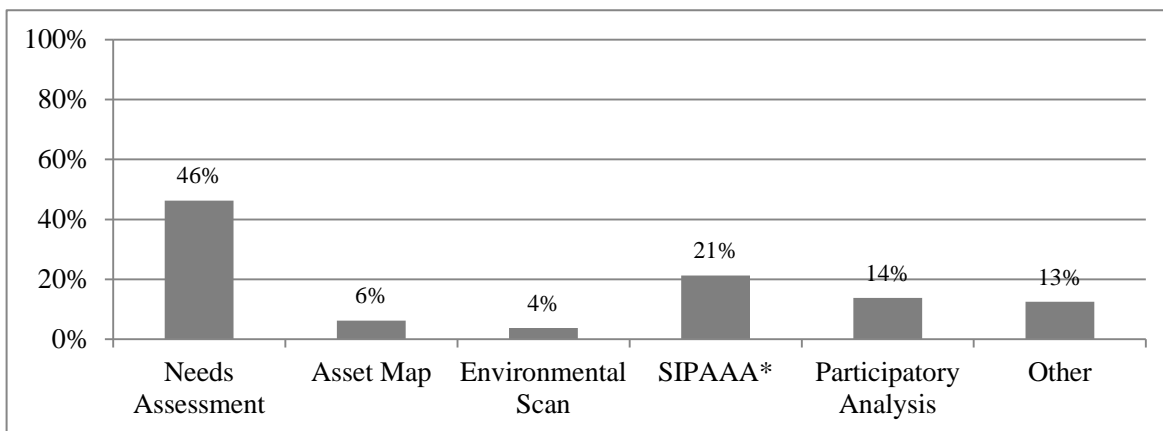
Program Planning Process. Compared with needs assessment, more site coordinators (86 percent) indicated that they or someone else in the organization completed a structured planning process to systematically connect program strategies, activities, and intended outcomes. Of those who indicated doing so, there were a variety of processes used. The majority (75 percent) cited action planning of some form (i.e., action plans or participatory action planning), and logic models were completed by nearly one fourth of sites (23 percent). Other planning strategies identified included academic planning and afterschool research.

When asked to comment on how well current objectives align with those outlined in the original 21st CCLC grant application, most respondents indicated that they still pay attention to the original intent of the grant. They also noted, however, that modifications due to budgetary reasons, school closures, shifts in external partnerships (as some entities have closed or downsized), and/or change in district policies or priorities were unavoidable. As one coordinator shared, "The original parameters of the grant may no longer be a priority for the ever-changing community and our school's environment specifically."

Program Priorities. In order to assess the degree of alignment between the activities provided and the objectives identified by centers, site coordinators were also asked to rank the top three objectives of the program they manage from a predefined list. As Table 5 shows, the most common objectives identified by site coordinators as being in their top three relate to supporting or improving the academic achievement of

> *"Without the afterschool program, our students would not have the resources needed to complete the required class work. This not only includes tutoring, but computers, scientific calculators, etc. Many of our afterschool students truly need extra time and 1:1 help to achieve grade-level proficiency, which is required for them to graduate."*

participants. Specifically, the most frequently cited objectives were to: (1) enable low-performing students to achieve grade-level proficiency, (2) provide students with access to academic enrichment opportunities, (3) raise the academic performance levels of any students who have an interest in participating; and (4) provide supervised space for students to complete homework.

Site coordinators were then queried about how the activities provided support to their main objectives. To support the academic growth of students, many respondents described dedicated time set aside each day—sometimes called "power hour" or "focus hour"—for the completion of homework under the supervision of afterschool teachers and staff. Others also noted using "prescriptive courseware in math and reading" or "research-based interventions" as well as "supplemental tutoring for all afterschool students performing below grade level." Several commented that employing school-day teachers as instructors or trainers allowed the program to focus on core academic skills and content and provided continuity with participants' in-school experience that otherwise may be difficult.

Table 5. Top Program Priorities (*N* = 80)

Please indicate which of these program objectives constitute the top three priorities for your program.	**Top 3 Priority**	**Highest Priority**
Enable low-performing students to achieve grade-level proficiency.	56.3%	43.8%
Provide students with access to academic enrichment opportunities.	53.8%	12.5%
Raise the academic performance levels of any students who have an interest in participating.	45%	18.8%
Provide supervised space for students to complete homework.	36.3%	12.5%
Provide opportunities for students to participate in activities not offered during the school day.	28.8%	2.5%
Enhance the social or civic development of students.	10%	2.5%
Prepare students for college and work.	2.5%	0%
Provide students with the opportunity to participate in sports and recreation activities.	20%	2.5%
Enhance the artistic development of students (e.g., visual and performing arts, etc.).	6.3%	0%

To further gauge alignment between program objectives and activities to participants' needs, coordinators were asked if their center has implemented any kind of assessment or measure to provide information about the social-emotional competencies of participating youth. Nearly three fourths (73 percent) indicated that no assessments of this type have been implemented. Among centers that responded in the affirmative, types of assessments noted included surveys administered to teachers, parents, and students that address such topics as behavior, relationships, and counseling history (e.g., the Strengths and Difficulties Assessment) as well as observations of students on a routine basis. Some coordinators also indicated that they take a group case

management approach where "staff members communicate every week on kids that are struggling or having a hard time adjusting."

Youth Ownership. In addition to the adoption of strategies designed to address the academic needs of participating students, the research on effective afterschool practice also suggests that program effectiveness is related to the extent to which programs provide engaging learning opportunities for participating students and deliver activities in a manner which is consistent with core youth development principles. This includes opportunities to build youth ownership in the programs.

When asked to indicate their level of agreement with statements about how students build ownership of the program, the majority of respondents fell in the *Agree* to *Strongly Agree* end of the scale, suggesting that participants were given multiple opportunities to build ownership of the program. Youth were most likely to have had opportunities to take responsibility for certain tasks (e.g., passing out materials, cleaning up) and help make plans for future activities. They were least likely to be given opportunities to make choices about what and how content is covered in the afterschool program.

When site coordinators were asked to describe strategies or approaches that program staff are encouraged to employ to build youth ownership, many cited formal and informal opportunities for youth to provide input on afterschool programming; decide their schedule of activities each day; and lead or make decisions about culminating events, including showcase or parents' nights. Several respondents also outlined a community ownership approach in which shared responsibility for making the program successful is consistently emphasized to students and staff.

> *"Our students see the program as a community that they have helped to build. They are reminded by staff that the program is what they make of it. They are encouraged to give feedback, to share with others, to invite parents, family, friends to the program. They write news articles about the program, give demonstrations during family nights, share performances with the entire school population, are ambassadors of the program to community leaders, and even peer mentor younger program participants."*

Coordinators also were asked the frequency with which students were given a choice in their activities. Nearly half (48 percent) indicated that students were given a choice in activities either daily or weekly (see Figure 26). In the *Other* category (37 percent), respondents reported that students were typically given choices at the start of each program cycle (e.g., every six to nine weeks). When coordinators were asked how frequently students were involved in planning activities (see Figure 27), only 30 percent indicated this happened often (once every week or two) or very often (more than once a week); another 31 percent suggested that it happened rarely (once or twice a term) or never.

Figure 26 (*N* = 73)

Frequency of Student Choice in Activities

	Daily	Weekly	Monthly	Other
	34%	14%	15%	37%

Figure 27 (*N* = 77)

Frequency of Student Involvement in Planning Activities

	Very often	Often	Sometimes	Rarely	Never
	9%	21%	39%	25%	6%

Program Climate. Program climate refers to the physical space as well as the structures and supports that make it possible for youth to feel safe, comfortable, and a welcome part of the community. A supportive program environment is vital for participants to garner maximum program benefits.

Site coordinators were overwhelmingly confident (100% agreed or strongly agreed) that their program's climate is safe and supportive of positive youth development. The one caveat is that one fourth of respondents disagreed or strongly disagreed that there is no evidence of bias among youth.

"The program has a diverse participant population. We strive to hire culturally and linguistically diverse program staff and recruit diverse volunteers. Program materials are offered in multiple languages. We meet with culturally specific community and parent organizations. We have held culturally specific events. We consult with community leaders and service providers about how to provide culturally relevant programming."

When asked about strategies or approaches employed To ensure a respectful climate, the majority of site coordinators reported that respect for diversity is evident in the multi-cultural staff as well as the range of activities, games, and events offered by the program that reflect different cultures. Some also stressed that rules promoting positive behavior and interactions typically align with those of the school and are made clear to all staff and participants at the start of each school year. In addition, several coordinators noted that all afterschool staff members receive training on cultural competency as well as mediation skills; some also mentioned "courageous conversations" with staff throughout the school year.

To encourage and reinforce positive interactions among participants, centers utilized different types of incentive systems that reward good behavior or goals achieved (e.g., CHAMPs, Positive Behavioral Interventions Strategies [PBIS]). Positive reinforcement through hugs and verbal or written compliments were also noted. Several coordinators mentioned specific classes or enrichment clubs that teach participants safe and positive behaviors.

Leading Indicator 9. There is evidence of alignment between (a) program objectives relative to the academic development of students, (b) student needs, and (c) program philosophy/model *and* activities being provided at the center.

Student Inclusion. To explore Leading Indicator 9, site coordinators were asked about their program's reasons for including students in activities. They were then asked to estimate the number of students targeted for each reason. As shown in Figure 29, the reasons that staff identified for including students in programs were normally distributed. Students were most likely to be included in activities if they scored below proficient on local or state assessment or if there was a referral from a school-day staff member indicating the need for additional assistance in reading or math.

Figure 29. Reasons for Targeting Students for Inclusion in Activities
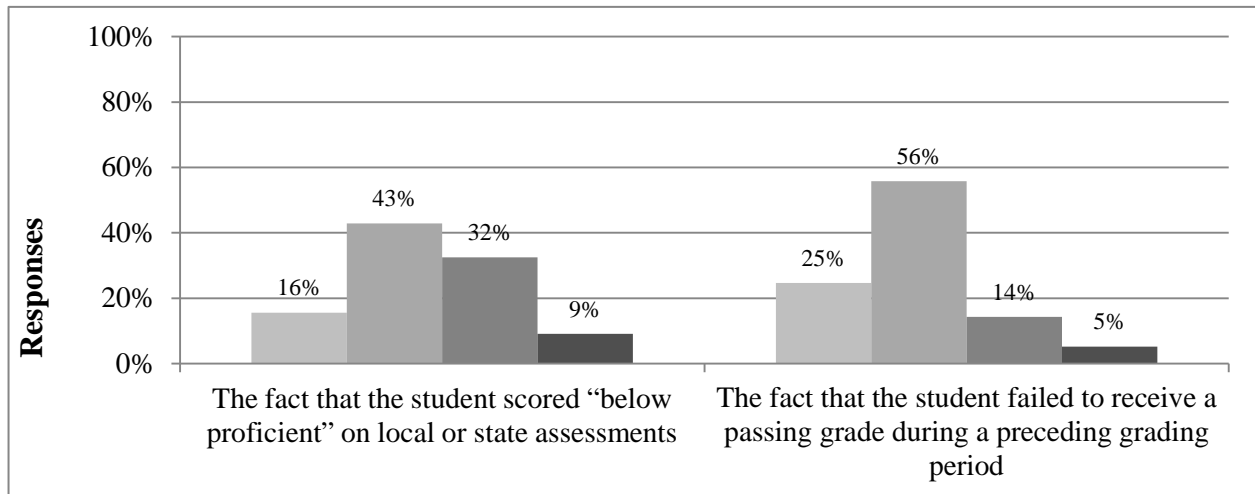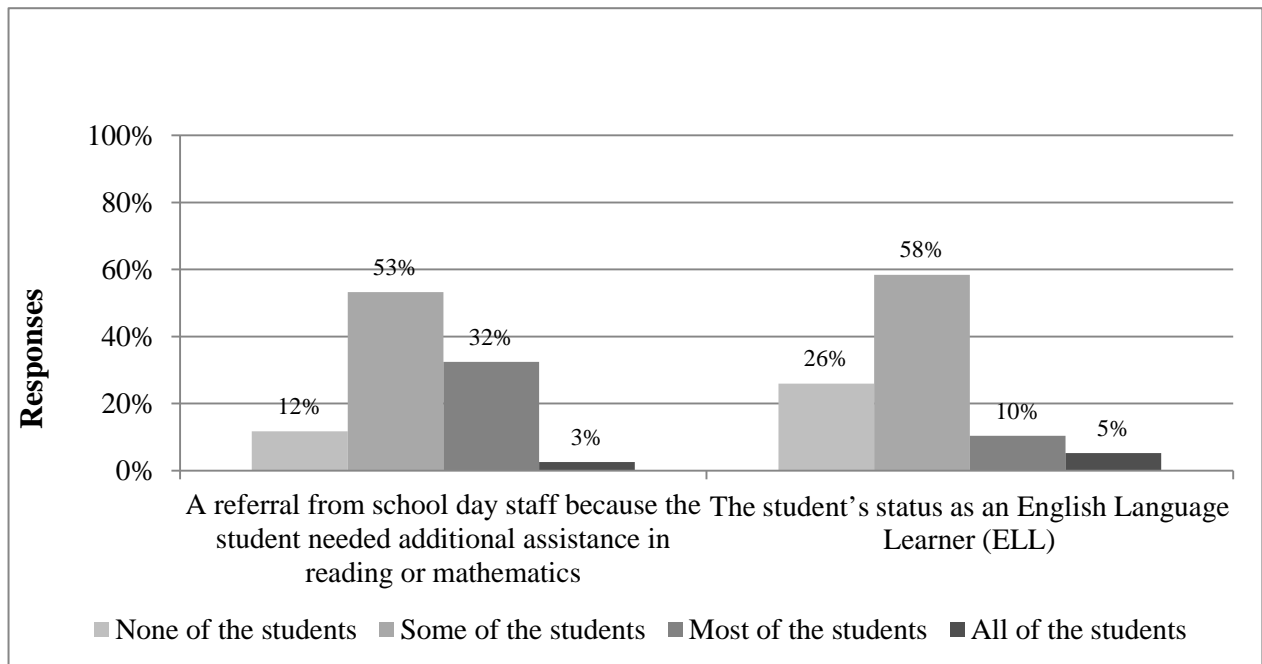
Information Used in Planning. To further investigate the extent of their program's alignment between student needs and the planning of activities, coordinators were asked about their staff's access to data and information about students, and the extent of the use of this information in planning activities. Figure 30 shows that most programs have access to the variety information sources listed. Although grades, attendance, and disciplinary data were readily accessible and most often used to inform programming, individualized education programs (IEPs) were the least accessible and least used source of data.

Figure 30. Information Sources Used in Planning Activities (*N* = 77)

Information on disciplinary incidents, referrals, or actions — 13% / 48% / 39%

Information on school day attendance — 14% / 31% / 55%

Teacher-provided progress reports — 27% / 27% / 45%

Grades — 14% / 38% / 48%

Scores on district- or building-level assessments — 23% / 44% / 32%

State assessment scores — 19% / 49% / 31%

Individualized Education Plans — 31% / 53% / 16%

■ Do not have access to   ■ Occasionally use   ■ Often use
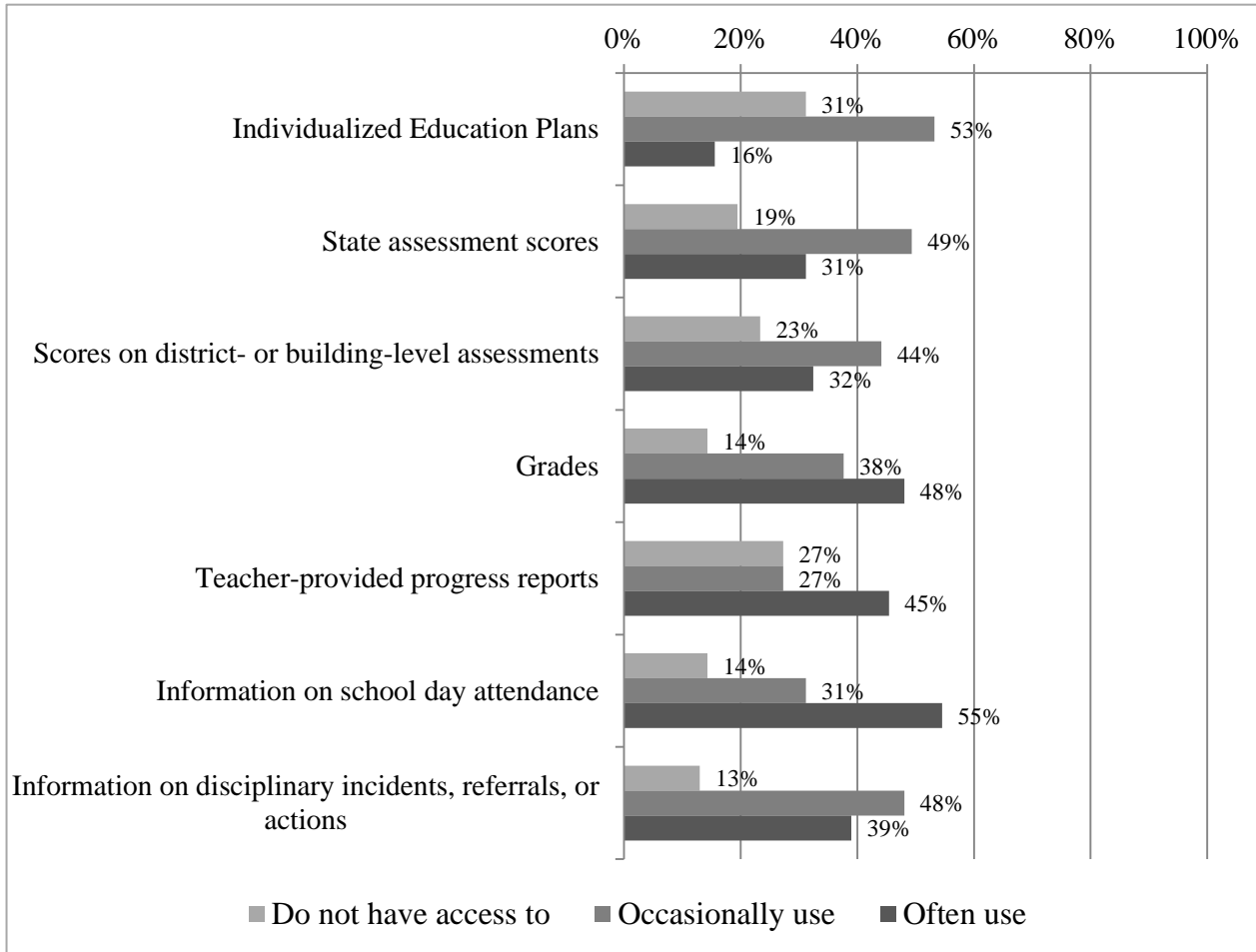
> *"Based on data from individual teachers, test score sites, and report card and attendance sites, plus input from the students themselves, daily and long term instructional goals are discussed with each student."*

When site coordinators were asked how they used student data to inform programming, the majority reported using such data to inform the focus of academic strategies as well as behavioral supports that may be needed. Data also may be used to assess the effectiveness of an afterschool program in supporting its students.

Academic Needs of Students. Leading Indicator 9 describes the need for alignment of program objectives with the academic development and needs of students. Thus, site coordinators were also asked to describe how often specific subject areas were addressed during the provision of program activities (see Figure 31). The areas most frequently addressed were reading/literacy, mathematics, arts and music, and technology. Entrepreneurship and engineering were the least frequently addressed subject areas.

Figure 31. Frequency of Addressing Specific Subject Areas (*N* = 77)

Reading / Literacy: 96%, 4%, 0%
Mathematics: 91%, 6%, 3%
Science: 61%, 22%, 17%
Engineering: 36%, 16%, 48%
Arts and Music: 79%, 17%, 4%
Entrepreneurship: 19%, 18%, 62%
Technology: 78%, 9%, 13%
Cultural activities / social studies: 55%, 23%, 22%
Health and Nutrition: 60%, 19%, 21%
Other: 55%, 9%, 36%

■ 1 - 5 times per week ■ 1 - 3 times per month ■ < Once a month - Never
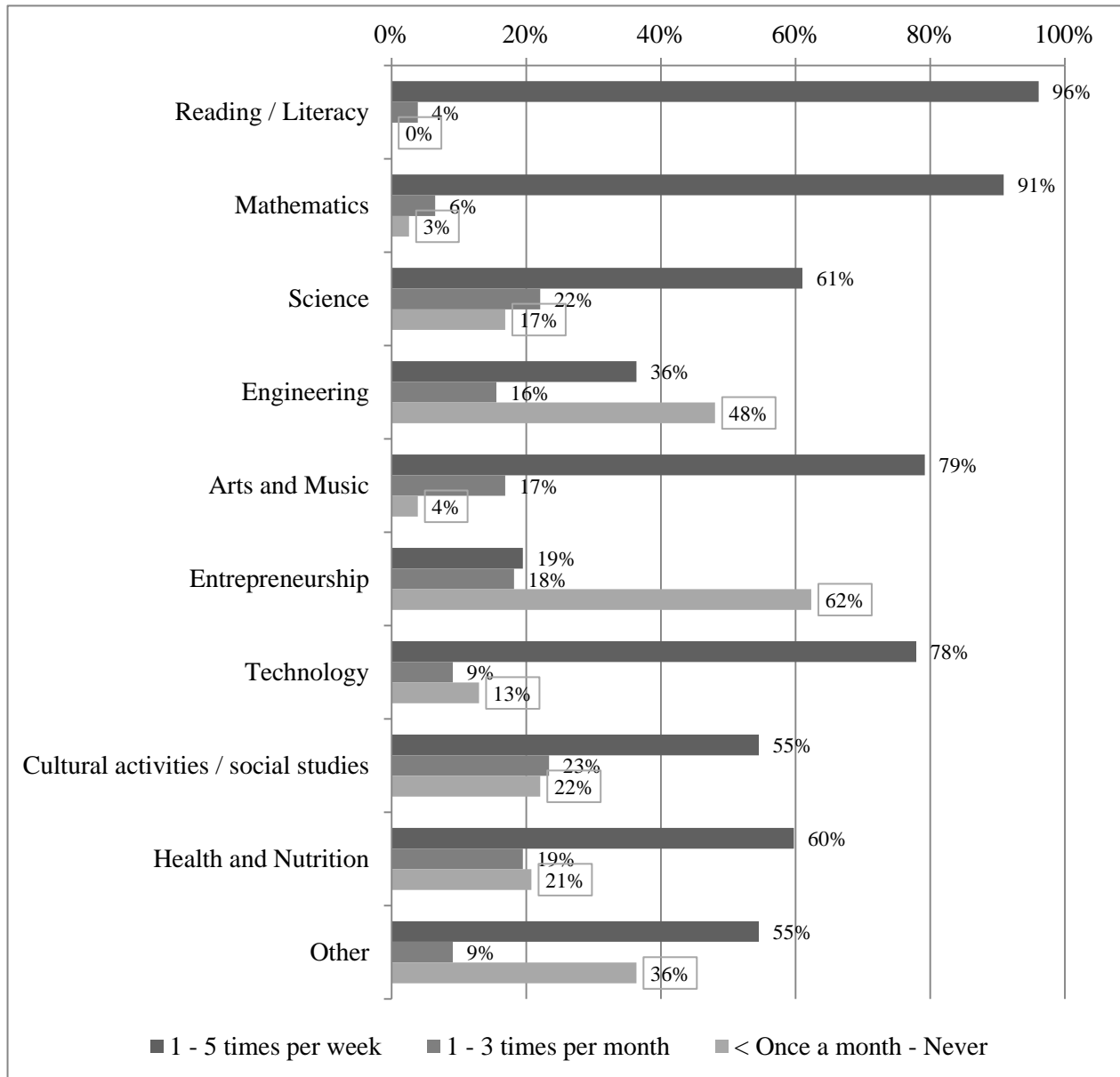
To further gauge alignment of program objectives with the academic development and needs, site coordinators were asked to indicate the frequency with which their programs addressed the standards of the Oregon Assessment of Knowledge and Skills (OAKS). As seen in Figure 32, with the exception of reading/literacy and mathematics standards, the majority of programs addressed the OAKS standards either less than once a month or not at all. The least addressed OAKS standards relate to social sciences and science.

Figure 32. Addressing OAKS State Assessment Standards (*N* = 77)
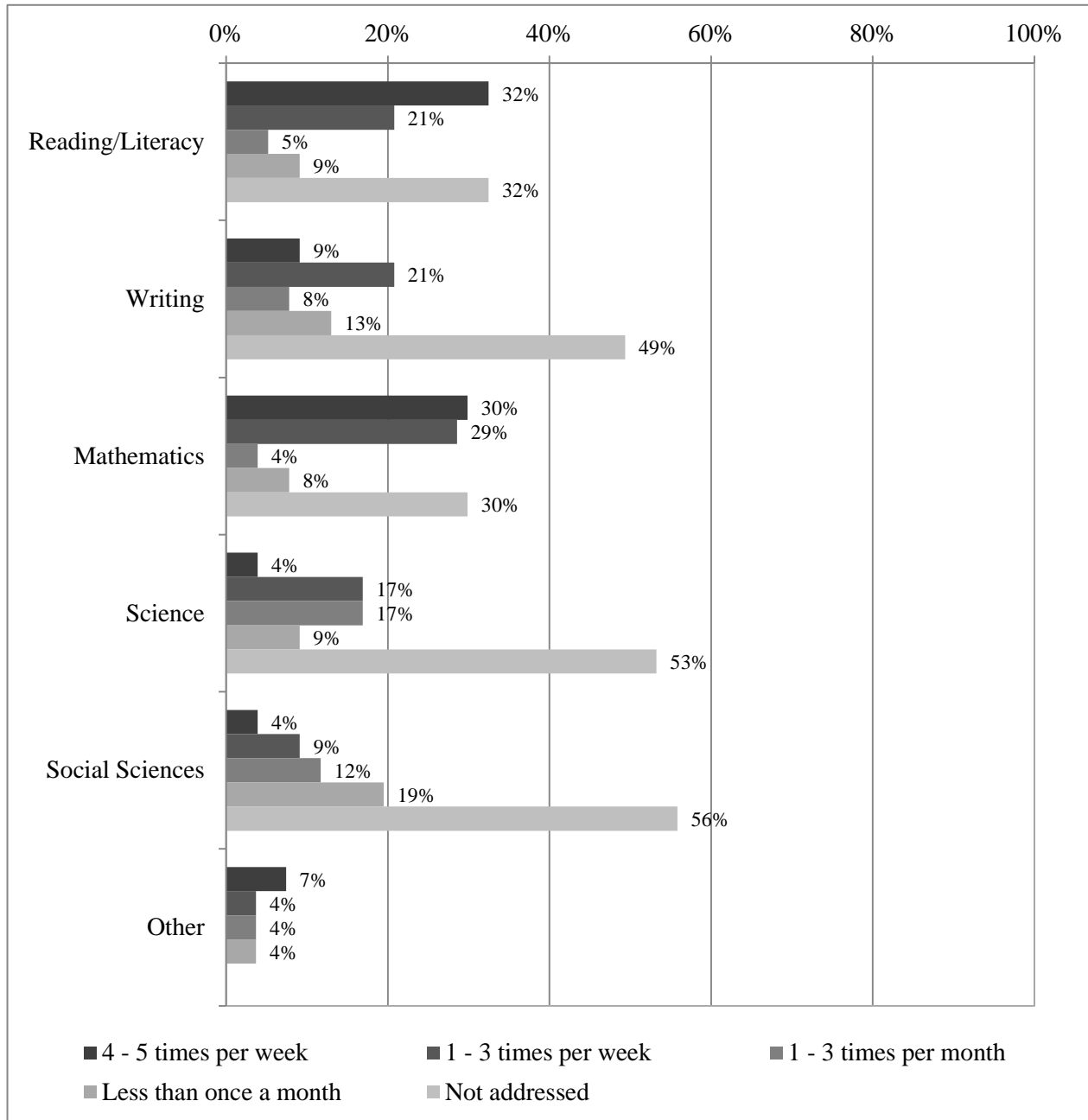
Coordinators were then asked with what frequency they addressed each of several state-identified Essential and Career Readiness Skills in their programs. Figure 33 shows that the skills most addressed were aligned with more traditional academic priorities (i.e., read and comprehend a variety of texts, write clearly and accurately, speaking, apply mathematics in a variety of settings, and scientific inquiry). Specific technical skills were addressed far less frequently.

Figure 33. Addressing Essential and Career-Readiness Skills (*N* = 77)
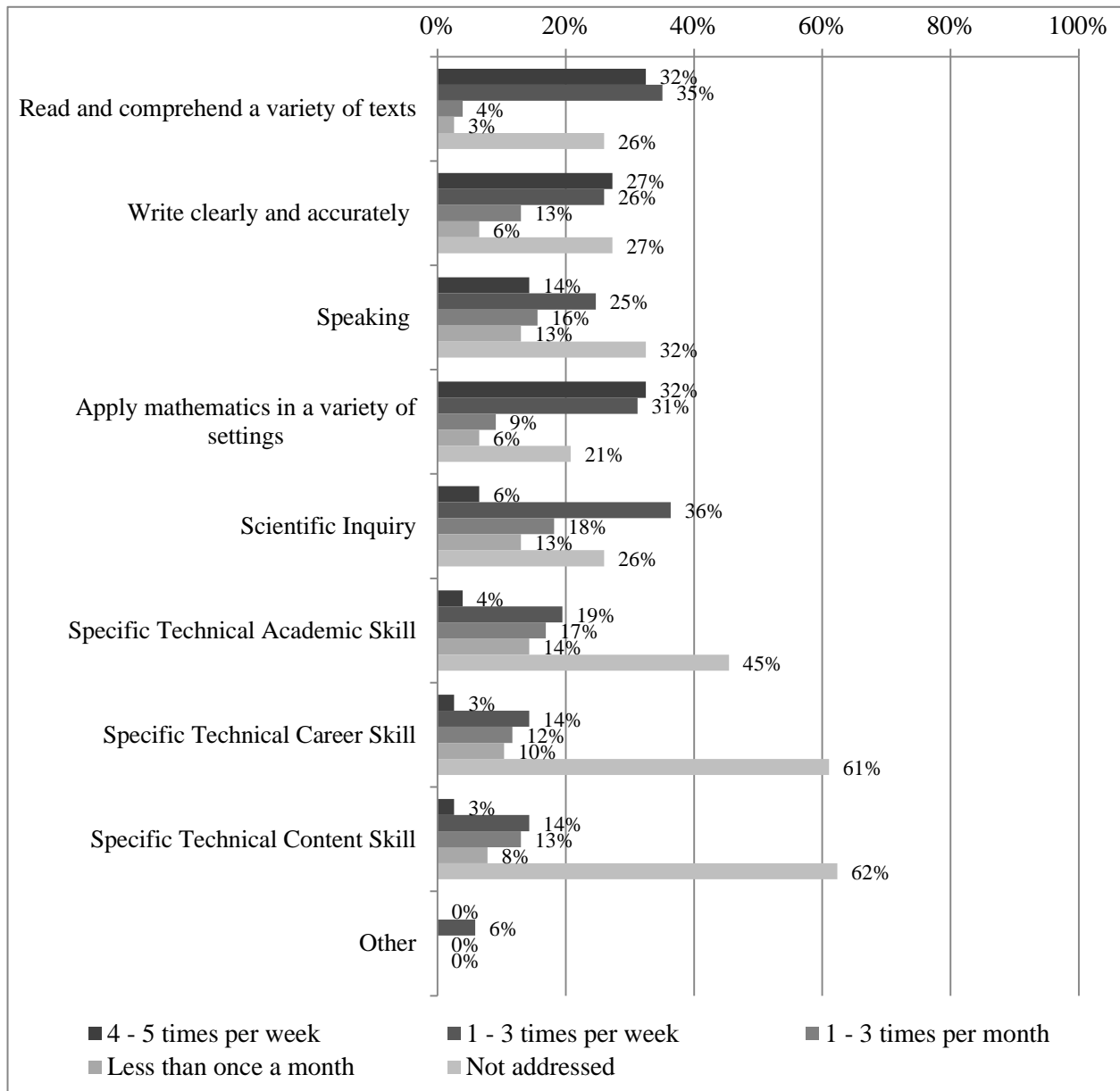
> *Leading Indicator 10*. There is intentionality in activity and session design among staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts.

Intentionality in Program Design. There is a growing body of research suggesting that desired student achievement outcomes can be realized through afterschool programs by simply paying attention to *how* programming is delivered through the creation of developmentally appropriate settings consistent with core youth development principles (Birmingham et al., 2005; Durlak & Weissberg, 2007). The evaluation team hypothesized that these programs were more apt to accomplish this goal if certain practices were emphasized when planning the content of sessions (e.g., the intentional embedding of academic-related content into activities). This intentionality can include taking steps to carefully plan individual activities and sessions, the establishment of linkages to the school day, and the use of student data to inform programming.

When calibrating survey responses using Rasch methods, it was evident that staff were having some difficulty distinguishing between the *Sometimes* and *Frequently* response options, so steps were taken to merge these categories into one called *Sometimes/Frequently*. The majority of site coordinators (76 percent) indicated that they were sometimes/frequently intentional in designing and delivering reading and/or mathematics activities. Another 15 percent reported that they were always intentional.

Domain: Intentionality in Family Program Offerings

> *Leading Indicator 11*. Steps are taken by the center to reach out and communicate with parents and adult family members of participating students.
>
> *Leading Indicator 12*. There is evidence of alignment between (a) program objectives relative to supporting family literacy and related development, (b) family needs, and(c) program philosophy/ model *and* activities being provided at the center.

Family Communication and Engagement. Yet another quality practice often referenced in literature on effective afterschool programs relates to engaging the parents and adult family members of participating youth, both to build the skills of adult participants and to facilitate greater involvement in supporting the educational development of participating youth.

When asked about the frequency of their communication with families, two thirds of responding site coordinators fell within the *Sometimes* range of the scale—meaning they typically communicated with parents and adult family members about the program once or twice a semester. Fifteen percent of respondents fell within the *Never* range, suggesting little to no communication with parents and families during the year, and 19 percent indicated communicating on a monthly to weekly basis (i.e., frequently). Site coordinators indicated that they most frequently had conversations with parents over the phone and least frequently sent information home about how students are progressing.

In a related question about parent or family involvement, about half of respondents (52 percent) reported that they frequently encouraged parents and family members to participate in center-

provided programming meant to support their acquisition of knowledge or skills. About 4 out of 10 also encouraged parents or family members to participate in center-provided programming with their children. One fourth, however, indicated that they never invited parents to provide guidance or advocacy.

When site coordinators were asked to describe strategies employed to make the program welcoming and safe for all families of students, the most frequently cited approach was to communicate with parents in multiple formats: in person, through e-mail, or via a newsletter. Another common approach was to hold family events throughout the school year. For example, family fun nights or culmination events that showcase "student achievements and successes in the extended day to an audience of families.

"I make it a point to tell parents often that we like having their child in our program and when possible tell specific instances where the child did something positive. (e.g., kind deed, worked hard, told a funny story, anything that is positive). In every newsletter we send home is an open invitation for parents to come and participate with their child in any of the activities. When there is a need to send a letter informing a parent of a problem, I also call them to tell them a letter is coming and invite conversation. It opens the door for better communication."

VI. Point-of-Service Quality

In consideration of the variables detailed in the previous chapters (i.e., context, participation, and organizational processes), point-of-service quality is a critical factor in shaping young people's academic and developmental outcomes. Sound organizational processes are crucial in supporting point of service quality in afterschool and expanded learning programs. This chapter describes point-of-service quality from a select sample of Oregon 21st CCLC programs.

Data Source

Twelve afterschool programs in Oregon were visited by expert observers from our evaluation partner, Gibson Consulting Group Inc., using two primary measures of program quality: the Youth Program Quality Assessment (YPQA) and the Classroom Assessment Scoring System (CLASS). YPQA protocols were developed by the David P. Weikart Center and consist of research-based rubrics that concentrate on four key domains (Safe Environment, Supportive Environment, Interaction, and Engagement) to evaluate the quality of youth programs. The four domains are hierarchical, meaning: programs first need to offer a climate that fosters a safe and supportive environment in order for participants to have positive relationships amongst themselves and with their adult staff members, where these relationships flourish; staff may then provide meaningful opportunities that foster youth engagement. This hierarchical relationship is depicted in Figure 34.

Figure 34. Point-of-Service Quality: A Hierarchical Model

The CLASS observation protocols, developed by the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, measure classroom interactions considered key for successful learning environments and optimal learning. A total of 48 observations of program offerings were conducted at 12 program sites that were identified as having potentially high-quality practices in the results of the site coordinator survey. The 12 participating 21st CCLC programs operated in six regions throughout Oregon (Coastal, Eugene, Forest Grove, Portland, Redmond, and Salem)—with 75 percent of programs in the Eugene, Portland, and Redmond regions. Programs also operated in various settings, including six elementary schools, three middle schools, two high schools, and one community center. Across the observations, student attendance averaged 10.3 students (ranging from 2 to 25 students), and staff attendance averaged 1.6 staff members (ranging from one to four staff members).

At each site, a full program session was observed by trained and certified observers[1] from Gibson Consulting Group Inc., using appropriate versions of the CLASS and the YPQA.[2] That is, program sessions with school-age students were assessed with the School Age Program Quality Assessment (SAPQA), and program sessions serving middle and high school age students were assessed with the Youth Program Quality Assessment (YPQA). For the CLASS, program sessions serving children in Grades K–3 were assessed with the Lower Elementary CLASS; sessions serving children in Grades 4–6 were assessed with the Upper Elementary CLASS; and sessions serving children in Grades 7–12 were assessed with the Secondary CLASS.

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[1] All observers attended two-day training on the observation protocol and procedures. To ensure inter-rater reliability, all observers had to pass an online reliability test within three weeks of completing the training.
[2] Assessment versions were determined by the grade level of students attending program sessions.

Summary of Findings

Supportive Environment Domain

- Programs are well managed and provide a positive climate. Program staff provided a welcoming environment for students, and program sessions were well planned and paced for participants. Program staff also demonstrated mid- to high-range skills in behavioral management—mostly utilizing proactive, positive, and effective behavior management strategies. Where there were instances of a disruption to a session or participant misbehavior, the staff member successfully facilitated the situation.

- Program staff supported youth with positive encouragement; however, programs scored in the low to mid range on supporting participants content understanding and providing quality feedback to scaffold expanded learning.

- Program activities occasionally promoted active engagement. Program sessions scored between the low and mid range on supporting active student engagement. This includes instructional learning formats, such as staff use of facilitation strategies and reorienting statements to encourage or maintain student engagement as well as the availability of a variety of modalities and learning materials to encourage or maintain engagement.

Interaction Domain

- Staff and participants engaged in positive interactions. Program sessions scored in the mid- to high-quality range for staff engaging with children in positive ways and providing youth with opportunities to partner with adults. In addition, a majority of observed sessions scored in the mid to high range for positive climate, with low scores on negative climate.

- Staff sensitivity and student sense of belonging was moderate. Students' sense of belonging scored in the mid range, indicating that participants neither strongly identified with nor disliked program offerings and activities. Staff sensitivity scores were largely in the mid range, indicating that program staff were sometimes aware of and responsive to participants' needs/problems, and at other times they were unaware of or dismissive of participants' needs/problems.

- Program sessions offered limited opportunity for participants-led activities. Program sessions scored in the mid range on regard for student perspective, with a portion of program sessions scoring in the low range (largely K–3 program sessions). Program sessions were occasionally directed and led by participants; however, program staff also controlled portions of program offerings/activities and offered limited opportunities for youth to act as group facilitators/mentors or practice leadership skills.

Engagement Domain

Global ratings of engagement were satisfactory. Global ratings of youth engagement were in the mid to upper range. However, more specific ratings of opportunities for participants to set goals and make plans as well as opportunities for student reflection were considerably lower.

Detailed Analysis

Type of Program Offerings

Across the 48 observations, different types of program offerings were observed. A majority of program observations (63 percent) focused on academic enrichment through tutoring, homework help, or academically oriented activities/lessons. The remaining types of program offerings were either nonacademic (19 percent) or focused on sports-recreation activities (19 percent). Examples of non-academic program offerings included: art club, chess club, piano lessons, etc. Examples of sports-recreation program offerings included yoga, soccer, fitness force, and others.

Supportive Environment Domain

Quality indicators for the supportive environment domain across the YPQA, SAPQA, and CLASS are summarized in Table 6. Results for program quality in the domain of supportive environment, according to the assessment version used, also are presented.

Table 6. Indicators for Supportive Environment

SUPPORTIVE ENVIRONMENT INDICATORS

Youth Program Quality Assessment (YPQA) and School Age Program Quality Assessment (SAPQA)

Rated on a scale of 1–5

- Staff provide a welcoming atmosphere.
- Session flow is planned, presented, and paced for youth.
- Activities support active engagement.
- Staff support children/youth in building new skills.
- Staff support children/youth with encouragement.

Classroom Assessment Scoring System (CLASS)

Rated on a scale of 1–7 (Categorized as low [1–2], mid [3–5], and high [6–7] range scores)

- Behavioral Management
- Instructional Learning Formats
- Content Understanding
- Quality of Feedback

SAPQA and YPQA. Overall, the average score for the domain of supportive environment on the SAPQA and YPQA was 3.31 (SD = 0.71) and 3.88 (SD = 0.71), respectively. These scores indicate that observed program sessions were somewhat inconsistent in implementing best practices related to providing a supportive environment (See Figure 36). Higher scoring indicators of supportive environment included: program staff providing a welcoming environment (M = 4.33 for SAPQA, M = 4.46 for YPQA) and program sessions that are well planned, presented, and paced for youth/children (M = 4.47 for SAPQA, M = 4.4 for YPQA). Lower scoring indicators of supportive environment include program activities/lessons that support active student engagement (M = 2.15 for SAPQA, M = 3.15 for YPQA).

Figure 36. Supportive Environment Indicators

SAPQA Supportive Environment Indicators (M = 3.31)

Staff provide a welcoming atmosphere	Session flow is planned, presented, and paced for children	Activities support active engagement	Staff support children in building new skills	Staff support children with encouragement
4.33	4.47	2.15	3.09	2.55

YPQA Supportive Environment Indicators (M = 3.88)

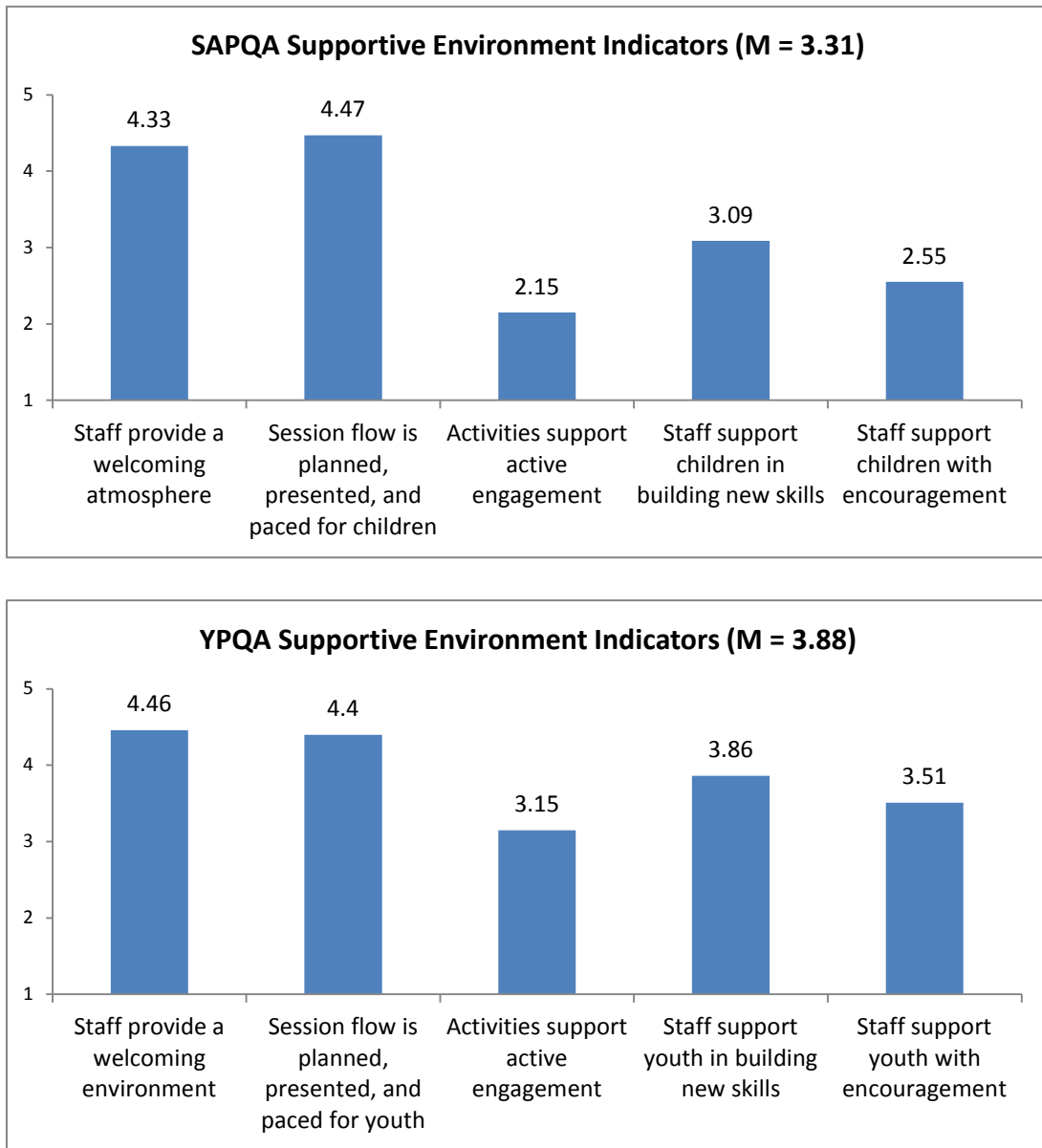| Staff provide a welcoming environment	Session flow is planned, presented, and paced for youth	Activities support active engagement	Staff support youth in building new skills	Staff support youth with encouragement
4.46	4.4	3.15	3.86	3.51

CLASS. CLASS indicators of supportive environment include behavioral management, instructional learning formats, content understanding, and quality of feedback. Table 7 summarizes the percentage of program sessions with average scores in the low (1–2.9), medium (3–5.9), and high (6–7) ranges. Results are organized as the aggregate of all CLASS observations (Column 2), the Lower Elementary (LE) CLASS (Column 3), the Upper Elementary (UE) CLASS (Column 4), and the Secondary (S) CLASS (Column 5) protocol.

Table 7. Distribution of CLASS Scores: Indicators for Supportive Environment Domain

Range	Percentage of Sessions in Range			
	All CLASS (*N* = 24)	LE CLASS (*N* = 6)	UE CLASS (*N* = 5)	S CLASS (*N* = 13)
Behavioral Management				
Low Range	0	0	0	0
Mid Range	75	100	60	69.2
High Range	25	0	40	30.8
Mean	5.30	5.04	5.45	5.37
Instructional Learning Formats				
Low Range	20.8	50	0	15.4
Mid Range	75	50	100	76.9
High Range	4.2	0	0	7.7
Mean	3.74	2.17	4.60	4.13
Content Understanding				
Low Range	NA	100	80	69.2
Mid Range	NA	0	20	30.8
High Range	NA	0	0	0
Mean	NA	1.17	2.60	2.21
Quality of Feedback				
Low Range	NA	100	40	53.8
Mid Range	NA	0	60	46.2
High Range	NA	0	0	0
Mean	NA	1.42	3.15	2.71

Behavioral Management. Across all three CLASS protocols, a majority (75 percent) of program sessions scored in the mid range for behavioral management. This suggests that program staff in most program sessions clearly stated behavioral expectations yet inconsistently enforced behavioral expectations, using a mix of proactive and reactive strategies for managing student behavior. Program sessions scoring in the mid range on behavioral management are also characterized by periodic instances of disruption in program activities/lessons due to behavioral issues.

Instructional Learning Formats. Although a majority (75 percent) of program sessions scored in the mid range for instructional learning formats, about one out of five program sessions (21 percent) scored in the low range, and very few (4 percent) scored in the high range. Mid-range scores for instructional learning formats indicate that program staff inconsistently facilitates program activities and lessons in a manner that encourages student engagement and involvement, with examples of staff merely providing activities/lessons to students without facilitating student interest/engagement. Mid-range scores also reflect inconsistent use of a variety of modalities to gain student interest and failure to use reorienting statements to gain/maintain student interest. Low-range scores for instructional learning formats are characterized by staff failing to facilitate student engagement in activities and lessons and a general lack of student interest and/or engagement in program activities and lessons.

Content Understanding. Items assessed for content understanding vary across the CLASS protocols, thus preventing an aggregate CLASS score for content understanding. However, looking across the three CLASS protocols, a majority (69 percent to 100 percent) of program observations scored in the low range for content understanding. Content understanding assesses staff use of instructional discussions and activities to promote student's higher-order thinking skills and build their conceptual understanding of topics rather than focusing on rote learning and instruction. Across the three CLASS protocols, low scores are indicative of a general lack of staff discussions and scaffolding to promote deeper analysis, reasoning, and problem solving.

Quality of Feedback. Similar to content understanding, the items assessed on quality of feedback vary across the CLASS protocols, preventing an aggregate score. For the LE CLASS protocol, all observed program sessions scored in the low range for quality of feedback. Quality of feedback assesses the degree of program staff's feedback that expands on participant thought processes, encourages continued learning and participation, and scaffolds participant learning toward a higher level of understanding. Low scores on this indicator represent program sessions with staff rarely scaffolding student learning, providing only obligatory feedback to participants, and rarely asking probing questions to enhance student learning/understanding. For the UE and S CLASS protocols, scores were somewhat evenly split between low (40 percent for UE, 54 percent for S) and mid (60 percent for UE, 46 percent for S) range scores.

Interaction Domain

Quality indicators for the interaction domain across the YPQA, SAPQA, and CLASS are summarized in Table 8. Results for program quality in this domain, according to the assessment version used, are presented below.

Table 8. Indicators for Interaction

INTERACTION INDICATORS

Youth Program Quality Assessment (YPQA) and School Age Program Quality Assessment (SAPQA)
Rated on a scale of 1–5

- Youth/children have an opportunity to develop a sense of belonging.

- Youth have opportunities to collaborate.

- Youth have opportunities to act as group facilitators/Children have opportunities to practice leadership skills.

- Staff engages with children in positive ways.

- Youth have opportunities to partner with adults.

Classroom Assessment Scoring System (CLASS)
Rated on a scale of 1–7

- Positive Climate

- Negative Climate

- Teacher Sensitivity

- Regard for Student Perspective

SAPQA and YPQA. The average score for the interaction domain on the SAPQA and YPQA was 3.00 (SD = 0.62), and 2.44 (SD = 0.50), respectively. Both scores are in the mid-quality range. Across the indicators, scores were highest for youth/children's positive interactions with adults (see Figure 37). Scores were in the mid-quality range for youth/children's opportunities to develop a sense of belonging (M = 3.0 for SAPQA and YPQA). Scores were considerably lower for youth opportunities to collaborate with one another (M = 1.92 for YPQA), act as group facilitators and mentors (M = 1.23 for YPQA), and practice leadership skills (M = 1.81 for SAPQA)

Figure 37. Interaction Indicators

SAPQA Interaction Indicators (M = 3.0)

Indicator	Score
Children have opportunities to develop a sense of belonging	3
Staff engage with children in positive ways	4.18
Children have opportunities to practice leadership skills	1.81

YPQA Interaction Indicators (M = 2.44)

Indicator	Score
Youth have opportunities to develop a sense of belonging	3
Youth have opportunities to collaborate	1.92
Youth have opportunities to act as group facilitators and mentors	1.23
Youth have opportunities to partner with adults	3.62

CLASS. Quality indicators in the interaction domain from the CLASS include: positive climate, negative climate, teacher sensitivity, and regard for student perspective. Table 9 summarizes the percentage of sessions, according to CLASS protocol, with average scores in the low (1–2.9), medium (3–5.9), and high (6–7) ranges.

Table 9. Distribution of CLASS Scores: Indicators for Interaction Domain

Range	Percentage of Sessions in Range			
	All CLASS (N = 24)	LE CLASS (N = 6)	UE CLASS (N = 5)	S Class (N = 13)
Positive Climate				
Low Range	0	0	0	0
Mid Range	54.2	66.7	40	53.8
High Range	45.8	33.3	60	46.2
Mean	5.77	5.67	5.85	5.79
Negative Climate				
Low Range	100	100	100	100
Mid Range	0	0	0	0
High Range	0	0	0	0
Mean	1.14	1.17	1.05	1.15
Staff Sensitivity				
Low Range	4.2	0	0	7.7
Mid Range	70.8	83.3	80	61.5
High Range	25	16.7	20	30.8
Mean	5.10	5.00	5.35	5.06
Regard for Student Perspective				
Low Range	12.5	33.3	20	0
Mid Range	79.2	66.7	60	92.3
High Range	8.3	0	20	7.7
Mean	4.15	3.75	4.20	4.31

Positive Climate. Program sessions were split between mid (54 percent) and high (46 percent) range scores for positive climate. Mid-range scores reflect moderate levels of positive participant-staff relationships with occasional displays of positive affect and respect between participants and staff; high-range scores represent program sessions with high levels of positive participant -staff relationships, frequent displays of positive affect, and consistent respect between participants and staff.

Negative Climate. All observed program sessions scored in the low range for negative climate, signifying little to no instances of negativity, sarcasm, or disrespect between program staff and participants. In conjunction with the results for positive climate, these results suggest that program sessions were generally characterized by positive climates and positive interactions among staff and participants.

Staff Sensitivity. A majority (71 percent) of program sessions scored in the mid range for staff sensitivity, with one fourth scoring in the high range. Mid-range scores for staff sensitivity are characterized by staff sometimes being responsive to participant needs and attention while at other times being dismissive or unresponsive to participant comments, interests, problems, or abilities. Mid-range staff-sensitivity scores are also representative of staff efforts that are sometimes effective for responding to participant needs but at other times minimize participant needs or fail to attend to all students. In addition, participants in program sessions with mid-range staff-sensitivity scores sometimes appear comfortable sharing their ideas and responding to staff questions but are also hesitant to share ideas/respond when unsure of the accuracy of their responses and answers.

Regard for Student Perspective. The large majority (79 percent) of observed program sessions scored in the mid range for regard for student perspective, with a small portion (13 percent) scoring in the low range. Similar to other CLASS indicators, mid-range scores describe program staff as occasionally supporting autonomy and leadership while at other times being more controlling of program activities. Mid-range scores on regard for student perspective are also indicative of staff exhibiting some flexibility to follow students' lead and allowing sufficient student talk/peer interaction while also occasionally dominating program discussions and directing student activities and discussion.

Engagement Domain

Quality indicators for the engagement domain across the YPQA, SAPQA, and CLASS are summarized in Table 10. Results for program quality in this domain, according to the assessment version used, also are presented.

Table 10. Indicators for Engagement

ENGAGEMENT INDICATORS

Youth Program Quality Assessment (YPQA) and School Age Program Quality Assessment (SAPQA)
Rated on a scale of 1–5

- Youth/children have opportunities to set goals and make plans.
- Youth/children have opportunities to make choices based on their interests.
- Children are encouraged to take on responsibilities (SAPQA only).
- Youth/children have opportunities to reflect.

Classroom Assessment Scoring System (CLASS)
Rated on a scale of 1–7

- Student engagement (Upper Elementary and Secondary CLASS protocols only)

SAPQA and YPQA. The average score for the engagement domain on the SAPQA and YPQA was 2.22 (SD = 0.86) and 2.55 (SD = 0.52), respectively; both are between the low- and mid-quality range. Across the SAPQA and YPQA, scores for quality indicators of engagement were highest—in the mid range—for encouraging children to take on responsibilities (M = 3.27 for SAPQA) and opportunities for youth to make choices based on their interests (M = 3.72 for YPQA) (see Figure 38).

Figure 38. Engagement Indicators

SAPQA Engagement Indicators (M = 2.22)

- Children have opportunities to set goals and make plans: 1.3
- Children have opportunities to make choices based on their interests: 2.54
- Children are encouraged to take on responsibilites: 3.27
- Children have opportunities to reflect: 1.79

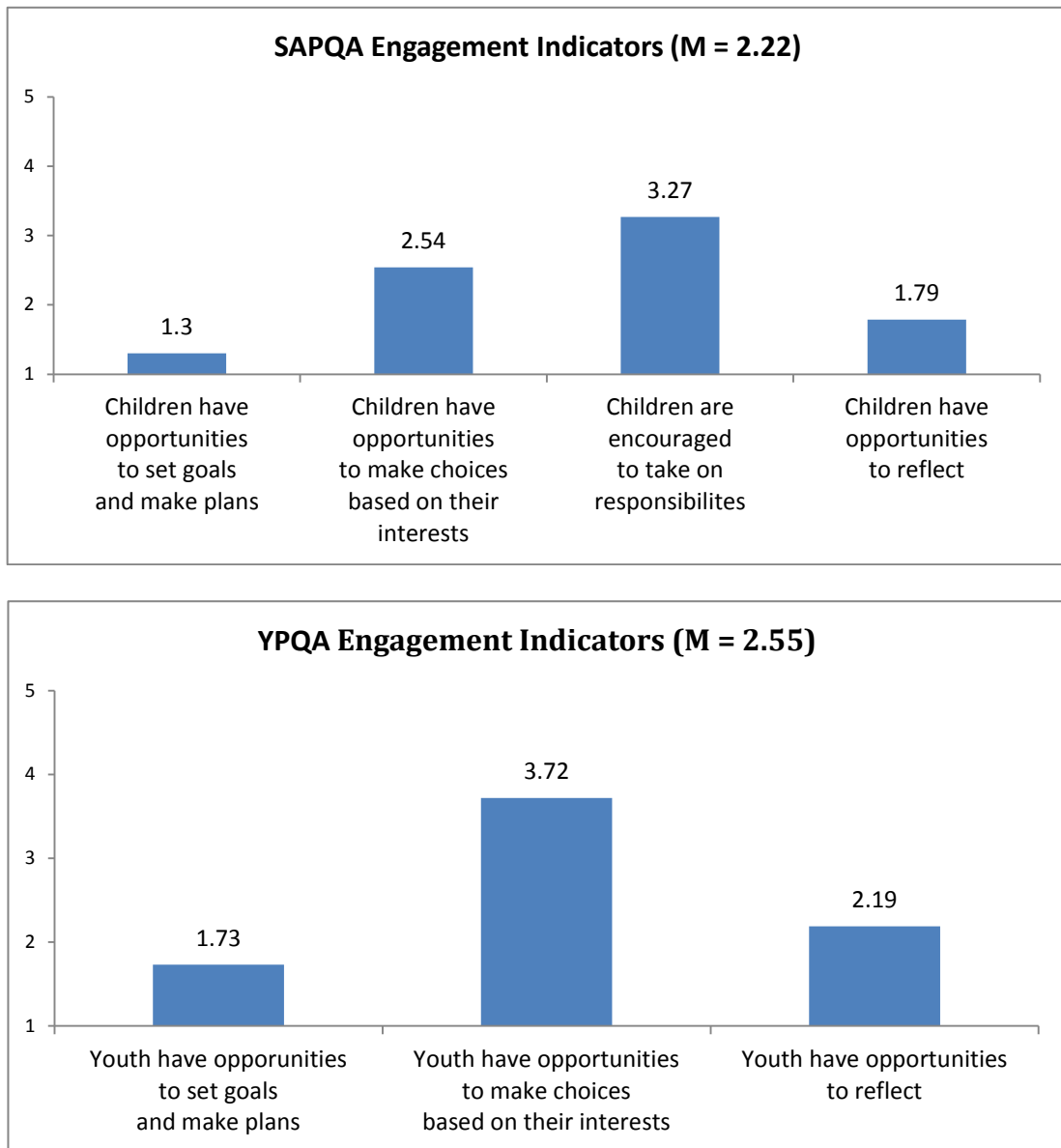YPQA Engagement Indicators (M = 2.55)

- Youth have opporunities to set goals and make plans: 1.73
- Youth have opportunities to make choices based on their interests: 3.72
- Youth have opportunities to reflect: 2.19

CLASS. The Upper Elementary and Secondary CLASS protocols include global measures of student engagement. For the upper elementary protocol, engagement assesses participants' active engagement; the secondary protocol assesses participants' active *and* sustained engagement. Engagement scores for the CLASS are summarized in Table 11, according to protocol. Overall, programs scored in the mid range for engagement—reflective of occasional participant interest and engagement in program activities.

Table 11. Distribution of CLASS Scores: Indicators for Engagement Domain

	Percentage of Sessions in Range	
Range	**Upper Elementary CLASS** (*N* = 5)	**Secondary Class** (*N* = 13)
Engagement		
Low Range	0	0
Mid Range	80	76.9
High Range	20	23.1
Mean	5.30	5.04

VII. Youth Outcomes

In the hierarchical model of program quality and the theory of change framing this evaluation, the pinnacle of high-quality programming is youth engagement that ultimately results in positive outcomes for youth. Accordingly, the evaluation set out to conduct an analysis of whether Oregon's 21st CCLC programming impacts youth outcomes. In the absence of randomly assigning students to 21st CCLC participant or nonparticipant, this analysis was specifically designed to permit an inference of causality. Propensity scores (a set of statistical analyses to calculate the probability of student participation in 21st CCLC programming) were used to create a nonparticipant comparison group of students, allowing the inference that observed differences in academic (state mathematics and reading scores) and behavioral (disciplinary incidents, disciplinary days, and school absences) outcomes between 21st CCLC participants and comparison nonparticipant students can be attributed to 21st CCLC programming rather than other external factors (e.g., inherent differences between participant and nonparticipant students in background and demographics). This section summarizes the results of comparisons between 21st CCLC participants (with varying rates of participation) and nonparticipant comparison students using rigorous statistical analyses that also account for differences in school factors that potentially impact youth outcomes.

Data Sources

State Assessment Results

Data on participant outcomes for regular attendees relied on changes in state mathematics and reading assessment scores and data on disciplinary days and incidents from 2010 to 2011 (as provided directly by ODE). AIR took steps to construct a unique data collection module for Oregon integrated with PPICS that allowed for the collection of student-identifiable information. AIR used this information to perform a series of merges against state data warehouses to obtain Oregon Assessment of Knowledge and Skills (OAKS) reading and mathematics scores, as well as additional demographic information about the students in question from the ODE data warehouse. ODE also identified students not participating in 21st CCLC programming who attended the same schools as 21st CCLC participants and provided the same OAKS scores and demographic information for these students. These data were used to conduct the impact analyses comparing 21st CCLC participants' scores with nonparticipants' reading and mathematics outcomes, as well as nonacademic measures, including the number of disciplinary incidents, number of days associated with disciplinary action, and number of days absent.

Summary of Findings

Academic Outcomes:

An impact analysis comparing 21st CCLC participants to nonparticipants found a significant positive impact of 30+ days of program participation on mathematics achievement, with participants attending 30+ days achieving an average of 0.567 points higher on state mathematics exams relative to nonparticipant comparison students. While this is a significant positive finding, the effect was very small.

For participants attending 60+ days, there is a significant positive impact on Grade 9 mathematics scores, with participants scoring an average of 3.9 points higher than nonparticipant comparison students on state mathematics exams—a small effect size.

There was not a significant effect of 21st CCLC participation on reading achievement (at the .05 significance level).

Behavioral Outcomes:

For 21st CCLC participants attending programming for 60+ days, there was a statistically significant impact on the number of disciplinary incidents and number of disciplinary days. Participants attending 60+ days had a 5 percent decrease in disciplinary incidents; however, they also had a 6 percent increase in the number of disciplinary days relative to nonparticipant comparison students—a small effect. The discrepancy in these findings is not clear and should be explored in future work.

Analysis of the impacts on 21st CCLC participation across individual grade levels found a significant positive impact of 30+ days of participation on the number of disciplinary days for participants in Grades 8 and 11 and on days absent for participants in Grade 11. These findings translate into a decrease of 12 percent in disciplinary days for 30+ day participants in Grade 8 and an approximate 3 percent decrease in disciplinary days for 30+ day participants in Grade 11 (relative to nonparticipant comparison students), although the magnitudes of these effects are small. In Grade 11, 30+ day participants in had an approximate 4 percent decrease in days absent, a significant finding. There was also a significant positive impact of 60+ days of participation on disciplinary incidents for students in Grade 9, with a 5 percent decrease in disciplinary days for these participants (relative to nonparticipant comparison students). Again, the magnitudes of these effects are small.

 For 30+ day participants in Grades 4 and 10, there was a significant negative impact on the number of days absent, with a 2.4 percent and 5.8 percent increase in days absent for Grades 4 and 10, respectively. The magnitudes of these effects are small. Additionally, significant negative impacts were found on the number of disciplinary days for 30+ day participants in Grade 7, with an approximate 11 percent increase in disciplinary days for these participants—a small negative effect. For 60+ day participants in Grades 4, 7, and 8 there was a negative impact on number of disciplinary days, with 22 percent, 7.3 percent, and 6.3 percent increases in disciplinary days for participants in Grades 4, 7, and 8, respectively. The magnitude of these negative effects range from small to moderate. There was also a negative impact for 60+ day participants in Grades 4 and 6 for number of days absent, with 15 percent and 6.7 percent increases in days absent for participants in Grades 4 and 6, respectively—small to moderate negative effects.

Detailed Impact Analysis

Table 12 shows the effect of 21st CCLC participation on measures of academic achievement (reading and mathematics) and three behavioral outcomes, pooled across grade levels. The coefficient listed in column 2 represents the average difference in measures between the two participation rates (30+ and 60+ days of program participation) and a propensity-matched nonparticipant comparison group. It is important to note that the comparison groups for the 30+

day and 60+ day participation groups are different. Separate propensity models were run to create comparison groups for the 30+ day and 60+ day participation groups, as it is reasonable to think that students who attend 60 or more days are different from those who attend only 30 days.

For mathematics, there was a significant positive impact of 30+ days of program participation on mathematics achievement, with participants attending 30+ days achieving an average of 0.567 points higher on state mathematics exams relative to nonparticipant comparison students. While this is a significant positive finding, the effect was very small (Cohen, 1988). However, a similar impact for mathematics achievement was not found for participants attending 60 or more days of programming, except for those in the 9th grade. There was not a statistically significant impact (at the .05 significance level) of 21st CCLC participation for reading achievement.

For behavioral outcomes, there was a statistically significant impact for participants attending programming for 60+ days on the number of disciplinary incidents and number of disciplinary days. The significant findings indicate that students attending programming for 60 or more days had a lower average number of disciplinary incidents, however; they also had a higher average number of assigned disciplinary days relative to nonparticipant comparison students. Participants attending for 60+ days had a 5 percent decrease in disciplinary incidents but a 6 percent increase in number of disciplinary days relative to nonparticipant comparison students—a small effect. The implications of this finding are not clear in light of the inconsistencies in findings.

Table 12. Standardized Impact of 21st CCLC on Achievement and Behavioral Outcomes Pooled Across Grades

Subject	Treatment	Coef.	S.E.	*p*	Effect Size
Reading	30+ days	0.319	0.263	0.224	0.02
	60+ days	0.093	0.446	0.835	-0.00
Mathematics	30+ days	0.567	0.277	0.04	0.03
	60+ days	0.464	0.483	0.337	0.02
					Event Ratio (Treatment/Control)
Number of Disciplinary Incidents	30+ days	-0.039	0.032	0.217	-9.8%
	60+ days	-0.139	0.071	0.049	-4.8%
Number of Disciplinary Days	30+ days	-0.018	0.025	0.454	-9.7%
	60+ days	0.221	0.045	<.0001	5.6%
Number of Absent Days	30+ days	0.022	0.091	0.81	11%
	60+ days	0.042	0.186	0.823	5.7%

Notes: Grades 5 and 7 were excluded from analysis for 60+ days for Number of Disciplinary Incidents because the data were not converged. Grade 5 was excluded from analysis for 60+ days for Number of Disciplinary Days because the data did not converge. Positive significant findings are shaded in blue, negative significant findings are shaded in red.

Tables 13–15 show the impact of 30+ days of participation on academic and behavioral outcomes within particular grades. For 30+ days of participation, the models found no significant impact on reading and mathematics achievement at a single grade level. Analysis of the impacts on 21st CCLC participation across individual grade levels did find a significant positive impact of 30+ days of participation on the number of disciplinary days for participants in Grades 8 and 11 and on days absent for participants in Grade 11. These findings translate into a decrease of 12 percent in disciplinary days for 30+ day participants in Grade 8 and an approximate 3 percent decrease in disciplinary days for 30+ day participants in Grade 11 (relative to nonparticipant comparison students). The magnitude of this effect is small. In regard to the significant finding on days absent in Grade 11, 30+ day participants had an approximate 4 percent decrease in days absent, a very small effect.

For 30+ day participants in Grades 4 and 10, there was a significant negative impact on the number of days absent, with 2.4 percent and 5.8 percent increases in days absent for participants in Grades 4 and 10, respectively. The magnitudes of these negative effects are very small. Additionally, significant negative impacts were found on the number of disciplinary days for 30+ day participants in Grade 7, with an approximate 11 percent increase in disciplinary days for these participants—a small negative effect.

Table 13. Impact of 21st CCLC on Achievement, 30+ Days of Participation

Grade	Disciplinary Incidents				Disciplinary Days			
	Coef.	S.E.	*P*	Event Ratio (T/C)	Coef.	S.E	*p*	Event Ratio (T/C)
4	-0.120	0.140	0.393	-25.2%	0.158	0.139	0.256	31%
5	-0.079	0.106	0.457	-19%	-0.108	0.087	0.215	-21.4%
6	-0.102	0.080	0.203	-13.8%	-0.079	0.067	0.234	-12.4%
7	-0.022	0.074	0.761	-12%	0.098	0.053	0.065	10.9%
8	0.014	0.069	0.841	10.8%	-0.099	0.043	0.022	-12.4%
9	-0.075	0.087	0.387	-6.1%	0.072	0.074	0.333	6.3%
10	-0.120	0.118	0.312	-4.8%	0.175	0.095	0.065	5.5%
11	0.111	0.106	0.293	7%	-0.285	0.117	0.015	-3.4%

Note: Positive significant findings are shaded in blue, negative significant findings are shaded in red.

**Table 14. Impact of 21st CCLC on Disciplinary Incidents and Days,
30+ Days of Participation**

Days Absent				
Grade	Coef.	S.E.	*p*	Event Ratio (T/C)
4	0.032	0.016	0.046	24.1%
5	-0.019	0.016	0.249	-17%
6	-0.007	0.016	0.662	-14%
7	0.010	0.017	0.550	11.5%
8	0.019	0.018	0.294	8.1%
9	-0.038	0.026	0.151	-4.3%
10	0.072	0.026	0.006	5.8%
11	-0.073	0.023	0.002	-6.3%

Note: Positive significant findings are shaded in blue, negative significant findings are shaded in red.

Table 15. Impact of 21st CCLC on Days Absent, 30+ Days of Participation

Days Absent				
Grade	Coef.	S.E.	*p*	Event Ratio (T/C)
4	0.032	0.016	0.046	24.1%
5	-0.019	0.016	0.249	-17%
6	-0.007	0.016	0.662	-14%
7	0.010	0.017	0.550	11.5%
8	0.019	0.018	0.294	8.1%
9	-0.038	0.026	0.151	-4.3%
10	0.072	0.026	0.006	5.8%
11	-0.073	0.023	0.002	-6.3%

Note: Positive significant findings are shaded in blue, negative significant findings are shaded in red.

Tables 16–18 are similar to Tables 13–15; however, they illustrate the impact of 60+ days of participation on academic and behavioral outcomes in specific grades. There is a significant positive impact on Grade 9 mathematics scores, with 60+ day participants in Grade 9 scoring an average of 3.9 points higher than nonparticipant comparison students on state mathematics exams—a small effect size. There was also a significant positive impact of 60+ days of

participation on disciplinary incidents for students in Grade 9, with a 5 percent decrease in disciplinary days for these participants (relative to nonparticipant comparison students)—a small effect.

For 60+ day participants in Grades 4, 7, and 8 there was a negative impact on the number of disciplinary days, with increases of 22 percent, 7.3 percent, and 6.3 percent in disciplinary days for participants in Grades 4, 7, and 8, respectively. The magnitudes of these negative effects range from small to moderate. There was also a negative impact for 60+ day participants in Grades 4 and 6 for the number of days absent, with 15 percent and 6.7 percent increases in days absent for participants in Grades 4 and 6, respectively—small to moderate negative effects.

Table 16. Impact of 21st CCLC on Achievement, 60+ Days of Participation

Grade	Reading				Mathematics			
	Coef.	S.E.	*P*	Effect Size	Coef.	S.E.	*p*	Effect Size
4	0.380	0.880	0.666	0.02	0.571	0.918	0.534	0.02
5	-0.417	1.051	0.692	-0.01	-0.338	1.145	0.768	-0.01
6	-0.409	0.973	0.674	-0.01	-1.136	1.062	0.285	-0.04
7	-0.664	1.113	0.551	-0.02	1.251	1.149	0.276	0.04
8	-0.165	1.851	0.929	-0.004	-0.714	1.964	0.716	-0.01
9	2.849	1.734	0.102	0.2	3.968	1.921	0.040	0.2
10	1.567	1.874	0.403	-0.07	-0.294	3.568	0.934	-0.01
11	-0.331	3.788	0.930	-0.01	-0.653	3.671	0.859	-0.01

Note: Positive significant findings are shaded in blue, negative significant findings are shaded in red.

Table 17. Impact of 21st CCLC on Disciplinary Incidents and Days, 60+ Days of Participation

Grade	Disciplinary Incidents				Disciplinary Days			
	Coef.	S.E.	p	Event Ratio (T/C)	Coef.	S.E	p	Event Ratio (T/C)
4	0.021	0.181	0.907	16.4%	0.389	0.174	0.026	22.3%
5	Not converged				Not converged			
6	-0.022	0.127	0.861	-6.4%	0.168	0.109	0.126	7%
7	Not converged				0.241	0.046	0.004	7.3%
8	-0.306	0.180	0.089	-3%	0.404	0.084	<.0001	6.3%
9	-0.317	0.147	0.031	-4.9%	-0.108	0.137	0.432	-4%
10	-0.515	0.358	0.150	-1.2%	-0.037	0.272	0.891	-1.7%
11	0.049	0.212	0.818	2.3%	-0.179	0.211	0.398	-1.9%

Note: Positive significant findings are shaded in blue, negative significant findings are shaded in red.

Table 18. Impact of 21st CCLC on Days Absent, 60+ Days of Participation

Grade	Days Absent			
	Coef.	S.E.	p	Event Ratio (T/C)
4	0.050	0.021	0.020	14.5%
5	0.101	0.023	0.164	12.2%
6	0.067	0.026	0.010	6.7%
7	-0.056	0.073	0.084	3.7%
8	-0.039	0.042	0.353	3%
9	-0.072	0.048	0.137	3%
10	-0.014	0.067	0.838	1.8%
11	-0.043	0.048	0.372	1.9%

Limitations of Results

The propensity score stratification approach employed here seeks to minimize the effect of selection bias on the estimates of program impact. However, it is an untestable assumption that such models can fully account for selection bias. To the extent that other variables exist (not available for this analysis) that predict student achievement and are also related to student attendance or other nonacademic outcomes (behavior and attendance), these analyses may be limited. To that end, these analyses provide initial evidence about the impact of 21st CCLC on academic achievement and nonacademic aspects, but should not necessarily be considered equivalent to experimental studies that have strong internal validity.

VIII. Evaluation Summary and Recommendations

This report presented the findings of a one year evaluation of the Oregon 21st CCLC programs. The report was organized around the guiding quality framework that depicts how participants experience and potentially benefit from their participation afterschool programs (Durlak et al., 2010). The interrelated factors that promote academic and youth development in afterschool settings are: program characteristics and context; youth characteristics and participation; and program quality, related to sound organizational practices as represented in the Leading Indicators and point-of- service quality. Of these factors, quality is the one component that the field has can influence and is important to discuss as the impetus for promoting positive youth outcomes in afterschool and expanded learning settings. Finally, this evaluation report detailed the findings from rigorous quasi-experimental impact analysis of participant outcomes. A summary of key evaluation findings organized by these categories is provided below.

Program Characteristics and Context

A total of 44 active 21st CCLC grantees, across 128 centers, were in operation during the 2010–11 Annual Reporting Period. A majority of grantees were between their first and last year of funding and were school-based organizations (e.g., school districts, charter schools, private schools). Oregon 21st CCLC offered school-year programming, with approximately half of centers offering summer programming. Oregon 21st CCLC most commonly served elementary school students and employed a mix of school day teachers, other school staff, and college students in afterschool programs. The program characteristics are consistent with 21st CCLC program nationwide and promising settings for high quality program offerings.

Youth Characteristics and Participation

Of the 26,719 students attending Oregon 21st CCLC programs for at least one day, 41 percent attended programming for at least 30 days (regular attendees). Each center served an average of 209 students (with an average of 85 attending for at least 30 days). Oregon centers served mostly Caucasian and Hispanic students: 50 percent of students attending 30 days or more were classified as Caucasian, and 35 percent were classified as Hispanic. Approximately 26 percent of regular attendees were limited English proficient, 73 percent qualified for free-or-reduced-price lunch, and 14 percent were identified as students with special needs. The general decline in regular participation of students who are English Learners and students with an IEP may be worth exploring both in data quality and in practice.

Organizational Processes

Some program administrators reported formal collaborations with partners to plan for program sustainability and/or expansion. Internal communication among staff was primarily informal in nature with isolated opportunities for formal communication (i.e., two times a year). Programs partnered with the school by offering structured homework times and alignment of afterschool programming with the school day curriculum and standards. Site coordinators indicated that program staff was largely capable of designing and delivering activities that aligned with center goals and objectives, although they did not typically engage in formal methods of monitoring

staff performance. A majority of surveyed site coordinators reported using some form of program self-assessment to identify areas in need of improvement (for the staff and program levels).

Site coordinators reported engaging in activities (e.g., action planning, developing program logic models) to ensure intentionality in student program offerings. A common program goal was to support and improve the academic achievement of program participants, which was achieved by offering activities and enrichment opportunities that aligned with the Oregon Assessment of Knowledge and Skills standards—especially in reading and mathematics. Program communication (generally by the phone) with parents and adult family members typically occurred only once or twice a semester despite program attempts to invite family members to center programming (e.g., family fun nights). As would be expected, some of the less activity-centered aspects of 21st CCLC (i.e., family engagement) and time consuming activities (i.e., staff assessment) were less consistently rated as a regular practice.

Program Quality and Activities

Oregon 21st CCLC typically offered activities categorized as enrichment, homework help, or recreation. Targeted subject areas included reading, mathematics, and arts/music. A majority of centers reported targeting students who were not performing at grade level.

Observations in a sample of Oregon 21st CCLC programs indicated that programs are well managed and provide a welcoming and productive environment. Program staff generally engaged in positive interactions with participants, although program quality in terms of staff responsiveness to individual participant needs and sense of belonging were slightly lower. While program staff supported general skill building through encouragement, they were less likely to scaffold participants' expanded learning in content areas by using strategies to enhance conceptual understanding. The observed program sessions offered only limited opportunities for participants to lead activities. In the sample observed, program staff members were inconsistent in their use of strategies to promote active participant engagement (e.g., reorienting statements, a variety of learning modalities); however, global ratings of participant engagement were satisfactory (in the mid- to upper-quality range). This snapshot of programs in Oregon are typical of afterschool and expanded learning settings where the lower level domains of climate and interactions are positive and the higher order facilitation of engagement and youth leadership are more moderate. This finding suggests that with professional development and other organizational supports (e.g., opportunities for reflective practice), program staff in these sites may continue to improve programs toward the ultimate goal of promoting youth engagement in their own success.

Youth Outcomes

In the impact analysis, regular attendees' mathematics state assessment scores were, on average, 0.567 points higher than nonparticipants in a propensity score matched comparison group. Regular attendees did not demonstrate higher reading achievement relative to nonparticipants in a propensity score matched comparison group. Students attending Oregon's 21st CCLC for 60 days or more had lower average disciplinary incidents than non-participants in a propensity score matched comparison group. These findings are consistent with other statewide evaluations of

21st CCLC programs where we see small, but significant effects in student mathematics achievement but not in reading (American Institutes for Research, 2012). This finding suggests that, in consideration of the other variables presented in this report, 21st CCLC programs may prove to support academic growth and achievement in Math with consistent and ongoing organizational processes to support staff in facilitating intentional practices to for enrichment activities in Math (e.g., STEM). Oregon 21st CCLC programs are on their way toward achieving the ultimate goal of promoting academic and positive youth development—as demonstrated in positive impacts on mathematics achievement—however, the inconsistent findings on other youth outcomes (e.g., disciplinary incidents) demonstrate a need to ensure that programs are aware of and have the opportunity to align with the Leading Indicators for program quality and related professional development and other supports at the organizational level. It should be noted that this first year evaluation and subsequent years of data collection, from multiple sources, would serve to provide a more comprehensive and robust description of 21st CCLC programs in Oregon.

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