YOUTH ENGAGEMENT AND COMPREHENSIVE AFTER-SCHOOL PROGRAMS: SCHOOL CONNECTEDNESS OUTCOMES, SCHOOL LEVEL DIFFERENCES, AND PROGRAM QUALITY.

BY

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Abstract

This research examined an instrument used for after-school outcome reporting as a potential measure for a three factor youth engagement model. Differences in the proposed engagement model by school level served were evaluated, and relationships between the proposed engagement model and program quality were tested. Using a social work strengths-based approach and a systems-theory lens, the role of comprehensive after-school programs as a positive youth-engagement intervention was reviewed. Today, in order to sustain the availability of public and private support of such programs for low-income and at-risk youth, these programs must prove their impact on a youth's academic success. A school-connectedness theoretical framework was created to link after-school's ability to engage youth with school-day measures of success. This research used data from sixty-eight comprehensive after-school programs administered by the Harris County Department of Education in 2010/2011. Confirmatory factor analysis did not validate the out-of-school time evaluation instrument as a measure of the three factor youth engagement model. The proposed school connectedness model was also tested for fit with each of the three school levels served: elementary, middle and high. The middle school program data set came the closest to proving a significant fit. Finally, regressions were run to analyze the relationship between program quality, as observed through site visit observations, and the proposed measure of youth engagement outcomes. Relationships between two quality constructs— activity design and staff behaviors— were found to be significant, with small to moderate contributions to prediction of the after-school outcome measure. Research needs to be conducted to continue to seek a way to evaluate the ability of after-school programs to positively engage youth in continued

learning opportunities. For low-income and at-risk youth that have disengaged from the education system, after-school programs can re-engage them in a way that leads back to academic achievements, and school-day measures of success.

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Youth Engagement and Comprehensive After-School Programs:
school connectedness outcomes, grade level differences, and program quality.

Chapter I: Introduction

Open the spring 2012 issue of *AfterSchool Today*, a publication of the National AfterSchool Association, and right away you will find advertisements for after-school curricula using terminology like "get kids K-8 excited about science! (p. 3)," and "actively engage all youth… (p.22). The *Voice in the Field* section opens with a quote from Sharon Carie, president of the Florida After School Alliance, stating that "keeping students excited and interested in learning will win the day" (Fifelski, 2012 p.7).

According to several articles in the publication, activities offered by after-school programs and providers are being purposefully designed to capture the attention of youth. These articles include statements such as "First, evaluate potential activities in terms of their power to attract and hold onto participants…" (Raley, Grossman, & Walker, 2012, p. 8), and detail strategies that allow "students to be engaged in the activity" (Cleveland, 2012, p. 11). Engagement in learning is what specifically seems to be of importance: "The good news is that stimulating and challenging summer learning experience can help ensure that summer is a time for learning and growth" (Phalen, 2012, p. 12).

Ideas of how to and who should engage youth are also scattered throughout the text. A survey of school superintendents included in the issue, reports that 84% of superintendents listed the fact that after-school programs provided their teachers with additional opportunities to engage with students as a response to their motivations for offering such programs in their district (Daniels, 2012). Social workers, community organizations, teachers, and volunteers work together and build relationships within the

field in an effort to strengthen support for youth in programs (Marino, 2012). Even Miss America, Laura Kaeppeler, is serving as a mentor and talking about engagement in after-school: “A lot of barriers are broken down (in afterschool programs)” (Fifelski, 2012, p.15). Kaeppeler, with the Miss America Organization, is providing mentorship to young women in an effort to inspire their pursuit of STEM based careers. She believes that after-school mentors can help make the connection between school-day work and future careers.

Engaging youth requires different strategies as they get older. As a youth ages, how his or her out-of-school time is spent, becomes more critical. Informal hours spent without supervision can open up youth to all kinds of influences. As a youth ages, their decision making process for how they spend this time, becomes more complicated. For youth living in low-income or high crime communities risk factors can escalate. Middle and high school programs face many challenges in securing a youth’s attendance and maintaining his or her interest. In the issue’s middle school/high school program highlight, Urban Tech, a New York nonprofit, presents their strategies for engaging older youth “YLA…uses multiple modes of learning, (instructor-led and self-paced), a carefully designed mix of group activities, games and structured exercises, and access to a well selected on-line resource library” (Poe, 2012). That is quite a plethora of activities to keep their youth engaged.

Program quality is another important component to consider. If a program does not provide quality services, the participants will soon lose interest and may stop attending. Even if a youth is engaged in a program that is not of quality, the activities offered may not be able to advance learning in the participant. Advertisements in this

issue of *After-School Today* (2012) are consistent with this sentiment, statements include: (this program) “aligns with six common elements of high-quality out-of-school time programming” (p.3) to “program designers must think carefully about how to fill those hours, mixing elements of fun (interesting things to do, engaging staff, time to socialize and meaningful roles) with rich learning opportunities” (Raley et al., 2012, p. 8.). Hands-on programming, intentional learning activities, and college and career readiness projects are all strategies used for service delivery in youth serving time programs.

Obviously, youth engagement is a theme dominating these practitioners working in this complicated out-of-school time (OST) field. Engagement of youth seems to be the key linking each advertisement and article. There many different, dominant theoretical orientations that influence after-school practitioners and the services they deliver. But the engagement of youth theme aligns perfectly with the most commonly embraced ideology by the OST field: the positive youth development approach. This preventative perspective sees youth as assets to engage and develop. Aside from this pre-emptive approach, the field doesn’t have much in common. Diverse backgrounds, various levels of training, a wide range of content expertise, and assorted approaches toward of service delivery can describe the individuals that are working in the field. A plethora of activities make up the services provided: arts, sports, enrichment, academic support, tutoring, health and nutrition, homework help, etc. Even the terminology used to describe the services delivered during OST is vastly different: extracurriculars, after-school programs, clubs, extended learning time, teams, summer school, camp, centers, etc. One can see that there is not even consistency in how the word after-school is written: after-school, afterschool, and AfterSchool are all commonly used. Robert Halpern (2006), through his research

and writings on the effects of poverty on children and families and the role of after-school programs, has become an instrumental figure in the OST community. Here he discusses the complexity of services provided by after-school programs:

> They are marked by respect for children's individuality, learning and producing through collaboration and mutual assistance, a measure of choice and control by children, activity that uses all the senses and symbolic systems, and adult feedback that is focused on the learning process and tasks at hand and includes recognition for tasks well done. After-school experiences nurture such capacities and dimensions of self as creativity, aesthetic sense, growing skill in specific domains, self-expression, interpersonal skill, sense of agency and voice, identification with home and community culture, individuality and relatedness, compassion, and physical vitality. It is in domains such as these…that we would begin the gradual, difficult process of identifying and developing measures of program effects. (Halpern, 2006, p. 116).

One of the recent trends that has unified the field, is striving to prove academic impact on youth participants.

Starting in the late 1990's, federal funding streams along with private foundations have provided support for after-school programs at increasing rates (Grantmakers for Education, 2011). Trends toward evidence based practice and out-come based funding have had a strong influence on youth-serving organizations and the services they deliver. Unfortunately, the OST field has had some difficulty illustrating its effectiveness. Competing priorities of funders, pressures from host organizations, and differing ideologies of practitioners have led to unclear connections between intent and outcome measures (Halpern, 2003). In 2003, an influential study *When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program, First Year Findings (Dynarski, et al, 2003)* was released. The report found that 21st CCLC programs had limited influence on academic performance. While many disputed

the findings, the OST field has continued to have difficulty linking after-school programming to school-day measures of success. Halpern (2006) calls it the big lie and fears what will happen when after-school programs, operating with limited capacity, try to maintain the program quality components necessary to engage youth while integrating new practices to adhere to the outcome requirements of academic achievement.

That is where this research comes in. While student engagement has been a focus of educators and education research since Finn's 1989 paper linking engagement to drop out, youth engagement in the context of OST programming is relatively new. Adopting a youth engagement theoretical approach could help align desired outcomes with educational priorities. This research explores the relationship between youth engagement theory and after-school program outcomes. To inform the development of the out-of-school time field and after-school programs as youth engagement interventions, a social work person-in-environment approach will be adopted and a systems theory lens will be applied. For many youth, public investments in comprehensive after-school (CAS) programs, provides their only means of engaging in positive structured environments during a critical time. CAS programs operate approximately 12-15 hours a week, serving youth as part of a positive youth development strategy (Halpern, 1992; Piha, 2006). They offer a balance of academic and enrichment activities in an effort to engage youth in continued learning opportunities (Afterschool Alliance, 2011). In order to sustain federal funds for comprehensive after-school programs that equalize opportunities for youth in need, it is critical to understand their impact and how it relates to school-day outcomes (Piha, 2006).

Research Aims

This research aims to test a measure of youth engagement of comprehensive after-school (CAS) programs and how that differs by grade levels served. Furthermore, it will examine how program quality indicators are associated with youth engagement outcomes. Youth engagement theory provides the framework to evaluate affective, behavioral, and cognitive outcomes. First, instrument validation of a school-day teacher survey as a school connectedness after-school outcome measure was conducted. Next, grade levels served by after-school programs were assessed for differentiation and goodness of fit to the proposed school connectedness model. Finally, analysis of the relationship between after-school program quality and the proposed latent factors of the school connectedness model were evaluated. These results can inform practice by developing a theoretical framework that addresses program quality, grade level served, and youth engagement outcome measures. The strengths of this research will be its contribution to social work knowledge base and the out-of-school time field for the improved design and evaluation of comprehensive after-school programs (CAS) as youth engagement interventions.

The research aims for this study are as follows:

1. To validate an out-of-school time (OST) evaluation instrument as a youth engagement outcome measure.
2. To test the proposed youth engagement model in three school levels served by Comprehensive After-School (CAS) programs: elementary, middle and high.
3. To determine the relationship between CAS program quality and youth engagement/positive student outcomes.

Chapter II: Literature Review

The construct of youth engagement will provide a foundation for exploration. Differences in engagement through a youth's developmental cycle will be discussed as well as the importance of engagement for low-income and at-risk youth. Next the OST field will be introduced with CAS programs proposed as an engagement intervention. A social work strengths-based approach will be applied to the research and a systems theory framework will be used to understand the issues at hand. Finally the effectiveness of CAS programs will be reviewed and the program quality of service delivery will be discussed.

Youth Engagement

Due to the presumed relationship between youth engagement with school and school dropout established in 1989 by Finn, student engagement became a key area of study for education researchers. Over the years, many have validated the connections Finn established: Archambault, Janosz, Morizot, & Pagani (2009) found disengaged high school students reported decreases in rule compliance, interest in school, and willingness to learn; Janosz, Archambault, Morizot, Pagani (2008) linked dropout risk with unstable school engagement; and Lee, Cornell, Gregory, & Fan (2011) linked suspension policies to student outlooks and dropout rates. Klem and Connell's (2004) research on student engagement and reactions to intellectual challenges, identified many of the negative reactions that youth experience, such as: feelings of situational threats that lead to avoidance; negative emotional reactions such as anger, blame, projection, denial, anxiety; and the eventual physical escape from the system, resulting in drop-out. As it is believed that student engagement can be influenced and youth can be responsive to contextual

support (Appleton, Christenson, Kim, & Reschly, 2006), many researchers have sought to understand the complicated construct to inform practice.

Active participation though class activity, positive response to school requirements, and participation in extracurricular opportunities are all part of the antecedents that are necessary for youth to identify with school. Through the identification process, youth develop a sense of belonging to and valuing of the educational system. In 1989 Jeremy Finn conducted a review of educational research to develop a better understanding of student dropout. At the foundation of thought, Finn presents that if youth do not engage, they are not able to fulfill the basic requirements for learning. And when the youth do engage, if the complicated system of rewards and opportunities, does not provide a vehicle in which for youth to excel, academically or otherwise, they may start to disengage with the system. Norris, Pignal, & Garth (2003) note that when emotional, social, and intellectual withdrawal are combined with low grades, risky behaviors increase. Finn references the participation-identification model in which the system engages students in learning and they in return develop a bond to the school. A successful engagement outcome is when a student internalizes school-related goals and behaves in accordance. On the opposite end, repercussions of disengagement can be decreased academic performance, reduction in number of positive peer influences, and eventual school dropout (Finn, 1996). Academic pressures from testing, family beliefs about education, and peer pressure can also hinder outcomes in relation to youth engagement (Fredricks, Blumenfeld, & Paris, 2004).

This multifaceted construct, or metaconstruct, been applied to help inform youth interventions and influence school reform (Bloom & Libby, 2004). Self regulation,

volunteering, personal investments in learning, academic ambition, and willingness to comply are many of the facets researchers are studying to help characterize how students feel, think, and engage (Fredericks et al., 2004; Jimerson, Campos, & Greif, 2003). This metaconstruct is believed to be made up of concepts that include outcomes in relation to positive orientations to school, school attachment, school bonding, perceptions of school climates, school connection, school context, school engagement, school involvement, student satisfaction, student/school identification, and perception of teacher support (Libby, 2004). Ties to research on motivation (Marks,2000), cognitive development (Fredricks et al. 2005), and psychological wellbeing (Appleton et al. 2006) have been made.

Construct definition and outcome measures.

Attempts to define the components of youth engagement as a metaconstruct have been included in many review articles utilizing various terms: student engagement, school engagement, school bonding, and school connectedness. Breakouts of the metaconstruct have found the most consensus by researchers around three categories: affective, behavioral and cognitive (Appleton et al., 2006; Archambault et al., 2009; Christenson et al. 2008; Fredericks et al, 2004; Jimerson et.al., 2003; Lewis, Huebner, Malone, & Valois; 2011). The affective dimension includes students' feelings about the school, teachers, and/or peers and actions that youth take based on these feelings. Outcomes are in relation to willingness to participate within educational opportunities such as volunteering in class. The behavioral dimension includes students' acceptance of the educational system and compliance behaviors that demonstrate institutional accordance. Outcomes are in relation to satisfaction of requirements such as attendance,

and turning in homework. The cognitive dimension includes students' commitment to the shared goal of learning. Outcomes are in relation to academic performance and striving for scholastic learning opportunities. Measures used to study this metaconstruct include student and teacher reports, school data, direct observations, and interviews.

Affective.

The affective category represents the social and emotional context of engagement. It is associated with the feelings of identification or belonging (Finn, 1989; Appleton et al., 2006). Through this form of engagement attachments are formed and relationships with others are developed (Monahan, Oesterle, & Hawkins, 2010). Researchers have studied the relationships between affective engagement and other constructs such as life satisfaction (Lewis et al., 2011), internalizing and externalizing of problems (Louka, Ripperger-Suhler, & Horton, 2009), and relationships with teachers and peers (Appleton et al., 2006). A student that has engaged under the affective dimension will demonstrate actions that evidence their bonding with the school.

Measures of the affective categorization of engagement are often student report, which attempts to gather content on student feelings, perceptions, and social relations. Self reports on emotional distress, anxiety, depressive symptoms, and conduct problems (Louka et al., 2009), as well as affection, feelings and attitudes toward the school, class work, and teachers (Durlak et al, 2007), have been subjects of evaluative studies. The study of the social relations aspect of engagement has been evaluated through self reports with questions in relation to helping other students, seeking advice from teachers, and feeling supported by teachers (Brown, Kahne, O'Brien, Quinn, Nagaoka, & Thiede,

2001). Active and willing participation in school activities are behaviors that can be tracked for observational measures (Wehlage, 1983).

Behavioral.

The behavioral category represents the self-regulation and youth choice in context of engagement. Youth decide to accept or reject opportunities inside the educational system in which they encounter. When youth choose to engage in school activities, they are choosing to comply with the rules and norms of that system (Finn, 1989; Fredricks et al., 2004). Through this form of engagement youth internalize the goals of the system and correspondingly, adapt their general behavioral functions. As a result, youth will attend class, turn in assignments, and reduce disruptive behaviors (Fredricks et al., 2004). The reduction of risky behaviors are closely linked with behavioral engagement of youth with school (Monahan et al., 2010).

Measures of the behavioral categorization of engagement are often teacher report and school records. School absences, homework completion, participation in school activities, and graduation have all been used to evaluate behavioral engagement (Fredricks, 2004; Lewis et al., 2011). Researchers have also assessed connections between behavioral compliance to the educational system and participation in delinquent or violent behavior, use of illegal substances, and premature sexual activity (Monahan et al., 2010; Lewis et al, 2011). Following the rules and positive social behaviors have also been used as outcomes of appropriate behavioral adjustment (Durlak et al., 2007).

Cognitive.

The cognitive category assesses a youth's academic motivation and prowess under the context of engagement. When youth cognitively engage they are evidencing value of their education and competence in their performance which often result in higher academic performance (Skinner, Wellborn, & Connell, 1990). Researchers have studied reaction to challenge, strategic thinking, and coping strategies in relation to cognitive engagement (Klem & Connell, 2004). The ability for youth to connect the relevance of their schoolwork to future endeavors is a key component under the context of developing dropout prevention strategies (Appleton, Christenson, & Furlong, 2008).

Measures of the cognitive categorization of engagement are a mix of student and teacher report, and school records. Academic performance is a very commonly used outcome measure. To understand the underlying cognitive process of engagement youth experience student reports are often used. Investments of time and energy applied to school work (Archambault et al., 2009), commitment to learning and interest in problem solving and relations to challenge (Skinner, Wellborn, & Connell, 1990), and desire to continue educational pursuits after graduation (Lewis et al., 2011; Klem & Connell, 2004) are all areas of cognitive engagement research.

Current research trends in the area of youth engagement move away from construct definition and outcome conceptualization to practical strategies for engagement. Sullivan (2011) and Taylor & Parsons (2011) are conducting research that will support best practices and provide evidential support for engagement methods that can be applied by educators to engage youth. Teaching strategies, program design and methods for making activities engaging are what is of import for this research. Table 2.1. presents

outcome goals and measures researchers have used in the area of youth engagement linking them to the affective, behavioral and cognitive dimensions of the metaconstruct.

Table 2.1

Student Engagement Research Synopsis

Construct	Outcomes	Measures	Study/Author
B,C	School environment &higher levels of engagement	Teacher report: absent/tardy; not engaged; Student report: attendance; preparation; behavior; student/teacher relationship	Finn & Voelkl, 1993
A,B	Friendship networks and dropout	School completion	Ream & Rumberger, 2008
A,B,C	Competence beliefs and academic achievement	Student survey; School report: attendance, behavior	Skinner, Wellborn, & Connell, 1990
A,B,C	Reaction to challenge, strategic thinking, coping strategies	Student survey; School report: attendance, behavior	Klem & Connell, 2004
A,B	School Membership: interest, investment and effort	Student survey; demographics	Marks, 2000
C	Psychological investment; skill mastery	Observations; interviews	Wehlage, 1983
A, C	Psychological process and cognitive gains	Student survey; school report: grades, test scores, grade promotion	Appleton, et al., 2006
A,B	Relatedness to peers, parents, teachers predictive changes	Student survey	Furrer & Skinner, 2003
A, C	Academic disengagement and peer pressure	Classroom observations; student interviews	Ogbu, 2003

Note: A=Affective, B=Behavioral, C=Cognitive

Sullivan (2011) proposes strategies to move youth through ‘rings of engagement:’ participation, passion, voice, and collective action. The model recommends features for program implementation that help youth connect through targeting programming (participation), commit to areas of interest (passion), have opportunities to provide input into the program design (voice), and share in the work and rewards of the product created

(collective action). They advise building an organizational infrastructure that can be responsive to youth participants and flexible in design. Benefits are believed to include removal of barriers, development of authentic relationships, mastery of skills and academic gains. Taylor & Parsons' (2011) educational curriculum framework is recommended as: interaction, exploration, relevancy, multimedia, instruction, and authentic assessment. These strategies are an attempt to keep up with the new student learner who are technologically savvy, intensely social and have access to information in ways never afforded to youth.

Even colleges and universities are using student engagement to assess the quality of their service delivery and their impact on their students. The National Survey of Student Engagement pools students to assess five benchmark areas: academic challenge, active and collaborative learning, student-faculty interaction, supportive campus environments and enriching educational experiences (LaNasa, Cabrera, & Trangsrud, 2009). The 37 item instrument asks participants to share their actions and activities experienced through coursework, relations with faculty and peers, as well as thier perceptions of the college and its coursework. A factoral analysis of this instrument found an eight factor structure to be a better fit than the five purported by the instrument developers: learning strategies, academic integration, emphasis, co-curricular activity, diverse interactions, effort, overall relationships, workload (LaNasa et al., 2009). LaNasa et al. (2009) recommend institutions that use such engagement instruments, pay attention to both the constructs and the individual items to best address results.

The developmental cycle.

How student engagement evolves as a youth ages is a critical part of the equation. There is a developmental cycle in relation to engagement that impacts youth from their entry into the education system, to their eventual separation from it (Finn, 1989). As a youth ages, there is more opportunity for them to disengage either emotionally, behaviorally, or cognitively. Understanding student engagement can help influence youth programming for continued interest in school through graduation.

As youth get older and advance through the system, they are building a history of experiences. An accumulation of negative experiences starts to disconnect youth. Youth must have the ability to see themselves succeed. Finn acknowledges that most children enter the educational system as "willing participants." He proposes that the youth will continue to exhibit positive behaviors as long as there is the probability that they will achieve and experience success inside the system. These positive results bolster the identification with school and increase likelihood for continued participation. For those youth who do not experience success, frustration sets in. Over time these experiences accumulate. As the youth grows up and develops a sense of autonomy, patterns of less-than-successful experiences can lead to emotional or physical withdrawal from school.

Headstarts and preschools have often been proven to engage youth with the education system early and improve later performance (Barclay & Allen, 1982). Spivak and Cianci (1987) were able to find significant relationships with youth behaviors from kindergarten through third-grade that related to classroom misconduct at ages 14 and 15. Lloyd (1978) found significant differences in third grade behavior that related to future dropout rates.

Middle school years are a critical time for youth engagement. Support for middle school students from teachers, peers, families and communities can impact engagement levels. A study of urban youth living in a high crime community, found direct effects of teacher, friend and parent support on school engagement in relation to youth's commitment to school processes (Reid, Peterson, & Garcia-Reid, 2005). Many researchers believe that middle school is a key time to engage youth in activities to prevent dropout.

Spady's (1971) work evaluated the school's role in high school youth motivation and how participation in extracurricular activities impacted future aspirations, attitudes, and capacities. Surveys administered to participants in high school and after graduation showed a 37 percent greater chance for fulfilling college goals for youth who participated in extracurricular activities. The study's results support the idea that achievement systems that provide opportunities for rewarding successful behaviors, facilitate success in skill development. Even if the activity does not administer formal grades, they can have a positive impact on desire for future educational attainment. School engagement leading to graduation can reduce the risks for living in poverty and receiving public assistance (Blafanz, Fox, Brdigland, & McNaught, 2009). It increases the likelihood of attending college and successfully transitioning into a job or career track (Fredreicks et al., 2004).

Economics and social justice

Why youth engagement in learning is so important ties closely to economics, and for low-income youth, issues of social justice. Human capital theorists study the correlations between an individual's background and training and their resulting

economic returns over a life cycle (Minser, 1958; Shultz, 1961; Becker &Tomes, 1994). Through education and experience, a person's attributes are cultivated and a knowledge base is gained. This return-on-investment based theory demonstrates the importance of high school graduation and the pursuit of attaining a college education. Earnings correlate highly with level of education attainment. The National Center for Higher Education Management Systems tells us that 70% of 9th graders made it to high-school graduation in 2007-2008. The 2008 census reveals that the mean annual income for the population 18 and older without a high-school diploma or GED is $21,000. With a diploma or GED it is $31,300. Continuing that trajectory forward shows us that a bachelor's degree brings an average of $58,600, a masters $70,900 and a doctorate $99,700 (U.S. Census Bureau, 2009).

The return to society is a knowledgeable, skillful worker whose earnings are reflective of the investments made on behalf of the individual. The return to an individual raised in poverty is reduced dependence on governmental support and the opportunity to earn a livable wage. Public subsidy that supports positive youth engagement can be an affordable way to equalize opportunities and set recipients on a trajectory toward graduation and entry into the workforce. The American education system is one example of a public investment in positive youth development.

The public education system provides a "ladder of opportunity" that contributes to the individual's financial returns and our society's economic return (Aronowitz, 2000; Thelin 2004). In the early part of the 20th Century, investments in education outpaced investments in physical capital (Shultz, 1961) and increase in years of schooling explained approximately 25% of growth in per capita income (Denison, 1980). These

results evidence Horace Mann's belief that common schooling could "create good citizens, unite society and prevent crime and poverty." This human capital perspective aids in the understanding of the vested interest our country has in keeping public education free. Investment of public dollars in youth is an investment in our economy.

Finn (1989) notes that low-income youth disengage and withdraw from the education system at higher rates, leaving them at a disadvantage and making it imperative to develop alternative and supportive methods of engaging such youth. Developmental opportunities beyond the school day allow for meaningful youth engagement (Sullivan, 2011). After-school activities can actually serve as youth engagement interventions by offering fun and educational opportunities and keeping youth safe during the out-of-school hours. Most out-of-school time providers, operate predominantly with a positive youth development approach (Delgado, 2002). Positive youth development strategies are preventative in nature, view youth as assets, and consider funding for youth services as an investment in the future (Lerner, Almerigi, Theokas, & Lerner, 2005). Hillary Clinton's book, *It Takes a Village: And Other Lessons Children Teach Us* (1996), publicly reinforced the messages that researchers and practitioners of the positive youth development movement started trying to convey in the last part of the 20th Century. We must all work together to address the issues that face our youth. OST services are investments in our youth. They are part of the continuum of care provided to prepare youth for graduation and their future college and career pursuits (Durlak et al., 2007). Unfortunately, not everyone has equal access to such opportunities.

Subsidized after-school programs for campuses that serve low-income youth or are considered low-performing campuses can reduce barriers to quality OST services and

activities. Furthermore, for youth who have not succeeded academically in the educational system, engagement through OST opportunities can make a difference in their motivation levels. Through the provision of supportive environments, flexible rules and regulations, after-school programs provide youth alternative opportunities to learn (Bodilly, 2010). Skill-based educational and enrichment activities can engage hard-to-reach youth populations and keep them off the streets. Through continued learning opportunities that bridge the gap between school-day and parental care, after-school providers can assist in preparing youth for their future and making it to graduation. A goal shared by the school-day system, OST providers, families, communities, and the youth themselves.

What is out-of-school time?

Programs, projects, clubs, and activities are available for youth participation during the out-of-school time hours. These opportunities are part of the out-of-school time system of care that provides supervision and active engagement in structured environments. Services range from CAS programs, to skill development projects based on a provider's area of expertise, i.e. karate, dance, music, to occasional activities. They include after-school clubs, seasonal sports leagues, and informal neighborhood-based activities. OST opportunities are administered by a variety of professionals including school-day teachers, community members, nonprofit and for-profit staff, OST professionals, and volunteers. Access to programming by a variety of community providers has proven to benefit youth by augmenting school day classroom curriculum and building positive connections in their communities (Garner, Zhao, & Gillingham, 2002; David, 2011).

OST activities develop relevant 21st Century skills (Schwarz & Stolow, 2006), impart self-discipline (Afterschool Alliance, 2011); augment learning, foster goal setting, leadership, and teamwork (Junge, Manglallan, & Raskauskas, 2003); stimulate youth engagement in learning through hands-on activities (Piha and Newhouse, 2012); and help with homework completion (Cosden, Morrison, Albanese, Marcias, 2001). Parents often utilize the OST opportunities as part of an investment strategy to help their children prepare for their future (Halpern, 1992).

What are Comprehensive After-School Programs?

Definitions of OST services and after-school programs range from the broad "an organized program offering one or more activities that: (a) occurred during at least part of the school year; (b) happened outside of normal school hours; (c) was supervised by adults" (Durlak et al., 2010 p. 296), to the very specific. A national profile study that conducted reviewing school-based elementary programs in 2008 created the following four categories to describe CAS programs:

> Fee-based stand-alone day care programs refer to after-school day care for which parents paid fees. These programs operate primarily to provide adult supervision for students after school, although the programs may incorporate homework help, recreational activities, and cultural enhancement activities such as arts and crafts.
>
> Stand-alone academic instruction/tutoring programs focus exclusively on academic instruction or tutoring to improve student performance in core academic subject areas such as math, reading, and science. Programs include the Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP), other stand-alone programs that focus on improving academic standards of students who are at risk of school failure, and programs that may provide additional academic exposure for students who are doing well in school.
>
> The 21st Century Community Learning Centers (21st CCLCs) are administered through the federally funded 21st CCLC Program to provide academic enrichment opportunities, including instruction in core academic

> subjects and a broad array of enrichment activities, to complement regular academic programs. These broad-based after-school programs have a core academic component and additional components in areas such as art, music, drama, technology education, and counseling.
>
> Other types of formal stand-alone or broad-based after-school programs include a variety of stand-alone and broad-based after-school programs that do not fit into the above-named categories. For example, some broad-based programs may be former 21st CCLCs that continue to offer the same kinds of services, often as fee-based programs. Examples of stand-alone after-school programs other than fee-based day care and academic instruction/tutoring programs include those that focus exclusively on topics such as fine arts or violence prevention. (Parsad & Lewis, 2009, p.1)

For this research, a typical CAS program, will be viewed s one that operates from 3:00 pm to 6:00 pm Monday through Friday and offers a broad array of activities. Programs are designed to ensure safety, enhance learning, and support working families (Afterschool Alliance, 2011). Housing for CAS programs can be on a school campus, a City Parks and Recreation facility, a community center, or privately operated daycares. Collaboration is a common ingredient for many CAS programs; engaging multiple service partners to offer a broad array of activities (Halpern, 1992). Nonprofits, educators, artists, faith-based organizations, and volunteers all make up the staffing of CAS programs.

A typical CAS program will start each day by offering snacks and time for homework completion and/or help (Halpern, 2006). According to the United States Department of Agriculture (USDA, 2011), the National School Lunch Program administers snacks to more than 1.2 million youth through their after-school program. Food insufficiency is associated with negative academic and psychosocial outcomes in youth (Alaimo, Olson, & Frongillo, 2001). Some sites even offer morning breakfast/homework help programs as well. Homework completeness is key to a student’s confidence and successful progression through school day lessons/learning

(Chen & Stevenson, 1989). Families with youth in CAS programs that provide homework help report having more quality time to spend as a family (Huang, Gribbons, Kim, Lee, & Baker, 2000).

The next two hours include a balance of both enrichment and academic activities. Enrichment activities include arts, health and wellness, service learning, recreational games, and team-building activities. Academic activities include content-based clubs (i.e. Math, Science, Chess), tutorials, and hands-on activities designed to build on school-day learning. The balanced programming approach adopted by many CAS programs is purported to be a component of program quality (Bodily & Beckett, 2005; Durlak, 2008; Noam, Miller & Barry, 2002).

Program goals are often to build teamwork and problem-solving skills, nurture social emotional learning, and expand developmental assets. Outcomes are often in line with youth engagement theory and school-day measures of success, such as: increases in academic performance, improved school-day behavior, and boosts in school-day attendance (Cosden, Morrison, Guieterrez, & Brown, 2004; Feldman & Matjasko, 2007; Gottfredson, Cross, Wilson, Rorie, & Connell, 2010). Ultimately, CAS programs are part of the OST system of care that strives to help develop youth who will successfully make it through graduation and become contributing members of society.

Social Work and Systems Theory

Subsidies for CAS programs support OST programs as youth interventions equalizing opportunities for youth in need. “For many children, this pattern of activities [OST activities] is reflective of their families' resources and neighborhood surroundings

as well as their own needs and interests." (Vandell &Shumow, 1999, pg 64) The social work profession, with its person-in-environment perspective, can lend expertise and guidance in understanding the significance of CAS as youth engagement interventions. Strong leadership is important in the OST field due to the involvement of the diverse group of service providers that work collaboratively in CAS programs. Each discipline brings its own approach to service delivery, its own theoretical foundations, and its own outcome goals. Social workers can provide a unique person-in-environment perspective that encompasses micro- to macro-level practices (Robbins, Chatterjee, & Cananda, 2006). The field's commitment to social change, mandates of the National Association of Social Workers Code of Ethics, and approach to interdisciplinary collaborative practices, positions it well to lend its voice to the concerns of youth engagement through OST programs.

The social work perspective, applied to a theoretical model of service delivery, could be used to inform program design and evaluation of CAS programs. Social work research often provides a common framework of reference for practitioners from interdisciplinary fields (Berg-Weger & Schneider, 1998). Such a model would focus the issues and create a common language for the OST field. Key to the social work person-in-environment is the development of an understanding of both the issues in relation to the individual and the influences of the surrounding structures that regulate the environs in which the individual operates (Bertanlanffy, 1976). To help understand the context of the importance of the OST systems of care and CAS programming, a social work perspective of positive youth development as a social justice issue (Ginwright &

Cammarota, 2002) and a systems theory approach (Robbins et al., 2006) has been adopted.

Comprehensive after-school programs as a focal system.

Systems theory is often applied by social workers to help understand the various influences that can influence interventions (Robins et al., 2006). Using CAS programs as the focal system will provide a framework to understand the OST field. Ludwig Von Bertalanffy (1950), a Hungarian biologist, proposed the science of general systems theory in an effort to broaden the scientific reductive perspective of analysis of the most elementary units to a more dynamic evaluation of the systems of influence. The basic concept being that everything is part of an open system that is in a constant evolution of interactions that are governed by specific laws. Bertanlaffy (1950) believed that application of this type of analysis would help the scientific community frame decisions and eliminate extraneous analogies. The more you can understand about the underlying laws, the better you understand and can effect change in the system. Urie Bronfenbrenner (1977), psychologist and co-founder of Headstart, applied a systems theory approach to the study of human behavior. The resulting ecological systems theory, now called bioecological systems, sees human beings as being composed of three main components: mind, body, and spirit. While these three components make up the internal structure of the individual, at the micro level of the system, they are not the only influencing factors related to the output of human behavior. The context in which this individual relates and receives input must also be considered. At the micro-level, individuals are part of a system of direct relations; at the exo-level is the community and external systems that each interact with each other and the focal system. At the meso-level are the tertiary

systems that exert influences on various entities that are nested in the meso-systems; and the macro-level is developed from societal trends that develop into dominant beliefs that shape the perceptions and actions of those who operate within (Bronfernbrenner, 1977).

The focal system of CAS programs includes three primary components: individuals who provide the services, the activities that are provided, and the youth and families who directly receive those services (see Figure 2.1). Staff in CAS programs are made up of public employees, private employees, and volunteers, each with their own expertise to share (Halpern, 2003). Activities are diverse in nature and differ not just in type of service but program design and methods of delivery (Durlak, 2008). Both youth and their families can receive services delivered by the CAS program, but youth are commonly the primary beneficiary (Piha & Hall, 2006).

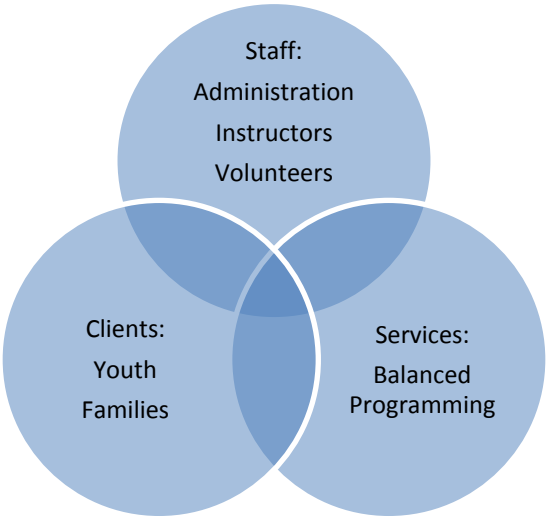

Figure 2.1. Comprehensive After-school Programs as a Focal System

It is important to identify and understand the various systems to see the influence on the focal system. Each of these systems has reciprocal interactions that influence theory of change, content delivery, and expected outcomes (see Figure 2.2). For OST, this can frame a broader approach to the relations between immediate settings and larger social contexts.

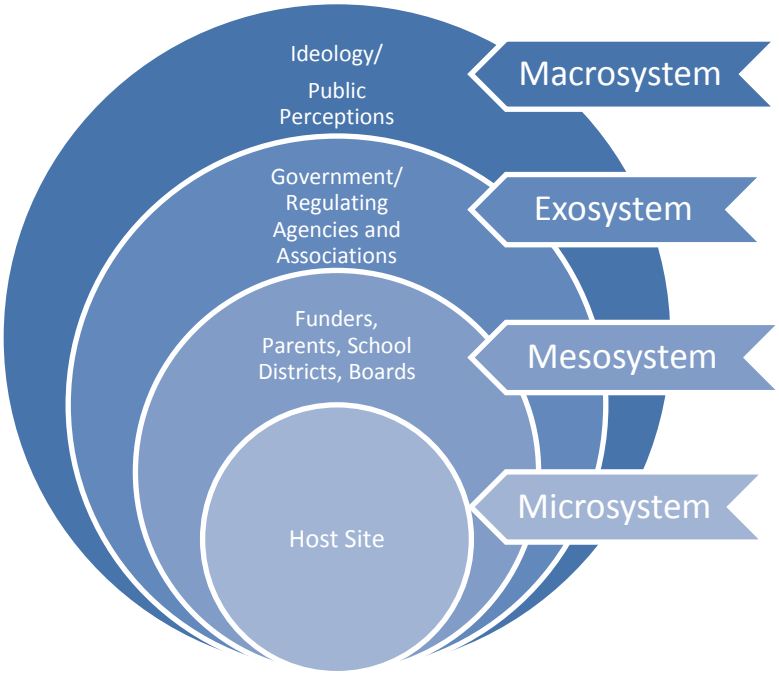

Figure 2.2. Out-of-School Time Systems of Care

The host organization, as part of the CAS program's microsystem, directly influences the staff that is hired, services that are offered, and the clients served. The mission of that organization shapes those choices and can dominate the program ideology. Microsystems' influences are the most direct; impacting day-to-day choices and filtering influences from the other influencing systems. CAS programs can look very different depending on their host organization (Pittman, 2007). School-based programs

that focus on academics can look very different from Young Men's Christian Association programs that have a health and fitness priority.

The next encompassing layer for CAS programs is the mesosystem, which includes funders, parents as consumers, school districts, and board members. Influences from this system are important to understand as they are tied to the accountability of services. Ideologies of these entities put pressure for success and outcome reporting on the Microsystems and focal system. As parties at this level are a step removed from the focal system, influences that impact program evaluation may not be in line with the direct services that are being offered. Conflicting priorities from the different parties that are in a position of authority dilute the focus on the actual impact the programs can have (Piha, 2006). Funders may want to see large numbers served, parents want custom services that address their child's needs, school districts often want documentation of academic improvement, and board members may want to see evidence of social emotional learning.

The next sphere of influence is the exosystem, which is made up of legislatures, national associations, regulating agencies, and divisions of government. These systems sway and shape critical decisions about funding priorities and guidelines. These are the gatekeepers that influence the context and nature of support that is available. When government dollars are invested in social settings, rules and regulations influence their design. CAS funds are part of a means-tested social assistance program. They are part of a governmental strategy to equalize opportunities for youth and support working families. The Afterschool Alliance, a national organization dedicated to the OST field, informs the community and elected officials of the importance of after-school as part of this exosystem. The United States Department of Education (USDOE) and the United States

Department of Health and Human Services are both exosystems that create the operating parameters for federal funding streams to operate. Regulating agencies at the state level provide licensing guidelines for the operation of CAS programs.

The macrosystem is made up of the cultural contexts that permeate a community and ideologies that influence a society. The positive youth development ideology, which views youth as assets that need to be nurtured and developed, is one of the primary overarching institutional patterns that can link to CAS programs. The positive youth development perspective has been adopted by many CAS programs as part of their theoretical approach toward service delivery. Other strong cultural trends that lead to an acceptance of the need for CAS programs are: increase in dual-working families, declining conditions of communities, and too much free time for unsupervised access to the internet. Perceptions of other systems that youth are a part of, such as school systems and peer networks, also contribute to the perceived need for CAS when the belief exists that those systems may in some way be failing the youth or providing negative influences. CAS programs start to be seen as a cure for many youth-related problems and issues.

Urie Bronfenbrenner (1979) also included a fifth, less talked about, layer. The chronosystem is the outer system that provides the historical context that has led to the creation of the four other systems and how phenomena have shaped our world and the CAS focal system under review. To help understand the need for the OST field and the significance of CAS programs as a student engagement intervention, systems theory will guide us through a historical review of OST time in relation to youth. This review will start from the chronosystems and work back through the needs created by the

macrosystem, the social context governed by the exosystems, the accountability relations to the mesosystems, to the microsystems of CAS programs.

Chronosystems and a historical review.

Societal changes, rates of change, and levels of change through history influence individuals and the systems in which they are nested (Bronfenbrenner, 1977). The forces that direct the change are important to periodically review in order to gain a better understanding of evolutionary changes on policy, contemporary ideology, and spheres of influence (Bronfenbrenner, 1984). Applying a systems model allows for insight into historical trends and origins of phenomenon, while providing a framework for creating a common language for the applicable field of study (Bertanlanffy, 1976).

Over the centuries, the concept of how American youth spend their out-of-school time has evolved drastically. Children from families of means have a very different story than the offspring of poor families. For the well-to-do it has stayed more consistent – education originally through private institutions, and after-school training via arts lessons, structured team sports, recreation and even chores (Halpern, 2003; Wilson, Gottfredson, Cross, Rorie, & Connell, 2010). How time was spent for youth from families that could not afford tuition was very different. Low-income youth in the United States started out working with little to no formal educational support. Once the education system became public and labor laws were enforced, youth with limited means started to receive an education. But with transitions from rural communities to inner-city neighborhoods, and an evolving workforce that starts to employ mothers, many youth find themselves with nothing to do after-school. Looking at change over time in relation to societal perception of youth and how they spend their time, each century marks a distinct transformation.

Ideologies evolve from the working youth of the founding fathers, to the protected and educated youth of the industrial age's social reforms, to the displaced youth of the transitional 20th Century, to youth as assets as viewed through the positive youth development movement.

Since the inception of the settlement of what was to become the United States of America, there was a vision for the development of youth into productive citizens through education, training, and labor. David Ramsey, of Charlton, South Carolina, in 1788 wrote "Let it therefore be the unceasing study of all who love their country, to promote virtue and dispense knowledge through the whole extent of our settlements" (Wisdom of the Founders, 2011). Investing in education for those who could not afford it on their own was a concern from the very beginning. John Adams is noted as stating "Laws for the liberal education of youth, especially of the lower class of people, are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant" (Wisdom of the Founders, 2011). During this time frame, youth from families without means traditionally apprenticed for a trade such as blacksmith or shipbuilder or came to America as an indentured servant (Mason, 1994).

During these early years of rapid growth and expansion across our country, youth played a critical role. Working to support the community, learning trades of the time, and assisting in the running of a homestead was an understood way to spend their time. Farming dominated many youth's time. By 1790, 90% of the labor force were farmers and the Public Land Act allowed families to purchase their own farms (Mason, 1994). Children worked the family farm right alongside their parents and the hired help. Also working the farms were slaves brought over from Africa, often in their teen years (Mintz,

2004). The idea of child labor during this timeframe was an accepted part of ideology. Youth stayed busy fulfilling a role as part of the support structure of the family and their community.

It wasn't until the industrial age that child labor took on negative connotations. The booming industries hired youth as a cheap labor supply. Unsafe working conditions and long work hours precipitated reformers' attempts to regulate industry practices. The toil of youth working to benefit captains of industry started to change the public attitude toward child labor (Nardinelli, 1990). Mandatory school reform was also underway.

Reform wasn't easy, industries trying to protect their young labor supply offered educational programs. Poor families relied on the income their children brought in. Fathers often brought their sons to work with them and daughters assumed maintenance of the household duties while mothers got jobs (Hindman, 2002). Funds were not yet available to start schools to serve youth who could not afford tuition. Youth from low-income families who were not working were left to hang out in the streets. Immigration was bringing families to America and swelling its cities. Compulsory education legislation passed in Massachusetts in 1852 and over the second half of the 19th Century was eventually adopted by the other states.

In 1886, the first settlement house was founded in New York City. The settlement movement philosophy was to serve families in urban communities and provide assistance to help improve their conditions. Youth programming was a key part of the services offered and is credited as the first structured after-school programs for youth (Halpern, 1992). Boys' clubs and settlements provided programs for low-income youth in an effort

to educate and provide opportunities. Activities included arts programs, business ventures, and sports. Edward H. Harriman, founder of the Boys Club of New York, strived to provide opportunities to youth in need as a way to help them find their way out of poverty.

The Hull House, one of the most famous American settlement houses in the 19th Century, is credited with being a critical part of the emergence of the field of social work. Jane Addams, with her partner Ellen Starr, built a settlement house that provided services in the four following areas: social, educational, humanitarian, and civic (Harkavy & Puckett, 1994). Jane Addams' commitment to the community led her to design a settlement house that included both childcare facilities and programs for youth; run an employment agency and a ceramics business; and offer classes in mathematics and in painting. The ceramic program was a merger of arts and economic development efforts where participants created ceramic artworks, which were sold to generate revenue for both the artist and the Hull House program. Addams invested in assisting immigrant children in understanding the significant contribution they could make in the transition of their families to their new country. She is credited with being instrumental in the start of the 'play movement,' the fields of recreation and leisure studies for youth, and the field of social work. In *The Spirit of Youth and the City Streets* (1909) Addams details her concern of youth with nothing to do but hang out in the streets. She believed that play and recreation programs were healthy ways to focus youth energy and channel the spirit of youth.

Thanks to the persistence and dedication of Jane Addams and the myriad of other social reformers of the time, change did eventually start to happen for youth. Child labor

laws started to work their way through the states, limiting working ages, hours of work and the types of jobs that could be held by youth. It wasn't, however, until the 20th Century and the Great Depression that Child Labor laws were finally implemented in many of the southern states, as workers did not want to compete with youth for limited jobs.

During the Depression, funding started many parks and community centers that served youth. While these created a foundation, it was small in comparison to the need. In 1941, the U.S. entered World War II. Fathers went away to war while mothers entered the workforce at record levels. At the time, 20 percent of women in the workforce were mothers of children under 14 (Halpern, 1992). The term "latch key" child was coined. Children were now home alone and largely restricted from participation in the workforce. And for those old enough to work, after the war was over, the soldiers returned and replaced both working women and teens. After the 1960's, the financial contributions of adolescents to the family income starts to drop significantly (de Regt, 2004).

It is at this time that the image of kids with too much leisure time on their hands started to emerge. Boredom, lack of supervision and limited structured outlets for out-of-school time began to give way to experimentation in risky behaviors. Loitering laws were enforced routinely to deal with youth hanging out in the streets and the way the juvenile justice system dealt with youth delinquency began to change.

During the 20th Century, the juvenile justice system went through significant changes that would influence the time's ideological view of youth. In the beginning of the 20th Century, perceptions were dominated by the idea that youth were in need of reform, not punishment. Judges were positioned to assume responsibility for offenders

and, if deemed appropriate, make them wards of the state placing them in reform/boarding schools. Juvenile courts conducted civil proceedings, not criminal trials. The juvenile justice system had jurisdiction but could still issue waivers for youth to be tried in the adult system if the judge thought a particular case involved a serious enough offense. The justice system did not allow for due process for the youth offenders. In 1967, the Supreme Court in *In re Gault* decided that juveniles in delinquency hearings would have the same due process as adults (Gordon & Macmillan, 1982). Concern was that the instilling of rigors of due process would result in alignment of youth offences with criminal charges and transition the ideology from reform to punishment.

The following decades were marked by emergence of promiscuous, free-spirited youth experimenting with drugs and sexual activity. By the 1980's, images of youth crime started to infiltrate media coverage further changing the youth image. A drastic spike in youth crime rates started in 1987 and continued to 2000. The public became fearful of youth in the 20th Century. At the same time, as illustrated by Robert Putnam (2000) in *Bowling Alone*, the American community was collapsing. From James Dean's portrayal of the rebel youth to the emergence of neighborhood gangs actively recruiting youth members, the "get tough on crime" movement began. By the end of the 20th Century, youth were seen as displaced members of society with no structure for their out-of-school time. It is at the end of this century when the field of OST as we know it today starts to emerge and federal funding streams start to become available for CAS programs.

Macrosystems and need.

Our 21st Century perception of youth is shifting. The first decade of the 21st Century heralded in the potential collapse of the Social Security system, an economic

recession, and new challenges created by the increasing retirement rate of a skilled workforce. Accordingly, the need to prepare youth to play their role as part of the solution to the strained economy shifted to the forefront of national issues. The pressure now is to prepare youth to replace retirees in good paying scientific, technological, engineering, or mathematically related (STEM) jobs that are perceived as being critical to our success as a nation (Schlottmann, 2010). The National Research Council (2002) reported that a quarter of adolescents in the United States are not on a trajectory to achieve "productive adulthood."

The school systems' failure to equip youth with the skills and/or desires needed to enter higher education and pursue such careers is being called a "broken pipeline" (Gorden, 2009). With the national school reform efforts of the No Child Left Behind Act of 2001, and the American Recovery and Reinvestment Act of 2009, the system has strived to improve curriculum, educational delivery and school accountability in an effort to improve student academic outcomes and prevent dropout. The resulting move to standards-based testing, increased the pressures on youth, and has resulting in limited effectiveness. Arts content, sports and recreational activities, and even recess are often removed from a school's menu of services to dedicate more academic "time-on-task" to ensure success on testing subjects. Removal of such activities can impact a youth's excitement about school attendance. For low-income students, pressures for school performance are magnified by limited opportunities for meaningful engagement and support systems outside of the school system (Ogbu, 1978; Peske & Haycock, 2006). The National Center for Education Statistics (2011) reports that 27 percent of youth either leave school before graduation or take more than four years to graduate.

The school day's focus on standardized testing can be disengaging for youth, especially those who are struggling with their academic performance. Researchers suggest that youth engagement relates strongly to school performance and connection with school day, and that when youth disengage, dropout rates are likely to increase. Negative outcomes in relation to dropping out of high school include: lower median incomes than those of high school graduates (Huggett, Ventura, & Yaron, 2004), higher rates of institutionalization, and higher reliance on welfare (Levin, Belfield, Muenning, & Rouse, 2007).

Today, both parents are often active in the workforce. According to the US Department of Labor (2010), more than 27 million parents of school-age youth are employed. After-school care is becoming a part of the majority of American's lives. CAS programs allow parents to work and actually increase productivity in the afternoon hours (Gareis & Barnett, 2006). CAS programs also support working parents who struggle with having enough time to support youth with their ever-increasing homework workloads (Dudley-Marling, 2003). Without CAS programs many students struggle to finish their homework, and for minority youth, if their caregivers don't speak English, they are left without systems that can shore up their learning (Martinez, 2008).

Without CAS programs, youth are left without critical support. The Afterschool Alliance estimates that 26% of youth do not have after-school supervision of any sort after-school (2011). This leaves youth unsupervised during the highest time of criminal activity in youth populations (Afterschool Alliance, 2011). The hours between 3:00 pm to 6:00 pm are peak hours for both youth as perpetrators of crime and for youth as victims of criminal offences; it is the timeframe when youth are most likely to engage in sexual

behaviors and experiment with drugs and alcohol (Fight Crime: Invest in Kids, 2002). Outdoor play under community watch is no longer considered a safe appropriate way for youth to spend their out-of-school time (Halpern, 1998). Out-of-school time for unsupervised youth is often a time of lost opportunities for learning and engagement. When youth are unsupervised in unsafe situations, research demonstrates that their learning can be impaired (Garnier, Stein, & Jacobs, 1997). Without a healthy outlet for their energies, many low-income youth get involved with criminal activities and are more susceptible to the influences of neighborhood gangs (Afterschool Alliance, 2011).

An alternative way of thinking about the education and engagement of youth is emerging. Perception of CAS programs as a good way to provide a safe haven within a community to help youth develop is evidenced in community surveys (Afterschool Alliance, 2009). According to the Afterschool Alliance (2009), parents of 6.5 million children reported utilizing after-school programs. However, after-school programs that keep youth in a safe environment and offer engaging academic- or enrichment-based activities are very expensive and cost-prohibitive for some. According to the Afterschool Alliance (2009), parents of 15.3 million children reported they would enroll their children to participate in an after-school program if it was available to them. Many low-income families cannot provide supplemental care or extra-curricular activities for their youth. After-school care, no matter what the setting, can be quite cost-prohibitive. Home-based care tends to be the most expensive form of after-school care, followed by private programs, then school-based and community center programs. Even participation in once-a-week programs such as karate, swimming, dance, or sports are expensive. Minorities and low-income youth participate in these programs at greatly reduced rates

(Boufford, 2006). For low-income youth who often have trouble seeing past a crime-infested community to any possibility of another lifestyle or means of earning income, after-school programs could make a meaningful difference.

Exosystems and the equalizing of opportunities.

Feldman and Mtjasko (2007) found that non-participants in OST activities were more often from lower socioeconomic backgrounds, had poorer academic performance, were of Hispanic origin and attended larger schools. For low-income youth whose families cannot afford expensive tutorials, enrichment lessons, or team activities to augment their education, federal support is often the only means to access such developmental services (Huggett et al., 2004). Government investment in CAS programs equalizes access to opportunities for both academic support and enrichment activities that engage youth, while protecting them in a safe, structured environment. Currently, federal support of CAS programs for disadvantaged youth is a human capital outlay that is being supported by our legislature.

Funds through Child Care and Development Block Grants (CCDBG) are federal dollars that support youth served in after-school programs with the intent is to keep low-income parents working. In 1990, the CCCDBG, administered by the Office of Child Care at the U.S. Department of Health and Human Services, began providing subsidies to daycares and out-of-school time programs serving youth under twelve from low-income families where all household adults are working, in school, or in jobs-training programs. This means-based program is a vouchers system wherein funding is paid to organizations providing care of children of eligible families based on daily attendance. While this funding supports after-school programs, it does not mandate content of the programs.

Programs are regulated through licensing to ensure safe and adequate care and facilities are provided.

In 1998, the U.S. Department of Education (USDOE) began using federal funds, through the 21st Century Community Learning Centers (21st CCLC) program, to support comprehensive CAS programs. With academic performance in need of improvement in low-income communities, the No Child Left Behind Act stepped in to keep school doors open while parents remained at work (Afterschool Alliance, 2011). Originally, the programs were intended to serve as community centers, offering a variety of programs to seniors, parents and youth. Soon the pressures of academic accountability of funds led to restrictions on implementation, which limited both services to students and programming for their parents. Services for community members were no longer provided.

The 21st CCLC program is the largest federal funding stream dedicated to the support of after-school programs serving youth that attend low-income or low-performing schools. In 2010/2011 1,660,713 youth were served with 1.166 billion dollars of federal investment. Federal funds are provided to the state to administer to projects that are eligible to low-income and low-performing campuses. The 21st CCLC Model includes four required service delivery components: College Career Readiness; Academic support; Enrichment activities; and Family Activities that support student achievement. Evaluation of 21st CCLC programs include: grades; attendance; behavior reports; and a school-day teacher survey.

Mesosystems and accountability.

The funding from foundations and governmental agencies provided resources to agencies serving low-income youth, but with that came accountability reporting. Agencies operating under this positive youth development orientation would have to prove their impact to sustain the new flux of support. Unfortunately safety, social/emotional learning, and prevention based outcomes are no longer enough. With the largest funding stream supporting CAS housed in the USDOE, academic success has become the dominant benchmark for CAS program outcomes. Local funders, parents, and school boards are all adopting academic gains as the crucial measure of success. OST funding was the second most common funding area (62%) for investments in education according to a 2011 survey of grant-making organizations (Grantmakers for Education, 2011).

> The heightened societal interest in after-school programs should have been a boon to the field, generating new resources for chronically underfunded providers, fostering debate and research on the most important goals for children's out-of-school time and on the effects of particular kinds of out-of-school experiences. And is still theoretically could be. However, this new interest has coincided with two other trends that have dampened discussion about out-of-school time. One is an increasingly instrumental view of childhood, particularly low-income childhood, among elected and appointed public officials. The second, and related, trend is a loss of faith in public education for low-income children, a perception that the schools have failed their mission. This has led public officials, foundations, and others to turn to after-school time, and therefore after-school programs, to help with school-related agendas. (Halpern, 2003, p. 157)

The ability for CAS programs to prove their impact as part of the human capital trajectory toward graduation is critical to influence public perception, and sustain government support. Program evaluations are used to inform legislatures and influence policy decisions (Weiss, 1993). If federal funds are expected to continue to support these

efforts, CAS programs will have to find a way to prove their effectiveness in meeting these expectations. As such, school-day performance indicators to evaluate the return on investment are an often used strategy.

The alignment of youth engagement through OST programs to school-day measure of success will allow the field to better justify federal investment in CAS programs. For low-income youth, the augmenting of their school-day learning, is a strategy that equalizes opportunities and provided a common return on investment (Figure 2.3). The unified outcome by all investors is a youth successfully prepared for graduation. Graduates that earn more can consume more stimulating the economy. The return on investment is a skilled labor force making economic contributions to society. For low-income youth the return is an opportunity to progress out of dependence on federal subsidies and the provisions of pathways that reduce likelihood of engagement in criminal behaviors. Other benefits may include reducing governmental expenses through welfare programs, and lessening the burden on the juvenile justice system.

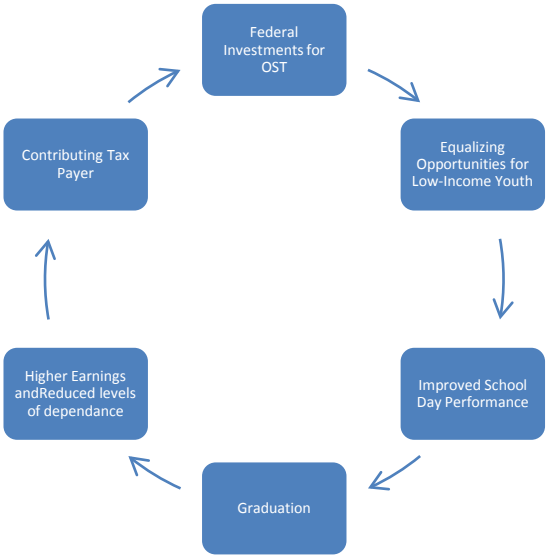

Figure 2.3. Return on Investment Trajectory

Return on federal investments under this approach should align with trajectories for maximizing educational attainment in an effort to improve resulting incomes and consumption rates. Application of human capital theory therefore links school–day measures of success to CAS programming.

While school-day oriented outcomes are in line with the aspirations of most comprehensive CAS program providers, evaluations have struggled to prove a definitive impact (Halpern, 2003; Pitman, 2007). In December of 2003, Mathematica released its influential study *When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program. First Year Findings.* The report found that 21st CCLC programs "had limited influence on academic performance, no influence on feelings of safety or on the number of "latchkey" children, and some negative influences on behavior" (page 2). The study was credited with swaying the USDOE's conceptualization of 21st CCLC programs as community centers and the modification of project parameters. After the report, program changes included eliminating services for the broader community and restricting family services to activities that assist family members in support of the educational attainment of their participating students. The study came under tough criticism due to the sample used, and the level of program quality of the programs evaluated (Halpern, 2003). It is feared that if the after-school field cannot align to develop a unified question and demonstrate results, federal funding for low-income students will be lost (Piha, 2006).

Haplern (2003) believes that CAS program evaluation is being sidetracked by the wrong focus and has adopted standardized tests as a central measure of outcome performance:

> The principal result of the focus on such tests has been to delay the necessary work of finding appropriate ways to define expectations and measure effects, and to use evaluation activity to help program staff reflect on and as necessary refine their work with children… (p. 8)

The processes that the CAS programs will have to go through to align services with academic outcomes could possibly weaken the service delivery of some programs. Activities may lose the elements that youth found most engaging in their integration of academic learning strategies; in essence, losing on both fronts: engagement and academic gain.

> Longstanding providers were caught off guard by the rapid pace of events in their field. Philosophically, they were inclined to continue arguing for after-school programs in broad developmental terms. But they also knew that a meaningful share of scarce resources would not be secured by arguing that low and moderate-income children deserve the same access to fun, enrichment, and challenge as their more advantaged peers. These traditional providers were nonetheless too diverse, decentralized, and perhaps inexperienced in public advocacy to unite in order to develop the simple, resonant, problem-oriented storyline demanded of a public issue in American life. (Halpern, 2006, p.113)

In order to protect government support of CAS programming for low-income youth social workers can aid in the development of a framework for understanding the benefits and outcomes of these programs beyond test scores. Youth engagement and program quality must be explored under the context of school-day measures of success through the development of an understanding of the connection between CAS programs and their ability to engage youth, and the transfer that translates into academic success.

Microystems and program quality.

CAS programming can follow a specific model of services, or set of parameters to ensure quality programming (Durlak, 2008). CAS programs provide a venue to let youth explore and learn to focus to be more attentive and behave better. Small class sizes and

hands-on learning activities separate CAS programs from school-day design. Programs typically offer a variety of academic activities, clubs, and tutorials to build on school-day learning. Enrichment activities include: arts, health and wellness, and STEM based project-based learning curricula. Access to community based organizations is also a key to program quality (Durlak, 2008). Programs like Communities in Schools often partner with CAS programs to provide counseling and mentoring services.

After-school outcome measures often align with school-day measures. School-day attendance, office referrals of criminal and noncriminal behaviors, cognitive measures, as well as social emotional outcomes are all part of the evaluative mix. Several CAS programs have evaluated impact on school-day attendance as a youth engagement measure. Some researchers have factored in frequency and duration in their evaluations of programs that evidence successful influence on academic achievements and graduation rates (Arcairia, Vile, &Reisner, 2010; Reisner, 2004; Mahoney, Lord, & Carryl, 2005). Pathway to Progress' after-school youth attended 18.4 more school days and missed 9.6 fewer school-days than nonparticipating youth (Wahlstrom, Sheldon, & Lewis, 2004). The Department of Education of University of California at Irvine (2002) study of California's After School Education and Safety Program reported an increase of 5-17 additional days of school-day attendance for participants. Research supported by the Z. Smith Reynolds Foundation (2006) found North Carolina's Young Scholar's participants decreased their school-day absences by 48% after entering the program. Texas' 21st CCLC programs evidenced that 48% of students who attended their after-school programs 75% of the time missed only five or fewer school-days compared to 17% of

students that attended their after-school program only 25% of the time (Burgette, Akerstrom, & Nunnery, 2009).

CAS program evaluations have also evidenced increases in academic achievement and school-day engagement. Researchers from Fordham University (2005) evaluated the YMCA of Greater New York's Virtual Y Program, which found statistically significant differences in math test scores of participants over nonparticipants. Similarly, California's 21st Century High School After School Safety & Enrichment program participants were found to pass both the English/Language Arts and math portions of the California High School Exit Exam at statistically significantly higher rates than nonparticipants. Goerge, Cusick, Wasserman, & Gladden's (2007) study of Chicago's After School Matters program that serves youth ages 14 and up found fewer failure rates in core academic courses for students who participated more often. A meta-analysis by the University of Illinois at Chicago-based Collaborative for Academic, Social and Emotional Learning (2007) identified three areas of significant improvements that they consider as school bonding outcomes: feelings and attitudes, indicators of behavioral adjustment, and school performance. Engagement in school was tracked by Project Exploration through graduation. Participants graduated at a 95% rate, which is almost double the Chicago Public School districts graduation rate (Lyon, 2011). By tracking those students to college, the researchers found that 60% enrolled in post-secondary education.

CAS Program quality.

CAS program quality is a key factor that influences program success (Piha & Newhouse, 2012; Weiss, 1993) that must be better understood in order to properly

evaluate CAS programs. The level of program quality can impact the ability to achieve program outcomes and retain students. While at a fundamental level, all after-school programs that keep youth safe and out of harm's way are beneficial, comprehensive programs that provide diverse offerings and access to community providers at a level of high quality can better serve their youth (Pitman, 2010). Even if CAS programs operate under a better evaluation framework, if they are not quality programs the aligned outcomes may prove difficult to achieve. Program implementation factors influence the ability for assessing program impact through assessment (Durlak, 2008). For CAS, this is a key concept. Program quality is tied very closely to program implementation and the variety of complications that arise due to scale, staffing, and percent to which the program curricula or model is administered (Durlak, 2008).

Quality programs attract youth and increase attendance by offering a large number of activities that balance enrichment and educational opportunities (Pitman, 2010). A balance of offerings provides continued learning opportunities for youth beyond the school day, engaging youth, and contributing to a youth's perception of education (Noam et al., 2002). Programs that provide a broad array of services demonstrate higher attendance rates, appropriate behaviors, and an improved school-day measure of success (Durlak et al., 2007). Several of the large-scale after-school programs have structured models that ensure balanced programming and a diverse array of choices in their after-school program. These programs have specific models to ensure program fidelity. Studies on these models have shown significant outcomes. The UCLA Center for the Study of Evaluation conducted a longitudinal study of LA's BEST CAS programs and found that participants demonstrated higher academic achievement on standardized tests

of math, reading and language arts, and dropped out at significantly lower rates than the overall district dropout rate (2005). Citizen Schools tracked former participants and found that their youth were statistically more likely to graduate than nonparticipants (Afterschool Alliance, 2011). After School Matters program and Project Exploration also found higher graduation rates than their respective school district rates (Goerge, Cusick, Wasserman, & Gladden, 2007; Lyon, 2011).

Program organization and structure are part of a CAS program's quality. Programs that do not provide a structured environment have been tied to social adjustment problems in participating youth (Mahoney, Stattin, & Lord, 2004). Chaotic environments can actually impede a youth's ability to learn (Golman, 2009). Transition time and overall coordination of CAS programs have been credited with supporting quality and providing a healthy space for youth (Pitman, 2010).

One direct link between school-day performance and CAS programs is homework help. Most CAS programs consistently offer some form of homework help. While the design may differ by site, time is often allocated to allow students to complete homework with the availability to access adults for support. Homework help is important for after-school programs in supporting working families. Many researchers believe homework has a direct relationship with increasing students' achievement levels (Chen & Stevenson, 1989; Martinez, 2008). Research on minority populations illustrates the importance of the role after-school can play in helping students achieve (Martinez, 2008). Latino youth struggle with completing homework assignments, often due to parental educational and language barriers limiting assistance (Martinez, 2008). Researchers have also studied the negative impacts of struggling with homework on attitudes toward school (Chen &

Stevenson, 1989). CAS program support can provide valuable assistance to lessen the strains on youth and their families, but it has also been negatively associated with engagement in the CAS program itself (Cooper, 2001).

Focal system: Activities, staff, and youth.

Applying the systems' theoretical approach with CAS as the focal point, when evaluating quality, it is important to consider the three components that make up CAS programs: activities, staff, and youth served. The type of activity, how it is administered, and whether or not it stimulates thinking are all components of quality. Staff background, training, and ability to relate and interact with youth appropriately can impact the youth experience in the CAS program. The youth themselves are a complex variable, one that must participate and engage to benefit from the experiences that are offered. Table 2 presents three focal areas, components linked to that quality construct, and their references of support.

Extracurricular activities and CAS programs are believed to play a supportive role in building the bond with learning and the educational system (Miller, Leinhardt & Zigmond, 1987; Polk & Schafer, 1972; Spady, 1971). For students who struggle academically, it is also believed that the hands-on nature of CAS activities can help reengage a youth that may be at risk for detachment (Finn, 1989). Ability to develop skills and engage in CAS programs that offer their own reward systems is also considered a key to engagement (Finn, 1989).

Involvement of multiple community providers sharing their content expertise increases program quality and older youth interest in regular participation (Halpern, 1992). CAS programs that are able to integrate staff and volunteers from multiple

disciplines have the ability to deliver higher quality content to their youth (Schwarz & Stolow, 2006). CAS programs can offer smaller class sizes for skill development activities and larger sizes for clubs, recreation and sports-based activities (Vandell &

Table 2.2
Components of CAS Focal System

CAS Focal areas	Components of quality	References of support
Activities	Hands-on; project based Learning; development of 21st Century skills; taught by content experts; integrates problem solving	Schwarz & Stolow, 2006
	Interesting, challenging, enjoyable	Mahoney, Lord, & Carryl, 2005
	Skill building and mastery; opportunities for cognitive growth; mastery orientation	Vandell, 2004; Mahoney, Parente & Lord, 2007
	Intentional design, high-quality delivery: well organized delivery, constructive feedback, hands-on	Grossman, Goldsmith, Sheldon, & Arbreton, 2009
Staff	Staff-to-child ratios, staff training; supportive relationships	Mahoney, Parente & Lord, 2007
	Calmly handle challenges, manages temperament; monitors peer interactions, inclusive; aware of behavior; supportive staff	Grossman, Goldsmith, Sheldon, & Arbreton, 2009
Youth	concerted effort, intrinsic motivation, importance; positive emotions, negative emotions, apathy	Vandell, Shernoff, Pierce, Bolt, Dadisman, & Brown, 2005
	Expectancy of success, effectance motivation; social competence; cognitive performance; enjoyment, effort, and interest in	Mahoney, Lord, & Carryl, 2005; Mahoney, Parente & Lord, 2007

Shumow, 1999). Another issue in relation to quality and staff of CAS programs is the variety of backgrounds and range of experiences. Staff make-ups range from part-time and untrained personnel, to professional educators committing extra-duty hours to the program (Vandell & Shumow, 1999).

Youth are a key component of program quality. Mahoney, et al, (2005) measure youth engagement via “effectance motivation.” This is the measure of intrinsic pleasure that can be gained from cognitive engagement in problem solving. Mahoney, et al, (2005)

found that youth in CAS programs evidence higher levels of effectance motivation at the end of the year than those in alternative care situations. Vandell, et al, (2005) found that, based on youth reports during different nonschool hours, youth reported higher motivation levels and concerted effort during their CAS participation. When youth were not in their CAS program, they resembled youth not in the program and evidence apathy at higher rates (Vandell, et al, 2005).

Theoretical Framework, Research Questions and Hypothesis

A theoretical framework that helps logically connect CAS programs to school-day measures of success could help align the OST field in its approach to evaluation. Outcomes measures that evaluate CAS programs' ability to positively engage youth served while impacting school-day performance need to be operationalized. Applying the school connectedness terminology to the theoretical framework provides the critical link between CAS services and their carried over benefit to school-day performance.

School connectedness theory.

In June of 2003, an invitational conference "School Connectedness – Strengthening Health and Educational Outcomes for Teens," was hosted by Centers for Disease Control and Prevention's Division of Adolescent and School Health and the Johnson Foundation to bring together key researchers to synthesize the literature and create a set of core principles that could guide the field under the term "school connectedness." The term student connectedness is an attempt to fuse the work on youth engagement and other related concepts into a usable framework. Papers based on work such as dropout prevention, student engagement models, and student perception of engagement were commissioned to help flush out the pertinent concepts (Catalano,

Haggerty, Fleming, & Hawkins, 2004; Libbey, 2004; McNelly & Falci, 2004). A product of this work reinforced the three categories of the youth engagement construct from this research paper's earlier literature review through the creation of a white paper that adopted three school connectedness outcomes: classroom participation (affective); improved school attendance (behavioral); and educational motivation (cognitive).

This dissertation used the school connectedness terminology for its theoretical framework to contextualize youth engagement through OST programs in relation to school-day outcomes. Affective, behavioral, and cognitive categories will make up the construct of school connectedness (Figure 2.4). Class participation and positive classroom behaviors served as part of the proposed affective construct evidencing a youth's willingness to commit themselves to the educational process, attendance and homework completion as outcomes serve as part of the proposed behavioral construct evidencing student compliance, and academic interest, volunteering in an educational context, and successful academic performance comprise the cognitive construct evidencing concern for academic achievement.

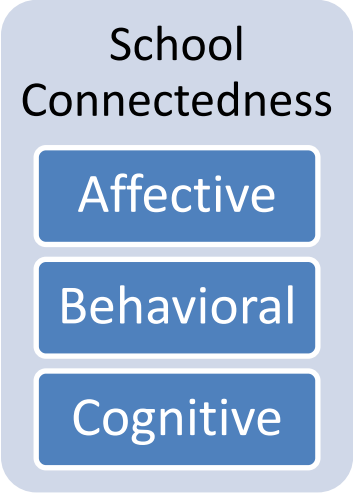

Figure 2.4. School Connectedness by Construct

Another confounding issue for evaluating after-school program is related to age ranges and school grade-levels served by the CAS program. As noted earlier, youth engagement has a developmental cycle. For after-school programs, how this affects services and participation is critical to understanding program outcomes. High school students often do not attend after-school programs as regularly as middle and elementary students (Barr, Birmingham, Fornal, Klein, & Piha, 2006). Middle school programs often offer a variety of activities and low staff-to-student ratio's to maintain interest and support (Piha, 2006). While elementary after-school programs have the highest attendance rates, the services offered by these programs must appear different from the school day in order to differentiate the experiences (Halpern, 1992). As such, it is important to evaluate the proposed model of engagement in relation to school level served by the CAS program (Figure 2.5).

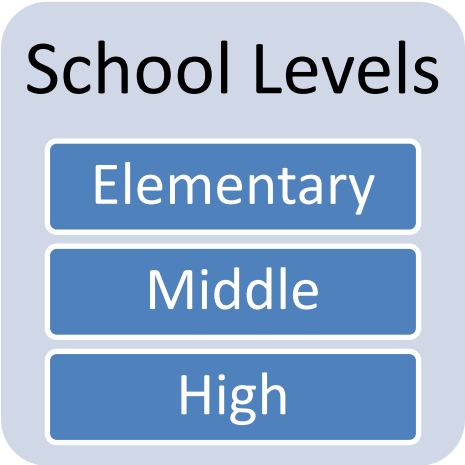

Figure 2.5. School Levels for Testing the Proposed School Connectedness Model

Finally, the quality of a CAS program can influence its ability to reach the desired outcomes. This research also sought to understand the relationship between the quality of after-school programming and the school connectedness proposed model of youth

engagement Figure (2.6). The application of this framework could greatly inform social work practice and the OST field. As described by Karen Pitman (2011), average quality programs are better than no programs, but high quality programs are the goal.

Figure 2.6. Program Quality by CAS Focal System

Integrating school connectedness theory to the theoretical framework in relation to youth engagement outcomes provides a way to operationalize proposed outcomes and identify influencing latent factors, see Figure 2.7. The theoretical model linking after-school programming quality indicators with school connectedness outcomes creates a way for social workers, stakeholders and service providers to contextualize their work for improved program design and evaluation.

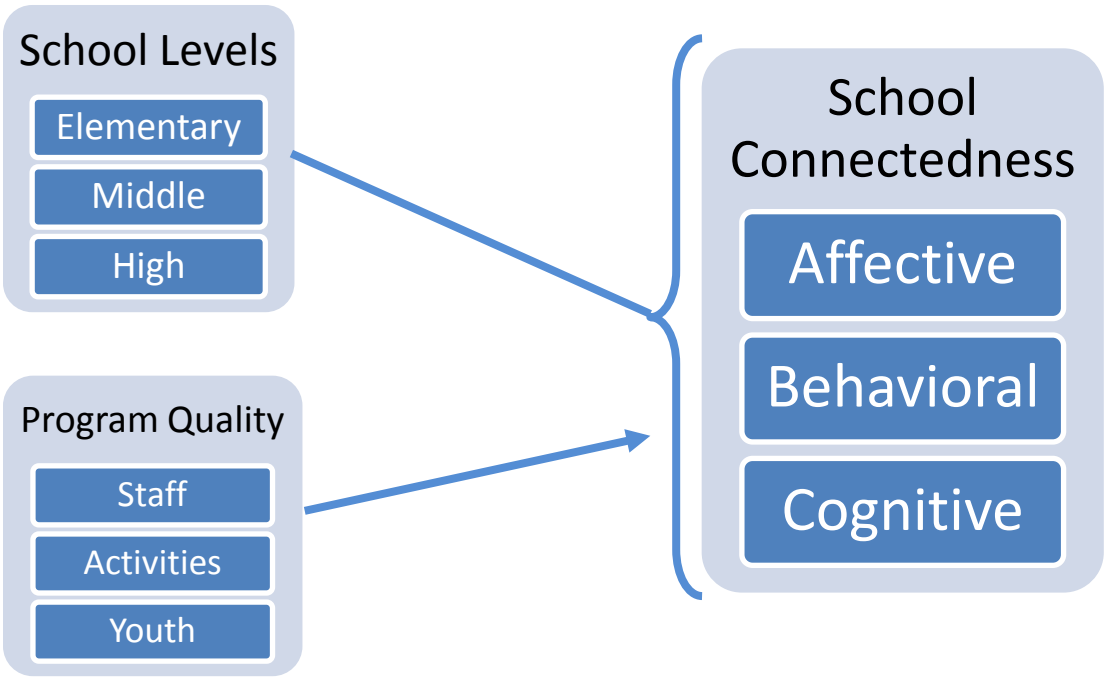

Figure 2.7. Theoretical framework

Defining the school connectedness categories.

According to Fredericks et al. (2004), the inclusion of all three categories in research on the youth engagement construct is important for the continued development of its conceptualization. The youth engagement literature was used to guide creation of definitions of the three proposed categories for the theoretical framework. The definitions aid in the understanding of the relations between CAS program outcomes and school connectedness theory. Engagement should be seen as a continuum with engagement levels and outcomes linked.

Table 2.3
Operating Definitions for School Connectedness Categories

Category	Source	Operating Definition
Behavioral	Finn, 1989; Fredricks et al., 2004	Behavioral engagement is the ability for CAS programs to foster a sense school connectedness that is evidenced through compliance with educational rules and norms for behavior.
Affective	Finn, 1989; Appleton et al., 2006	Affective engagement is the ability for CAS programs to foster a sense of school connectedness that is evidenced through identification with school and choices for active participation.
Cognitive	Archambault, et al., 2009	Cognitive engagement is the ability for CAS programs to foster a sense of school connectedness that is evidenced through academic choices in relation to motivation and performance.

As there is already an instrument that the USDOE is administering in programs across the United States, and its individual items appear to align with youth affective, behavioral, and cognitive outcomes, there is the potential that it could serve as a measure of youth engagement resulting from participation in OST programming. The operating definitions aid in the alignment of the individual instrument's items to each of the proposed model's theoretical categories of the proposed school connectedness model. Figure 2.8. provides a representation of the instrument to illustrate the potential alignment with the youth engagement construct.

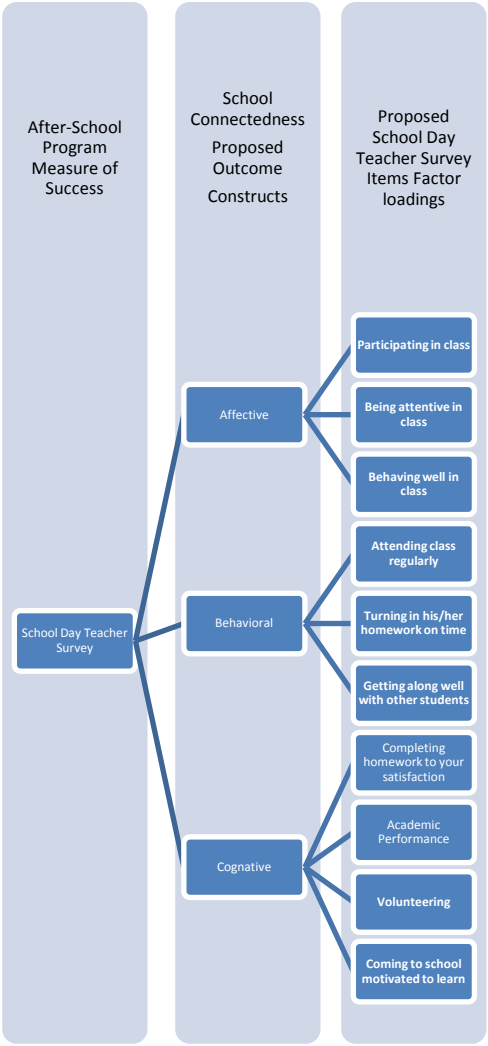

Figure 2.8. 21st CCLC Program School-Day Teacher Survey Illustration

While the item, *getting along well with others*, could also be viewed as falling under the affective category, under the conceptualization here as behavior is due to the nature of the teacher observation that does not have context for the social emotional aspects of the relations between youth, the item is in line with compliance of school norms and proper classroom behavior. The *behaving well in class*, item could also be assigned to the behavioral category, for this research it was aligned to affective as evidence of a youth's engagement through actions in class.

This research conducted a series of statistical analyses to test the proposed school connectedness model fit as a measure of youth engagement outcomes of CAS programs. It tested the same model for fit by the three different school levels served. Finally program quality was evaluated for its relationship with the school connectedness proposed model.

Research Questions and Hypotheses

The research questions and hypothesis are as follows:

Youth engagement model.

Research Question 1:

Can youth engagement be measured through a CAS program outcome measure using the proposed school connectedness construct?

Hypothesis 1. Items from a school-day teacher survey assessing the impact of after-school programs will produce a three-factor solution that is congruent with the proposed constructs of school connectedness: affective, behavioral, and cognitive.

School level difference in engagement.

Research Question 2:

Do youth engagement outcomes differ by CAS program grade levels served using the proposed school connectedness construct?

Hypothesis 2a. The three grade levels served by after-school programs are significantly different in relation to the APT-O after-school outcome measure.

Hypothesis 2b. The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the elementary school SD-T survey dataset.

Hypothesis 2c. The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the middle school SD-T survey dataset.

Hypothesis 2d. The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the high school SD-T survey dataset.

Program quality and youth engagement.

Research Question 3:

What is the relationship between comprehensive after-school program quality and the proposed school connectedness construct?

Hypothesis 3a. There is a significant relationship between the six program quality constructs and the affective school connectedness construct.

Hypothesis 3b. There is a significant relationship between the six program quality constructs and the behavioral school connectedness construct.

Hypothesis 3c. There is a significant relationship between the six program quality constructs and the cognitive school connectedness construct.

Hypothesis 3d. There is a significant relationship between the six program quality constructs and school connectedness as measured by the overall score of a school-day teacher survey evaluating after-school programs.

Hypothesis 3e. The six constructs of program quality are significantly related to the proposed three constructs of school connectedness.

Chapter 3. Methods

The following section details the methods that were used to examine three proposed school connectedness theoretical constructs of an after-school program outcome measure, how the hypothesized factor structure differentiates by grade level served, and the relationship between program quality indicators and school connectedness outcomes. First, the quantitative methods used for the non-experimental research design will be detailed. Next, information detailing the convenience sample selection of 68 Harris County after-school programs serving low-income youth, the preexisting 2010.11 data set, and the protection of human subjects' processes will be presented. Measurement descriptions of the after-school program outcome measure and the program quality site visit instrument will follow. Next, the research analysis will detail the four quantitative methods that were utilized in this research: confirmatory factor analysis, One-Way Analysis of Variance (ANOVA), Multiple Regression, and Canonical Correlation. The methods chapter will conclude with a discussion of the significance and limitations of the research design.

Research Design

The research design is a secondary analysis of one-time survey and site observation data. The purpose of the design was to test hypotheses about underlying factors and assessment of specific relationships. This is considered an appropriate design when theoretical frameworks exist that support the proposed factors (Stevens, 2002). The research was non-experimental in nature with no random sampling or random assignment in the design. As such, external validity is limited, and the results are not generalizable to

an audience beyond these 68 chosen CAS programs. One-time observations made through an after-school program outcome measure and a site visit observation tool were used for analysis. There was no control or comparison group so no causal inferences can be drawn. As "correlation does not prove causation" and there is no means to rule out alternative explanations, this research was not able to claim direct effects (Shadish, Cook, & Campbell, pg. 7, 2002).

Research Site/Setting

The research setting was Harris County Department of Education (HCDE), a support agency that runs the largest after-school intermediary in the South. In 1999, HCDE created a division to access federal OST dollars and support after-school programming in Harris County. HCDE receives funding to administer comprehensive after-school programs from both the USDOE's 21st CCLC program and the Child Care Development Block Grant. Since 21st CCLC programs have been administered by the state in 2003, HCDE has received funding in each grant cycle (Table 3.1).

Table 3.1
History of HCDE CAS Programs form 2003-2004 to 2010-2011

Program Year	**CCDBG**		**21stCCLC**		**Total**	
	Campuses	*Students*	*Campuses*	*Students*	*Campuses*	*Students*
2010-2011	30	1,954	39	9,761	69	11,715
2009-2010	35	3,353	40	9,573	75	12,916
2008-2009	36	3,600	64	10,494	100	14,094
2007-2008	35	2,848	60	7,222	95	10,070
2006-2007	64	4,605	60	9,740	124	14,343
2005-2006	36	3,557	50	10,568	86	14,125
2004-2005	26	2,937	61	11,237	87	14,174
2003-2004	22	1,618	68	14,949	90	16,567

HCDE also administers the largest percentage of CCDBG funds allocated to school-age after-school programs in the Harris County area. Program areas include rural and urban communities. Program locations include elementary, middle, and high school campuses from multiple school districts and charter school systems (Figure3.1).

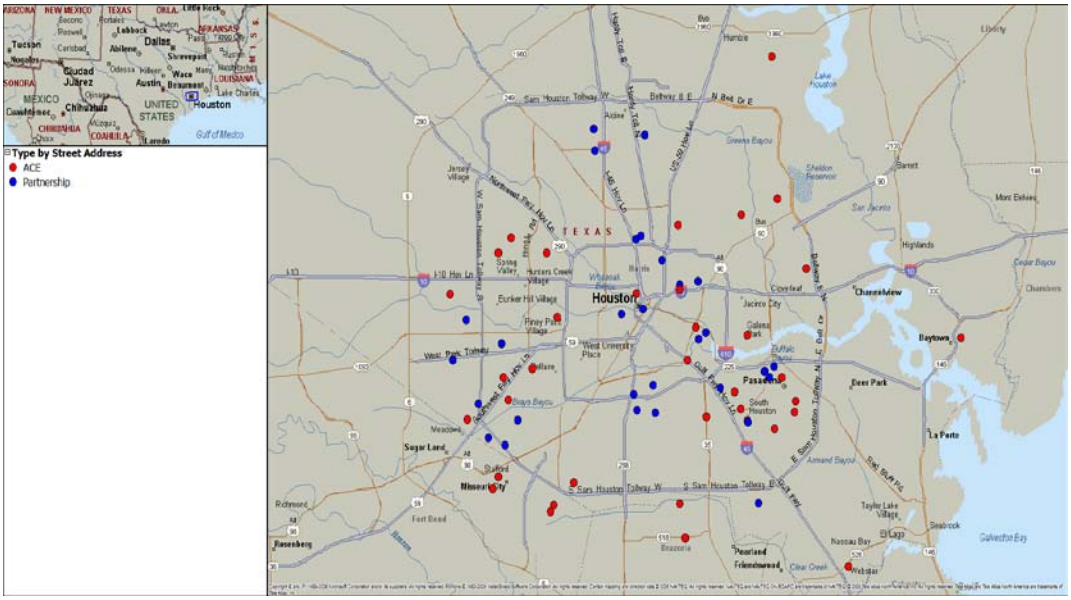

Figure 3.1. Distribution of HCDE CAS Programs 2010-2011

Each program provides snack, homework help, academic activities, and enrichment activities. Programs utilize staff from a diverse group of youth development service providers. HCDE provides program guidance including content and technical assistance and program monitoring including quality assessments and data management. HCDE's programs were chosen based on the large scale of program implementation, the consistent scope of services provided to youth, and the program guidance and monitoring

provided by HCDE that are in line with Durlak's (2008) recommendations for program quality implementation. All CAS programs were administered by HCDE and implemented the three following "active ingredients": homework help, academic activities, and enrichment activities. Identification of "active ingredients" is an important first step in studying quality program implementation (Durlak, 2008).

Subject Selection/Sampling

The subjects for this study were chosen as a convenience sample. They consist of 68 CAS HCDE programs that operated in the 2010/2011 school year with data sets on both an after-school outcome measure and a program quality site visit assessment. All CAS programs were housed in low-performing campuses or campuses that serve high rates of low-income youth, or youth that are deemed to be at high academic risk. Participating CAS programs served 9,761 youth in the 2010/2011 school year. The 68 programs represent five high school programs, eighteen middle school programs and forty-five elementary school programs serving fourteen school districts and seven charter schools. Each site serves primarily low-income and ethnic minority populations. All of the schools have been classified as low-performing, serving students in academic need, or Title 1 serving low-income youth, see Table 3.2. Table 3.3 breaks out school demographics by school level served. For more detailed information by individual campus, see Attachment A: Host site demographics, and Attachment B: Youth demographics by host site.

Table 3.2
Host School Demographics

Category	#	%
Acceptability Rating:	N=68	
Unacceptable	1	
Acceptable	31	
Recognized	28	
Exemplary	8	
Students identified as:	N=52,169	
Academically At-Risk		61.50%
Free and Reduced Lunch		68.88%
Students identified as:	N=52,169	
African American		19.88%
Hispanic		69.41%
White		6.64%
American Indian		0.81%
Asian/Pacific Islander		2.65%
Two or More		0.61%

Table 3.3
Host School Demographics by School Level

	Elem.		Middle		High	
Category	#	%	#	%	#	%
Acceptability Rating:	N=44		N=19		N=5	
Unacceptable	0		0		1	
Acceptable	16		11		4	
Recognized	22		6		0	
Exemplary	6		2		0	
Students identified as:	N=32,793		N=16,656		N=2,720	
Academically At-Risk		66.70%		52.46%		61.50%
Free and Reduced Lunch		74.78%		72.88%		46.45%
Students identified as:	N=32,793		N=16,656		N=2,720	
African American		23.65%		20.53%		8.26%
Hispanic		64.85%		68.20%		84.04%
White		6.96%		6.80%		5.49%
American Indian		1.14%		0.57%		0.21%
Asian/Pacific Islander		2.91%		3.21%		1.16%
Two or More		0.49%		0.69%		0.84%

The 68 programs each provide homework help and a balance of academic and enrichment based activities. Activities are chosen based on campus need and aligned with educational standards. Academic activities must support educational subject areas and promote student achievement, and can be classified under one of the following categories: Academic Enrichment Learning Program; Tutoring; Expanded Library Services; or Supplemental Education Services. Enrichment activities expand on students' learning and provide social, cultural, recreational, interpersonal skills, and experiences to enrich and expand students' understanding of life and involvement in community, and can be classified under one of the following categories: Mentoring; Recreational Activity; Drug/Violence Prevention; Counseling; or Character Education. For distribution of activities across sites, see Figure 3.2.

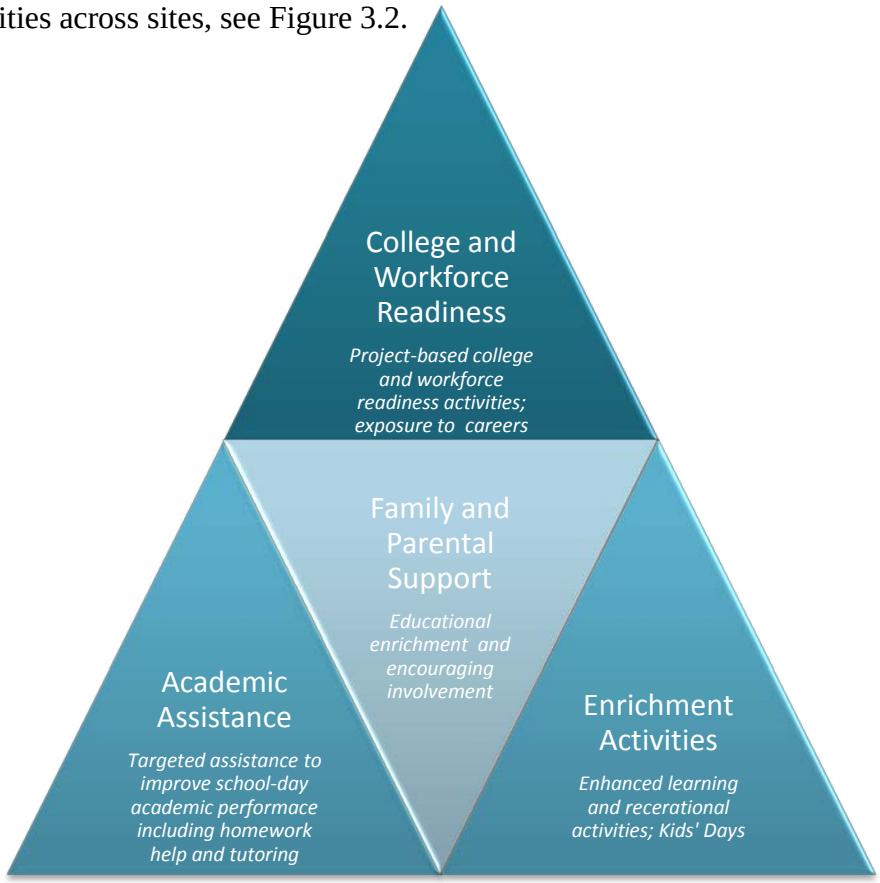

Figure 3.2. Core Service Delivery Areas for HCDE CAS Programs

Across the programs, most activities offered were categorized as Academic Enrichment Learning Programs (38%) or Recreational Activity (51%) (Table 3.4).

Table 3.4
CAS Activities by Category

Category/Sub-category	Number	Percent
Academic		
Academic Enrichment Learning Program	790	37%
Tutoring	22	1%
Expanded Library Services	15	1%
Supplemental Education Services	46	2%
Enrichment		
Mentoring	38	2%
Recreational Activity	1067	51%
Drug/Violence Prevention, Counseling, or Character Education	31	1%
Community Service/Service Learning	34	2%
Activity to Promote Youth Leadership	60	3%

Concern lies in the ability to differentiate activities offered in each of these two dominant subcategories. Descriptions for inclusion for these were wide ranging, For Academic Enrichment Learning Programs, the description is a broad definition that includes any enrichment activity with an academic focus or intent. The Recreational subcategory seems to be a catchall for any activity or even that is for fun or leisure, including arts, fitness, and games. Table 3.5 provides categories for the wide range of services offered. Table 3.6 provides the breakdown by school level. Notice that as the grade level increases the activities specifically categorized as academic decrease while those categorized as enrichment increase. Programs must also identify their activities that are offered under a college and career readiness intent. Table 3.6 illustrates that this percent increases by the older the school level served.

Table 3.5
A Sample of Activities Offered Inside HCDE CAS Programs

Academic	Enrichment	College and Workforce Readiness
Academic Student Clubs (Math, Science, Language Arts, Social Studies)	Arts & crafts activities	Career clubs
Accelerated and remedial education activities	Community service projects	Career development activities
Computer literacy	Cooking/Nutrition classes	Career exploration
Computer Science	Creative arts	Career field trips
Credit Recovery Support activity	CSI	College admissions assistance
Educational Field Trips	Dance/drama/music clubs	College awareness-prep
Homework check/completion	Engineering activities	College career goals
Engineering activities	Fashion/knitting/jewelry	College course enrollment
Expanded Library services	Fitness	College days/events/fairs
Language (ESL LEP)	Gardening	College entrance exams
Literacy programs	Health & wellness	College test prep
Reading Events/Writing Workshops	Leadership training/ Character building Clubs/ Conflict resolution classes	College tours/field trips
Service learning projects	Martial arts/self defense	Computer literacy
Speech/Debate	Mentoring	Engineering activities
Study time and TAKS preparation	Poetry Writing Workshops	Financial planning
Technology club/Robotics	Recreational activities/ Games/teambuilding	Entrepreneurial activities
Tutoring	Sports activities/soccer/tennis	Mock interviews
		Mock Trial

Table 3.6
CAS Activities by School Level

School Level	Category of Activities Offered Academic	Enrichment	Activities with College and Career Intent
Elementary	50%	50%	3%
Middle	62%	38%	7%
High	27%	73%	14%

Selection Bias.

Site selection of the participating schools is different for 21st CCLC programs than CCDBG programs. Potential 21st CCLC program schools are invited through the

school districts to be included in an HCDE grant application. HCDE collects demographics on interested campuses and chooses schools that represent multiple districts and grade levels to ensure a competitive application. Potential CCDBG schools instead apply for funding to HCDE through a competitive application process. Grant applications are submitted, reviewed, and scored. Based on funding allocation amounts and scores, schools are selected to receive CCDBG funds to support after-school programs. In either case, there was a selection bias for schools that are in most need of services based on low-performance or services to low-income students. Selection bias also existed in how youth were selected for the program. Some sites often targeted academically at-risk youth for participation. As the funding methods and program selection of the 68 after-school programs did not allow for randomization, selection bias caused threats to internal validity (Shadish, Cook, & Campbell, 2001).

School-day teacher survey sample.

In the spring of 2011, HCDE administered a school-day teacher (S-DT) survey provided by the USDOE as part of the evaluative and reporting process on their 68 after-school programs. HCDE's research coordinator trained each school's site coordinators in survey implementation. Directions for filling out each survey were included in each pack of surveys for each after-school site. Site Coordinators provided survey forms for students that attended 30-days or more to identified school-day teachers. After-school coordinators were asked to identify each after-school participant's primary school-day teacher. Homeroom teachers were recommended for elementary students and English teachers for middle school and secondary school students. Teachers were asked to fill out the survey and to report changes in behaviors over the course of the school year. Teachers

were instructed not to include student identifiers on the actual survey instrument. 4,476 Surveys were returned by site coordinators to HCDE's research coordinator and scanned in for analysis.

After-School program site visit data sample.

In the spring 2011 semester, HCDE staff evaluated the 68 programs through site visits using the National Institute for Out of School Time's site observation tool. Staff were trained in a two-day session by the National Institute for Out of School Time with follow-up video training. Training included site visits and discussions around inter-rater reliability. After the fall 2010 semester site visits were complete, staff reviewed the instrument, the resulting ratings, and compared ratings between staff. This conversation was done to help improve the spring semester's site visit inter-rater reliability.

Excluded from the analysis were students who attended the after-school program less than 30 days. USDOE does not require reporting for these students as they would have attended less than an approximate 17% of the program year. Also excluded from analysis were students who were identified by teachers as not being in need of improvement for each of the ten items included in the survey. As they were deemed as not needing improvement in any category or potential construct, they would have shown no variance and would be irrelevant to the factor analysis process. After-school programs that did have data on both instruments were removed from analysis as relationships between the data sets are being analyzed as part of the research design. Figure 3.3. provides a visual of this research inclusion and exclusion that led to a total N of 1,735.

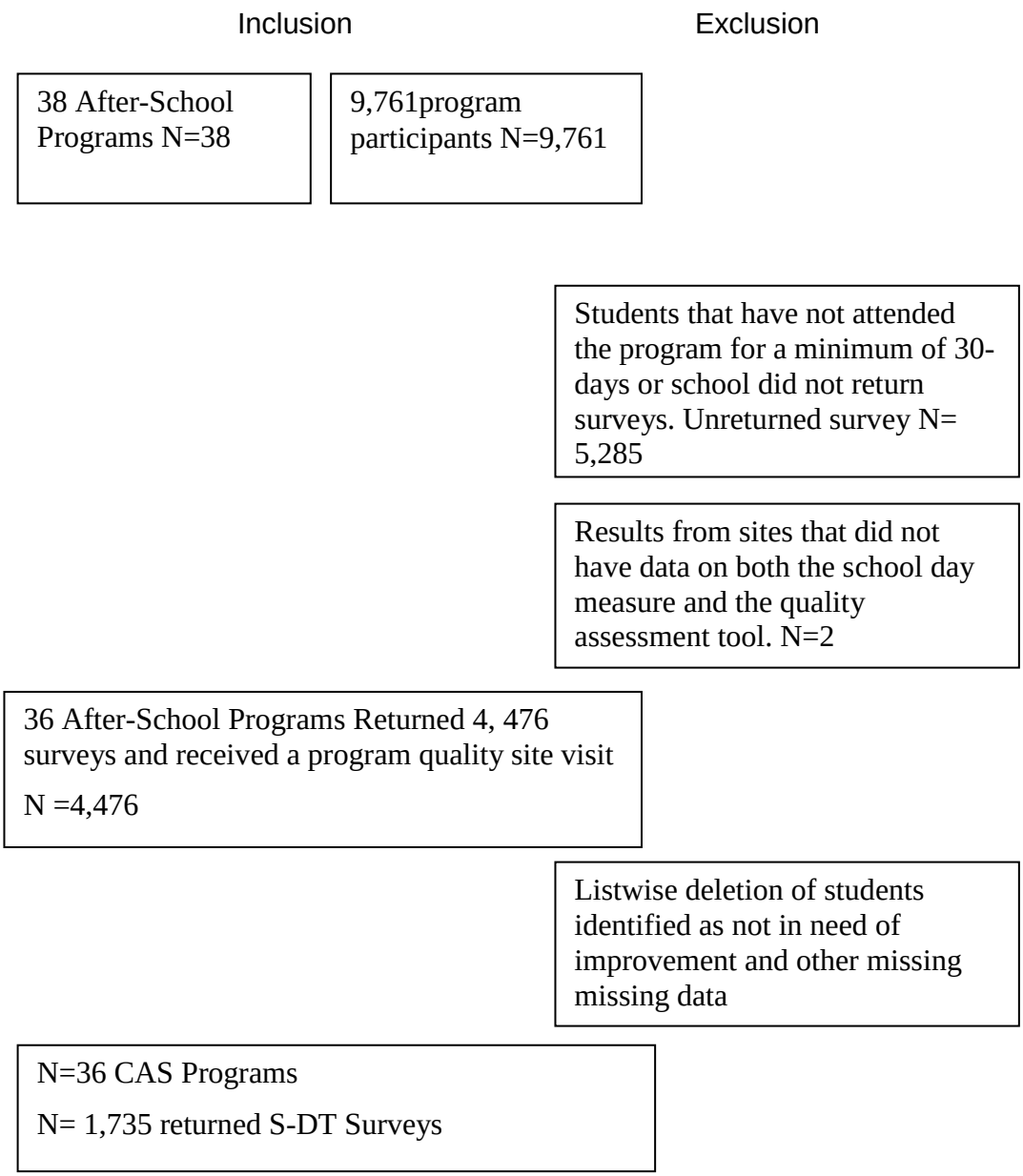

Figure 3.3. Harris County Department of Education Data Set

Protection of Human Subjects

Applicationto the registered Internal Review Boards (IRB) of the University of Houston and Harris County Department of Education was approved(Attachment C). The application detailed the method of delivery of the dataset to the researcher by Harris County Department of Education. The dataset provided by Harris County Department of

Education did not have any identifying information that could be used to identify individual after-school participants. The dataset only included school name, grade level served, and item responses.

Measures

The after-school outcome measure utilized for this research is an SD-T survey that is used for reporting on 21st Century Community Learning Center programs. The S-DT survey is provided to HCDE by the US Department of Education via the Texas Education Agency and is managed by the American Institutes of Research. It is an instrument designed to collect information about a primary school-day educator's observations of change from the start of the school year in youth that participated in the school's after-school program.

SD-T Survey.

The USDOE provides an instrument to funded 21st CCLC program sites for administration to school-day teachers of youth participating in the CAS program (Attachment D). Through a series of ten questions, the teachers are asked if students in need have improved or declined over the school year. The school-day teacher survey S-DT survey is used for reporting on the effectiveness of funded after-school programs on two of nine Government Performance and Results Indicators (GPRA). The first indicator is an assessment of homework completeness and classroom participation and the second is an assessment of student behaviors. The survey is a ten-item questionnaire that utilizes an eight-point Likert response scale for items to evaluate student levels of functioning on a continuum from significant improvement = 1, to significant decline = 7, and an eighth category is an "opt-out" option for students that can be categorized as not in need of

improvement from the beginning of the school year. The eighth category was removed from analysis as it provided no information in relation to after-school program influence on engagement through school connectedness outcomes.

APT-0.

The quality assessment tool utilized for this research is the National Institute for Out-of-School Time's Assessing Afterschool Program Practices Tool (APT-O). The National Institute for Out-of-School Time provides resources to the field to help improve program quality. They created the APT-O as part of the Afterschool Program Assessment System. The system was designed to help programs use assessment to link program quality to youth outcomes. It consists of student-level evaluations and program-level evaluations. The APT-O is used on site visits by HCDE staff and results are shared with school leadership. The APT-O, as used by HCDE, has six quality indicator categories, each with a set of four to eight items and three qualitative questions (Attachment E). Items use a four-point Likert scale ranging from Not True =1 to Very True = 4. The quality indicator categories are as follows: Overall Ratings of Program Schedule and Offerings; Homework Organization; Transition Times; Organization and Nature of Activity; Staff Promote Youth Engagement and Stimulate Thinking; Youth Participation in Activity Time. The last three are based on observations of specific activities offered inside the CAS program. Each site visit requires one to three activities to be observed and evaluated. For this research, the first activity recorded will be used for analysis. This will ensure that each site has the same number of units for evaluation, which is a minimum of one. Sites with multiple activity observations are logged in with no specific order so there should be no preferential selection of a specific type of activity.

Researchers developed the APT-O items based on research findings associated with eight specific outcomes: Behavior in the Program/Classroom; Initiative; Engagement in Learning; Relations with Adults; Relations with Peers; Problem Solving; Communication Skills; Homework; and, Academic Performance. Research on quality indicators have found that the youth engagement observations are often the most predictive of youth engagement outcomes. NIOST has been awarded funds by the William T. Grant Foundation to evaluate instrument validity and to test the instrument on a larger sample that includes CAS programs from multiple states and regions.

The six constructs have been divided into two categories: overall program observations including homework observations, and activity observations. Table 3.7 has each of the six constructs listed with the corresponding number of APT-O items included and the means and standard deviations from the 68 CAS program assessments.

Table 3.7

APT-O Quality Indicators Table

Observation Classification	Quality Indicators/Subscales	# of Items	Mean	SD
Overall Program	Overall Ratings of Program Schedule and Offerings	5	3.6	.31
	Transition Times	7	3.0	.37
	Homework Organization	4	3.7	.22
Activity	Organization and Nature of the Activity	6	3.5	.37
	Staff Promote Youth Engagement & Stimulate Thinking	6	3.0	.53
	Youth Participation in Activity Time	8	3.2	.35

Overall program observation items from the APT-O for this 68-site data set scored highest. The three activity categories where the academic and enrichment activities are

observed for a minimum of 20 minutes showed a greater range of scores with Staff Promote Youth Engagement & Stimulate Thinking having the highest standard deviation.

Data Analysis

This research conducted a series of statistical analyses to validate an after-school outcome measure as a measure of school connectedness theory in relation to the proposed three-factor youth engagement model. Follow up analysis evaluated the proposed model by grade-level differences and the model's relationship to program quality indicators. Research methods included a series of quantitative analyses. Confirmatory factor analysis first allowed for the establishment of construct validity of S-DT survey as a measurement of school connectedness. Next, to further explore the proposed factors, two separate canonical correlations were conducted: one using program quality indicators from the APT-O as the Independent Variable (IV) and the proposed school connected constructs as the Dependent Variable (DV), and one using SD-T survey results by grade level served by the after-school programs as the IV and the proposed school connected constructs as the DV. Finally a series of one-way Multivariate Analysis of Variance (MANOVA) analyses was conducted to assess the relationships between the Independent and Dependent Variables.

Each of the proposed hypotheses is presented under a heading of the statistical procedure that will be conducted for analysis. LISREL8.8 was used for the confirmatory factor analysis. Statistical Package for the Social Science 19.0 (SPSS) was the software package used for quantitative analysis of remaining two research questions. SPSS can conduct statistical procedures including: descriptive, Canonical Correlation, and MANOVA.

Confirmatory factor analysis.

The first research hypothesis used confirmatory factor analysis to confirm the underlying factors of the S-DT survey in relation to school connectedness theory:

Hypothesis 1. The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the items from a school-day teacher survey used as an after-school outcome measure.

Confirmatory factor analysis was conducted to test a set of observed variables provided by the S-DT survey with a proposed school-connectedness factor structure developed from youth engagement literature. Results will determine if the proposed model provides a good fit that accounts for relationships in the dataset. Model specification, identification, estimation and evaluation of fit are detailed below.

The literature review provided the framework for model specification. DeVellis (2012) recommends using the literature to identify themes for the categorization of the proposed latent factors. The data set of 1,735 surveys provides a large enough sample for confirmatory factor analysis (Comrey & Lee, 1992; Nunnaly, 1978). Identification of the model followed recommendations from Stevens (2002). Number of factor loadings of observed variables (S-DT survey items) plus number of factor correlations between proposed latent variables, plus error variances, will provide the number of parameters. To find the number of unique values in the covariance matrix the following formula is applied, $p(p+1)/2$, with p= number of observed factors (S-DT survey items). If the number of parameters to be estimated are less than the number of unique values the model will be considered overidentified. Next estimation using maximum likelihood function will be used to best produce the relationship between the observed variables and

the proposed latent factors. Maximum likelihood function is the most used estimate for continuous variables in confirmatory factor analysis (Beuducel & Herzberg, 2012).

LISREL8.8 was used to compute data to determine if the model has a goodness of fit to the dataset explaining the relationships between observed and latent variables. Evaluation of a series of goodness-of-fit indicators assessed the model as χ^2 alone can be too sensitive to large sample sizes, issues of normality, and model fit size (Joreskog & Sorbom, 1989). Fit indices included will be used to assess how much variance the model accounts for: The Goodness of Fit Index (GFI), the Adjusted Goodness of Fit Indicator (AGFI), and the Non-Normed Fit Index (NNFI). As the GFI and the AGFI are variance models that have similar problems as the χ^2 test does, other methods should be used for interpretation (Newsom, 2012). The NNFI improves on the Bentler-Bonnett index by using degrees of freedom to limit manipulation of the number of parameters for desired results (Kenny, 2011). The residual test, the Standardized Root Mean Square Residual (RMSEA), which indentifies discrepancies between estimated and observed variables through the residuals, has been widely accepted as an absolute measure of model fit, and will be included for interpretation (Kenny, 2011).

ANOVA.

Analysis of the second research hypothesis started with a One-Way Analysis of Variance.

Hypothesis 2a. The three grade levels served by after-school programs are significantly different in relation to the APT-O after-school outcome measure.

The overall average scores on the SD-T survey served as the dependant variable. Grade-level served by the after-school program was used as the three-level independent variable to assess differences among groups. The three grade levels were Elementary School, Middle School and High School. Tukey HSD and Dunnett C were the follow up tests to compare pairs of group means.

Follow up confirmatory factor analysis.

To further test the proposed three latent factor model for fit in line with age differences of students served, it was determined to divide the data set into three data sets for further analysis.

> **Hypothesis 2b.** The proposed three-latent-factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the elementary school SD-T survey dataset.
>
> **Hypothesis 2c.** The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the middle school SD-T survey dataset.
>
> **Hypothesis 2d.** The proposed three latent factor model (affective, behavioral, and cognitive), will provide a goodness of fit to the high school SD-T survey dataset.

The same Confirmatory Factor Analysis detailed above for hypothesis 1. was applied to hypothesis 2.b- 2.d.

Sequential Regression.

Hypotheses 3a-d. Please note that One-Way MANOVA *F* tests were originally planned for analysis of 3 a-c. The results chapter will illustrate why this was not possible.

3d. used sequential regression to assess the relationships between quality indicators and the proposed school connectedness model and its theoretical latent factors. Sequential regression strategies were used to align entry of the quality indicator IV's into the regression with the theoretical model and supporting literature review (Tabachnick & Fidell, 2001). This process aided in the equations' ability to predict relationships between the proposed constructs and ascertain how much each IV adds to the prediction of the DV. School Connectedness and its theoretical constructs served as the DV for each of the following hypotheses:

Hypothesis 3a. There is a significant relationship between the six program quality constructs and the affective school connectedness construct.

Hypothesis 3b. There is a significant relationship between the six program quality constructs and the behavioral school connectedness construct.

Hypothesis 3c. There is a significant relationship between the six program quality constructs and the cognitive school connectedness construct.

Hypothesis 3d. There is a significant relationship between the six program quality constructs and school connectedness as measured by the overall score of a school-day teacher survey evaluating after-school programs.

Canonical Correlation.

Hypotheses 3e. ran canonical correlation techniques for analysis:

Hypothesis 3e. The six constructs of program quality are significantly related to the proposed three constructs of school connectedness.

The analysis would have assessed the association between two factor sets. As a variable reduction technique, canonical correlation analysis informed us which IV's

are maximally associated with which DV's through a series of paired canonical variates (Stevens, 2002). Each paired canonical variate would have been evaluated by Bartlett's test of residuals for significance before moving to the next. Items or variable to variate correlations of .3 or above would have been considered part of the variate (Tabachnick & Fidell, 2001). The data set of 1,735 surveys provided a large enough sample for canonical correlation (Tabachnick & Fidell, 2001; Stevens, 2002; Thorndike, 1978). At least ten cases are needed for every variable and Thorndike (1978) recommends squaring the sum of the independent and dependent variables and adding fifty.

CHAPTER IV: Results

To prepare data for analysis, the SD-T survey data and the APT-O data were given unique identifier id numbers by the 68 individual campuses. The two files were then merged into one SPSS 11.5 data management file by school I.D. number. Listwise variables were then removed respectively for schools that did not have data on both instruments, S-DT survey results for students that were classified as "not in need of improvement", and for missing data. As the sample is large, the listwise technique was chosen (Stevens, 2002). Removed data reduced the sample from 4,476 to 1,735. Only 269 cases were removed due to missing content on the S-DT survey. The 1,735 number of cases is still large enough to maintain an appropriate case to variable ratio. There was no significant difference between the two datasets. Independent-samples *t* tests were conducted for each item to evaluate differences in the 4,476 compared to the 1,735 data sets. None of the ten items at the $p < .05$ significance level showed differences.

S-D Teacher Survey Descriptives

A reliability estimate was computed using Cronbach's alpha for the S-DT survey as an internal consistency method (Carmines & Zeller, 1979; Stevens, 2002). Table 4.1 contains results of the individual item analysis. The overall Cronbach's alpha for the S-DT instrument is .9631. Carmines & Zeller (1979) apply the general rule that Cronbach's alpha should not fall below .80. Therefore the reliability estimate for the S-DT survey evidences good internal consistency.

Intercorrelations of individual items from the S-DT survey are included in Table 4.2. All correlations are significant at the $p <.01$ level. While Tabachnick & Fidell

Table 4.1
S-DT Survey Item Analysis for Internal Reliability Estimate

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Alpha if Item Deleted
Item 1	48.9879	98.5172	.7950	.9607
Item 2	49.0017	98.4746	.8158	.9598
Item 3	48.8853	99.0474	.8523	.9586
Item 4	49.0571	99.5290	.8100	.9600
Item 5	48.9268	98.1209	.8014	.9605
Item 6	49.0173	97.3965	.8710	.9577
Item 7	49.0357	97.5327	.8263	.9595
Item 8	48.9821	97.6450	.8637	.9580
Item 9	48.9867	97.5044	.8822	.9573
Item 10	48.9372	98.7071	.8185	.9597

Note: N=1735; Alpha= .9631

(2001) use .9 as a threshold for concerns of multicollinearity, Stevens (2002) believes items at the .8 level are also suspect. Items 1 and 2; 6 and 7; 6 and 8; 6 and 9; 8 and 9 are all highly correlated above the .8 level. If this research's intent was to create a new instrument, consideration would be given to collapsing some items. But, as this research is seeking to test an existing instrument, the ten item set will be retained.

Table 4.2
S-DT Survey Intercorrelations of Individual Items

Items	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
Item 1	--									
Item 2	.874*	--								
Item 3	.709*	.733*	--							
Item 4	.660*	.675*	.774*	--						
Item 5	.671*	.675*	.709*	.675*	--					
Item 6	.662*	.703*	.774*	.739*	.735*	--				
Item 7	.634*	.653*	.705*	.679*	.679*	.806*	--			
Item 8	.690*	.733*	.767*	.722*	.718*	.805*	.756*	--		
Item 9	.706*	.702*	.784*	.757*	.734*	.812*	.764*	.812*	--	
Item 10	.638*	.641*	.698*	.676*	.696*	.747*	.793*	.728*	.793*	--

Note: N=1735; All coefficients are significant at $p<.01$

Normality tests for the S-DT survey show a normal kurtosis but a negative skewness, Figure 4.1. Items on the S-DT survey do evidence a skew. While a skew is

expected based on the USDOE's performance expectations, this data set performs higher than the baseline and the national average. As part of the reporting system for 251st CCLC programs, this survey is used to average the total number of after-school students that evidenced improvements over the school year during the school day. The performance benchmark is set at 75% of students that are in need of improvement have evidenced positive change. The national average is 69.95% and the HCDE sample data set is 85.2%.

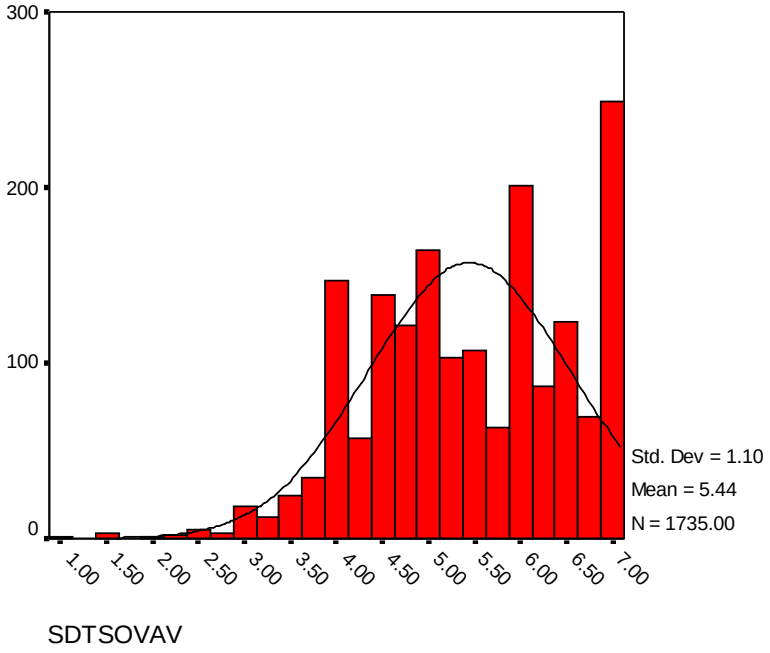

Figure 4.1. S-DT Survey Distributions of the Standard Errors

To assess normality, linearity and homoscedasticity between the S-DT survey and the APT-O an analysis of the residuals was conducted (Tabachnick & Fidell, 2001). Figure 4.2. Displays the results through a scatterplot of the residuals. As the scatterplot depicts a rectangular band of residuals linearity is assumed. As neither side of the plot creates a funnel shape we see an equal distribution of predicted dependent variables and

homoscedasticity is assumed. As discovered before the dataset is skewed. The skew remains evident in the scatterplot with most residuals falling below the center and the normality assumption is not met.

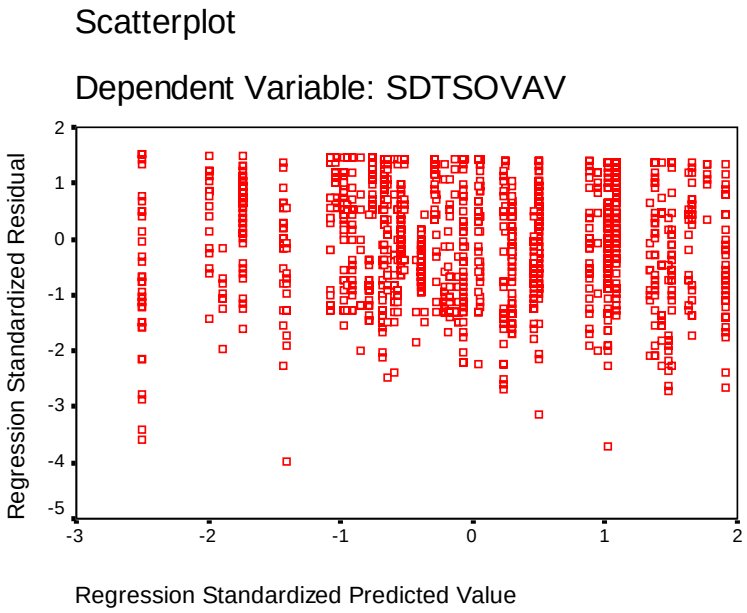

Figure 4.2. S-DT Survey and APT-O Distributions of the Residuals

Research Question 1: Model Fit

Can youth engagement be measured through a CAS program outcome measure using the proposed school connectedness construct? To test hypothesis 1, items from a school-day teacher survey used as an after-school outcome measure will produce a three latent factor model that is congruent with the proposed constructs of school connectedness: affective, behavioral, and cognitive.

PRELIS 2.80 was used to import data from SPSS to prepare it for the confirmatory factor analysis. PRELIS is the data generation system that is used by LISREL8.8. Variables were identified as continuous. The model was overfitted with

number of unique values (55) greater than the number of parameters to be estimated (23) meaning the model can be analyzed. Maximum likelihood was be used for the parameter estimates. PRELIS produced a covariance matrix and an asymptotic covariance matrix. Fixed parameters were set to constrain the variance between latent variables and one of their independent variables to one for the analysis (Albright, 2008).

The model was built in LISREL with all ten SD-T items used as indicator variables. Items 3, 6, and 7 were hypothesized to load on the affective latent factor. Items 1, 5, and 10 were hypothesized to load on the behavioral latent factor. Items 2, 4, 8, and 9 were hypothesized to load on the cognitive latent factor. LISREL 8.8 was used to run the analysis. Table 5 presents the APT-O items and proposed latent factors.

Table 4.3

S-DT Observed Variables and School Connectedness Proposed Latent Variables

The terms of teacher observation of student change/ Observed Variables	School Connectedness Proposed constructs/ Latent Variables
Turning his/her homework on time	Behavioral
Completing homework to your satisfaction	Cognitive
Participating in class	Affective
Volunteering(e.g., for extra credit or more responsibilities)	Cognitive
Attending class regularly	Behavioral
Being attentive in class	Affective
Behaving well in class	Affective
Academic Performance	Cognitive
Coming to school motivated to learn	Cognitive
Getting along well with others	Behavioral

The three latent variables were allowed to correlate and error terms were not allowed to correlate (Hu & Bentler, 1998; Stevens, 2002). First, Table 4.4 shows us how each of the observed variables loaded onto the variables. Each had t-scores > than two and are considered significant (Stevens, 2002).

Table 4.4

Standardized Variable loadings on hypothesized latent constructs.

Observed Variable	Latent Construct	Affective	Behavioral	Cognitive
Class Participation	Affective	0.87		
Behaves well in class	Affective	0.85		
Attentive in class	Affective	0.90		
Homework Time	Behavioral		0.81	
Regular Attendance	Behavioral		0.81	
Gets along well with others	Behavioral		0.83	
Homework Satisfaction	Cognitive			0.82
Volunteer for extra work	Cognitive			0.88
Academic performance	Cognitive			0.88
Motivated to learn	Cognitive			0.90

Even though variable loadings in table 4.4 met criteria of > .3, the model fit for the hypothesized three-factor model was poor (Table 4.5 and Figure 4.3). The $\chi 2$ value of 3131.31 with 32 degrees of freedom was statistically significant at p.ooo which, if not for the large sample size, would indicate that the hypothesized model is not a good fit. Due to the large sample sizes ability to influence significance additional assessment of goodness of fit indices were made. The GFI was 0.73 and the AGFI was 0.54 both indicating that the model is not a good fit. The NNI was 0.92 indicating that the model was a mediocre fit. The Root Mean Square Residual however was 0.23, which is greater than the recommended < .08 supporting the GFI and AGFI results. Overall assessment was that the proposed school connectedness model structure was not a good fit to the S-DT survey data.

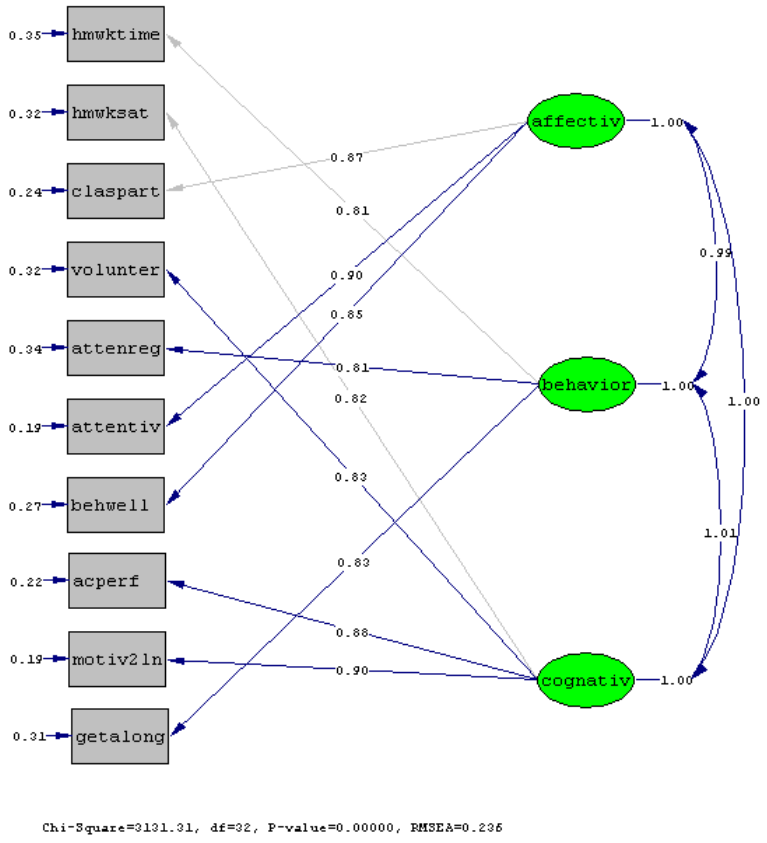

Figure 4.3. Proposed Three Factor Model Coefficients.

As the SD-T survey is used to report on two reporting measures to the USDOE, a two –factor model that aligns with the latent behavioral and cognitive constructs was also tested. The two factor model utilized observed variables 1-5 as indicators of behavioral latent construct, and variables 6-10 as indicators of the cognitive latent variable. As indicated in Table 4.5, the model fit for the hypothesized USDOE two-factor model was also poor. The $\chi 2$ value of 1181.14 with 34 degrees of freedom was statistically significant at p.ooo which, again, if not for the large sample size, would alone indicate that the hypothesized model is not a good fit. The GFI was 0.88 and the AGFI was 0.81 both indicating that the model is not a good fit. The NNI was 0.96, indicating that the

model was a good fit. The Root Mean Square Residual, however, was 0.14, which is even greater than the recommended < .08, supporting the GFI and AGFI results that the two-factor model used by the USDOE is not capturing a two-latent-factor model.

Finally, see Table 4.5 for the one-factor model results that were run for comparison. While none of the models found a goodness of fit to the dataset, the USDOE 2 factor model had a slightly lower RMSEA of .014 and slightly higher NNFI, GFI, and AGFI scores.

Table 4.5
Confirmatory Factor Analysis models tested using S-DT survey

Model	df	$\chi 2$	RMSEA (90% CI)	NNFI	GFI	AGFI
Three factor Proposed School Connectedness	32	3131.31	0.23	0.92	0.73	0..54
Two factor used for USDOE reporting	34	1180.14	0.14	0.96	0.88	0.81
One factor	27	1247.17	.016	.094	.086	.077

A follow up exploratory factor analysis using principal components method with varimax rotation was performed through SPSS 19.0 on the ten S-DT survey items. Orthogonal varimax rotation was chosen to clean up factors and make interpretation easier (Stevens, 2002). Eigenvalues greater than one were retained. One factor was extracted therefore no rotation could be conducted. The total variance explained by the one factor solution was 75.25%. The screeplot elbowed at one factor as well, Figure 4.4. Loadings on the one factor model are reported in Table 4.6. All loadings were retained are reported from highest to lowest loadings.

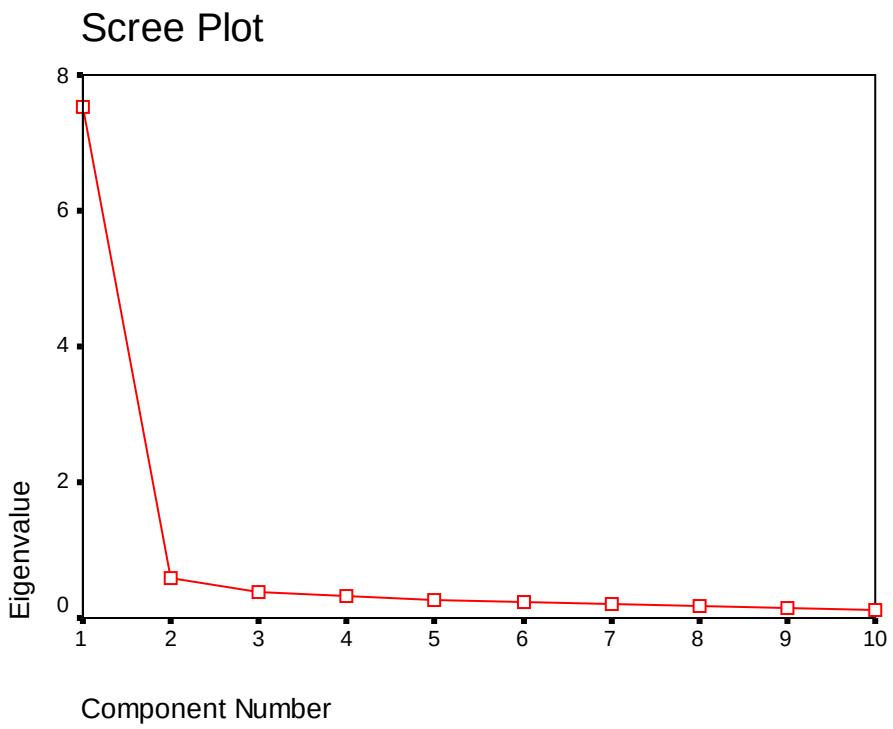

Figure 4.4. S-DT Scree Plot One Factor

Table 4.6
S-DT Survey Exploratory Factor Analysis Using Principal Component Method

Observed Variable	One Component
Motivated to learn	.908
Attentive in class	.899
Academic performance	.893
Class Participation	.883
Behaves well in class	.862
Gets along well with others	.854
Homework Satisfaction	.851
Volunteer for extra work	.848
Regular Attendance	.840
Homework Time	.833

Research Question 2: Model fit by school level

Do youth engagement outcomes differ by CAS program grade levels served using the proposed school connectedness construct?

Hypothesis 2a.

Hypothesis 2a, the three grade levels served by CAS programs are significantly different in relation to the APT-O after-school outcome measure, used SPSS 11.5 to conduct a one-way analysis of variance (ANOVA). The ANOVA evaluated the relationship between three different school grade levels served by the after-school programs and the results of the SD-T survey. The independent variable, school level, included three categories: elementary, middle, and high. The dependent variable was the overall score on the 10-item SD-T survey. The ANOVA was significant, $F(2, 1732) = 5.81$, $p = .03$. The eta-square revealed a very weak relationship between school level and the SD-T survey. School level only accounted for .04 % of the variance of the SD-T survey results.

Follow-up tests were still conducted to evaluate differences by school level. Posthoc comparisons of pairwise differences among means were evaluated through Dunnet's C test, which assumes variances may not be equal among the three groups. Means between elementary school level showed significant differences from the other two school levels: middle and high. Middle and high did not evidence significant mean differences between each other. Elementary school level means were significantly higher than middle and high. The means and standard deviations are reported in Table 4.7 and the ANOVA results are reported in Table 4.8.

Table 4.7
95% Confidence Intervals of Pairwise Difference in Mean Changes by Grade Level

Grade Level	Mean	SD	Elementary	Middle
Elementary	5.567	1.07		
Middle	5.131	1.05	.2884 to .5854*	
High	4.761	1.35	.4403 to 1.1727*	-.0133 to .7525

Note: *95% confidence interval does not contain zero, therefore significance is at the .05 using Dunnett's C procedure

Table 4.8
One-Way Analysis of Variance Summary for Grade Level Differences

Source	Default	SS	MS	F	*p*
Between treatments	2	91.59	45.80	39.598	.000*
Error (within treatments)	1732	2003.05	1.16		
Total	1734	2094.64	.		

*$p < .01$.

Hypothesis 2b.-2d.

To assess if the proposed school connectedness model will hold up by grade level, three additional confirmatory factor analyses were run to test hypotheses 2b.-2d. LISREL 8.8 was used to run three confirmatory factor analyses, one per grade level. Based on the results in Table 4.9, the proposed model's goodness of fit appears to be best for the Middle school level data set. The model is still not however deemed a good fit for the data as the RMSEA is 0.13 which is still > than 0.08 and the GFI at .91 and the AGFI of .84 are below the recommended levels of > 0.95.

Table 4.9
Confirmatory Factory Analysis, Proposed Model by School Level.

Model	df	$\chi 2$	RMSEA (90% CI)	NNFI	GFI	AGFI
Elementary	32	1558.57	0.166	0.94	0.85	0.74
Middle	32	907.05	0.13	0.97	0.91	0.84
High	32	3131.31	0.24	.092	.073	.0.54

Table 4.10 includes the standardized factor loadings by proposed latent construct and school level.

Table 4.10
Standardized Variable loadings on hypothesized latent constructs.

Observed Variable	Affective			Behavioral			Cognitive		
	EM	MS	HS	EM	MS	HS	EM	MS	HS
Class Participation	0.87	0.84	0.92						
Behaves well in class	0.85	0.88	0.82						
Attentive in class	0.90	0.88	0.97						
Homework Time				0.78	0.82	0.90			
Regular Attendance				0.80	0.85	0.77			
Gets along well with others				0.83	0.85	0.77			
Homework Satisfaction							0.80	0.82	0.93
Volunteer for extra work							0.82	0.81	0.85
Academic performance							0.88	0.86	0.91
Motivated to learn							0.89	0.90	0.92

As the sample provided a possibly overfitted model, overall there was no need to free any fixed parameters to reevaluate the model fit. Model modifications were reviewed, but due to a priori approach will be left for future analysis. Review followed the approach detailed by Whittaker (2011) in which diagnostic statistics suggest which items could be reassigned to which proposed latent factors through high modification indices and high expected parameter change statistics. Table 4.11 includes the items that were the highest on both indicators by school level data set.

Table 4.11
Items with Highest Model Modifications by School Level

Dataset	N	Observed Variable	Move From	Move To
All school levels	N=1735	Homework to Satisfaction	Cognitive	Affective
Elem	N=1305	Homework to Satisfaction	Cognitive	Affective
Middle	N=350	Homework on Time	Behavioral	Cognitive
High	N=80	Homework to Satisfaction	Cognitive	Affective

Again no action was taken for further analysis as results from one dataset testing a measure alone only provides a better fit to the sample and does not warrant change to the proposed model (Mueller, 1996):

> When the modified structure is reanalyzed and re-evaluated using the same data set that was utilized for the initial analysis, fit results usually will improve, not necessarily due to a truly "better" model (a structure that better reflects the "true" processes in the population that generated the data) but simply because a model has been fitted to a particular data set. (p.95)

Results were included to inform future research.

Research Question 3: Relationship between instruments

What is the assessment of the relationship between comprehensive after-school program quality and the school connectedness construct?

Hypothesis 3a-d.

As the three-factor model did not hold up, hypotheses 3a-3c, which were to evaluate the six APT-O constructs in relation to each of the three proposed S-DT latent factors respectively, were not conducted. Hypothesis 3d was retained: there is a significant relationship between the six program-quality constructs and school connectedness as measured by the overall score of a school-day teacher survey evaluating after-school programs. The only difference in the hypothesis is that school connectedness should be removed. The S-DT survey from this point forward will be referred to as a

positive student outcome measure. A multiple linear regression analysis was conducted in SPSS 11.5 to evaluate the predictive relationship of program quality through the APT-O assessment to positive student outcomes measured through the overall SD-T survey score.

For hypothesis 3d, the independent variables serving as the predictors were the six quality factors of the APT-O, and the dependant variable serving as the criterion was the overall SD-T score. The two administrative subscales of APT-O tool, Transition and Homework are not required and were not always completed as part of the site visit observation. Listwise deletion brought the sample down to 161 cases. This is still within the acceptable case to predictor ratio of $N \geq 50+8*6$ (# of IV's)=98 cases. The regression equation shows the effect of the independent variable data on the output; and the r-squared shows us the importance of the input on the creation of the distribution (Macdonnell, 2010). In this case, regression equation was significant, but the r-squared illustrates that the APT-O had little to do with the distribution of the SD-T survey results. The linear combination of the six APT-O constructs was significantly related to the SD-T survey, $F(6,154) = 9.534$, $p < .00$, but the $R^2 = .271$, and adjusted $R^2 = .242$ illustrate that the APT-O accounts for little of this sample's variance of the SD-T survey. The multiple correlation coefficient was .520, indicating approximately 27% of the variance of the S-DT survey can be accounted for by the linear combination of APT-O quality indicators.

In Table 4.12. the unstandardized and standardized coefficients are presented. Only two of the independent variables showed significant relationships with the S-DT survey.

Table 4.12

Regression Analysis Summery for APT-O predicting S-DT Survey

Predictor	B	β	*p*
Overall Program Offerings	1.768	.195	.397
Homework Administration	1.263	.164	.118
Transition Administration	.037	.009	.960
Nature of Activity	1.249	.421	.000*
Staff Promotion of Youth Engagement	-1.951	-.617	.000*
Youth Participation	.832	.149	.156

Notes: $R^2 = .02$ (*$p < .001$); $F(6,154) = 9.534$

Sequential (hierarchical) regression was also conducted entering the independent variables in the order suggested by the literature. The six independent variables were entered into the model using the Enter method in the following order: Youth Participation, Staff Promotion, Nature of Activity, Overall Program Offerings, Transition Administration, Homework Administration. Only the addition of the first three of the IV's showed significant contributions above the accounted for prior contributions. The activity subscale showed the largest R^2 change.

Table 4.13

Sequential Regression Analysis Summery for APT-O predicting S-DT Survey

Step	IV	B	β	*p*	R^2	sr^2
1	Youth	1.205	.216	.006*	.047	.047*
2	Staff	-.916	-.290	.000*	.130	.084*
3	Activity	1.231	.415	.000*	.253	.123*
4	Overall	.814	.090	.059	.256	.002
5	Transition	.570	.136	.941	.259	.004
6	Homework	1.263	.164	.536	.271	.012

Notes: *$p < .01$

Hypothesis 3e.

As the proposed three factor model did not prove a fit to the dataset, hypothesis 3e., the six constructs of program quality are significantly related to the proposed three constructs of school connectedness, was not tested.

CHAPTER V: Discussion

The S-DT survey did not prove to be a measure that can be used to evaluate youth engagement under the proposed school connectedness model. Tests of fit by school level did show change, but no dataset validated the model. Finally the relationship between program quality indicators and the S-DT survey did show levels of significance, but only for staffing behaviors and activity design.

Research question 1: Scale items, # of factors, and teacher perceptions.

While the SD-T was not found to be a three factor youth engagement measure for CAS programs, it was not originally designed to serve this purpose. While the S-DT survey items are in line with the proposed outcomes in the literature and are even in line with items used in other studies (Vandell et al., 2005; Mahoney et al., 2005; Mahoney et al., 2007), there may be many other confounding issues in relation to the instruments items, the number of factors proposed, and teacher perceptions.

Items may not be worded in a way that ties effectively with the proposed latent factors (DeVellis, 2012). When developing an instrument there are specific techniques applied to ensure the proper nomological net is cast initially. Large lists of potential items are gathered. From there, items are culled back seeking a balance of concepts and item numbers. There were only 3-4 items aligned for testing with each of the proposed latent variables. More items per proposed factor could have potentially helped frame the underlying structure and reveal latent factors (DeVellis, 2012).

The instrument may not be capturing three latent variables, but instead two or even one. The work of Kerr, Zigmond, Schaeffer, & Brown (1986) identified two latent

factors, cognitive and behavioral, in youth reports on engagement. Further analysis also found significant predictive relationships between the youth survey and academic and student behavior records. This categorization of latent factors aligns with the Appleton et al. (2006) claim that most research on student engagement only captures cognitive and behavioral constructs. There is inherent difficulty in capturing an affective aspect of human nature, and when the measure is an observational instead of a direct report, the difficulty becomes magnified. The inclusion of the affective factor in the proposed school connectedness model could have influenced the results. The USDOE use of the SD-T survey reports out on only two areas: behavior and academic performance. While this model did not evidence a two-factor fit to the dataset either, it did perform incrementally better across each confirmatory factor analysis. The item assignments to the two reporting indicators were assumed through face validity of the researcher. Further analysis could be conducted after confirmation from the USDOE of the proper structure of the instrument.

The instrument could also be capturing a one-factor model in relation to overall teacher perception of their youth or the after-school program itself. As the SD-T survey is completed by school-day educators and used as part of the reporting system for 21st CCLC funded CAS programs, it may be assessing something other than outcomes of the CAS program. Issues in relation to school-day teacher perceptions could influence results. There are three primary issues in relation to school-day teacher's perceptions: the ability to predict cognitive performance, the ability to assess who is in need of improvement, and the orientation toward support of CAS programs.

Teachers' perceptions.

Research on the effectiveness of teachers to predict student academic performance have shown weak linkages (Anderson, Ball, & Murphy, 1975). Teacher judgments about student abilities are often used as part of evaluation models, making them a critical factor in decision making. Studies seeking to evaluate teacher judgments are mixed. Begeny, Krouse, Brown, & Mann (2011) found that teachers were not able to reliably predict student achievement of mid-level and low-level readers on five different measures of reading ability. There are many factors that impact the ways teachers view their students, interact with their students and perceive their performance. Cadwell and Jenkins (1986) found teacher bias based on perception of specific student behaviors. They found that ratings were interconnected to multiple characteristics and theoretical orientation toward behaviors. There have been several research studies on bias in relation to student referrals to special education services long-term educational implications (Krose et al, 2011). In relation to student behavior, Bennett, Gottesman, Rock, & Cerullo (1993) found that teachers' perceptions of student behavior made a considerable impact on their judgments of youth's academic ability.

The S-DT survey allows teachers to choose a 'no need to improve' category. Research has also shown predispositions to categories of students that could have factored into the results. For example, there has been research on teacher's perceptions of boys' performance versus girls. Boys often are rated lower on academic ability based on teacher bias (Bennett, et al., 1993; Shaywitz, Shaywitz, Fletcher, & Escobar, 1990; Brophy & Good, 1974). Expectations of success can also influence youth performance. Researchers have found that educators with low expectations respond and evaluate

students differently based on their assumption of a student's ability (Brophy & Good,1970; Rosenthal & Jacobson, 1968; Rubie-Davies, 2010). Bernard (1979) found that the trend for boys actually change in later years through a study of evaluation of essays. It was found that assessment of essays that were believed to be written by high school boys were scored more favorably than high school girls (Bernard, 1979).

Any evaluation using teacher surveys should be aware of the influences of perceptions. The S-DT survey may actually not be evaluating youth engagement at all. Instead, it may be assessing one construct, an overall belief of the school-day teacher that CAS programs are beneficial to students in need. If a teacher is supportive of CAS program, they may also lean toward a favorable response set so as to not have negative impacts on future educational decisions for their youth. This orientation could skew the dataset making the proposed school connectedness latent factors undetectable.

So if teacher reports are not necessarily reliable, are youth self reports any better? Norris, Pignal, & Lipps (2003) also evaluated a six item youth survey as a measure social engagement but did not find any significance, while Klem & Connel (2004) found that youth reports of feeling supported by their teachers predicted better performance on a series of school-day measures.

Research question 2: School level differences

Analysis found that elementary programs had significantly different response patterns to those of middle school programs and to those of high school programs. Middle and high school programs did not show a significant difference between each other. This is in line with Finn's (1989) observations that youth engagement evolves over

a youth's life cycle and will be different as a youth experiences rewards and ramifications from the system. Based on the fact that there were indeed differences, the three school levels of programs served datasets were used independently to test the proposed three-factor model for fit. Results showed that none of the school levels validated the S-DT survey as a youth engagement instrument as proposed. Each school level data set did however, perform differently. The middle school level evidenced the closest fit.

According to Orthner, Cook, Rose, & Randolph (2002), middle school is an important timeframe to understand in relation to engagement as it is often where engagement levels start to drop off. CAS programs must be designed differently by grade level served to meet the needs of their developmentally different clientele and to impact student engagement (Halpern, 1992). Lane, Rierson, Stand & Carter, 2010, found significant differences in outcomes of CAS programs by grade level served. Differences were associated with service delivery and need for differentiated planning by grade level served (Lane et al., 2010). Elementary school programs' main thrust is safety and care while middle and high school programs must design engaging activities that can help them maintain the attention and participation of participants who can leave voluntarily. Elementary school programs often have a captive audience with parents mandating attendance and serve larger number of students than middle or high school programs (Grossman et al., 2009).

There is also a narrower area of influence on outcome measures at Elementary levels. Grades, test scores, and attendance do not have as much variation at the elementary level compared to middle and high (Marshall et al., 1997; Vandell & Shumow, 1999). Behavior may the primary interest for CAS outcomes in relation to

youth engagement at the elementary level as it may have the greatest area for improvements. The behavior factor may also radically change as a youth transitions into middle school and then on to high. As youth age program saturation also becomes an issue. The USDOE set the benchmark of 30 days or more to identify a student as a "regular attendant" for 21st CCLC programs. For an average year-round program, that translates to one day a week. For high school students with competing priorities of family obligations, jobs, or peer influences, regular attendance can be difficult and many youth served may not be included in the analysis (Halpern, 1992).

Research shows that middle school youth are at a key transition point for engagement and drop out predictors (Kerr et al., 1986). Peer group influences and opportunities to interact are key parts of CAS programs for middle school youth (Halpern, 1992). While one item included in the behavior category was related to interactions with others, peer influence on engagement could not be factored into the proposed model. Betts, Appleton, Reschly, Christenson,& Heubner (2010) researched cognitive and affective student engagement through a youth survey of middle and high school youth. While their work did not find differences by school level, it did differentiate between the two types of engagement (Betts, et al., 2010). As the research used a student survey the items associated with the affective latent factor were more in line with perceptions of adult/youth interactions (Betts, et al., 2010).

Research Question 3: Activity design and staff

The APT-O was significantly related to the SD-T survey under two constructs: activity design and staff behaviors. The National Institute of Out-of-School Time only found youth participation to be a predictor of other evaluative instruments for CAS

programs (NIOST, 2008), but that did not hold true for this dataset. The predictive qualities of the APT-O to the S-DT survey were low to moderate. Issues in relation to the lack of a prescriptive model of implementation, differences in staff expertise and skills as well as program quality moderators could have all influenced these results.

As these programs are implemented under quality programming guidelines, they do not follow a specific program model; services delivery and staffing of the 68 CAS program varied widely. As Durlak (2008) illustrates, program quality can often be tied to fidelity of delivery that is supported through training in specific implementation of model programming. Programs like Citizens' Schools or LA's Best that follow a rigorous model may perform better and could be used for further analysis. Activities administered in CAS programs are key to the successful engagement of youth. Mahoney et al. (2007) compared CAS programs and found that those rated as engaging devoted more time to enrichment and skill-building activities than homework and non-skill-building activities. Perry (2008) found that activities that link educational activities to future academic and career pursuits were linked to higher school performance and graduation. Activities observed were each designed with different approaches towards methods of service delivery. While some activities do implement college and career readiness strategies they may or may not have been the activity observed on the day of the site visit.

While staff engagement evidenced relations to the SD-T outcome measure, it's predictive value was low-to moderate. One of the reasons this may have happened is that there is no actual OST professional classification or credential system. The field has been seeking ways to professionalize itself for years (Piha, 2006). *The National Study of*

Before and After-School Programs reported that staff education varied from high school degrees to doctorate degrees (Seppanen & deVries, 1993).

The link between a direct observation quality assessment instrument and a school-day teacher report based on observations of youth during the school-day calls to question what are the teachers actually evaluating. How can their observations relate to the quality constructs of service delivery inside the program itself, they have not directly observed the program in action. More likely, moderators of program quality may be what is being observed and therefore explain the predictive value that was identified in this research. Baron and Kenney (1986) explain moderators as a third set of variables that affect the strength of the relationship between the independent and dependent variable under study. In the case of CAS programs, how long the program has operated (Pittman, 2007), staffing structure (Mahoney, et al., 2007), funding levels (Piha & Hall, 2006), and principal/leadership support (Grossman, et al., 2009) are all potential moderators. Teachers filling out the survey will have more direct observations of these moderators than the actual program which influences their perception of the program. Interactions with colleagues that teach in the program, messaging from leadership about the significance of the program, and the programs track record over the years can contribute to the shaping of their opinions. They also may have an orientation that may not be in line with that of the program. For example, the belief that CAS program activities should be solely academic focused, or the belief that supporting a CAS program is not the best use of public funds.

Significance and Limitations

One limitation of the design is that there was not control group. The model did not allow for the use random sampling or assignment procedures. There is also bias in site selection. The non- experimental nature of the work limits the ability to extrapolate findings to the larger public. While in model validation this is not normally a limitation, it could have had an influence in this study. Programs often serve students identified as most in need for services in their program. This would imply a greater opportunity for improvement. As teachers were provided a list identifying youth in the program, there is the possibility that they themselves could have recommended the youth for the program. Selection of the 68 sites is different by funding stream but both contain a bias for selection of schools that are the lowest-performing or serve the low-income youth. These programs were also all school-based programs housed on site.

Limitations are also the lack of knowledge of the developmental history of the S-DT survey. Information about how the two indicators selected for reporting via the S-DT survey and how items were selected, could have informed this research's approach. An area of concern is the ability for factor analysis to capture all the potential constructs of the instrument. It is recommended that at least four items per proposed construct (De *The National Study of Before and After-School Programs* reported that staff education varied from high school degrees to doctorate degrees (Seppanen & DeVries, 1993). DeVellis, 2012). From a face validity review it appears that some aspects of the potential constructs, like social relationships may only be represented through one item in the instrument. Other limitations are in the 30-day benchmark to evaluate performance. For an average year-round program, that equals attendance of about one day a week.

Concerns relate to whether or not performance can be impacted at this saturation level. As the dataset was not linked to any student identifiers, student level demographics were not available which would have added depth to the analysis.

The scale of the project on the other hand adds strength. There were 68 CAS programs and 4,476 surveys available at the start of the analysis. While that is a large data set for confirmatory factor analysis, it provided enough cases to eliminate sites that did not have content on both measures, as well as students that were identified as 'no need for improvement' and missing data. Another strength of this research, is the application of a theoretical model. DeVellis (2012) recommends using theoretical foundations as a way to ensure clarity. As this research uses an instrument whose development history is unknown, this research is applying theoretical model based on school connectedness theory for the confirmatory factor analysis. Looking to the literature and integration of school connectedness theory helped to inform the research process and design. The use of a confirmatory approach was in line with the amount of research that has been conducted on the topic over the last twenty some odd years. The seven point Likert scale (with the eighth "opt out" option removed) is a strength as it helps to eliminate what DiMaggio (2003) termed the *fallacy of treatment*, the common belief that all programs have the same effects.

As the S-DT survey is based on teacher perception of CAS impact on student performance and not direct observation of the CAS program, inclusion of the direct observation site visit APT-O adds validity to the research. Also as research shows teacher perceptions of student performance are not always a good indicator of youth

performance (Evers, 2010). Use of both the S-DT survey and the APT-O is an important balance in evaluating CAS programs effectiveness.

While the S-DT survey was not validated with the proposed constructs, findings still provide useful information to guide social work practice, research and policy. The identification of constructs that can be used by social workers and after-school professionals in the evaluation of CAS programs that link to school-day measures of success without relying on grades and test scores is key. The analysis creates a start to a theoretical foundation for OST time youth programming assessment and a common language between CAS practitioners and stakeholders.

Implications for the Field

The constructs proposed in this study could be used by social workers and after-school providers to unite stakeholders from a variety of professions in the delivery of OST services for youth. Through the proposed model, understanding of the relationships and corresponding literature review content will be available to aid in practice, research and policy efforts of the field. The person-in-environment approach and positive youth development perspective makes social work research, training, and program delivery an asset to the OST field. Implications for CAS as a focal system will help inform practice. Considerations in relation to the micro-level systems and their interactions with CAS programs will inform research. And content garnered from the research that will help inform policy derives from the meso-, exo-, and macro-level systems.

Implications for practice: Focal system.

If youth have already disassociated with the school-day system, can CAS programs change that circumstance? Continued research on the strategies used by CAS programs to engage youth is key. As pressures to change program design to meet academic outcomes increase, CAS programs may lose the elements that get the kids there in the first place. Staffing structures and training must support a wide range of community providers and avoid becoming undertrained replicas of school-day teachers. Looking at CAS programs as the focal system will guide future research and help frame more questions about youth engagement. For activities - What are the components of CAS activities that most stimulate youth engagement? For staff - What strategies can staff apply that evidence an effective means of engaging youth with them? For youth- What does OST engagement mean to them.

Activity design and staff strategies in relation to youth engagement needs to be better understood. Large scale systems can be hard to evaluate, Bronfenbrenner (1977) suggests using systems theory to help identify shorter, smaller, program components for easier evaluation. Hoyt (2005) found attendance to increase when activities were designed to link to career and future employment opportunities. Orthner, et al.(2002) found that innovative, hands-on learning opportunities need to happen at the elementary and middle school ages to maintain youth engagement trajectories to high school.

Taylor & Parsons (2011) recommend research on program design and teacher implementation strategies in the areas of: interaction, exploration, relevancy, multimedia, instruction and authentic assessment. Exposure to professionals practicing in the fields of study, problem-based learning that challenges youth to actively participate, and

integration of real-life scenario's are part of their suggestions for program design that will engage youth. As today's youth are highly skilled in the technology arena, these activities need to integrate multimedia techniques as well. Youth also need to opportunity to shape activities, and provide feedback to instructors. Service learning models are being implemented by many CAS programs as a way to use civic mindedness to reach their youth. Using the proposed theoretical framework to zoom in can aid and evaluate services could help inform practice.

CAS programs recommendations.

Recommendations have been made to HCDE to integrate evaluation of youth engagement in their CAS Program through a *CAS Program Student Survey* (Attachments G, H, & I). Prior to this research, HCDE administered an annual youth satisfaction survey. The brief survey primarily asked client satisfaction questions and has historically evidenced positive results. Integration of youth engagement scale items developed by Fredricks et al. (2005) have been added to the instrument and implementation of the measure will be started at the end of the 2011-2012 school year. The Fredricks et al. (2005) measure was made possible by the MacArthur Network for Successful Pathways through Middle Childhood. Questions on the affective and cognitive categories are asked in the context of opinions about the after-school program. Questions on affective engagement include: I feel safe; I get to choose my activities; The adults and teachers in this program really care about us. Questions on the behavioral category are asked in the context of school-day behaviors. Questions on cognitive engagement include: I complete my homework on time; I follow the rules at school; I get in trouble at school.

During the timeframe of this research, HCDE launched a community research initiative. It is being proposed by this researcher to use this effort to evaluate activity design and staff strategies of CAS programs in relation to youth engagement. Research should be used to better understand CAS staffing issues in relation to training, technical support, and delivery strategies. This research should also be used to better understand CAS service delivery in relation to intentional programming, program quality, and structure of activities. A stakeholder survey that includes items that capture individual demographics, theoretical orientations, staffing issues, activity design, and intended youth engagement outcomes will be used for comparative study. This research will also be designed in a way that can evaluate connections between CAS programs and school-day measures of success.

Implications for research: Microsystems.

Is engagement even transferable from setting to setting? Vandell et al. (2005), found that when students are engaged in quality programming, their engagement levels are higher than those who are not, but that when they were not in the program they were the same in engagement level as those that never were. So if quality programming is not consistent, engagement levels in the youth may change. And, even more so, if engagement doesn't transfer to the school-day system, how would teachers be able to observe effects of a CAS program?

Research on youth engagement should evaluate the impact of the microsystems that directly interact with CAS programs. Supportive leadership and principals, demands from parents, and funder expectations could all be evaluated in context of the proposed

theoretical framework of youth engagement. The ideas of program quality moderators needs further study to understand the relationships between quality and program perception. CAS programs that are parent funded, or housed in community centers could be integrated with school-based programs for a better understanding of expectations around youth engagement outcomes.

To measure levels of engagement the evaluation of active involvement at the individual level must be included, along with evaluations at the program level (Mahoney et al., 2007). Norris, Pignal, & Lipps (2003) evaluated a thirteen item teacher survey and identified one latent factor. The research was designed to study the multi-dimensional construct by using data from the Canadian National Longitudinal Survey of Children and Youth. Their attempts to capture two categories of engagement, teacher perception of student compliance, and observations of attentiveness behaviors, found only one underlying factor. They did find that the one factor structure had a significant predictive relationship with student academic outcomes and were able to validate that portion of the teacher survey as an assessment of student academic engagement. To assess youth's , affective engagement, they utilized a items from an included youth survey. youth. While the research did not prove any significance of the youth scale as an engagement assessment, Norris et al, (2003) acknowledge that researchers have to take into consideration the events that happen to youth both inside and outside classroom. As such, multiple measurements may be needed to assess various aspects of affective youth engagement, such as perceptions of instructional materials, school rules and regulations, and the people in which they interact.

HCDE recommendations.

It has been recommended to HCDE to add in additional surveys to their evaluation structure to better assess program impact, opinions of various stakeholders about CAS programs, and linkages between CAS programs and school-day objectives. As a result, a supplemental school-day teacher survey was developed to determine teacher perceptions of the CAS program (Attachment J). A principal survey and a parent survey have been developed as well (Attachment K). Surveys will be administered at the end of the spring 2012 semester.

Also, the inclusion of an after-school practitioners survey of youth engagement was recommended. Such a survey would serve useful in comparison by campus with the S-DT survey. Direct practitioner observations are a key data point to gather for future assessment. As the front-line staff, evaluation of their insight can also inform program quality. While social desirability and bias of the facilitators could skew the results, it is believed that there still is useful information to be garnered from such study. The *CAS Program Staff Survey* will be developed after results from the community research initiative, described in the *CAS programs recommendations*, section is completed.

Implications for policy: Meso-, Exo-, and Macrosystems.

What would a successful youth engagement return on investment be? What would it mean for both the youth themselves? And, what would it mean for the systems in which CAS programs are nested in.

21st CCLC dollars were originally intended to transfer schools into community centers in the out-of-school time. Over time, pressures for accountability have

transitioned the funding to support students and parents through activities that will foster gains in student achievement. Social workers have the opportunity to make a mark in influencing change for CAS programs. The social work approach to social justice issues and change could aid in the advocacy efforts needed to inform stakeholders to the importance of OST services for at-risk youth. Today's youth are entering the 21st Century from a century of perceptions of youth as troubled and no structured concept or model of how their OST should be spent. Federal dollars that have started to define this time period and provide services to low-income youth and their families are at risk due to the current economy and political atmosphere. Extended Learning Time supporters are actively perusing federal dollars invested in out-of-school time even though there are already specific federal dollars identified for their field. The school-day community would like to take the funds completely over for Extended Learning Time programs that may eliminate community service providers, turn CAS programs into more school day, and limit access to youth by other other field professionals, including social workers, by dominating the three hours that follow the traditional school-day. Social work researchers need to take up the cause and evaluate CAS from a perspective of social justice and need, not an academic band aid.

USDOE Recommendations.

In context of the youth engagement in the OST field, the categories proposed by this research should continue to be explored. Inclusion of items detailed in Table 5.1 are being recommended for the S-DT survey. Items were based on language used for items by researchers inside tested youth engagement scales.

The recommended behavioral items were chosen in an effort to include negative observations that a school-day teacher could assess in relation to compliance. The recommended affective items were chosen to add in more relationship based questions to assess identification with teachers and peers. The recommended cognitive items were chosen to be in line with educational motivation and demonstration of academic efforts.

Table 5.1
Proposed Additional Items to S-DT Survey

Additional Items	Source	Rationale
Behavioral		
-Displaying rude behavior toward the teacher -Skipping class -Disrupting the class on purpose	Archambault, Janosz, Fallu, & Pagani, 2009	To add in specific behaviors or rule breaking items to represent the compliance with educational rules and norms for behavior
Affective		
-Seeking advice or guidance from teacher -Helping others solve conflicts -Talking to teacher when upset or angry	Brown, Kahne, O'Brien, Quinn, Nagaoka, & Thiede, 2001	To add in specific actions that teachers can observe that evidence identification with their teachers and peers.
Cognitive		
-Committed to understanding the work -Developing a mastery of core skills -Maintaining focus on tasks at hand	Skinner, Wellborn, & Connell, 1990	To add in specific observations around youth choices that evidence educational motivation and academic performance

Conclusion

In conclusion, while the proposed youth engagement model did not fit this dataset, social workers must not dismiss the construct of youth engagement as a CAS

program outcome. Efforts must continue in an attempt to find an effective way to operationalize youth engagement and its relation to quality services that can inform the OST field and link to school-day measures of success. This evaluation strategy is key to ensuring continued federal support.

As federal dollars continue to be allocated, they become increasingly at-risk of new modifications in an effort to align services and outcomes with academic gains in youth participants. Implementation of academic strategies may cause strains on the service providers that may not be appropriately trained. Some programs may turn to more of an extended school-day focus, eliminate community providers, and actually disengage youth further. Alterations of these sorts would be detrimental to the field and cause a loss of the positive development focus the OST field has adopted. More time and resources need to be invested in developing an appropriate youth engagement theoretical model linking the efforts of the broad range community to the shared outcome of dropout prevention. According to Weiss (1997) evaluation research applications for investigation of programs are important when:

> (1) The outcomes to be evaluated are complex, hard to observe, made up of many elements reacting in diverse ways; (2) the decisions that will follow are important and expensive; and (3) evidence is needed to convince other people about the validly of the conclusion. (p. 2)

The problem Weiss observes is the disconnect between the decision makers and those directly involved and thus the need for researchers. This is why the social work approach and the applied OST systems theory lens remains so important.

Perhaps the engagement question could be applied at each system level. Social workers could unite to make changes that will exert influence on the systems in which the

OST field and CAS programs are nested. Research on the detrimental outcomes of youth disengagement that impact societal costs could help contextualize the issue in relation to social justice issues that face low-income youth. If a youth is attending a CAS program, they are not: involved in criminal behavior, watching the television or surfing the internet unsupervised, engaging in risky behaviors such as sexual activity and experimentation with illegal substances. They are not home alone and in potential harm's way.

Program evaluation and research that includes these benefits to youth engagement can be used as conduits to inform the OST field and impact change across systems. To do this effectively, the field must apply stringent practices to the areas of research and program evaluation. According to Weiss (1993):

> The best informed people (the staff running the program) tend toward optimism and in any case have a stake in reporting success. Many programs provide a variety of services and deal with large numbers of participants. A handful of 'consumer testimonials' or a quick tour or inspection can hardly gauge their effectiveness. Decisions about future operations will affect the fate of many people and involve sizable sums of money, and the decision makers are often people (legislators, boards of directors) sufficiently removed from the program to want hard facts on which to base their decisions. Under these conditions, evaluation research appears well suited to the task of producing the requisite information… (p.2)

Programs are political creatures according to Weiss (1993). If youth engagement in positive outcomes is a desire for our community and safe nurturing environments are needed beyond the school hours, the viability of these programs must be proven to ensure continuation. These programs are not neutral politically, too much money is attached. While academic achievement may remain a primary program outcome, the other areas of impact cannot be ignored. School connectedness theory is one strategy to get at the latent youth engagement factors and outcomes of CAS programs. Whatever measures are

adopted to assess this complicated construct, it must maintain outcome goals in line with the various actors that contribute to the field. Together we can engage with and on behalf of the OST systems of care and make changes at the chronosystem level.

It is also important to note, that if your program design comes primarily from an academic gain ideology, why would the resulting programs be attractive to youth? If program quality of the services is not a critical part of the design, there is no hope to engage the youth participants. And if the OST systems of care do not try to engage our youth, someone from a less desirable system certainly will.

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Attachment A:

Host School Demographics from Texas Education Agency's Academic Excellence Indicator System

School Name	School Level	2011 Accountability Ratings	% Free and Reduced Lunch	% At-Risk
A.A. Milne	Elementary	Acceptable	93%	59%
Alief Montessori	Elementary	Recognized	83%	68%
Atherton	Elementary	Acceptable	98%	47%
Bastian Elementary	Elementary	Acceptable	94%	65%
Blue Ridge Elementary	Elementary	Recognized	81%	53%
Boone Elementary	Elementary	Recognized	85%	76%
Briscoe Elementary	Elementary	Exemplary	91%	67%
Buffalo Creek Elementary	Elementary	Recognized	92%	80%
Carlston Elementary	Elementary	Recognized	52%	42%
Chavez High School	Secondary	Acceptable	87%	74%
Crockett Elementary	Elementary	Exemplary	94%	68%
DeZavala Elementary	Elementary	Recognized	1%	53%
E.A. Jones Elementary	Elementary	Acceptable	77%	65%
Edison Middle	Middle	Recognized	95%	68%
Emerson Elementary	Elementary	Acceptable	92%	82%
Frazier Elementary	Elementary	Recognized	14%	26%
Galena Park Elementary	Elementary	Recognized	86%	69%
Gardens Elementary	Elementary	Acceptable	24%	70%
George I Sanchez High	Secondary	Acceptable	84%	84%
Goodman Elementary	Elementary	Recognized	126%	120%
Grady Middle School	Middle	Recognized	58%	44%
Gross Elementary	Elementary	Acceptable	91%	66%
Henderson N Elementary	Elementary	Recognized	100%	50%
Herrera Elementary	Elementary	Acceptable	97%	74%
Humble Middle School	Middle	Acceptable	68%	45%
Jane Long Middle School	Middle	Acceptable	96%	75%
Kate Bell Elementary	Elementary	Recognized	84%	60%
Kipp 3D	Middle	Exemplary	94%	33%
Kipp Academy Middle	Middle	Recognized	96%	24%
Klentzman	Middle	Acceptable	91%	65%
Kruse Elementary	Elementary	Recognized	26%	77%
Lakewood Elementary	Elementary	Acceptable	100%	38%
Lawhon Elementary	Middle	Recognized	56%	49%
Lee High School	Secondary	Unacceptable	71%	41%

Matthys Elementary	Elementary	Recognized	20%	81%
McCauliffe Middle	Middle	Acceptable	83%	60%
McWhirter Elementary	Elementary	Acceptable	78%	64%
Missouri City Middle	Middle	Acceptable	70%	49%
Monahan Elementary	Elementary	Acceptable	89%	81%
Morales Elementary	Elementary	Recognized	23%	69%
North Shore Elementary	Elementary	Recognized	83%	65%
Ortiz Middle School	Middle	Acceptable	96%	63%
Park Place Elementary	Elementary	Exemplary	94%	76%
Park View Intermediate	Middle	Acceptable	12%	47%
Pine Shadows Elementary	Elementary	Acceptable	85%	74%
Raymond Academy	Elementary	Exemplary	86%	72%
Richey Elementary	Elementary	Recognized	25%	77%
Roosevelt Elementary	Elementary	Recognized	87%	63%
Ross Elementary	Elementary	Exemplary	95%	42%
Sam Rayburn High School	Secondary	Acceptable	11%	59%
Scroggins Elementary	Elementary	Recognized	93%	71%
Sharpstown Middle School	Middle	Acceptable	95%	65%
South Houston Elementary	Elementary	Exemplary	24%	81%
South Houston High	Secondary	Acceptable	12%	59%
South Houston Intermediate	Middle	Acceptable	13%	57%
Southwest Elementary	Elementary	Acceptable	92%	81%
Spring Branch Elementary	Elementary	Acceptable	94%	86%
Spring Forest Middle	Middle	Acceptable	51%	40%
Stafford Middle School	Secondary	Acceptable	67%	43%
Stehlik Intermediate	Middle	Recognized	92%	55%
Stevenson Middle School	Middle	Recognized	90%	48%
Treasure Forest Elementary	Elementary	Acceptable	92%	89%
Walnut Bend Elementary	Elementary	Recognized	73%	62%
Wharton Elementary	Elementary	Recognized	75%	72%
Whidby Elementary	Elementary	Recognized	92%	56%
Yes Prep Southwest	Middle	Exemplary	78%	35%
Young Elementary	Elementary	Recognized	94%	59%
Zoe Learning Academy	Elementary	Acceptable	99%	14%

Attachment B

Student Demographics by Host Campus

School Name	African American	Hispanic	White	American Indian	Asian/ Pacific Islander	Two or More
AA Milne	64%	34%	1%	0%	0%	1%
Alief Montessori	18%	48%	2%	0%	31%	1%
Atherton	81%	18%	0%	1%	0%	0%
Bastian	70%	28%	1%	0%	1%	0%
Blue Ridge	58%	40%	1%	1%	0%	0%
Boone	35%	39%	20%	0%	6%	0%
Briscoe	0%	98%	2%	0%	0%	0%
Buffalo Creek	3%	89%	4%	0%	3%	1%
Carlston	20%	38%	34%	1%	5%	2%
Chavez High	12%	83%	2%	0%	3%	0%
Crockett	5%	92%	2%	0%	0%	1%
DeZavala	3%	83%	14%	0%	0%	0%
EA Jones	52%	43%	1%	1%	1%	2%
Edison	1%	99%	0%	0%	0%	0%
Emerson	18%	71%	6%	1%	3%	1%
Frazier	6%	34%	6%	0%	3%	1%
Galena Park	6%	90%	3%	1%	0%	0%
Gardens	2%	92%	6%	0%	0%	0%
George Sanchez	2%	98%	0%	0%	0%	0%
Goodman	31%	65%	1%	0%	3%	0%
Grady	21%	46%	24%	1%	7%	1%
Gross	53%	42%	0%	0%	5%	0%
Henderson	77%	22%	1%	0%	0%	0%
Herrera	1%	98%	0%	0%	1%	0%
Humble Middle	36%	46%	15%	1%	1%	1%
Jane Long	10%	82%	4%	0%	3%	1%
Kate Bell	45%	49%	2%	0%	3%	1%
Kipp 3D	11%	88%	0%	0%	1%	0%
Kipp Academy	16%	69%	1%	12%	2%	0%
Klentzman	29%	63%	2%	0%	6%	0%
Kruse	1%	95%	4%	0%	0%	0%
Lakewood	51%	44%	2%	3%	0%	0%
Lawhon	12%	49%	26%	0%	11%	2%
Lee High	16%	67%	15%	0%	0%	2%
Matthys	2%	93%	4%	0%	1%	0%
McCauliffe	50%	49%	1%	0%	0%	0%
McWhirter	16%	25%	54%	3%	1%	1%

Missouri City	70%	27%	1%	0%	1%	1%
Monahan	24%	24%	22%	29%	0%	1%
Morales	2%	93%	4%	0%	1%	0%
North Shore	14%	72%	13%	0%	0%	1%
Ortiz	20%	72%	2%	0%	6%	0%
Park Place	1%	73%	1%	0%	25%	0%
Park View	3%	87%	10%	0%	0%	0%
Pine Shadows	4%	86%	7%	1%	2%	0%
Raymond	8%	86%	4%	0%	1%	1%
Richey	2%	94%	4%	0%	0%	0%
Roosevelt	12%	86%	1%	0%	1%	0%
Ross	65%	31%	0%	2%	1%	1%
Sam Rayburn	2%	90%	7%	1&	2%	0%
Scroggins	2%	96%	1%	1%	0%	0%
Sharpstown	15%	78%	1%	0%	5%	1%
S. Houston Elem.	1%	97%	1%	1%	0%	0%
S. Houston Inter.	9%	88%	2%	0%	1%	0%
S. Houston High	8%	87%	3%	0%	1%	1%
Southwest	10%	83%	4%	1%	1%	1%
Spring Branch	4%	91%	3%	1%	0%	1%
Spring Forest	22%	36%	33%	1%	6%	2%
Stafford	44%	39%	6%	0%	9%	2%
Stehlik Inter.	8%	89%	1%	0%	1%	1%
Stevenson	3%	93%	2%	0%	2%	0%
Treasure Forest	1 %	96%	2%	1%	0%	0%
Walnut Bend	33%	47%	16%	0%	4%	0%
Wharton	19%	70%	8%	0%	2%	1%
Whidby	83%	13%	3%	0%	1%	0%
Yes Prep SW	27%	71%	1%	0%	1%	0%
Young	87%	12%	1%	0%	0%	0%
Zoe Learning	97%	2%	1%	0%	0%	1%

Attachment C: IRB Approval

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

March 27, 2012

Ms. Lisa Thompson
c/o Dr. Patrick Leung
Dean, Social Work

Dear Ms. Lisa Thompson,

Based upon your request for exempt status, an administrative review of your research proposal entitled "After-School Programs and School Day Measures of Success: Assessment of program quality on school connectedness outcomes" was conducted on March 14, 2012.

At that time, your request for exemption under **Category 4** was approved pending modification of your proposed procedures/documents.

The changes you have made adequately respond to the identified contingencies. As long as you continue using procedures described in this project, you do not have to reapply for review. * Any modification of this approved protocol will require review and further approval. Please contact me to ascertain the appropriate mechanism.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

Kirstin M. Rochford, MPH, CIP, CPIA
Director, Research Compliance

*Approvals for exempt protocols will be valid for 5 years beyond the approval date. Approval for this project will expire **March 1, 2017**. If the project is completed prior to this date, a final report should be filed to close the protocol. If the project will continue after this date, you will need to reapply for approval if you wish to avoid an interruption of your data collection.

Protocol Number: 12342-EX

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577
COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

Attachment D: School Day Teacher Survey and Directions

TEACHER SURVEY INSTRUCTIONS

Enclosed is a supply of Teacher Surveys which are now required for annual reporting to the HCDE Board. A survey needs to be completed by a classroom teacher on every student in your program.

Steps to Completing Surveys

1. PRINT the first and last name of each student in your program in the appropriate boxes.

2. Select **one** teacher to complete **one** survey for **each** child. This person should be a regular, classroom teacher who can comment on the student's behavior, class participation, homework completion, and other behaviors over the course of this school year or semester.

3. Explain to teachers that the surveys may be completed in pen or pencil. Please ensure the teachers understand to bubble in their answers completely, and not to use "x"-marks or check marks.

4. Collect the completed surveys from the teachers and return them at or before your scheduled April Collective.

We are providing 50 surveys in this packet. Please make additional copies if needed so that there is one survey for each child. Please do not make copies on colored paper. Should you need to make additional copies, it is imperative that all symbols, markings and printing be on your copy. Specifically, **these surveys have squares in all four corners which are required in order for the survey to be scanned and processed**.

Remember, completed surveys are due **at your April Collective.**

Please return this form (with the table below completed) and the surveys in this envelope.

School Name _____

Number of Surveys Given to Teachers	Number Completed Surveys Returned

Also – be on the lookout for a Site Coordinator survey will be sent to you via email in the next few months.

Thank you!

62143

Cooperative for After School Enrichment Teacher Survey

School Name

O Elementary
O Middle School
O High School

Student's First Name

Student's Last Name

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning, and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year- Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated Significant Improvement, Moderate Improvement, or one the other levels listed below. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g. homework is not given in your classroom because of the age of the student), please do not provide a response for that question.

		Acceptable Level of Functioning Not Demonstrated Early in School Year- Improvement Warranted						
To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time	O	O	O	O	O	O	O	O
Completing homework to your satisfaction	O	O	O	O	O	O	O	O
Participating in class	O	O	O	O	O	O	O	O
Volunteering (e.g., for extra credit or more responsibilities)	O	O	O	O	O	O	O	O
Attending class regularly	O	O	O	O	O	O	O	O
Being attentive in class	O	O	O	O	O	O	O	O
Behaving well in class	O	O	O	O	O	O	O	O
Academic performance	O	O	O	O	O	O	O	O
Coming to school motivated to learn	O	O	O	O	O	O	O	O
Getting along well with other students	O	O	O	O	O	O	O	O

Revised 2/7/2011

Thank You

Survey provided by the Texas Education Agency. Reprinted with permission.

Attachment E: APT-O Tool

23735

Cooperative for After-School Enrichment
APT-O Self Assessment Observation Tool

HCDE

CASE COOPERATIVE FOR AFTER•SCHOOL ENRICHMENT

Site Name

Date of Visit / /

- O 21 CCLC → *If 21CCLC, what cycle?* O 5 O 6 O 7
- O Partnership
- O ASI
- O AmeriCorps
- O Other

First Name of Staff Member Conducting Visit

List the activities you saw occurring during your visit. Quickly count the students participating in each activity and write the approximate number in the boxes. Note if the activity is an ASI-funded activity, a Kids' Day activity or is staffed by AmeriCorps.

Activities Occurring During Visit	# of Students	Activities Occurring During Visit	# of Students

Not True = 1 **Somewhat True = 2** **Mostly True = 3** **Very True = 4** **Not Applicable = N/A**

Overall Ratings of Program Schedule and Offerings

1. Program pace is relaxed and flexible (e.g. youth have plenty of time to get involved in activities. Staff give youth more time, if needed. Staff are not constantly telling youth to "hurry up." Environment is relaxed, not rushed.). 1 = Staff constantly rushing youth along, activities cut short due to schedule.
2. Program day flows smoothly, is organized (e.g. There are clear routines or rituals. They day flows smoothly.). 1 = Disorganization, chaos, lack of organization. Staff and youth are spending a lot of time confused, not knowing where to go, what to do.
3. Program day offers youth a balance of activities, variety of experiences (e.g. structured and unstructured, choice, different subject areas). 1 = All one type of activity offered (e.g. academic tutoring, all sports drills).
4. Program day offers youth a balance of instructional approaches (e.g. a mix of approaches, some adult-directed, independent time, peer-directed, cooperative learning). 1 = Only one kind of instructional approach was observed.
5. Program day offers a balance of group sizes (e.g. some small, large groups, some independent time or time with one or two friends).

Notes (observation notes, plus any ideas, questions, or items to discuss)

Homework Organization (if seen during visit; Observer may use Homework Time as a formally observed activity)

1. There is appropriate physical space for youth to comfortably do homework. 1= Space is inappropriate for homework, such as no writing surfaces, poor lighting, not enough space for youth in homework area
2. Noise level, nearby activities, interruptions, or other distractions do not impede or distract youth from focus on homework. 1= Loud noise and/or frequent interruptions or distractions prevent youth from being able to focus on homework
3. There are appropriate activities available for youth who finish homework before time is over (e.g. allowed to join other activities in a different space; have access to appropriate quiet games and activities). 1= Expected to sit with nothing to do, or given busy work that youth are clearly not interested in doing.
4. Youth have access to resources needed to complete assignments (e.g. wide array of supplies and resources, such as dictionaries, pencils, tape, computers, Internet access, poster board, markers, etc.) 1= No supplies available

Notes (observation notes, plus any ideas, questions, or items to discuss)

23735

Not True = 1 **Somewhat True = 2** **Mostly True = 3** **Very True = 4** **Not Applicable = N/A**

Transition Times (if seen during visit; do not use transition time as a formally observed activity)

1. Staff clearly communicate when it is time for a transition and what they would like youth to do (e.g. where they will be going next and what they should prepare - go to bathroom, clean up). 1 = Staff provide no direction to youth when it is clearly needed.	☐
2. Youth seem to know routine and follow it without many reminders. 1= Youth appear confused (or need frequent explanations and reminders form staff) about what they are supposed to do when they arrive.	☐
3. Transitions are handled quickly. 1= Youth are expected to spend long periods waiting with nothing else to do while the transition is in process, such as waiting in line or at tables.	☐
4. Staff consistently use a neutral (or positive) tone of voice. 1=Staff consistently use negative, punitive, irritable, or harsh tone of voice.	☐
5. Staff are relaxed and respectful in their interactions with youth (e.g. assume best intentions, appear calm) 1=Staff constantly correct, criticize, or reprimand youth	☐
6. When youth behavior is inappropriate, staff use simple reminders to redirect behavior (i.e. let youth know what is inappropriate, and/or remind youth of established rules and behavioral expectations). For example: "Can you please keep your hands to yourself." 1=Staff are indirect, over-reactive, or sarcastic in how they address youth's behavior. "Cut that out," "How many times do I have to tell you?", or "I can't hear myself think in here with all this noise."	☐
7. When addressing behavioral issues, staff use time-out, loss of privileges, or other consequences sparingly. 1=Staff use consequences that appear out of proportion with youth's infractions (e.g. time out for minor behavioral infractions or youth that have not received other warnings).	☐

Notes (observation notes, plus any ideas, questions, or items to discuss)

You must formally observe at two least activities for formal site visits. **Activities selected for formal observation must be observed for a minimum of 20 minutes each.** If there is an ASI-funded activity, or Kids' Day activity occurring at the campus, be sure to select that activity for observation. If there is an AmeriCorps-led activity, observe that activity AND two other activities.

Organization and Nature of Activity	**Activity One**	**Activity Two**	**Activity Three**
1. Activities begin promptly. 1=Requires long periods of waiting or transition while staff prepare materials, wait for other staff to arrive, wait to get into classroom, wait for individual help required to complete activity.	☐	☐	☐
2. There are enough materials and supplies for the number of youth participating.	☐	☐	☐
3. Activity time is free from interruptions/distractions. 1= Youth are distracted by noise and events/activities occurring in other areas. (e.g. Adults or youth not involved in activity are constantly walking through area.)	☐	☐	☐
4. There is observable evidence that activity is part of an ongoing project, theme, or curricular unit (i.e. Staff explain link between current activity and prior activities, refers to ongoing theme).	☐	☐	☐
5. Activity is cognitively challenging, stimulates thinking (e.g. Youth must actively focus and concentrate in order to participate; try something more than once to be successful; build, refine or apply skills).1=Activity requires only repetitive or rote behavior. Appears very easy, does not challenge participating youth (e.g. games based only on luck, sports that require little skill or strategy, activities that involve lots of waiting for turns).	☐	☐	☐
6. Activity is open-ended, requires that youth use creativity and draw upon own ideas to participate (e.g. Youth must make choices/decisions, create, and modify activity to match their own interests, abilities, ideas or personal style.). 1=Activity requires that youth follow specific step-by-step or pre-set rules or directions, produce a pre-determined product, simply take in or give back information.	☐	☐	☐

Notes (observation notes, plus any ideas, questions, or items to discuss)

23735

Not True = 1 **Somewhat True = 2** **Mostly True = 3** **Very True = 4** **Not Applicable = N/A**

	Activity One	Activity Two	Activity Three
Staff Promote Youth Engagement and Stimulate Thinking			
1. Staff are energetic, enthusiastic, and/or upbeat. 1=Staff appear distant, bored or "flat" in their demeanor.			
2. Staff help spark youth's interest/curiosity throughout activity or activities (e.g. by asking open- ended questions, posing a challenge, encouraging youth to experiment/take risks, asking youth what experience they have had with subject). 1=Staff do not make an effort to spark youth's interest (e.g. give directions without discussion, or expression of enthusiasm).			
3. Staff are actively engaged in activities with youth (e.g. interacting with groups, or individual youth; providing ongoing facilitation, participating with youth). 1=Staff do not engage with youth (e.g. chatting with other staff or engaged in own activity).			
4. Staff encourage youth to share control/responsibility for activity (e.g. Youth help set out materials for art project, youth are encouraged to take the lead in selecting and initiating activities.). 1=Staff maintain control throughout activity period, resist input from youth, do not seek youth involvement.			
5. When providing assistance to youth, staff help youth think through problems themselves rather than offering answers (e.g. asking "how," "why," "what-if" questions, brainstorm potential solutions). 1=Staff provide answers to youth, rather than helping them to figure it out on their own.			
6. Staff engages youth in structured time for reflection on how the activity went, what they learned, and on next steps.			

Notes (observation notes, plus any ideas, questions, or items to discuss)

Youth Participation in Activity Time			
1.Youth are busy and engaged in conversation or activities.			
2. Youth appear to be enjoying the activity (e.g. excited, smiling, having fun). Please note: Middle and high school-aged children do not typically show enjoyment as outwardly as younger children. Look for more subtle indications of enjoyment. 1=Youth show clear signs that they are not enjoying the activity, such as saying they are "bored" or that the activity is "dumb."			
3. Youth follow established program rules and behavioral expectations. 1=Youth need constant reminding about rules or expectations by staff/adults			
4. Youth appear relaxed and in control of themselves. 1=Youth's behavior is excessively loud, or wild and disrupts the activity or impedes other's participation or enjoyment of it.			
5. Youth independently gather resources, materials, or get information (or take steps on own to get help from peers or staff).			
6. Youth help select, lead, or contribute to the running of the activity (e.g. Youth explain the directions for a game, demonstrate how to do something, offer ideas for an activity, engage staff in discussions about when, why, and what they will be doing.) 1=Youth simply participate in activity as instructed by staff.			
7. Youth solve problems alone or in groups (e.g. activity-related challenges, difficulties completing a task, trouble finding needed information or materials).			
8. When trying to solve a problem, youth try to identify the source, nature of the problem, and/or try out potential solutions.			

Notes (observation notes, plus any ideas, questions, or items to discuss)

23735

Positive Points/Best Practices:

Discussion Notes/Points of Concern:

Follow-up or Action Plans:

Signature of Site Staff_____**Date**_____

Signature of CASE Staff_____**Date**_____

Attachment F: S-DT Survey

Differences in Number and Means for S-DT survey and APT-O

School Name	S-DT Survey				APT-O
	No Need to Improve Removed		No Need to Improve Included APT-O		
	N	Mean	N	Mean	Mean
A.A Milne	17	6.29	39	6.22	3.21
Alief Montessori	0	N/A	32	5.61	3.55
Atherton Elementary	6	6.67*	25	5.87	3.91*
Bastian Elementary	0	N/A	48	6.25	3.24
Blue Ridge Elementary	25	5.54	72	5.61*	3.14
Boone Elementary	11	5.87	24	5.27	3.13
Briscoe Elementary	0	N/A	38	5.31	3.14
Buffalo Creek Elementary	108	5.12	241	5.35	3.69*
Carlston Elementary	26	4.56	83	4.58	3.35
Chavez High School	9	6.03	16	6.11	3.12
Crockett Elementary	126	6.48*	175	6.42	3.71
DeZavala Elementary	11	6.18	27	6.31	3.25
EA Jones Elementary	35	6.73*	54	6.66*	3.31
Edison Middle	30	5.55	93	5.42	3.79*
Emerson Elementary	8	5.16	19	5.13	3.16
Frazier Elementary	3	4.57	49	4.69	3.29
Galena Park Elementary	27	5.16	131	5.48	3.81*
Gardens Elementary	33	6.61*	52	6.54	3.71*
George I Sanchez High	35	4.59	120	4.88	2.68
Goodman Elementary	9	5.80	49	5.95	3.67*
Grady Middle	13	4.19	41	4.47	2.99
Gross Elementary	18	5.90	27	6.04	2.82
Henderson N Elementary	23	6.37*	58	6.20	3.12
Herrera Elementary	39	6.36*	48	6.38	3.20
Humble Middle	24	4.47	31	4.45	3.17
Jane Long Middle	5	4.4	20	4.62	3.34
Kate Bell Elementary	4	6.03	22	5.32	3.36
Kipp 3D	41	4.77	46	4.81	3.53
Kipp Academy Middle	9	4.78	31	5.21	3.78*
Klentzman	0	N/A	34	4.87	N/A
Kruse Elementary	69	5.45	103	5.38	3.24
Lakewood Elementary	179	4.86	182	4.88	3.29
Lawhon Elementary	30	4.70	87	4.70	3.48
Lee High School	8	4.28	14	4.33	2.85
Matthys Elementary	15	5.03	49	4.89	3.12
McCauliffe Middle School	20	4.52	83	4.61	3.34
McWhirter Elementary	17	5.16	50	4.96	3.41
Missouri City Middle	12	5.16	22	5.14	3.23
Monahan Elementary	31	4.50	75	4.82	3.47
Morales Elementary	10	6.25	42	5.40	3.09
North Shore Elementary	39	4.92	88	5.00	3.95*

Ortiz Middle	25	5.41	166	5.53	2.99
Park Place Elementary	17	5.62	50	5.61	3.21
Park View Intermediate	31	5.27	92	5.41	3.65*
Pine Shadows Elementary	42	5.45	72	5.55	3.49
Raymond Academy	11	6.27	46	5.68	3.47
Richey Elementary	13	4.65	58	5.28	3.23
Roosevelt Elementary	17	6.41*	32	6.33	3.41
Ross Elementary	1	6.10	50	6.50	3.10
Sam Rayburn	15	5.18	30	5.54	3.87*
Scroggins	18	6.55*	40	6.61*	3.10
Sharpstown Middle	20	5.66	47	5.30	3.88*
South Houston Elementary	24	5.92	49	6.09	3.42
South Houston High	13	3.82	68	4.94	3.83*
South Houston Inter	66	5.98	182	5.83	2.90
Southwest Elementary	44	5.05	124	5.13	3.38
Spring Branch Elementary	29	5.54	65	5.51	3.83*
Spring Forest Middle	4	3.95	32	5.04	3.20
Stafford Middle	31	4.24	233	4.57	3.20
Stehlik Intermediate	12	5.60	52	5.23	3.32
Stevenson Middle	13	4.16	114	4.82	3.37
Treasure Forest	105	5.57	195	5.77	3.54
Walnut Bend Elementary	3	4.13	25	5.51	3.27
Wharton Elementary	39	6.74*	39	6.74*	3.18
Whidby Elementary	15	5.68	34	5.19	3.09
Yes Prep Southwest	2	6.15	11	6.2	3.38
Young Elementary	0	N/A	0	N/A	3.07
Zoe Learning Academy	0	N/A	0	N/A	2.80
Total	1735	2.60	4476	5.43	3.34

*> One standard deviation above the mean

Attachment G: CAS Program Student Survey, Grades 4-8

28808

HCDE

Cooperative for After School Enrichment
Student Survey - Grades 4-8

CASE COOPERATIVE FOR AFTER•SCHOOL ENRICHMENT

School Name

What grade are you in? O 4 O 5 O 6 O 7 O 8

1. In a typical week, how many days do you come to this after-school program?

O 1 day O 2 days O 3 days O 4 days O 5 days (or more)

2. What month in the 2011-2012 school year did you come to this program for the first time?

O August/September O October O November O December O January O February O March

3. Whose idea is it for you to come to this program? (Choose all that apply)

O My parents want me to come O My teachers want me to come O I want to come O Other _____

4. Please mark your opinions about your after-school program.

At this program...	Yes	Sort Of	Not Really	No
The activities we do really make me think.	O	O	O	O
The activities challenge me to learn new skills.	O	O	O	O
I do things that I don't get to do anywhere else.	O	O	O	O
I get to do things I like to do.	O	O	O	O
I get to choose my activities.	O	O	O	O
I feel safe.	O	O	O	O
I get help understanding what we are doing in class during the school day.	O	O	O	O
I get help in keeping up with my homework.	O	O	O	O
I learn about school subjects in fun ways.	O	O	O	O

5. Please mark your opinions about your after-school program.

	Yes	Sort Of	Not Really	No
I really like coming to this program.	O	O	O	O
I have fun at this program.	O	O	O	O
I miss being in this program when I don't come.	O	O	O	O
I have made new friends at this program.	O	O	O	O
The adults and teachers working in this program really care about us.	O	O	O	O
My parents like to come to classes or events sponsored by this program.	O	O	O	O

6.Did you learn about any jobs or careers in your after-school program this year?

O Yes O No O I Don't Know

⇩

Which jobs or careers did you learn about?

7. Did you learn anything about colleges or universities in your after-school program this year?

O Yes O No O I Don't Know

⇩

What did you learn?

Revised: 03/01/2012

Please Flip Page

28808

8. Please select the answer that is most true for you about you during **the regular school day**.

	Yes	Sort Of	Not Really	No
I pay attention in school.	O	O	O	O
When I am in class, I just act as if I am working.	O	O	O	O
I complete my homework on time.	O	O	O	O
I follow the rules at school	O	O	O	O
I get in trouble at school.	O	O	O	O
I feel happy in school.	O	O	O	O
I feel bored in school.	O	O	O	O
I feel challenged by the work in school.	O	O	O	O
I like being at school.	O	O	O	O
I am interested in the work at school.	O	O	O	O
My school is a fun place to be.	O	O	O	O

11. How has this after-school program helped you?

12. How could this after-school program improve?

Survey questions adapted from the School Engagement Measure (Fredericks, Blumfield, Friedelm & Paris, 2003) and the Community Evaluation and Research Collaborative Student Survey at Michigan State University

Thank You

Attachment I: CAS Program Student Survey, 12th grade

26628
School Name

HCDE

Cooperative for After School Enrichment
Student Survey - Grade 12 Only

CASE COOPERATIVE FOR AFTER•SCHOOL ENRICHMENT

1. In a typical week, how many days do you come to this after-school program?

O 1 day O 2 days O 3 days O 4 days O 5 days (or more)

2. What month in the 2011-2012 school year did you come to this program for the first time?

O August/September O October O November O December O January O February O March

3. Do you think this after-school program is helping you to be ready for college?

O Yes O Somewhat O Not Really O No

4. Do you think this after-school program is helping you be ready to get a good job?

O Yes O Somewhat O Not Really O No

5. During the 2011-2012 school year, did you apply for admission to any college, university, vocational school, trade school, or institute of technology? O Yes O No

If yes, please list the schools where you applied:

1. _____
2. _____
3. _____
4. _____
5. _____

you may list additional schools on the back

If you did not apply anywhere, why not?

6. Please mark your opinions about your after-school program.

At this program...	Yes	Sort Of	Not Really	No
The activities we do really make me think.	O	O	O	O
The activities challenge me to learn new skills.	O	O	O	O
I do things that I don't get to do anywhere else.	O	O	O	O
I get to do things I like to do.	O	O	O	O
I get to choose my activities.	O	O	O	O
I feel safe.	O	O	O	O
I get help understanding what we are doing in class during the school day.	O	O	O	O
I get help in keeping up with my homework.	O	O	O	O
I learn about school subjects in fun ways.	O	O	O	O

7. Please mark your opinions about your after-school program.

	Yes	Sort Of	Not Really	No
I really like coming to this program.	O	O	O	O
I have fun at this program.	O	O	O	O
I miss being in this program when I don't come.	O	O	O	O
I have made new friends at this program.	O	O	O	O
The adults and teachers working in this program really care about us.	O	O	O	O
My parents like to come to classes or events sponsored by this program.	O	O	O	O

8. How has this after-school program helped you?

9. How could this after-school program improve?

Revised 03/08/2012

Please Flip Page to Complete Survey

26628

10. Please select the answer that is most true for you about you during **the regular school day**.

	Yes	Sort Of	Not Really	No
I pay attention in school.	O	O	O	O
When I am in class, I just act as if I am working.	O	O	O	O
I complete my homework on time.	O	O	O	O
I follow the rules at school	O	O	O	O
I get in trouble at school.	O	O	O	O
I feel happy in school.	O	O	O	O
I feel bored in school.	O	O	O	O
I feel challenged by the work in school.	O	O	O	O
I like being at school.	O	O	O	O
I am interested in the work at school.	O	O	O	O
My school is a fun place to be.	O	O	O	O

11. **BEFORE you came to this program this year, how much did you...**

	A lot	Some	A Little	Not at All
Care about getting good grades.	O	O	O	O
Think that success in school would help you have a good life when you grow up.	O	O	O	O
Want to go to college.	O	O	O	O
Think that doing well in school was important for having a successful career.	O	O	O	O
Look forward to coming to school.	O	O	O	O
Think that doing well in school was important for having a successful career.	O	O	O	O
Skip classes.	O	O	O	O
Worry about being able to graduate high school.	O	O	O	O

12. **NOW, because of this program, how much do you...**

	A lot	Some	A Little	Not at All
Care about getting good grades.	O	O	O	O
Think that success in school would help you have a good life when you grow up.	O	O	O	O
Want to go to college.	O	O	O	O
Think that doing well in school was important for having a successful career.	O	O	O	O
Look forward to coming to school.	O	O	O	O
Think that doing well in school was important for having a successful career.	O	O	O	O
Skip classes.	O	O	O	O
Worry about being able to graduate high school.	O	O	O	O

13. During the 2011-2012 school year, did you apply for any type of job? (Note: Include any jobs that are set to begin this summer) O Yes O No

If yes, approximately how many jobs did you apply for during the school year?

O 1-3
O 4-6
O 7-10
O More than 10

If you did not apply for any jobs, why not?

Thank You

Attachment J: Supplemental S-DT Survey

Default Question Block

School-Day Teacher Survey

In an effort to assess school-day teacher perceptions of the after-school program on your campus, the Harris County Department of Education (HCDE) Cooperative for After-school Enrichment (CASE) invites you to share your feedback and opinions.

This questionnaire will take less than 10 minutes to complete. Survey responses will be identifiable by school, but are otherwise completely anonymous. Your participation is voluntary. Results will be used to report on program effectiveness, as well as to help refine and improve the program.

Thank you for your time!

This survey is intended for regular, school-day teachers. Are you a regular, school-day teacher?

- Yes
- No

Please select your campus:

Do any of the students you teach during the regular school-day participate in the after-school program on your campus?

- Yes
- No
- Unsure

We would like to know what you think should be the focus of the after-school program at your school. Please DRAG AND DROP the following after-school objectives in order of your views of importance, with the most important objective at the top and the least important objective at the bottom.

In order of importance, I think the program should...

- Facilitate homework completion
- Provide academic enrichment
- Enhance artistic development
- Provide sports/recreation opportunities
- Enhance social or civic development
- Provide college and career readiness activities
- Provide family and parent classes and activities

Please select the responses that best express how you feel about the after-school program on your campus:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
There is a strong partnership between the after-school program and my school.					
Teachers in my school are willing to collaborate with the after-school program staff.					
After-school staff reach out to teachers in the school to identify the needs of students.					
School staff are encouraged to visit the after-school program.					
I see the after-school program as a partner in educating my students.					
I am well informed about the after-school program and what happens there.					
Curriculum and instruction in the after-school program reinforce concepts being taught during the school day.					
The after-school program offers a variety of meaningful activities for students.					
Students are properly supervised by after-school program staff.					
The after-school program provides students with opportunities not otherwise available to them.					
The after-school program has enough capacity to serve all interested students.					
The after-school program is well coordinated with other programs at the school.					

In your judgment, to what extent does the after-school program:

	Greatly	Somewhat	A Little	Not at All	Unsure
Enhance the overall effectiveness of the school?					
Enhance students' motivation to learn?					
Contribute to improved student skills in reading?.					
Contribute to improved student skills in math?					
Contribute to improved student skills in science?					
Enhance students attitudes toward school?					
Enhance homework quality and completion?					
Improve student behavior?					
Improve student safety after-school?					
Improve student social skills?					
Improve student attendance?					
Prevent youth crime or mischief?					
Increase parent attendance at teacher conferences or school events?					
Increase parent interest in their child's education?					

So far this school year....

	Never	Once	2-3 Times	Regularly
How often have you visited the after-school program?				
How often have you interacted with the after-school program coordinator?				
How often have you talked with the after-school program coordinator or other after-school staff about particular students or curriculum?				

Do you have any comments about how the after-school program has benefited you, your students, or the campus?

Are there any drawbacks to hosting the after-school program on your campus?

How could the after-school program improve?

Attachment K: Host Site Principal Survey

Default Question Block

Principal Survey

In an effort to assess school-day principal perceptions of the after-school program on your campus, the Harris County Department of Education (HCDE) Cooperative for After-school Enrichment (CASE) invites you to share your feedback and opinions.

This questionnaire will take less than 10 minutes to complete. Your participation is voluntary. Responses are completely confidential and your responses will not be linked to your name. Results will be used to report on program effectiveness, as well as to help refine and improve the program.

Thank you for your time!

This survey is intended for school-day principals with CASE-affiliated after-school programs on their campus. Do you meet that description?

- Yes
- No

Which of the following best describes your campus?

- Elementary School
- Middle School
- High School
- Combined Middle/High School (e.g. gades 6-12)
- Other

What kind of after-school funding does your school have?

- Partnership Project

- 21st CCLC Cycle 5 (this is year 4 of my grant)
- 21st CCLC Cycle 6 (this is year 3 of my grant)
- 21st CCLC Cycle 7 (this is year 1 of my grant)
- Unsure

We would like to know what you think should be the focus of the after-school program at your school. Please DRAG AND DROP the following after-school objectives in order of your views of importance, with the most important objective at the top and the least important objective at the bottom.

In order of importance, I think the program should...

- Facilitate homework completion
- Provide academic enrichment
- Enhance artistic development
- Provide sports/recreation opportunities
- Enhance social or civic development
- Provide college and career readiness activities
- Provide family and parent classes and activities

Please select the responses that best express how you feel about the after-school program on your campus:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
There is a strong partnership between the after-school program and my school.					
Teachers in my school are willing to collaborate with the after-school program staff.					
After-school staff reach out to teachers in the school to identify the needs of students.					
Curriculum and instruction in the after-school program reinforce concepts being taught during the school day.					
School staff are encouraged to visit the after-school program.					
I see the after-school program as a partner in educating our school's students.					
After-school program staff are responsive to my ideas and suggestions.					
The after-school program staff keeps me informed of important decisions and issues.					
I am satisfied with the extent to which the after-school program involves me in decisions about program operations.					
The after-school program offers a variety of meaningful activities for students.					

After-school program staff takes care of the space and equipment the school provides.	○	○	○	○	○
Students are properly supervised by after-school program staff.	○	○	○	○	○
The after-school program provides students with opportunities not otherwise available to them.	○	○	○	○	○
The after-school program has enough capacity to serve all interested students.	○	○	○	○	○
The after-school program is well coordinated with other programs at the school.	○	○	○	○	○

In your judgment, to what extent does the after-school program:

	Greatly	Somewhat	A Little	Not at All	Unsure
Enhance the overall effectiveness of the school?	○	○	○	○	○
Enhance students' motivation to learn?	○	○	○	○	○
Contribute to improved student skills in reading?	○	○	○	○	○
Contribute to improved student skills in math?	○	○	○	○	○
Contribute to improved student skills in science?	○	○	○	○	○
Enhance students attitudes toward school?	○	○	○	○	○
Enhance homework quality and completion?	○	○	○	○	○
Improve student behavior?	○	○	○	○	○
Improve student safety after-school?	○	○	○	○	○
Improve student social skills?	○	○	○	○	○
Improve student attendance?	○	○	○	○	○
Prevent youth crime or mischief?	○	○	○	○	○
Increase parent attendance at teacher conferences or school events?	○	○	○	○	○
Increase parent interest in their child's education?	○	○	○	○	○

So far this school year....

	Never	Once	2-3 Times	Regularly
How often have you visited the after-school program?	○	○	○	○
How often have you interacted with the after-school program coordinator?	○	○	○	○
How often have you talked with the after-school program coordinator or other after-school staff about particular students or curriculum?	○	○	○	○

Overall, how has the performance of the after-school program aligned with your expect ions this year?

- Exceeded expectations
- Met Expectations
- Did Not Meet Expectations
- Unsure

Is this your first year working with a CASE-supported after-school program?

- Yes
- No

Compared to last year, to what extent would you say that this year's program has shown..

	No need to Improve	To a Great Extent	To Some Extent	Not at All	Unsure
Improved coordination between the program and the regular school day					
Improved student recruitment					
Improved student retention					
Greater family involvement with the program					
Improved choice/diversity of after-school activities					
Improved quality of activities					
Greater results in terms of student behavior					
Greater results in terms of student academic achievement					

Do you have any comments about how the after-school program has benefited you, your students, or the campus?

Are there any drawbacks to hosting the after-school program on your campus?

How could the after-school program improve?

Attachment L: CAS Program Parent Survey

29082

HCDE

Cooperative for After School Enrichment Parent Survey

CASE COOPERATIVE FOR AFTER•SCHOOL ENRICHMENT

School Name

This is a survey about how parents feel about this after-school program. There are no right or wrong answers. Your opinions will be used to assess the impact of the program. This survey is voluntary. You may choose not to complete this survey or to skip certain questions, and it will not affect your child(ren) being in this program. This survey is meant to be completely anonymous. Please do not write your name or the name of your child. We value your opinions. Thank you for your time.

1. How many children do you have in the after-school program? O 1 O 2 O 3 or more

2. In a typical week, how many days will your child(ren) come to this after-school program?

O 1 day O 2 days O 3 days O 4 days O 5 days (or more)

3. How much of a positive influence do you think the after-school program has had on the following:

	A Lot	Some	A Little	None
My child(ren)'s desire to attend school regularly	O	O	O	O
My child(ren)'s academic performance (grades, test scores)	O	O	O	O
My child(ren)'s homework quality/completion	O	O	O	O
My child(ren)'s behavior	O	O	O	O
My child(ren)'s motivation to do well in school	O	O	O	O

4. Please rate the following aspects of the after-school program:

	Excellent	Good	Okay	Poor
Variety of activities available for students	O	O	O	O
Quality of activities for students	O	O	O	O
Variety of family activities	O	O	O	O
Quality of family activities	O	O	O	O
Quality of program staff	O	O	O	O
Quality of program overall	O	O	O	O

5. Why does your child(ren) attend the after-school program? (check all that apply)

O I need child care after school.
O I want my child(ren) to be involved in enrichment activities.
O I want my child(ren) to get help with schoolwork.
O I want my child(ren) to be exposed to opportunities for the future.
O The school recommended that my child(ren) attend.
O Other _____

6. What would your child(ren) be doing most days after-school if it were not for this program?

O Staying home alone
O Attending a private daycare
O Being home with adult supervision
O Being cared for outside of the home by friends, neighbors, or relatives
O Other _____

7. How many family events sponsored by the after-school program have you attended this year? O 0 O 3 O 1 O 4 O 2 O 5 or more

a. What can the program do to help you attend more family events?

8. Has your child(ren) mentioned anything about learning about colleges or careers from this after-school program?

O Yes O No O Unsure

9. My child(ren):

	A Lot	Some	A Little	Not At All
Enjoy attending the after-school program	O	O	O	O
Have friends in the after-school program	O	O	O	O
Have an improved attitude toward school since attending the program	O	O	O	O

Revised 03/01/2012

Please turn the page to complete the survey

29082

10. Please mark your opinions to the following.	Very True	Usually True	Usually Not True	Never True
Teachers at the school see parents as partners.	O	O	O	O
Teachers welcome parents who ask questions.	O	O	O	O
Teachers are friendly and warm in their communications with parents.	O	O	O	O
When I walk into my child's classroom, I feel comfortable.	O	O	O	O
When I walk into the school, I sense a friendly, warm atmosphere.	O	O	O	O
Teachers in the school like when parents contact them about their child.	O	O	O	O
Parent nights at the school are useful and pleasant.	O	O	O	O
Teachers seem to pay attention to parents at this school.	O	O	O	O
The after-school program makes me feel welcome and valued at the school.	O	O	O	O

After-school care can often affect parents at work. Please respond to these questions about how this after-school program has affected your work life. (Please skip this section if this not applicable to you)

11. To what extent has your child(ren)'s coming to this after-school program helped you worry less about	*Now I worry...* Much Less	A Little Less	The Same Amount	A Little More	Much More
The safety of your child(ren) after school	O	O	O	O	O
Your after-school child care arrangements falling through	O	O	O	O	O
Your child(ren) getting into trouble after school	O	O	O	O	O
Your child(ren) doing something unproductive after school	O	O	O	O	O
Your child being unhappy after school	O	O	O	O	O
Your after-school arrangements meeting your child(ren)'s needs	O	O	O	O	O
The kinds of influence your child(ren)'s friends have on them	O	O	O	O	O
Having to leave work early to take care of your child after-school	O	O	O	O	O
Getting in trouble at work because of a child care issue	O	O	O	O	O
Getting less done at work because of a child care issue	O	O	O	O	O
Getting/keeping a job because of a child care issue	O	O	O	O	O

12. How has this after-school program helped you and your family?

13. How could this after-school program improve to better support your family's needs?

Survey derived from items from the *Parent-School Communications Questionnaire* (Weiner, 1975); *Parental Concern About After-School Time Scale* (Barnett & Gareis, 2006), and *Michigan State University 21st CCLC Parent Survey* (2011)

Lisa Thompson Caruthers

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Skills Summary

- Creative Team Leadership
- Program Design and Development
- Community-Client Relations
- Fundraising and Donor Management
- Grants Administration
- Budget Management
- Licensing and Regulatory Compliance
- Research Design and Implementation
- Strategic Planning
- Professional Presentations
- General Office Skills

Professional Experience

DIRECTOR

6/2001 – Present, Harris County Department of Education, Cooperative for After-School Enrichment, Houston, TX

Progressed through a series of promotions, culminating in oversight of the Cooperative for After-School Enrichment (CASE) Division. Provides leadership to the 17 member CASE team for the delivery of after-school services in the areas of grants administration, direct services, and training. Assists in the leveraging of funds for the Harris County after-school community and the provision of technical support and training. Maintains strong community alliances with after-school leadership including: the Joint City County Commission on Children, the City of Houston Mayor's After-School Achievement Program, the YMCA, and various Harris County independent school districts.

Key Accomplishments:

- Effectively managed the 2008/2009 CASE budget of over $12,000,000. Designed the CASE tracking system to monitor revenues and expenditures in conjunction with HCDE's Pentemation budget management system.
- Secured over three million dollars in corporate and foundation funding to support the After-School Initiative and Kids' Day Series while serving as the liaison to the Education Foundation of Harris County.
- Assisted in the composition and development of six consecutive successful 21st Century Community Learning Center proposals awarded by the Texas Education Agency. HCDE is the only entity to receive an award from each of the Texas Education Agency grant cycles.
- Created the After-School Initiative to assess the after-school landscape, create a set of local guiding principles, develop an online resource (www.after-schoolzone.org) and provide a granting system for nonprofit service providers to address gaps in services for the field of after-school.
- Continues to work closely with the After-School Community Advisory Board, the Houston Endowment grant officers, and other local, state, and federal funding agencies to ensure continued support for quality after-school programming for Harris County youth.

Professional Experience, continued

MANAGEMENT ENTERPRISE COORDINATOR
12/1998 – 5/2001, Houston Arts Alliance (formerly the Cultural Arts Council of Houston/Harris County), Houston, TX
Designed and administered the Mars Millennium arts-based youth service grant program. Provided management assistance to arts-based nonprofit organizations including guidance on strategic planning, program evaluation, and organizational and board development. Coordinated a workshop series for artists and art organizations. Coordinated three mural projects partnering area artists with youth groups.
Key Accomplishments:

- Provided guidance and support to eight arts organizations participating in a capacity building initiative.
- Effectively managed an incubator program for five small arts organizations
- Coordinated art education projects for the Civic Art and Design Department.

SPECIAL EVENT COORDINATOR
1/1998 – 11/1998 and 6/1999 – 7/1999, Serve Houston Youth Corps, Houston, TX
Coordinated 1st and 2nd Annual Houston's Promise Youth Summit. Headed planning committee of representatives from various youth serving local organizations including: Houston Youth Corps, Boy Scouts, Girl Scouts, AAMA, Interfaith Ministries and the YMCA. Integrated AmeriCorps members into the planning and facilitation of the event.
Key Accomplishments:

- Recruited 500 youth and 200 support staff for event.
- Designed the event activities, printing materials, and evaluation plan.
- Created a youth service learning facilitators guide, and a "how to" manual.

MANAGER OF HOMELESS SERVICES
6/1997 – 12/1997, Trinity Life Center, Inc. Houston, TX
Managed scattered site housing program and a 24-hour shelter for homeless youth aged 17 to 23 and supervised a 20 member team of Case Managers and shelter workers. Responsible for 12 in-house residents and over 100 apartment-based clients.
Key Accomplishments:

- Demonstrated outstanding case management of clients and appropriate leadership to staff.
- Completed weekly, quarterly and annual reports.
- Conducted client assessments, performed intake interviews, and audited client files.
- Managed budget and program expenditures.

INTERN
8/1995 – 5/1997, BREM Catholic Social Ministry, St. Louis, MO
Opened a summer camp for neighborhood youth. Headed the teen program and served as a summer school instructor for elementary age classes. Coordinated a community event involving local nonprofits, area businesses, city officials, and community volunteers.
Key Accomplishments:

- Secured funding for and implemented a youth video program and community service event.
- Coordinated a community clean up involving 200 youth, volunteers, and the creation of 7 murals.

Education

UNIVERSITY OF HOUSTON – Houston, TX
School of Social Work
Doctoral Candidate, Spring 2012

WASHINGTON UNIVERSITY – St. Louis, MO
George R. Brown School of Social Work
Master of Social Work, 1997

UNIVERSITY OF LOUISIANA AT LAFAYETTE – Lafayette, LA
George R. Brown School of Social Work
Visual Arts Department
Bachelor of Fine Arts, 1997

Professional Trainings

Certified Presenter/Facilitator: National Institute for Out-of-School Time, ROPES Instruction, The Drucker Foundation

From Crafts to Fine Arts: Easy steps to create advanced learning opportunities for kids
Texas After-School Association Conference
Research and the Implications for 21st Century Community Learning Centers
National After-School Association Conference
Can we Make it Last? Sustainability for After-School
21st Century Institute National Conference
Getting Focused: Setting our goals and objectives and finding our mission.
Board Retreat, Latino's for the Arts and Social Services
Aligning Enrichment Activities with the Texas Essential Knowledge and Skills Standards
Texas After-school Association Conference
How to Measure Success: What questions are we asking?
Consultation with Natural Legacy
Setting Goals, Objectives and Outcomes for Your After-School Program
CASE Collective Meetings
Adding an Economic Arm: Social Entrepreneurship
Nonprofit Day Conference

Associations

Texas A&M, Depart. of Recreation, Park and Tourism Sciences, Youth Development Initiative, Advisory Member
South East Texas After-School Association, 2006 & 2007 President, Member
Texas After-School Association, Member
National After-School Association, Member

Community Activities

AFTER-SCHOOL INSTRUCTOR

- Spring 2008, Southmore Intermediate, Pasadena, TX
- Fall 2004 – Spring 2005, Grady Middle School, Houston, TX
- Spring 1998, River Oaks Elementary, Houston TX