



DAVID P. WEIKART

CENTER FOR YOUTH
PROGRAM QUALITY

Youth Program Quality Scorecard

Leading Indicators of Student Engagement™
in Missouri's 21st Century Community Learning Centers

Report prepared for:
Twin Pike Family YMCA
Frankford Elementary K to 6

2014-2015 Program Year

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A division of the Forum for Youth Investment
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Introduction

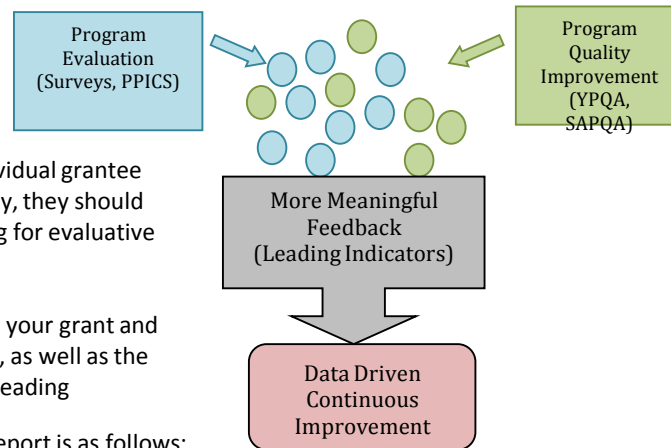
Beginning in the 2013-2014 program year, the Missouri Department of Education partnered with the David P. Weikart Center for Youth Program Quality to provide evaluation services to its 21st Century Community Learning Centers (CCLC) and Child Care Block Grant (CCBG) projects. This was an effort to supplement already existing quality improvement work going on in all 21st CCLC and CCBG sites across the state of Missouri. The goals of this partnership are: (1) to assist grantees with data collection for the Profile and Performance Information Collection System (PPICS), (2) collect additional program quality data from staff, youth and parents, (3) present data in a way that is meaningful to grantees and informative to their practice, and (4) support grantees in their data interpretation and response. With these goals in mind, the Weikart Center has created a Leading Indicators System. The Leading Indicators are a compilation of 13 composite measures consisting of program quality data derived from multiple sources, and organized into five overarching “domains” or contexts – Organizational Context, Instructional Context, External Relationships, Youth Characteristics and Family Satisfaction. This report presents data from these sources and is specific to your grant.

How to Use This Report

Leading Indicators are still in development. While these measures are drawn from the research literature, they are not yet validated and scores have unknown reliability. As such, results must be treated with caution: They are intended for use within individual grantee groups and not for comparison across grantees. Additionally, they should be used to provoke evaluative thinking rather than standing for evaluative judgment.

Pages 3-5 present scores on each leading indicator for both your grant and the state average. Pages 6-21 present scores for your grant, as well as the state average for the items and scales that comprise each Leading Indicator.

The suggested sequence for reading and interpreting this report is as follows:



1. Examine the graphic presentations that follow for each set of Leading Indicators, Scales, and Items¹ to get a feel for what the Leading Indicators are. Consider: What scales and items make up each indicator? Where do the items come from?
2. Study the five graphs on pages 3-5 and compare how your grant is doing relative to the state average. In what areas are you doing comparatively well? In what areas does it look like your site could improve? These comparisons are shown to give you context to understand your own scores. Remember, the data is given to help you improve, not to induce evaluative comparisons or competitions across grants. What is important are the conversations regarding improvement efforts based on the data in this report.
3. Celebrate your strengths! Identify the Leading Indicators that you feel are successes in your program. What factors do you think contribute to these strengths? How can these factors be applied in other areas?
4. What can you work on? After you have identified which Leading Indicators you think could use some improvement, refer to the corresponding pages that present scale and item means. Look through these items and scales and identify which ones may be contributing to the scores being lower.

*In general, scores can be interpreted as follows:

Score of 1 = The policy, technology, practice, or capacity is not in place;

Score of 3 = The policy, technology, practice or capacity is available but not with wide availability and/or with great frequency;

Score of 5 = The policy, technology, practice or capacity is widely available and/or with great frequency;

5. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area;

If you have questions regarding your Leading Indicators report, please do not hesitate to contact Anna Gersh, Technical Services Specialist at the David P. Weikart Center for Youth Program Quality: anna@cypq.org or 734-714-2527.

¹ Please see Appendix B for more information.

Figure 1 - Organizational Context

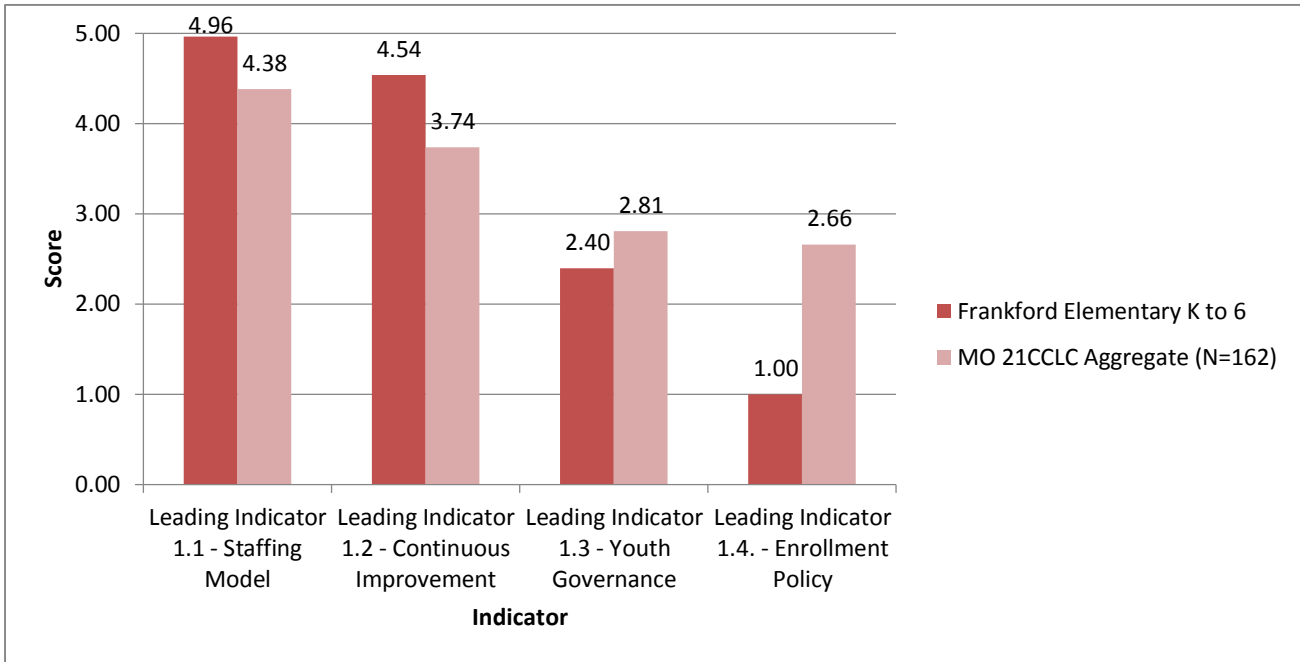


Figure 2 - Instructional Context

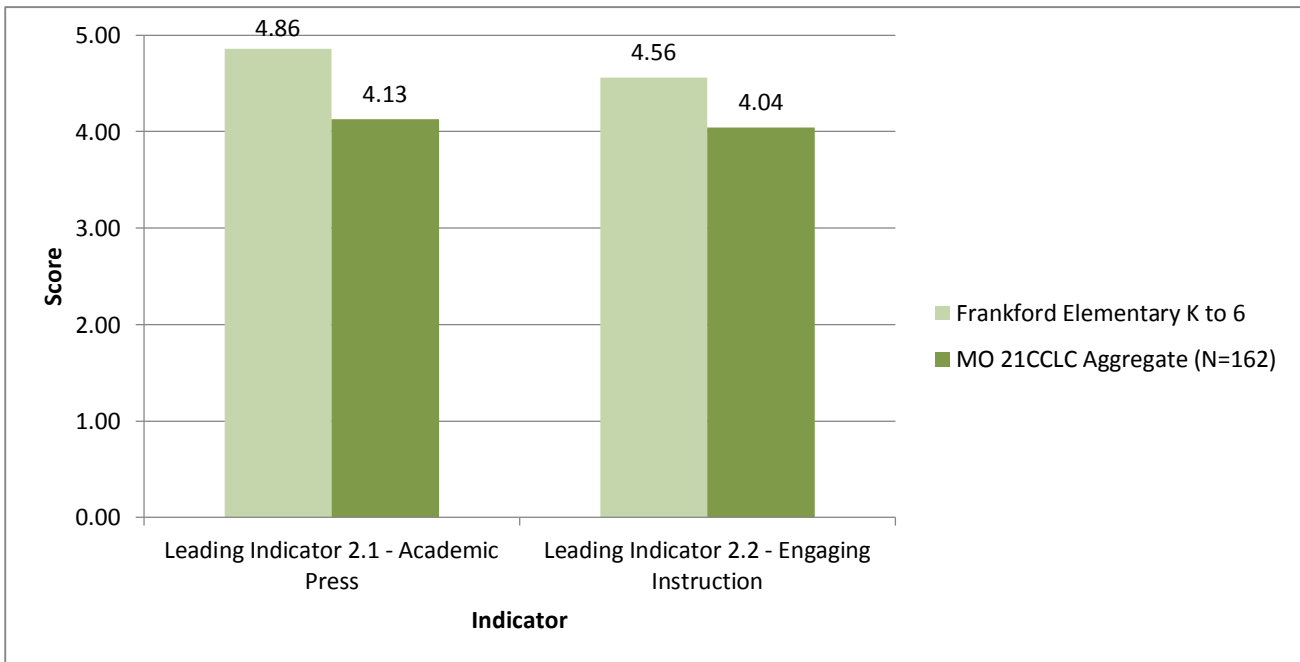


Figure 3 - External Relationships

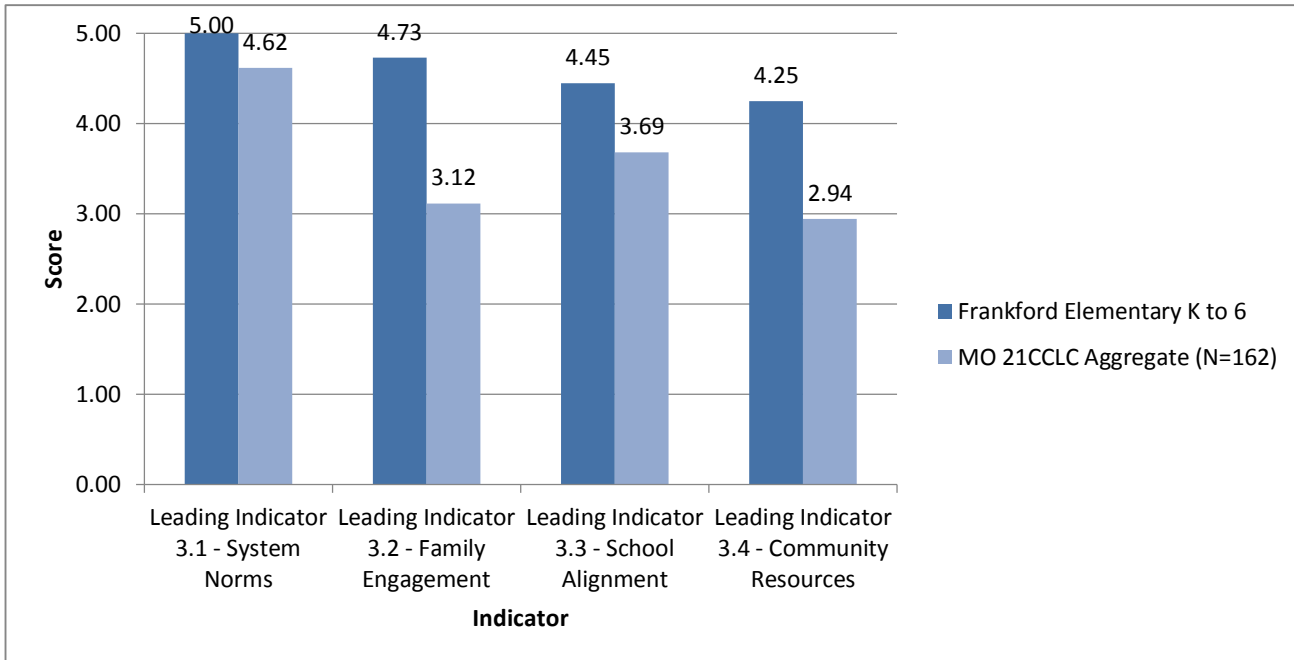


Figure 4 - Student Characteristics

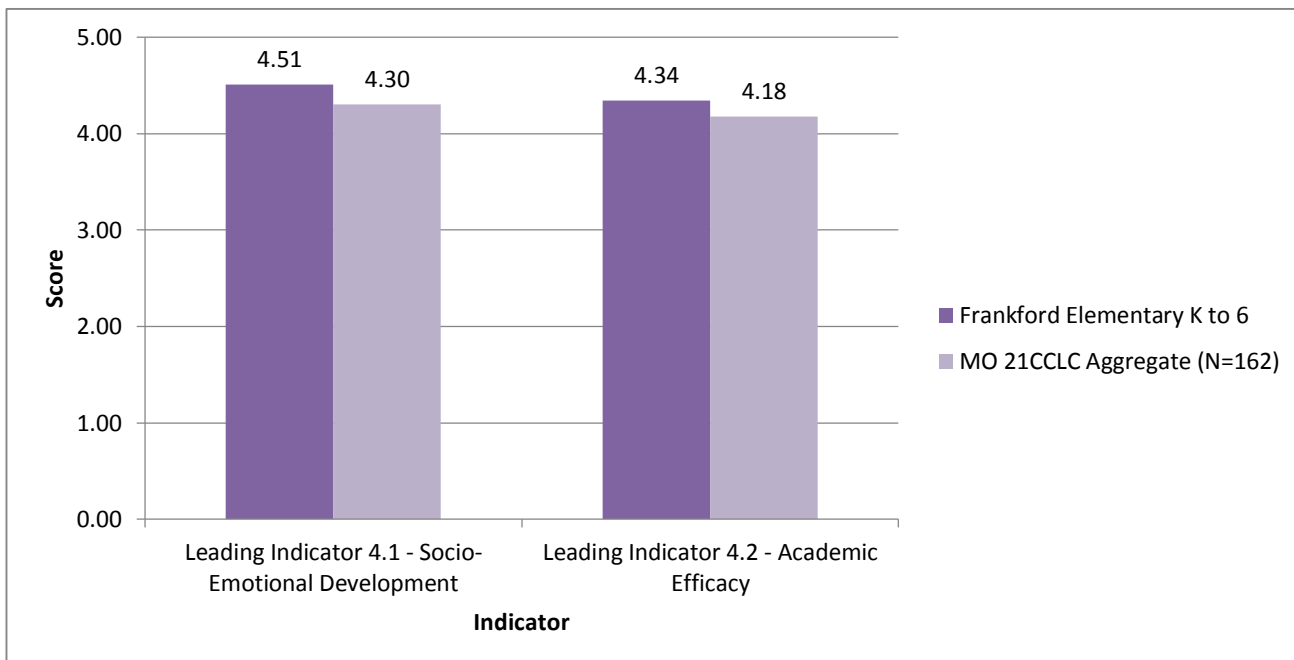
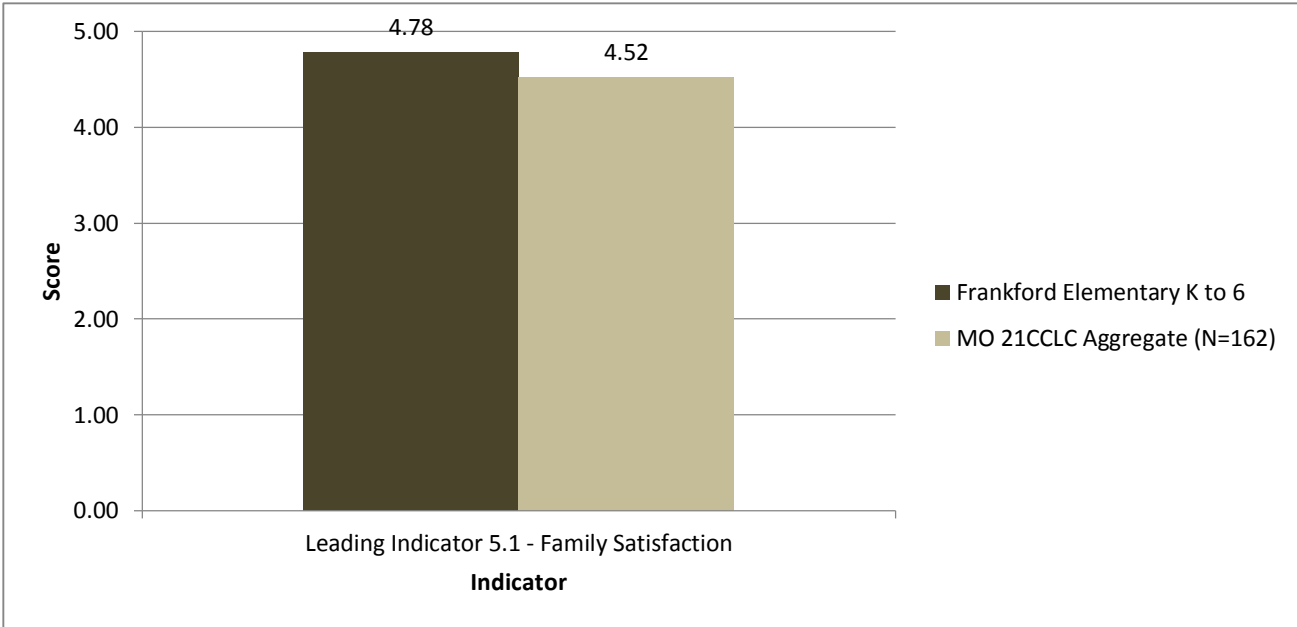
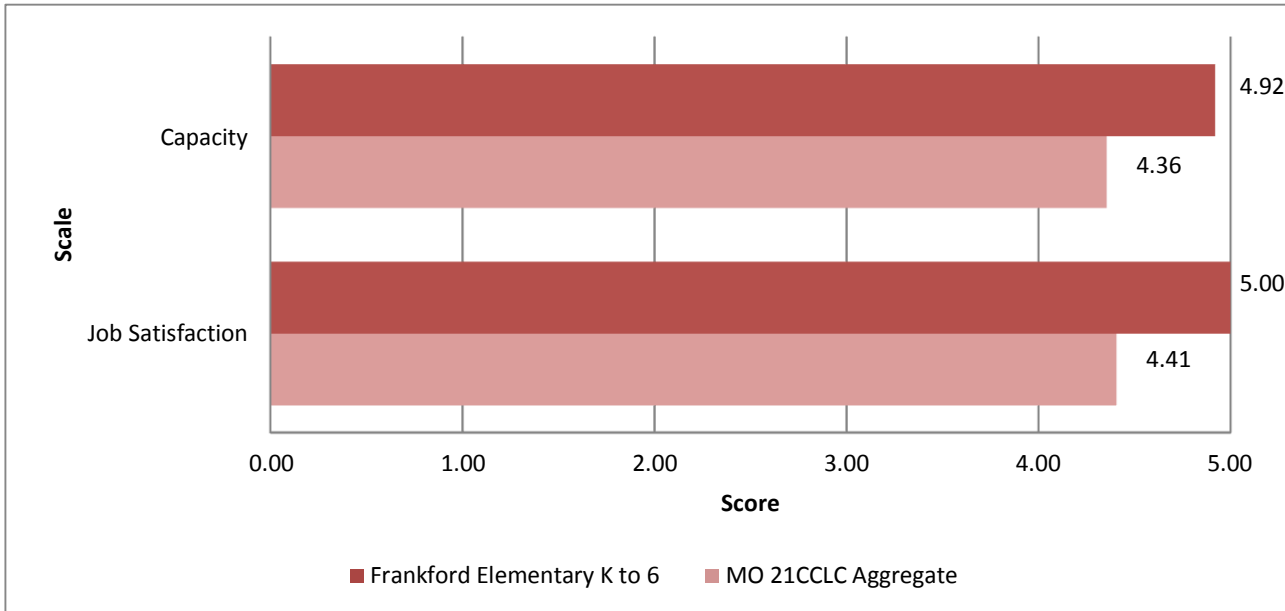


Figure 5 - Family Satisfaction



<i>Organizational Context</i>	<i>Frankford Elementary K to 6</i>	<i>MO 21CCLC Aggregate (N=162)</i>
Leading Indicator 1.1 - Staffing Model	4.96	4.38
Leading Indicator 1.2 - Continuous Improvement	4.54	3.74
Leading Indicator 1.3 - Youth Governance	2.40	2.81
Leading Indicator 1.4. - Enrollment Policy	1.00	2.66
<i>Instructional Context</i>	<i>Frankford Elementary K to 6</i>	<i>MO 21CCLC Aggregate (N=162)</i>
Leading Indicator 2.1 - Academic Press	4.86	4.13
Leading Indicator 2.2 - Engaging Instruction	4.56	4.04
<i>External Relationships</i>	<i>Frankford Elementary K to 6</i>	<i>MO 21CCLC Aggregate (N=162)</i>
Leading Indicator 3.1 - System Norms	5.00	4.62
Leading Indicator 3.2 - Family Engagement	4.73	3.12
Leading Indicator 3.3 - School Alignment	4.45	3.69
Leading Indicator 3.4 - Community Resources	4.25	2.94
<i>Student Characteristics</i>	<i>Frankford Elementary K to 6</i>	<i>MO 21CCLC Aggregate (N=162)</i>
Leading Indicator 4.1 - Socio-Emotional Development	4.51	4.30
Leading Indicator 4.2 - Academic Efficacy	4.34	4.18
<i>Family Satisfaction</i>	<i>Frankford Elementary K to 6</i>	<i>MO 21CCLC Aggregate (N=162)</i>
Leading Indicator 5.1 - Family Satisfaction	4.78	4.52

Leading Indicator 1.1 - Staffing Model



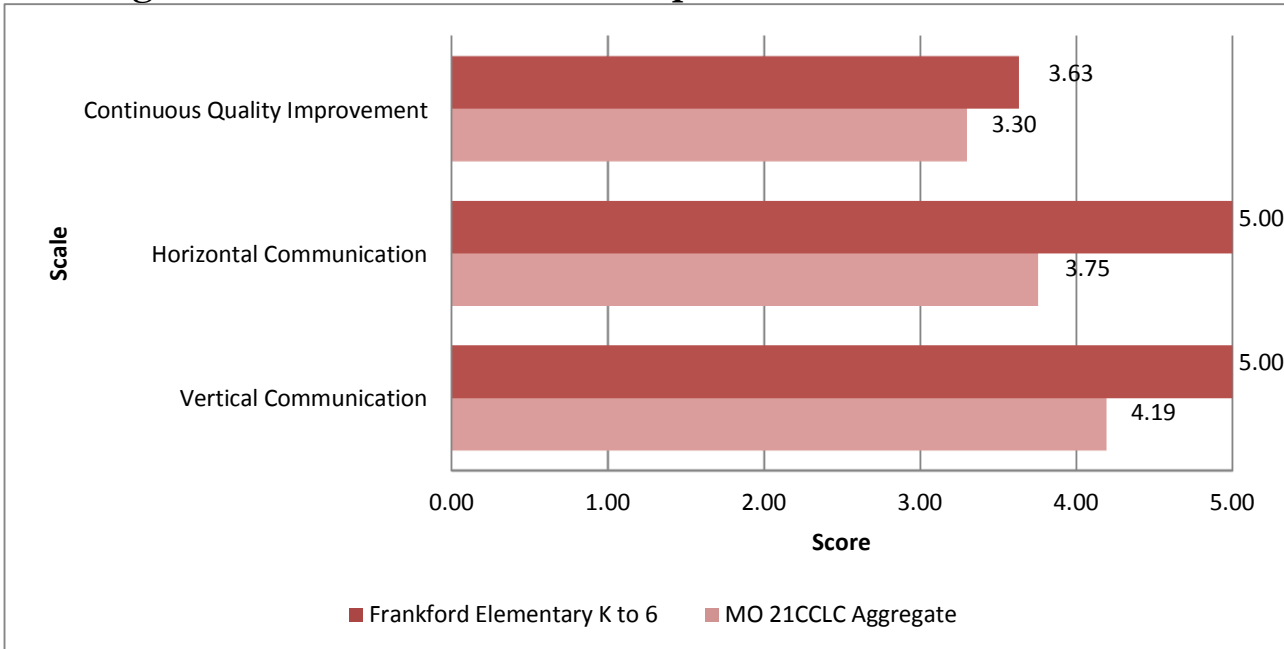
<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Capacity	4.92	4.36
Staff come to the program with adequate training or experience	4.50	4.25
Staff stay at our program for a long time	5.00	4.07
We have enough staff and/or student-to-staff ratios are good	5.00	4.54
New staff get an adequate orientation	5.00	4.33
Staff have enough time to attend meetings or do planning	5.00	4.35
Staff are designing and delivering activities consistent with program goals and objectives for students	5.00	4.58

Data Source: Project Director/ Site Coordinator Survey

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	Frankford Elementary K to 6 (N=4)	MO 21CCLC Aggregate (N=162)
Job Satisfaction	5.00	4.41
In most ways, this job is close to my ideal	5.00	4.42
The condition of my current job is excellent	5.00	4.44
I am satisfied with this job	5.00	4.41
If I could change my career so far, I would not change anything	5.00	4.26

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

Leading Indicator 1.2 - Continuous Improvement



	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Continuous Quality Improvement	3.63	3.30
<i>Please select one response for each statement (1=No, 5=Yes).</i>		
Are you currently using the Youth Program Quality Assessment (YPQA) from High/Scope as a quality assessment tool and/or any other quality assessment tool that employs observation and written evidence to produce quality ratings at your site?	5.00	3.02
Are you currently using any other quality assessment tool that employs observation and written evidence to produce quality ratings (Examples: NYSAN, SACERS, APT)?	1.00	2.00
<i>In the past year or so at your program, how often have you: (1=Never, 5=At least once)</i>		
Observed staff sessions with youth to assess quality?	3.00	3.76
Collected written anecdotal evidence on program quality?	3.00	3.56
Conducted program planning using quality assessment data?	3.00	3.76
<i>How much training have you had on the following during the past year? (1=Never, 5=At least once)</i>		
4-H Youth Development Academy (YDA)	1.00	1.48
MOSAC2 Youth Development Credential (YDC)	1.00	1.67
Other training re positive youth development	5.00	3.92
<i>Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>		
My supervisor gives me helpful feedback about how I work with youth	5.00	4.06
My supervisor is visible during the offerings that I lead or co-lead	5.00	4.28
My supervisor knows what I am trying to accomplish with youth	5.00	4.58

Data Source: Direct Service Staff Survey

Leading Indicator 1.2 - Continuous Improvement (continued)

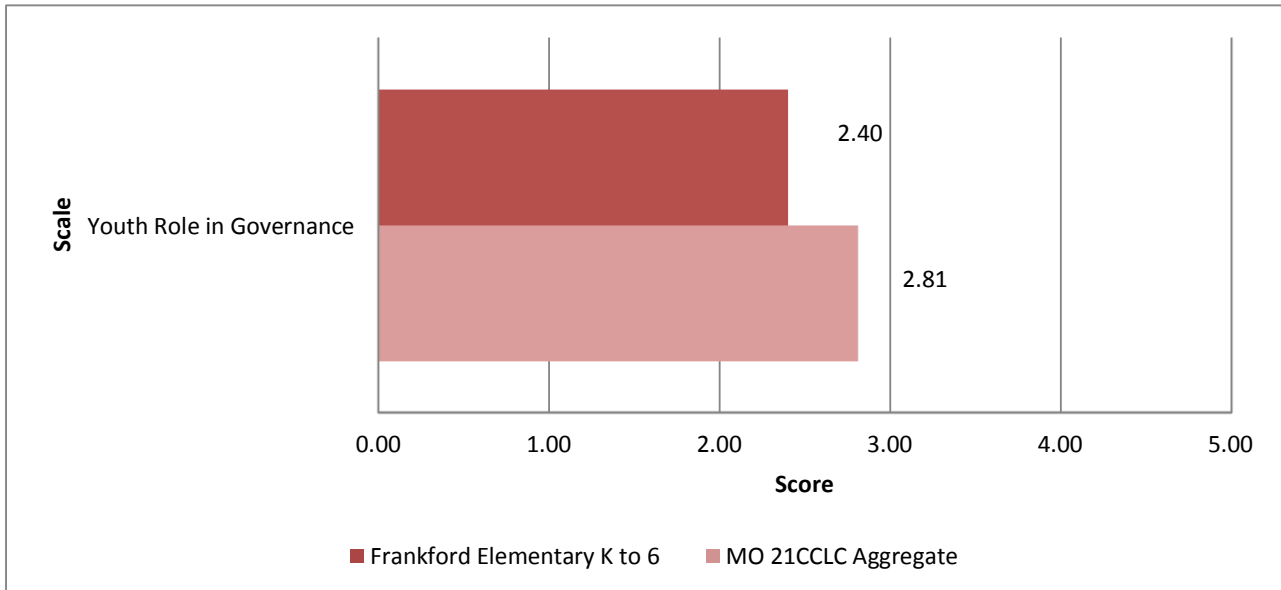
<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Horizontal Communication	5.00	3.75
I co-plan with another member of staff	5.00	4.01
I discuss teaching problems or practices with another staff member	5.00	4.38
A co-worker observes my session and offers feedback about my performance	5.00	3.39
I work on plans for program policies or activities with other staff	5.00	3.82
I observe a co-worker's session and provide feedback about their performance	5.00	3.16

Data Source: Direct Service Staff Survey

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program (1=Never, 3=Every few months, 5=At least weekly).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Vertical Communication	5.00	4.19
My supervisor challenges me to innovate and try new ideas	5.00	4.06
My supervisor makes sure that program goals and priorities are clear to me	5.00	4.33

Data Source: Direct Service Staff Survey

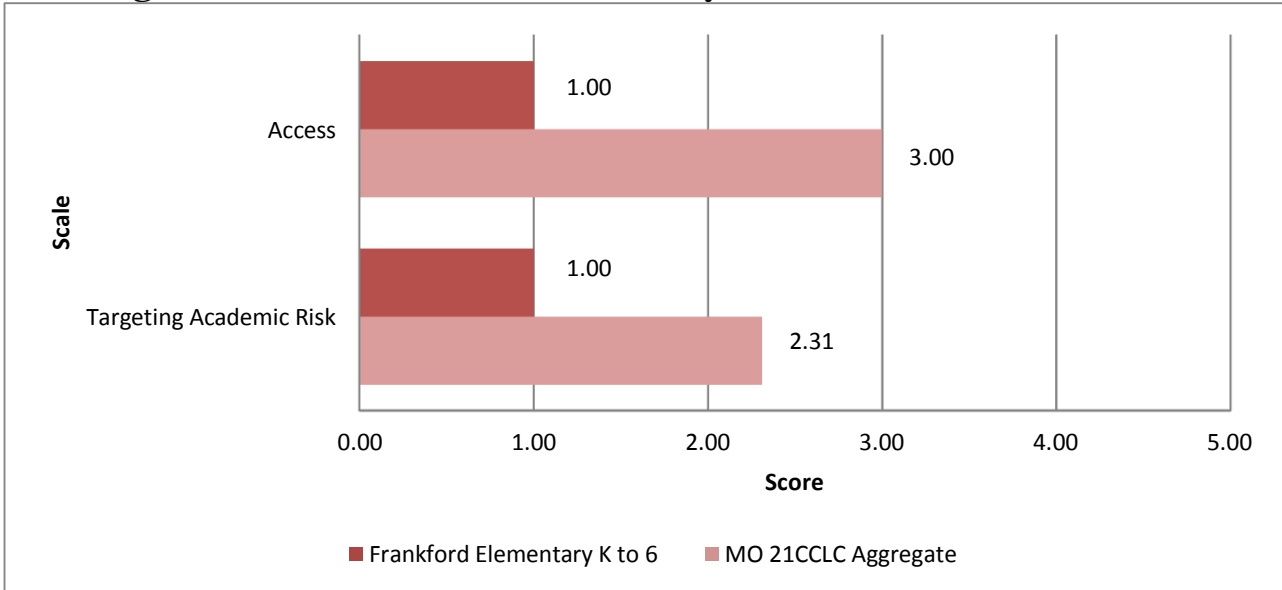
Leading Indicator 1.3 - Youth Governance



<i>PROMPT: Please indicate the proportion of MIDDLE AND HIGH SCHOOL STUDENTS for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Youth Role in Governance	2.40	2.81
Youth have opportunities to begin their own projects, initiatives, and enterprises	4.00	3.87
Youth are involved in selecting the content or purposes of activities and sessions	3.00	3.66
Youth contribute to the design, appearance, and aesthetics of the physical space	3.00	3.20
Youth are involved in hiring new staff	1.00	1.41
Youth are involved in deciding how the organization's budget is spent	1.00	1.91

Data Source: Project Director/Site Coordinator Survey

Leading Indicator 1.4 - Enrollment Policy



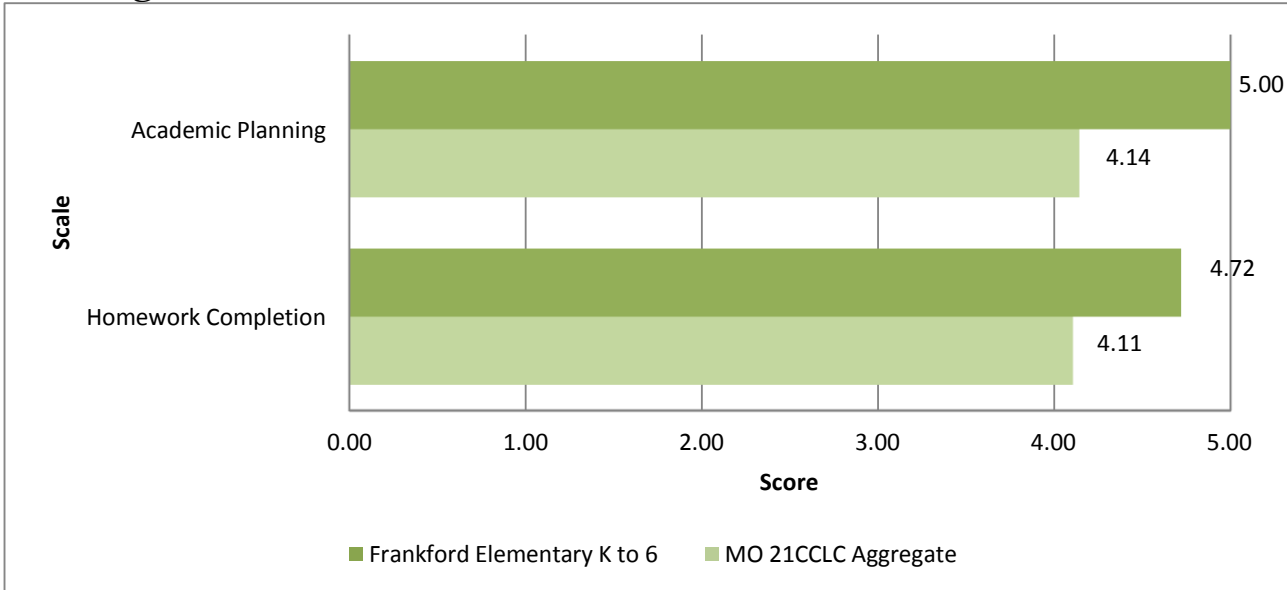
<i>PROMPT: Please rate the extent to which the following statements are true for program sessions at your site (1=Almost never true, 3= True for about half of sessions, 5=Almost always true).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Access	1.00	3.00
Program sessions are open to all students that want to participate	1.00	4.71
Program sessions are filled on a first come, first serve basis	1.00	3.53
Program sessions have enrollment priority for certain groups of students	1.00	2.23
Program sessions are restricted so only certain groups of students can participate	1.00	1.51

Data Source: Project Director/Site Coordinator Survey

<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Targeting Academic Risk	1.00	2.31
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments	1.00	2.41
Students were targeted for participation because they did not receive a passing grade during a preceding grading period	1.00	2.34
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science	1.00	2.91
Students were targeted for participation because of the student's status as an English Language Learner (ELL)	1.00	1.58

Data Source: Project Director/Site Coordinator Survey

Leading Indicator 2.1 - Academic Press



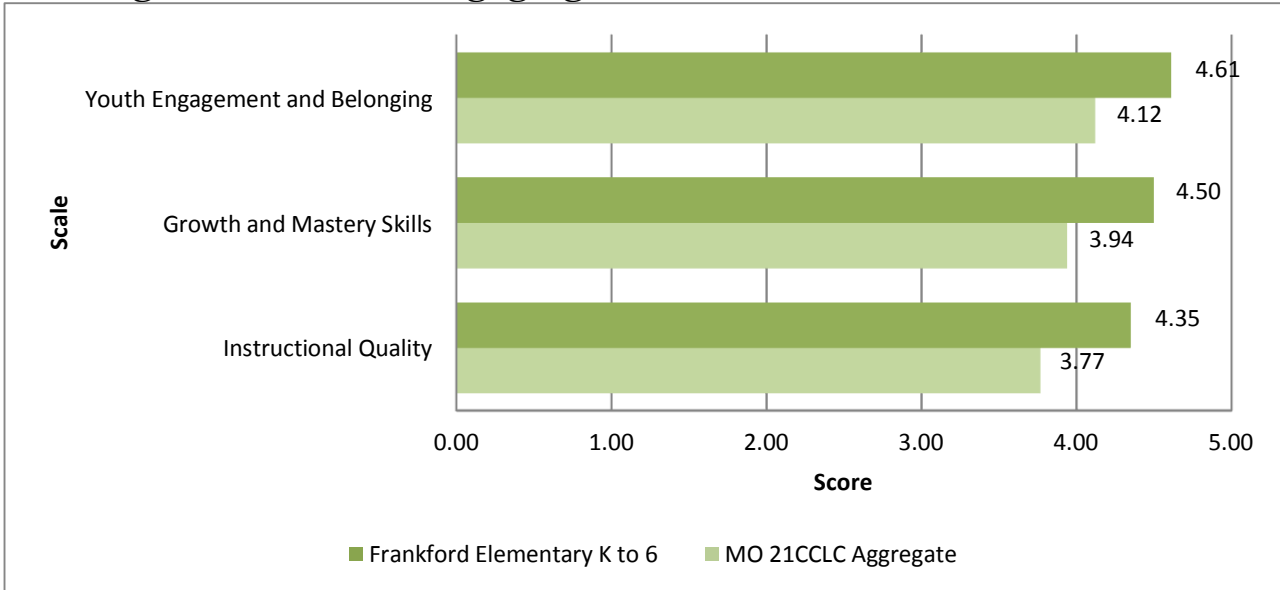
<i>PROMPT: When you lead sessions focused on reading, mathematics, and science, how true are the following statements? (1=Never true, 3=True about half of the time, 5=Always true)</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Academic Planning	5.00	4.14
The session is planned in advance and written out in a lesson plan format	5.00	3.98
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard	5.00	4.30
The session builds upon steps taken in a prior activity or session	5.00	4.17
The session is based on recent feedback from students about where they need support	5.00	3.99
The session combines academic content with the expressed interests of students	5.00	4.27

Data Source: Direct Service Staff Survey

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Homework Completion	4.72	4.11
I get my homework done when I come to the afterschool program	4.67	3.99
The staff here understand my homework and can help me when I get stuck	5.00	4.19
I learn things in the afterschool program that help me in school	4.50	4.10

Data Source: Youth Survey

Leading Indicator 2.2 - Engaging Instruction



<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Youth Engagement and Belonging	4.61	4.12
I am interested in what we do	4.50	4.09
The activities are important to me	4.67	3.95
I try to do things I have never done before	4.43	4.07
I am challenged in a good way	4.50	4.12
I am using my skills	5.00	4.29
I really have to concentrate to complete the activities	4.67	3.98
I feel like I belong at this program	4.64	4.24
I feel like I matter at this program	4.50	4.14

Data Source: Youth Survey

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Growth and Mastery Skills	4.50	3.94
We will expose students to experiences which are NEW FOR THEM	5.00	4.14
Students will have responsibilities and privileges that INCREASE OVER TIME	5.00	4.15
Students will work on GROUP PROJECTS THAT TAKE MORE THAN FIVE SESSIONS to complete	4.00	3.29
All participating children and youth will be acknowledged for achievements, contributions and responsibilities	5.00	4.33
At least once during a semester students will participate in SEQUENCE OF SESSIONS where TASK COMPLEXITY INCREASES to build explicit skills	4.00	3.68
Students will identify a skill/activity/pursuit that THEY FEEL they are uniquely good at	4.00	4.05

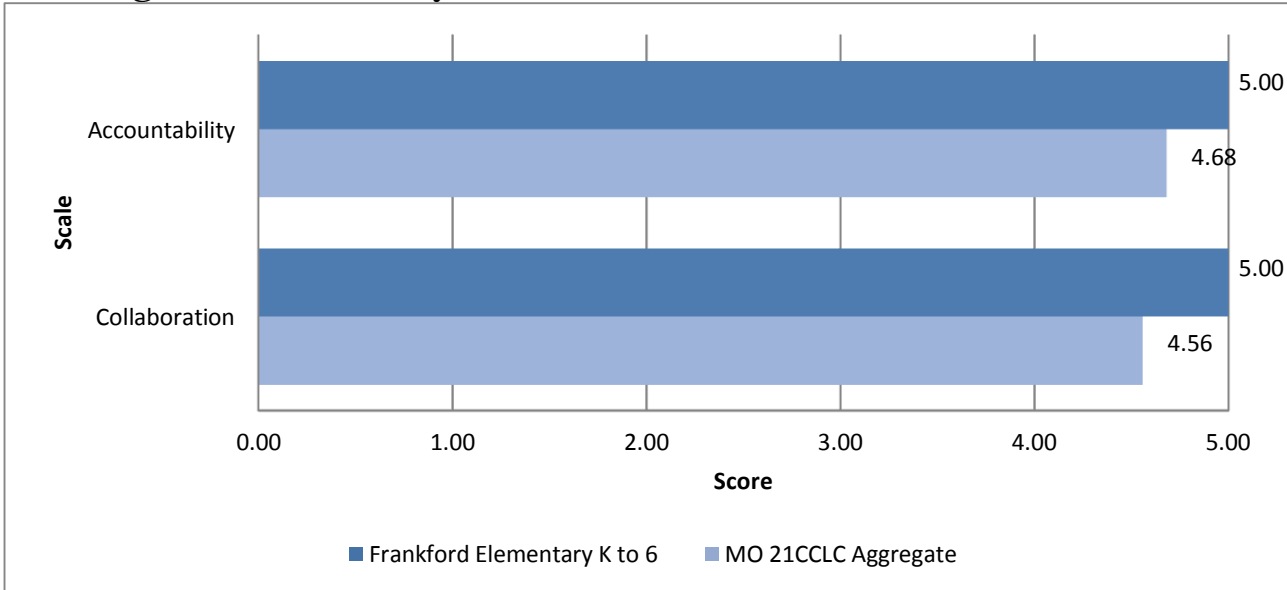
Data Source: Direct Service Staff Survey

Leading Indicator 2.2 - Engaging Instruction (continued)

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=1)	MO 21CCLC Aggregate (N=162)
Instructional Quality	4.35	3.77
Supportive Environment	4.95	4.38
Interaction	4.83	3.83
Engagement	3.25	3.24

Data Source: Youth PQA & School-Age PQA

Leading Indicator 3.1 - System Norms



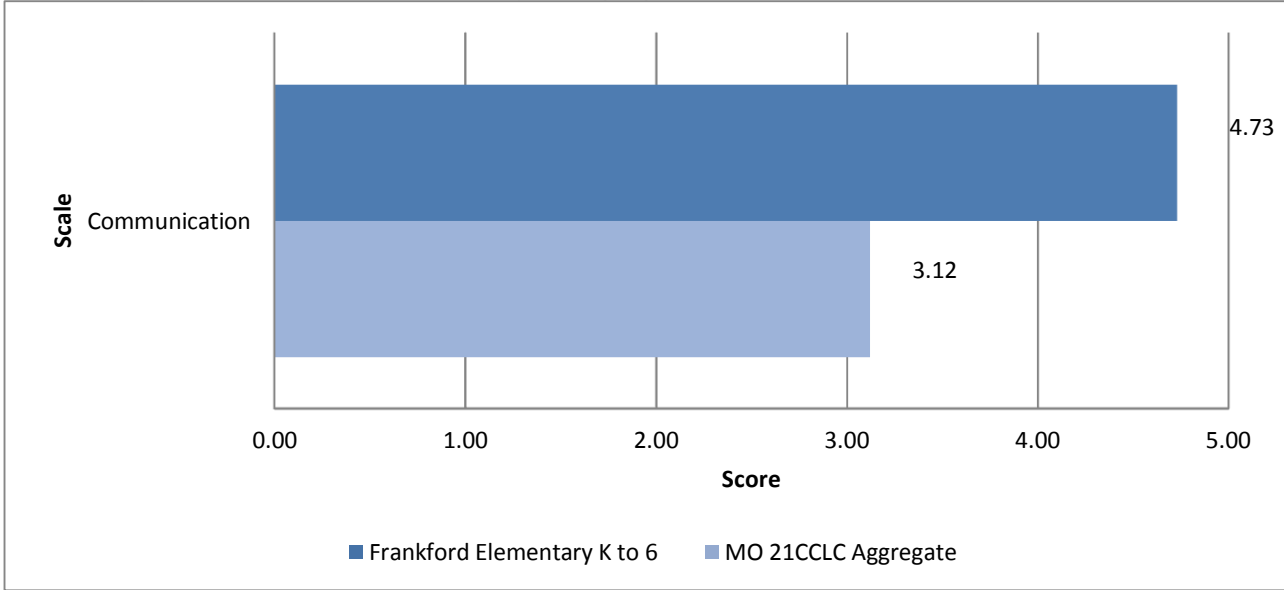
<i>PROMPT: How true are the following statements regarding accountability for quality services? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Accountability	5.00	4.68
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction)	5.00	4.80
Our program is routinely monitored by higher level administrators	5.00	4.54
In our program all staff are familiar with standards of quality	5.00	4.70

Data Source: Project Director/ Site Coordinator Survey

<i>PROMPT: How true are the following statements regarding collaboration? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Collaboration	5.00	4.56
Collaboration across sites is strongly encouraged by network administrators	5.00	4.44
Site supervisors in our network share a similar definition of high quality services	5.00	4.69

Data Source: Project Director/ Site Coordinator Survey

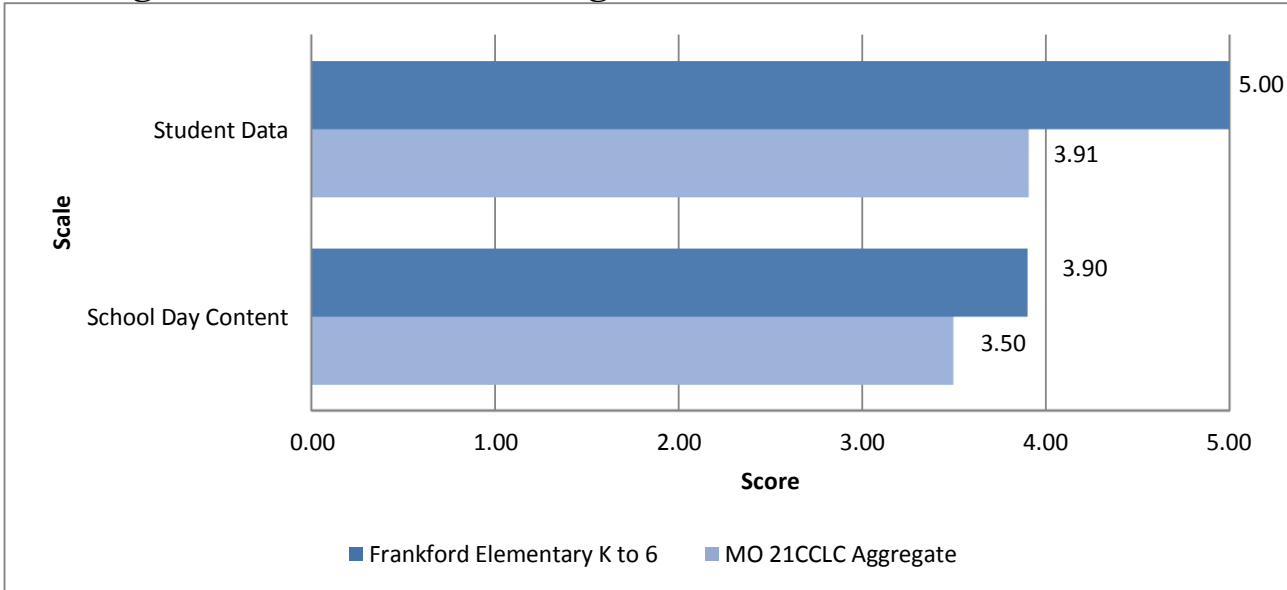
Leading Indicator 3.2 - Family Engagement



<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=5)	MO 21CCLC Aggregate (N=162)
Communication	4.73	3.12
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program	5.00	3.64
Each semester an adult in our family talk on the phone or meets in person with afterschool staff to receive detailed information my child's progress in the program	5.00	3.24
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program	4.20	2.48

Data Source: Parent Survey

Leading Indicator 3.3 - School Alignment



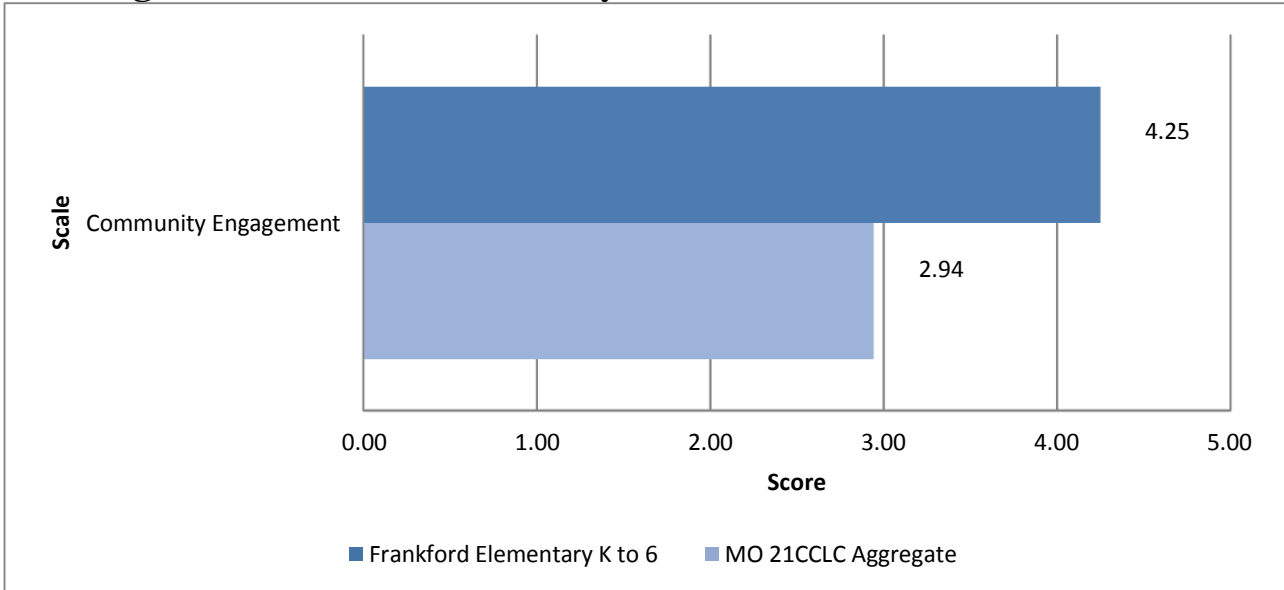
<i>PROMPT: Please indicate the proportion of students in your program for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Student Data	5.00	3.91
Each year we review achievement test scores and or grades from the previous year OR have online access to grades	5.00	4.29
We receive student progress reports from school-day teachers during the current year	5.00	3.70
We review diagnostic data from the current school year for individual students	5.00	3.73

Data Source: Project Director/Site Coordinator Survey

<i>PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=4)	MO 21CCLC Aggregate (N=162)
School Day Content	3.90	3.50
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis	5.00	4.06
I coordinate the activity content of afterschool sessions with students' homework	5.00	3.81
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information	4.00	3.54
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed	4.00	3.36
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program	1.50	2.71

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

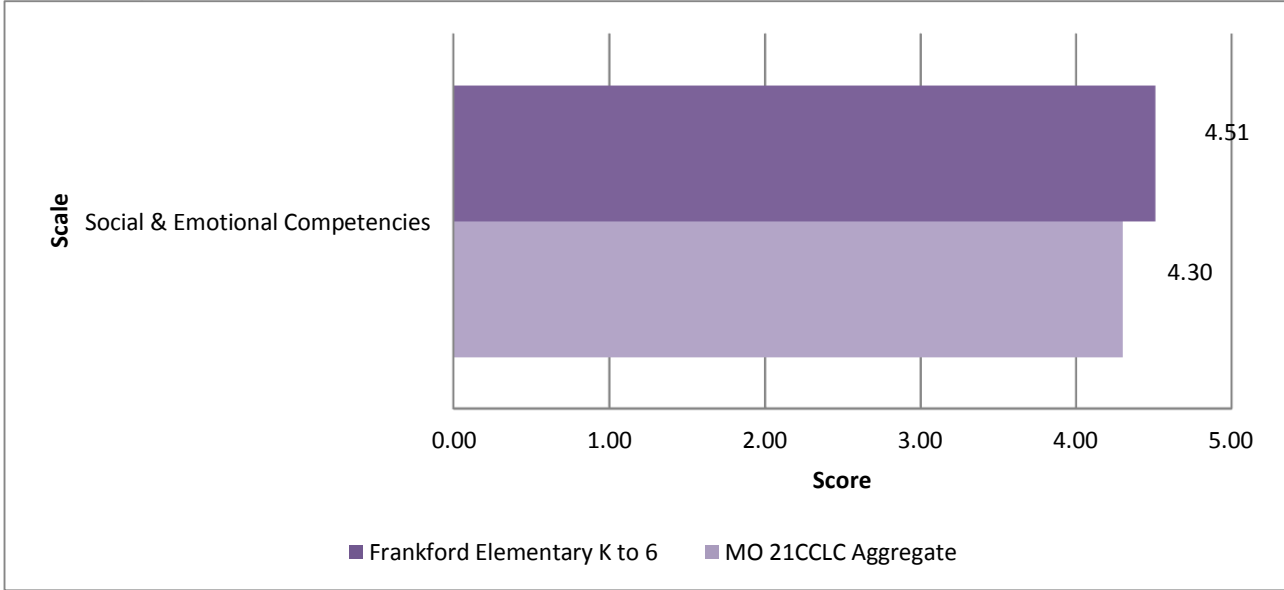
Leading Indicator 3.4 - Community Resources



<i>PROMPT: Please indicate the proportion of students for which the following statements regarding community engagement are true (1=Almost none, 3=About half, 5=Almost all).</i>	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=162)
Community Engagement	4.25	2.94
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions	5.00	3.64
Our students experience afterschool sessions and/or field trips LED BY OR PROVIDED BY local businesses, community groups and youth serving organizations who are not paid service vendors	4.00	3.18
Our students experience afterschool sessions led or supported by PAST AFTERSCHOOL STUDENTS who are paid staff or volunteers	3.00	2.18
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program	5.00	2.75

Data Source: Project Director/Site Coordinator Survey

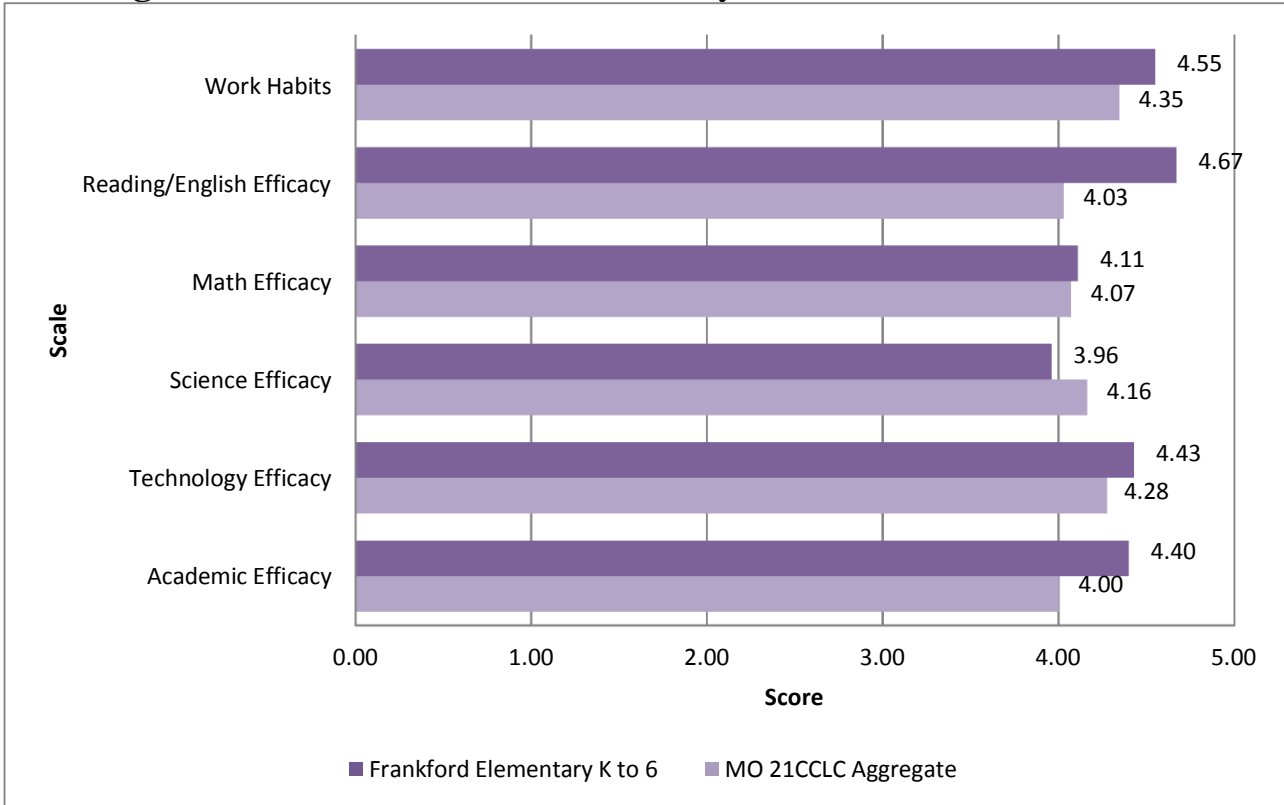
Leading Indicator 4.1 - Socio-Emotional Development



<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Social & Emotional Competencies	4.51	4.30
I work well with other kids	4.33	4.18
I can make friends with other kids	4.86	4.46
I can stay friends with other kids	4.33	4.39

Data Source: Youth Survey

Leading Indicator 4.2 - Academic Efficacy



<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Work Habits	4.55	4.35
I follow the rules in my classroom	4.36	4.41
I make good use of my time at school	4.33	4.34
I finish my work on time	4.79	4.29
I keep track of my things at school	4.71	4.34

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Reading/English Efficacy	4.67	4.03
I am interested in reading/English	4.88	4.32
I am good at reading/English	4.63	4.45

Data Source: Youth Survey

Leading Indicator 4.2 - Academic Efficacy (continued)

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Math Efficacy	4.11	4.07
I am interested in math	3.93	4.00
I am good at math	4.29	4.15

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Science Efficacy	3.96	4.16
I am interested in science	4.07	4.15
I would be good at learning something new in science	3.86	4.18

Data Source: Youth Survey

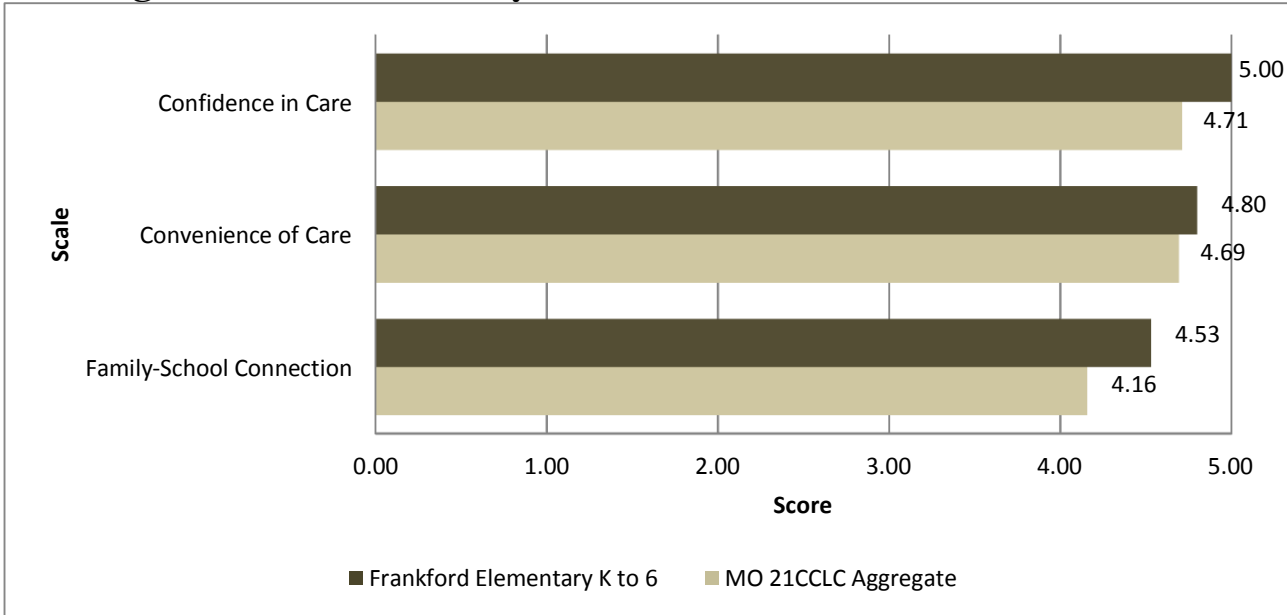
<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Technology Efficacy	4.43	4.28
I am interested in technology (computers, robotics, internet design)	4.43	4.30
I would be good at learning something new in technology	4.43	4.25

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for your child? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=162)
Academic Efficacy	4.40	4.00
As a result of participating in the afterschool program this year my child has developed better work habits	4.60	4.04
As a result of participating in the afterschool program this year my child has developed more confidence in MATH	3.80	3.95
As a result of participating in the afterschool program this year my child has developed more confidence in READING/ENGLISH	4.60	3.99
As a result of participating in the afterschool program this year my child has developed more confidence in SCIENCE AND/OR TECHNOLOGY	4.60	4.03

Data Source: Parent Survey

Leading Indicator 5.1 - Family Satisfaction



<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=5)	MO 21CCLC Aggregate (N=162)
Confidence in Care	5.00	4.71
I don't worry about my child when at the afterschool program	5.00	4.69
The afterschool program is reliable and I count on them to provide the afterschool care I need	5.00	4.74
My child is having a positive experience in the afterschool program	5.00	4.70

Data Source: Parent Survey

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=5)	MO 21CCLC Aggregate (N=162)
Convenience of Care	4.80	4.69
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation	5.00	4.72
The afterschool program is cost effective for our family	4.60	4.67

Data Source: Parent Survey

<i>PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)</i>	Frankford Elementary K to 6 (N=5)	MO 21CCLC Aggregate (N=162)
Family-School Connection	4.53	4.16
The afterschool program is helping my child to be more successful in school	4.60	4.47
Afterschool staff are well informed about my child's learning successes and challenges in school	5.00	4.27
The afterschool program has helped our family get to know the school and school day teachers better	4.00	3.73

Data Source: Parent Survey

Appendix A: Grantee Profile Demographic Data

Project Director/Site Coordinator	Frankford Elementary K to (N=2)	MO 21CCLC Aggregate (N=210)
Average years of experience at site in any capacity	3.00	4.15
Average years of experience at site as Site Coordinator	3.00	3.32
Education Level		
Less than high school diploma/GED	0%	0%
GED/High School diploma	0%	1%
Some college, no degree	0%	11%
Associate's Degree	0%	13%
Bachelor's Degree	100%	26%
Graduate program but no degree yet	0%	5%
Master's Degree	0%	40%
Doctorate	0%	2%
Other professional degree after BA	0%	3%
Teaching Certification	100%	52%
Average months worked per year	9.00	9.88
Average hours worked per week	16.00	25.86
Gender (% male)	0%	22%
Race		
White	50%	68%
African American	0%	24%
Native American	0%	0%
Hispanic	0%	0%
Arab American	0%	1%
Asian	0%	0%
Other Race	0%	1%

Data Source: Project Director/Site Coordinator Survey

Appendix A: Grantee Profile Demographic Data (continued)

Direct Service Staff	Frankford Elementary K to 6 (N=2)	MO 21CCLC Aggregate (N=1200)
Average years of experience at site in any capacity	5.50	3.08
Education Level		
Less than high school diploma/GED	0%	1%
GED/High School diploma	0%	10%
Some college, no degree	50%	25%
Associate's Degree	50%	8%
Bachelor's Degree	0%	20%
Graduate program but no degree yet	0%	7%
Master's Degree	0%	27%
Doctorate	0%	0%
Other professional degree after BA	0%	1%
Teaching Certification	0%	45%
Average months worked per year	9.00	8.38
Average hours worked per week	12.00	13.22
Gender (% male)	0%	19%
Race		
White	100%	70%
African American	0%	24%
Native American	0%	0%
Hispanic	0%	4%
Arab American	0%	0%
Asian	0%	1%
Other Race	0%	3%

Data Source: Direct Service Staff Survey

Youth Survey	Frankford Elementary K to 6 (N=14)	MO 21CCLC Aggregate (N=10228)
Average Age	7.79	10.23
Average Grade	2.14	4.44
Gender (% male)	64%	49%
Race (check all that apply)		
White	93%	61%
African American	7%	29%
Native American	0%	0%
Hispanic	0%	6%
Arab American	0%	0%
Asian	0%	1%
Other Race	0%	4%

Data Source: Youth Survey

Appendix A: Grantee Profile Demographic Data (continued)

Recruitment and Retention	Frankford Elementary K to (N=0)	MO 21CCLC Aggregate (N=0)
Ratio of anticipated to actual students served	Unavailable	Unavailable
Ratio of students attending 30 or more days to students attend 30 days or less	Unavailable	Unavailable

Data Source: PPICS

Time on Academics	Frankford Elementary K to (N=0)	MO 21CCLC Aggregate (N=0)
Average number of activity hours spent on academics per week during the school year	Unavailable	Unavailable
Average number of activity hours spent on academics per week during the summer	Unavailable	Unavailable

Data Source: PPICS

Number of Partners	Frankford Elementary K to (N=0)	MO 21CCLC Aggregate (N=0)
Number of active partners	Unavailable	Unavailable

Data Source: PPICS

Parent Survey	Frankford Elementary K to (N=5)	MO 21CCLC Aggregate (N=3065)
Average Age	35.40	37.27
Education		
Less than high school diploma/GED	0%	6%
GED/High School diploma	40%	21%
Some college, no degree	20%	26%
Associate's Degree	0%	15%
Bachelor's Degree	20%	16%
Graduate program but no degree yet	0%	3%
Master's Degree	0%	7%
Doctorate	0%	0%
Other professional degree after BA	20%	1%

Appendix A: Grantee Profile Demographic Data (continued)

Parent Survey	Frankford Elementary K to (N=5)	MO 21CCLC Aggregate (N=3065)
Race (check all that apply)		
White	100%	65%
African American	0%	26%
Hispanic	0%	5%
Arab American	0%	0%
Asian	0%	1%
Other Race	0%	2%
Income		
\$20,000 to \$29,999	25%	14%
\$30,000 to \$39,999	25%	18%
\$40,000 to \$49,999	0%	16%
\$50,000 to \$59,999	0%	11%
\$60,000 to \$69,999	0%	8%
\$70,000 to \$79,999	25%	8%
\$80,000 to \$89,999	0%	4%
\$90,000 to \$100,000	0%	5%
More than \$100,000	25%	8%

Data Source: Parent Survey

Appendix B: Leading Indicator, Scale and Item Descriptions

What are the Leading Indicators and how were they made? Below is more information on how we created each Leading Indicator:

- Let's start at the smallest level – the **Items**. Items are simply the questions that we ask on the surveys, snippets of PPICS data, or Youth PQA scores. On Figure B1 below, the Items correspond with letter **A**. For instance, “Math Efficacy” consists of four items.
- **Scales** are made up of groupings of different **Items** that go together well. A **Scale** is designated by letter **B** in Figure B1 below. For instance, “Math Efficacy” and “Science Efficacy” are two different scales.
- **Leading Indicators** are made up of groupings of different **Scales**, much like the **Scales** themselves are made up of **Items**. In the example below, the “Math Efficacy” and “Science Efficacy” **Scales** (along with “Work Habits”, “Reading/English Efficacy”, “Technology Efficacy”, and “Academic Efficacy (Parent Report)”) make up the **Leading Indicator 4.2 – Academic Efficacy**, which is represented by letter **C** in Figure B2 below.
- Finally, all of the **Leading Indicators** are grouped into five overarching domains based on the context that they represent. These contexts are color-coded for easy distinction, and include: Organizational Context (red), Instructional Context (green), External Relationships (blue), Youth Characteristics (purple) and Parent Satisfaction (brown).

Figure B1

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	Frankford Elementary K to 6 (N=1)	Missouri 21st CCLC Aggregate (N=162)
Math Efficacy → B	4.11	4.22
I am interested in math	3.93	4.07
I am good at math	4.29	4.18

Data Source: Youth Survey

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)	Site Full Name (N=1)	Missouri 21st CCLC Aggregate (N=162)
Science Efficacy → B	Frankford Elementary K to 6	4.14
I am interested in science	ScienceInterest	4.10
I would be good at learning something new in science	3.96	4.19

Data Source: Youth Survey

Figure B2

