K-12 Student Success: Out-of-School Time Initiative

Interim Evaluation Report
Spring 2017

This report shares interim findings from the ongoing evaluation of the K-12 Student Success: Out-of-School Time Initiative, funded by The Oregon Community Foundation and The Ford Family Foundation. A more abbreviated version of this report, as well as other reports (e.g., topical learning briefs) are found on the OCF website: http://www.oregoncf.org/grants-scholarships/grants/k12-student-success

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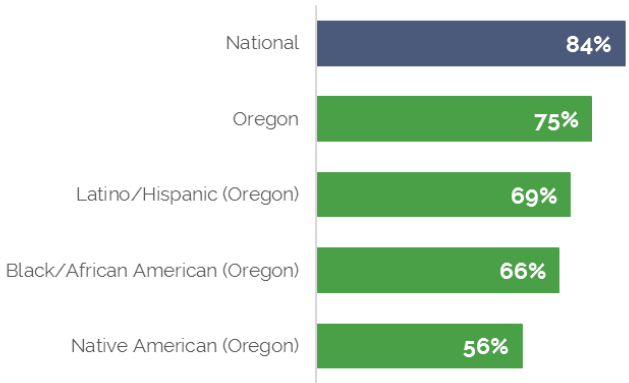
INTRODUCTION AND BACKGROUND

ADDRESSING THE OPPORTUNITY AND ACHIEVEMENT GAPS

The K-12 Student Success: Out-of-School Time Initiative aims to support and improve student success, particularly for those students who face gaps in opportunity and achievement. In Oregon and throughout the United States, the circumstances of one's birth determine the opportunities that are available and the life paths that are achievable. In particular, children from low-income families do not receive the same opportunities in their homes, schools and communities available to other Oregonians. Race, geography and other factors exacerbate this opportunity gap, with far-reaching implications for personal achievement throughout life.

The resulting achievement gap is particularly visible in educational outcomes, including graduation. The high school graduation rate in Oregon consistently ranks as one of the worst in the US. In 2016, Oregon's four-year high school graduation rate was almost 75 percent[1]. Further, those most likely to experience the opportunity gap have even lower graduation rates. Only 68 percent of students from economically disadvantaged families graduated on time in 2016. Rates for Latino/Hispanic, Black/African American and Native American students were 69, 66 and 56 percent respectively. Though slights gains were seen in 2016 in comparison to the prior school year (e.g., black students saw an improvement of 3.5 percent in their graduation rate), this indicator of the achievement gap (and underlying opportunity gap) still leaves much room for improvement, especially when compared to the national average graduation rate, which is closer to 84 percent.

2016 graduation rates illustrate the achievement gap in Oregon.



WHAT IS OUT-OF-SCHOOL TIME (OST) PROGRAMMING?

Out-of-school time includes "both traditional programs operating during afternoon hours and more comprehensive efforts that respond to the needs of children, youth and parents during evenings, weekends, summers and holidays by offering activities [and services] that help youth grow, learn and develop," as defined by American Youth Policy Forum (2006).

Research dating back to the late 1980s shows a positive relationship between high-quality OST programs and student success (Fashola, 1998; Little, 2009; Moore & Hamilton, 2010; and more). Studies show that quality OST programs can improve student attendance and engagement with school, boost social-emotional skills, and improve academic performance, which in turn increases the likelihood of high school graduation. For example, recent studies of 21st Century Community Learning Centers have shown that school attendance, behavior and grade promotion improve for students

Building Healthy Families/Wallowa Resources WREN

participating in high-quality programs (American Institutes for Research, 2013; Naftzger et al., 2015).

Middle school is a key transition point in a young person's life and educational career. Middle school students are faced with new school-related challenges (e.g., navigating multiple teachers, more complicated schedules and increased management of their own learning) as well as social, physical and emotional changes. Perhaps most importantly, studies have shown that students in middle school are deciding how they feel about school more generally, and that their experiences and choices at this age can have long-lasting repercussions. One study found that a majority of struggling sixth graders in high-poverty schools are likely to drop out of school unless that school (or partner programs) step in with support (Balfanz, Herzog, Mac Iver, 2007). Thus, addressing issues of opportunity and achievement take on heightened importance for students in middle school, and OST programs can be a central partner with schools and families to support student success.

ABOUT THE K-12 STUDENT SUCCESS: OUT-OF-SCHOOL TIME INITIATIVE

The K-12 Student Success: Out-of-School Time Initiative began in 2013 with an initial commitment from The Oregon Community Foundation of $5 million over five years in funding to support the expansion and improvement of out-of-school time (OST) programming for middle school students. Fourteen grantees were initially awarded three years of funding in late 2013, In 2014, through partnership with The Ford Family Foundation (TFFF) and their commitment of an additional $2.6 million, the Initiative added seven more grantees, bringing the total to 21 organizations engaged with the Initiative between 2013 and 2016. This report focuses on the efforts and learnings of the Initiative and its grantees within this period (through 2016).

The Initiative is ongoing with additional funding anticipated over the next three years. This includes a third round of funding awarded to 18 grantees beginning in late 2016. Four of those grantees were also supported through the first

round of funding, bringing the total number of grantees involved thus far to 35. An additional round of three-year grant funding will be announced in late 2017.

Grantee programming supported through Initiative funding includes summer, after- and before-school programming that promotes positive youth development for middle school students who are at a critical transition point in their development. Grantee programming addresses the opportunity and achievement gaps by focusing on support for students of color, students living in rural communities and/or students from low-income families. All grantees' efforts include work to connect students to the school day and/or provide academic support, to engage and support families, and to provide positive adult role models for participating students. Additionally, some grantees are providing support during the school day, such as seminars about goal-setting and career exploration and "push-ins," during which program staff visit students in class to support their learning.

Through the Initiative, grantees participate in an ongoing learning community focused on providing opportunities for grantee leaders and staff to learn from and with each other. Key learning community activities have thus far included support for a rigorous program quality improvement process, networking and significant professional development for grantee leaders and staff.

Finally, the Initiative includes intentional efforts to strengthen the OST field in Oregon, primarily by building awareness and supporting alignment of funders, developing robust professional development resources and disseminating lessons learned. More information about the design and goals of the Initiative are found in the first section of this report.

ABOUT THIS REPORT

This report summarizes key findings from the ongoing evaluation of the K-12 Student Success Initiative. The early-to-midpoint learnings shared in this report are intended primarily to update Initiative and out-of-school time stakeholders, including OST program managers and staff, funders and others who support these programs and their efforts to support student success. The report is organized around, and begins to answer, three key evaluation questions:

- How and how well was the K-12 Initiative designed and implemented to achieve its goals?
- How and how well did the K-12 grantees implement quality OST programming to support success for middle school students?
- How and how well did the initiative and grantee programs contribute to positive youth, parent, organizational and community outcomes?

The final section of the report summarizes key lessons learned and notes how those are already being incorporated into the Initiative. Additional details about the Initiative evaluation itself, including a list of additional reports available through the Initiative (e.g., learning briefs on family engagement and academic support), are found at the end of the report.

HOW AND HOW WELL WAS THE K-12 INITIATIVE DESIGNED AND IMPEMENTED TO ACHIEVE ITS GOALS?

INITIATIVE THEORY OF CHANGE

The K-12 Student Success: Out-of-School Time Initiative is intended to help improve student outcomes and close the achievement gap by expanding and improving the quality of out-of-school time (OST) programming available to middle school students in Oregon. In addition, the Initiative is intended to strengthen the structures and organizations that support OST (the OST field/system in Oregon) in order to raise awareness, advocate and share knowledge about the value of OST programming, particularly for students in middle school.

INITIATIVE DESIGN AND IMPLEMENTATION

Interviews with OST stakeholders in Oregon in 2015 confirmed that OST providers need more support (e.g. professional development, funding) to deliver high-quality programs, and that they often lack sufficient staff capacity and technical expertise to work with schools and to measure or track their success. Additionally, stakeholders in Oregon called for greater communication, collaboration, and coordination among providers.

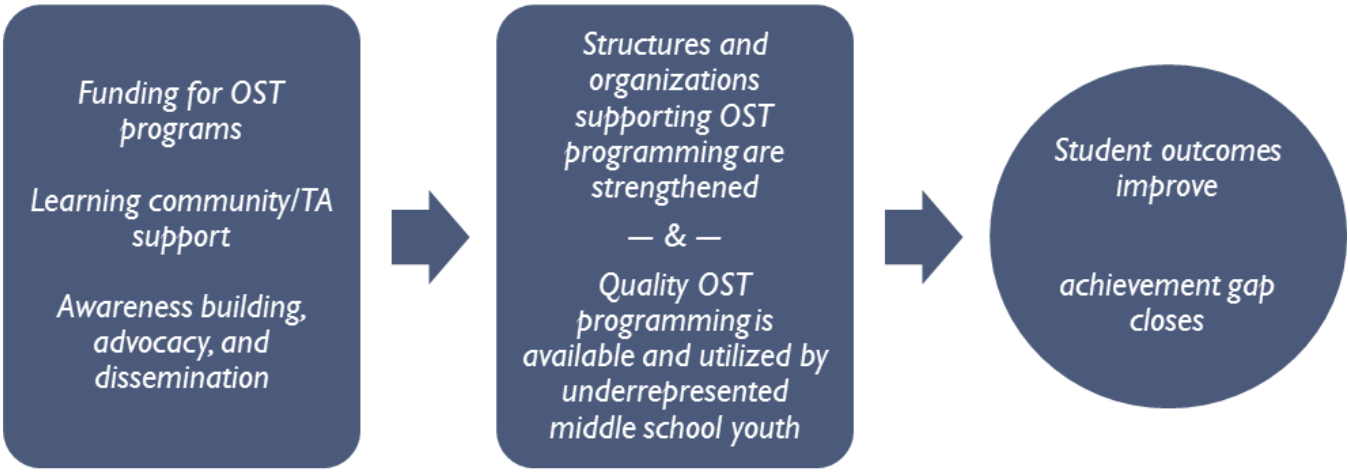
These interviews, along with conversations with other OST funders, have surfaced several key priorities that were incorporated into the Initiative and its evaluation:

- the need for intentional work to improve program quality;
- attention to a range of ways in which OST programs support youth success (academic and social-emotional); and
- the role of OST programs in supporting student belonging and identity (in school, community, culture and racial identity).

Funding to expand and improve OST programming

OCF and TFFF are providing support for OST program expansion and improvement efforts by a total 35 grantee organizations and schools. This report focuses on the efforts and learnings of the 21 grantees involved in the Initiative between 2013 and 2016. Together, the evaluation team estimates that these 21 grantees have served well over 4,000 students. For most, this is the result of new or greatly

K-12 Student Success Initiative Theory of Change



expanded programming for middle school students.

In addition, all of the grantees are engaging in in-depth work to assess and improve OST program quality through a framework, training and tools developed by the David P. Weikart Center for Youth Program Quality. The Youth Program Quality Intervention and Assessment (YPQI/A) is a robust, research-based system for assessing and improving youth program quality, with a focus on instructional quality — the way that program staff engage with students and support student interaction. Research shows that when programs engage in the YPQI/A framework to build quality through improvement planning and aligned training, organizational capacity is strengthened and student success follows.

Learning community to strengthen programs and organizations

Participating organizations are also supported in developing a strong OST network and improving program practice through the Initiative learning community. The Initiative learning community is the mechanism through which grantees receive professional development and technical assistance to support program improvement. Learning community activities also provide space for grantees to share and learn from and about one another. Key learning community activities to date include:

- In-person grantee convenings are held each spring. Convenings include trainings and networking, and beginning in 2015, these convenings included substantial workshops related to the YPQI/A.
- Beginning in fall 2014, grantees participated in annual training to prepare for engagement with the YPQI/A. In addition, several webinars were held during the 2014-2015 school year — including those supporting the quality assessment process and one focused on how OST programs can connect to the Common Core. Webinars held during the 2015-2016 school year primarily supported the quality assessment and improvement process.
- Beginning in 2015, a series of Youth Work

Grantee Learning Community

Methods trainings were available for grantees through the Institute for Youth Success at Education Northwest (IYS). These trainings complement the assessment and improvement planning done by grantees through the YPQI/A and are arguably the most substantive and comprehensive professional development opportunities for OST staff available in Oregon.

- OCF staff and contractors produced a monthly e-newsletter that was sent directly to grantees throughout the 2014-2015 school year. Based on grantee feedback, that content was then shifted to a website for grantees and resources are provided at each convening instead of via newsletter.
- Beginning in fall 2016, the evaluation team began more robust efforts to assess and support increased grantee evaluation capacity, intended to complement the program quality improvement efforts. Grantees were surveyed about their needs in fall 2016; survey results and lessons learned about grantee evaluation challenges in the first few years of the Initiative are now being used to develop evaluation-related technical assistance and professional development opportunities — delivered through the learning community.

The most successful learning community activities to date are the in-person convenings. Attendees remarked that during the April 2015 convening in particular, there was a genuine feeling of camaraderie and "field building" that extended into the following convening. At each convening, grantees have noted that they value in-person time, and some have even requested more frequent gatherings (often suggesting fall and spring as a nice way to bookend the school year). Grantee leaders and staff readily praise the in-person convenings for the opportunity they provide to learn from one another and from experts in OST and related youth development practice. A few grantees have formed new programming partnerships as a result of connecting through the learning community. For example, grantee I Have a Dream Oregon has developed partnerships with grantees Camp Fire Columbia and Oregon MESA to provide and coordinate programming for students in east Multnomah County.

Importantly, while OCF and TFFF have coordinated learning community activities (more recently in partnership with IYS, funder representatives have worked hard to position themselves as learners themselves – participating with the grantees in discussions where appropriate, and supporting grantee leaders and staff in sharing their expertise whenever possible. In 2016, OCF and TFFF began transferring responsibility for learning

WHAT IS A LEARNING COMMUNITY?

"A learning community is a group of practitioners who, while sharing a common concern or question, seek to deepen their understanding of a given topic by learning together as they pursue their individual work.... Learning communities are distinct from other learning structures [such as trainings, fellowships, retreats and summits/ conferences], and while learning communities themselves can take many forms, they are defined by three primary characteristics:

- Participants learn in action while grappling with real-life questions
- Participants learn together, generating collective wisdom
- Participants learn on an ongoing basis and over time."

-Learn and Let Learn
Grantmakers for Effective Organizations

community coordination to IYS, an intermediary with expertise and experience providing professional development and technical assistance to OST and other youth development programs.

Awareness building, advocacy and dissemination to strengthen the OST field in Oregon

Finally, the Initiative includes intentional efforts to strengthen the OST field in Oregon. The Initiative is funding expanded and more systematic professional development opportunities, including the Youth Work Methods trainings offered through IYS and aligned with the YPQI/A. As a result of Initiative funding, these trainings are now offered throughout Oregon, reaching both grantees and other youth development providers, building awareness of and provider skill in high-quality OST practices. In addition, IYS is training a cadre of youth development professionals who will be able to further expand the availability of training and advocate for high-quality programming. IYS is becoming an important partner and leader in providing support for OST providers throughout Oregon, now working with several other funders/systems to support the use of YPQI/A in Oregon.

Efforts to share lessons learned through the Initiative are ongoing. For example, in 2016, OCF and TFFF staff and Initiative grantees presented at both the Grantmakers of Oregon and SW Washington and the Regards to Rural/Eastern Oregon Nonprofit Conference about their experiences with the Initiative and the benefits of participation in the learning community.

Foundation staff also regularly share information with government, private and corporate funders — presenting about the Initiative's approach and convening discussions about how to align support for OST providers in Oregon (such as through expanded use of the YPQI/A).

Finally, the evaluation of the Initiative is assessing the effectiveness of the Initiative and supporting dissemination of shared learning. The evaluation is also designed to support program improvement and build on existing evidence for the effectiveness of OST programs in improving student success outcomes. Whenever possible, the evaluation team has shared early evaluation findings with OCF, TFFF and the grantees, often through learning community activities. Findings are shared more widely through reports such as topical learning briefs focused on subjects such as academic support, positive adult role models and family engagement. Each of the briefs is a combination of existing research and lessons learned with and through the grantees about their practices regarding these core components of the Initiative. Intended to support practitioner learning, these briefs have been shared both within Oregon and with a national audience by our partners at the David P. Weikart Center for Youth Program Quality. Future publications and presentations will aim to continue elevating the lessons learned through the Initiative and bring greater attention to the importance of the middle school years and of the value of high-quality OST programing in supporting these students.

Hood River SD/Arts in Education of the Gorge

HOW AND HOW WELL WAS THE K-12 GRANTEES IMPLEMENT QUALITY OST PROGRAMMING TO SUPPORT SUCCESS FOR MIDDLE SCHOOL STUDENTS?

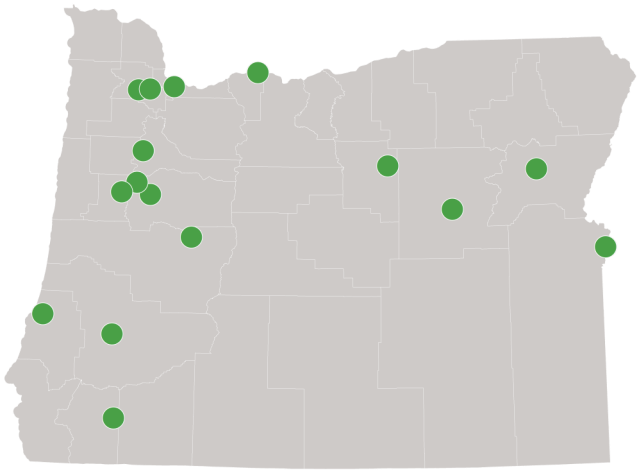
About grantee programming

The 21 grantees engaged in the Initiative between 2013 and 2016 deliver a variety of after-school and summer programs. The content and foci of the grantee programs varies. All programs support positive youth development and include efforts to support students academically, provide positive adult role models and engage with families. Some programs use formal curriculum that is often topically focused. These include curricula in math, reading, engineering or social-emotional learning. Many include and some focus on experiential-based programming, engaging students in outdoor science and exploration or engaging students in service learning projects in their communities. The chart below summarizes the various content areas of the grantee programs as of 2016.

In addition to program content and foci, staffing, program dosage/timing and programming location all vary.

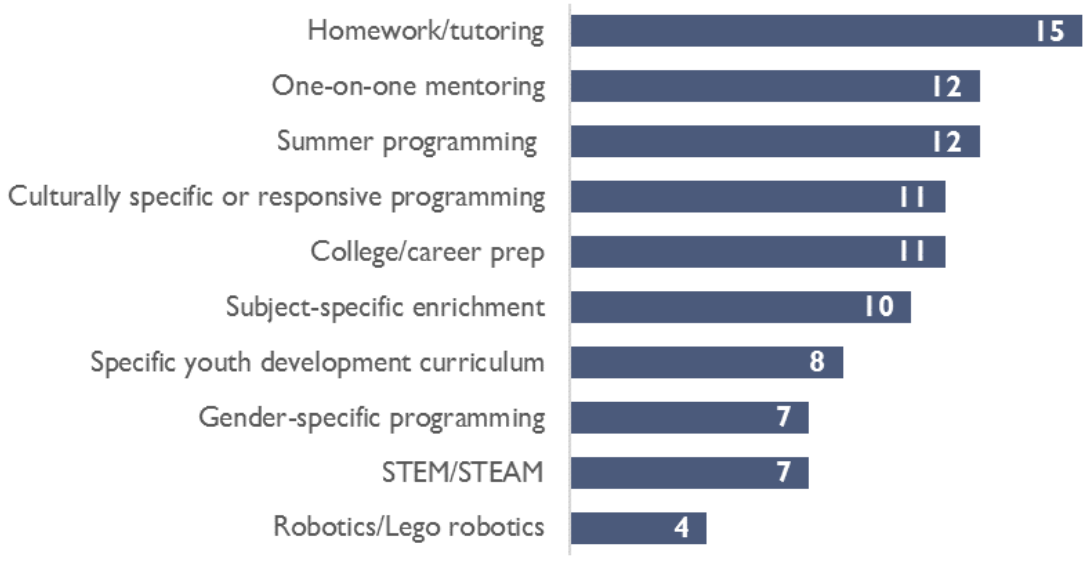
Grantees are located throughout Oregon

A more detailed map is found at the end of this report.



OST program content varies by grantee; the most common element is homework/tutoring

Number of grantees with various types of OST programming



Staffing: A majority of programs are led by youth development staff. However, five grantees employ school-day teachers as the primary staff for OST programming and several others grantees employ a combination of school-day teachers and youth development staff.

Program dosage and timing: The grantees offer programming at various times of day and during various times of year, including before school, in school, after-school and summer.

Programming location: Fourteen grantees offer programming in multiple locations (schools, outdoors, community organizations, etc.); however, school-based programming is most common. In addition, some grantees offer programming in their own space (community-based), while two grantee organizations offer housing-based models.

CORE PROGRAMMING COMPONENTS

Despite their differences, all grantees share the following program elements — academic support, positive adult role models and parent engagement programming — considered core components of the Initiative. The Initiative was designed to fund and support programs emphasizing these elements because existing research shows that these elements are important to the success of OST programs in supporting students. The YPQI/A framework used for the Initiative includes critical practices related to each of these components (many of which are described in this section).

Academic support and connection with schools

Grantee programs are deepening student connections to academics in several ways, many of which are reflected in the literature about quality academic support (Beckett et. al., 2009; Little, 2009; Smith, et.al., 2016).

Providing learning opportunities adapted for OST: All of the grantees provide learning opportunities that are different from those students typically have during school. This most often comes in the form of programming that is more experiential, hands-on, interactive and engaging than traditional classroom lessons. Over half of the grantees are providing subject-specific enrichment. The most straightforward examples are the STEM/STEAM (science, technology, engineering, arts and math) programs, but grantees also have programs providing focused math, reading, and/or communications enrichment.

For example, the WREN Friday Science program of Wallowa Resources (a partner of Building Healthy Families) provides hands-on, experiential learning about the natural and cultural resources and history of rural Wallowa County in eastern Oregon. Students spend the bulk of their time outdoors doing activities such as studying stream habitat, learning about the geology of the Wallowa Mountains and measuring trees. During one Friday Science session, students worked with a forester to measure trees to find one that would provide enough firewood for their family for the year. Students were highly engaged, asking questions, making calculations and getting excited about finding "their" tree. Staff remarked that "students were doing math that you couldn't get them to do in class. And they don't even see it as math. They see it as a real-world problem."

Aligning OST programming with school-day learning and curriculum: Alignment with school-day learning and curriculum is perhaps the most challenging aspect of the grantees' efforts to support student success. Some grantees are able to map their planning and activities to what students are learning in school based on conversations with teachers, while others have designed curriculum in alignment with existing standards like the Next Generation Science Standards. Some express frustration that they are often not sufficiently aware of what students are working on in school. Even for those that are school-based, it can be difficult to get the kind of

information needed from teachers in advance in order to plan programming. More formal work to align curriculum can take a great deal of planning and resources to execute well, but most community-based organizations are not well-equipped to do such curriculum development effectively or efficiently. In general, curriculum alignment is easier for grantees where teachers are employed as program staff and/or where enrichment programming content lends itself to alignment to standards, as with STEM programs. Grantees also make efforts to align OST programming with school-day learning more informally, such as by asking students what they are learning in school and making connections to programming.

Coordinating and collaborating with schools: Many of the K-12 grantees benefit from strong partnerships with schools. Grantees expressed that schools begin to see them as an important resource and valuable partner once they have seen the quality of programming and support they provide. Some of the K-12 Initiative grantees are themselves schools (or programs run by schools). This comes with distinct advantages when it comes to sharing space, staff and information. But these are not the only programs that are finding success in coordinating and collaborating. Some grantees have teachers or school staff acting as program staff and receive information regularly from schools about students, while others ensure that OST program staff spend time in schools during the school day in school staff meetings, visiting classrooms, talking to school counselors and checking in with teachers. The presence of OST staff during the school day results in school leaders and teachers seeing the OST programs as important resources. It also facilitates the alignment of academic support efforts in OST with school-day learning. Teachers are more easily able to share information with OST staff (and vice versa), so OST staff find it easier to understand and meet students' needs. In addition, staff-student

Kids Unlimited

relationships can deepen because students see staff as present and available as a resource during the school day as well as after school.

In addition, almost all of the non-school grantees hold programming in classrooms or other spaces in schools (e.g., libraries). One grantee that shifted from hosting programming at their own space to locating in the school is seeing an increase in referrals from teachers to the program. Staff at another grantee program described an incident in which three students, one of whom was an OST program participant, were suspended from school. The program lead was able to facilitate conversations with the school to clarify the situation and advocate for the students, resulting in at least one returning to school.

Providing homework help and tutoring: About two-thirds of grantees provide homework help or tutoring. Some grantees noted that students in middle school (especially the first year) sometimes have particular trouble staying organized, which can prevent them from getting work done and turned in on time. During homework or tutoring time, program staff and volunteers (e.g., university students) coach

students to help them figure out what they need to get done, prioritize the work and get started. One grantee that focuses the bulk of available program time on homework completion reports that 28-30 students complete 40-50 homework assignments during programming each week.

Integrating learning efforts: Many of the K-12 grantees are weaving together enrichment programming, academic learning and social-emotional learning. For example, the Confederated Tribes of Warm Springs OST programming is teaching students native languages and cultural traditions, and blends math, writing and science into programming. For example, during root season the program teaches students about the seasons, climate and plants. Program staff speak eloquently and enthusiastically about the importance of building student connection to language and culture: "Inside of our language … it holds our value system. Once you pick up the language you become who you are. [Students] need to know both [academics and culture] to be comfortable in our community and outside our community." Elders who teach programming note that student confidence and cultural agility are growing as a result of their participation.

In addition to the successes and challenges noted above, grantees have shared several important lessons about providing academic support, including:

Keeping students engaged in academic activity: It can be difficult for students to stay focused, especially in the after-school hours when they may simply be tired from attending class all day. Helping students get organized, prioritize their work, get started and then stay on task while completing homework can require one-on-one or very small group program structures. OST programs more typically have staff-student ratios between 1:6 or 1:15 with students of middle school age, so this poses a challenge that some grantees have met through creative staffing and use of volunteers. Some have engaged teachers as staff, while others have paid or volunteer high school or college students who can mentor and help provide support. Parents report that homework help is one of the greatest benefits of OST programming, relieving them of the battle

Camp Fire Columbia

over homework that can sometimes occur and helping their students catch up when they fall behind.

Supporting wide-ranging student needs: Middle school students may be in very different places developmentally; middle school in particular is a time when the developmental "ages" of students in the same grade can vary greatly. Determining and then responding to the wide range of student needs is challenging but important to providing quality support for students. In particular, grantees who have access to student academic data (e.g., grades) note that they are often only aware of problems after they arise; they would benefit from knowing more about student needs for support ahead of a failed exam or poor grade.

Having sufficient qualified staff: Staff-student ratios have enormous implications for the capacity of OST programs to provide academic support. Some program leaders acknowledge that with more trained staff they would be able to better support students. One program leader noted that it can be especially frustrating for staff if they feel they can't help students enough — often because they either aren't able to work closely enough with individual students or aren't expert enough in teaching the content that students are learning. Staff need to be sufficiently trained in order to provide good academic support, and they have historically not had access to such training in Oregon.

Embedding staff in schools: Program staff from about a third of the Initiative grantees spend time in schools during the school day. A few describe this as "embedding" or "integrating" themselves in a school. These staff spend time during the school day in staff meetings, visiting classrooms and talking to school counselors and teachers about how best to support students. Grantees report that the presence of OST staff during the school day results in school leaders and teachers seeing the OST programs as important resources and facilitates the alignment of academic support efforts in OST with school-day learning. In addition, staff-student relationships are deepened because students see staff as present and available as a resource during the school day as well as out of school.

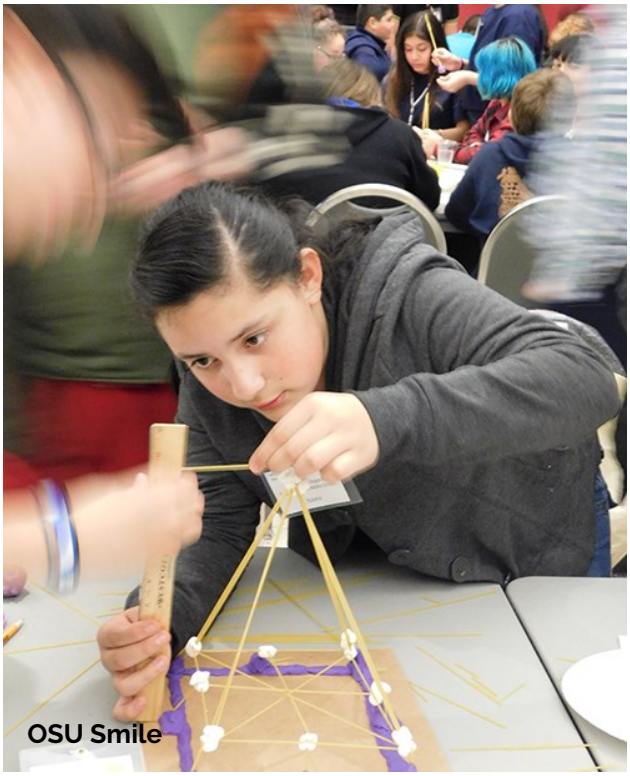
Further detail about both the existing literature and the experiences of grantees regarding academic support in OST can be found in the learning brief Academic Support (Leonard & Preciado, 2016).

Positive Adult Role Models

The Initiative grantees engage a variety of positive adult role models who provide programming, mentoring and experiential opportunities for youth. Most of those role models are either core program staff or designated mentors. Core program staff include youth development professionals; school teachers, administrators and paraprofessionals; and community elders. Strong program staff is a visible strength of the grantees, though turnover in program staff is common in the OST field. Designated or informal mentors include college students, business professionals, former program participants, artists, community members and parents.

These adults support youth in many important ways. The Search Institute (2014) has identified a framework, complemented by other research in the field, for ways in which youth are supported through positive relationships with adults.

Expressing care: Many of the program staff at K-12 Student Success grantee organizations know the youth in their programs well and ask students directly about their parents and siblings, sports, hobbies, and other activities in which they are involved. For some programs, this is done through regularly scheduled one-on-one time between youth and an assigned staff person. Other programs intentionally incorporate conversations at the beginning or during programming to check in with students, giving them space to share personal updates.



OSU Smile

Grantee staff explain that participating in program activities directly with youth is critical for developing positive relationships. By enthusiastically participating in activities alongside students, there is sa sense that staff and youth are all equal when they are at the program. Consistent presence of program staff is also often cited by grantee organizations as the primary reason youth continue to attend programming and is described as the foundation for building lasting relationships with the youth in their programs.

Challenging growth: A majority of K-12 Student Success grantees encourage youth to think about their future and work intentionally to motivate students to be successful in school, graduate from high school, and seek employment or pursue post-secondary education. Several grantee programs include formal lessons to help youth set goals and identify the steps necessary to reach those goals, and regularly check in with youth on progress toward their goals. Through this process, staff are able to encourage students and help address any barriers to reaching those goals.

In addition to formal goal setting, grantee staff were observed encouraging students to push through challenges with homework assignments and school projects, to keep brainstorming ideas when they thought there were no more solutions to a problem, to draw on the talents and knowledge they already have, and to listen to their peers for new ideas and approaches to solving a problem.

In one program, a student was challenged by program staff to stretch their thinking about homelessness. Grantee staff recounted a story about a youth who was questioning the purpose of a community service project to prepare meals for individuals who were experiencing homelessness. This particular youth expressed to staff that they saw homelessness as a choice people make. However, by exploring that idea with program staff, the youth was able to make a connection between their own experience as an immigrant to the United States and the sense of not always feeling at home in this country. As a result, the youth had a shift in their thinking and decided to lead a clothing drive to help displaced people in their community.

Providing support: OST program staff are often a main source of support for students who are experiencing something difficult in their personal lives. Staff are able to listen to youth and help them address barriers by connecting them with community resources and services. Celebrating student efforts and achievements is another important way that grantee programs are providing support for youth. Whether informally, applauding correct answers to a math problem and thanking students for their contributions to group discussions, or more formally — celebrating as a group the number of homework assignments completed in a single program session using incentives, program staff make a point to acknowledge the achievements of the youth in their programs.

Many grantee organizations describe the role that staff play as advocates for students and their families. It is not uncommon for staff to attend parent-teacher conferences at youths' schools, support students in navigating difficult relationships with their school day teachers, connect students and families with needed resources in the community, or talk with parents about issues students are having at the request of the youth. Staff rapport and relationships with students and families places them in a position to assist in myriad ways. A majority of youth expressed that they are comfortable asking adults in their OST programs for help, as reported through a youth survey administered as part of the Initiative.

Sharing power: K-12 Student Success grantee programs foster agency (a sense of control or power) in youth in many ways. Some programs offer formal opportunities for youth to provide their input on programming and activities, such as through participation on a Youth Advisory Council or by providing feedback through a survey. Other programs offer students choice more informally, by allowing youth to choose from a handful of activities that have already been selected by staff or allowing them to decide how to go about solving a problem rather than prescribing a solution. Many grantees wish to improve efforts to build youth voice, choice and agency, but find it challenging to incorporate it formally into existing programming.

Other important examples of sharing power with youth are the ways program staff show respect for students — by following the same set of rules they ask students to follow, by talking with them in a respectful manner, by showing an interest in the things they care about and by asking youth to share their knowledge and thoughts during programming. Through a youth voice project implemented as part of the K-12 Initiative, one youth stated, "at the after school program, I feel respected."

Expanding possibilities: The majority of grantees offer opportunities for youth to connect with

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adults who can help them discover an interest or inspire them to set and reach their goals. Some examples of these opportunities include taking students on field trips to businesses and universities, organizing service learning projects, bringing artists and community members into programs for projects and presentations, and connecting students to formal mentors.

In addition to the successes and challenges noted above, grantees have shared several important lessons with regard to providing positive adult role models, including:

Finding adults who are the "right fit": Grantees underscore the importance of program staff, volunteers and mentors — these adults are essential for engaging and developing successful relationships with youth. Adults who can relate to middle-school-age youth and those who are positive, empowering and genuinely interested in youth and their families have had the greatest success building positive relationships with youth who attend K-12 grantee programs.

Grantees explain that providing youth with role models who reflect the background and experiences of the youth is crucial. For example, one grantee described recruiting first-generation and Latino college students as volunteers and professional female engineers as mentors. Many grantee organizations aim to hire program staff who are bilingual and bicultural, reflecting the youth who attend their programs. For other programs, importance is placed on cultural values and traditions by hiring elders from the community to work with youth in culturally appropriate ways.

Confederated Tribes of Warm Springs

Providing the consistency needed to build relationships: Some grantees have found success in sustaining positive adult role models, especially program staff. Programs that have staff, volunteers and mentors who are consistent, combined with higher rates of youth retention, describe the greatest success in relationships between youth and adults. When youth can depend on the same program staff to show up over and over again, it allows youth and adults to build positive relationships, which grantee organizations explain is foundational for their work. However, almost all of the Initiative grantees have experienced at least one significant change in a key leader or staff position since funding was first awarded. High rates of turnover among grantees has meant that youth have to repeatedly build trust and form relationships with new adults. Another challenge with consistency for some grantee programs is student retention. For programs that struggle to retain youth over extended periods of time, it is difficult for positive adult role models to build strong, lasting relationships with youth.

Sharing power with youth: Despite the examples described above, many grantees report that building youth voice, choice and agency is challenging. Program leaders and staff recognize the great importance of providing opportunities for youth to have agenda in their OST programs, but skill building is needed to help OST staff

Oregon MESA

determine how best to do so, especially through more formal processes.

Further detail about both the existing literature and the experiences of Initiative grantees regarding positive adult role models can be found in the learning brief Positive Adult Role Models (Kipp, Ruffenach & Janssen, 2016).

Parent and family engagement

Grantees and parents benefit from understanding one another, which requires purposeful and successful efforts to build trust. Some grantees have effectively established personal, one-on-one relationships with families. Staff at these grantee organizations stress that they listen to and respect families' voices. For these grantees, families are often considered recipients of services and support as well as contributors to the success of the program, students and the community at large. Program staff members prioritize responding to family input and requests, and parents of students at these programs contrast the difference in relationships they have with program staff as compared to school staff. More broadly, the manner and extent to which the Initiative grantees engage parents and families varies, but typically takes one or more of the following forms, all of which are supported by the research literature on family engagement (Kreider & Cunningham, 2011).

Engaging families with OST programming: Almost all grantees are engaging families in planning, implementation, management, evaluation and/or improvement of the program in at least one way. Those with clear and frequent opportunities for families to volunteer report the greatest engagement. This can include opportunities for families to chaperone activities, mentor students or lead activities (for example, a mother at one program leads a gardening unit, and parents at another program lead robotics groups). Family members at other programs donate supplies or food, and cook and clean. Family members are typically engaged in evaluation and improvement through informal or formal gathering of parent feedback, such as end-of-year surveys.

Oregon MESA

Communicating with families: About half of grantees report that they communicate through established mechanisms such as newsletters, email or events, whereas half describe communication as more informal or irregular. The level of outreach varies widely among the grantees. Some sites conduct outreach to families primarily to publicize the program and generate enrollment. In contrast, other sites consider family outreach and engagement a primary program function central to accomplishing program goals. Those programs with the most robust efforts to engage families are communicating with parents in multiple methods and are making concerted efforts to ensure communication happens in families' home languages.

In addition, some grantees are deliberate about providing positive feedback to families about their students' participation, accomplishments and strengths. Many families appreciate a chance to celebrate their students' strengths and achievements, especially when school-related outreach (e.g., parent teacher conferences) are often focused on challenges students may be facing.

Providing dedicated staff: Some grantees have dedicated family engagement staff positions and/or staff who are linguistically and culturally similar to the students and their families. They report that building trusting relationships takes time, and takes personal connection and understanding, all of which is much easier to accomplish with dedicated staff who share families' backgrounds. Having staff focused on family engagement does not mean that program staff working with students don't engage with parents, but that dedicated staff provide resources for additional support and can help greatly in coordinating family engagement efforts more generally.

Offering family-focused activities: Activities vary across the grantees, but include family social events and targeted parent education (e.g., classes that orient immigrant parents to the US school system or provide information about child and teen development). Grantees report that some of the most successful family engagement events are those in which students take the lead in planning the events or in which student projects (e.g., art work, demonstrations) are featured.

In addition to the successes and challenges described above, grantees have shared several important lessons about parent and family engagement, including:

Supporting youth participation: Grantee staff members and parents alike explain that in order to engage students, it is necessary to have the support of families. Grantees that have struggled with enrollment describe challenges with spreading the word among families about the program and with gaining parent interest and support for enrolling their students. Once students are enrolled in programming, however, parents describe the peace of mind the programming gives them in knowing that their students are safe, cared for and learning during

OST hours while they are away at work. This peace of mind, in turn, motivates families to encourage their students' continued attendance.

Acknowledging family constraints: The most often cited challenge to family engagement is the many constraints on parent availability. Many families work during program hours or hold multiple jobs with shifting schedules. Transportation is a barrier for many families. In addition, many families are struggling with challenges such as substance abuse and incarceration, and some participating students are in foster care. Successfully engaging families who are struggling with poverty and related challenges is a primary concern for the grantees; those families that are most difficult to reach are most likely those families who could most benefit from additional supports. Grantees also explain that even for families without these serious challenges, engagement can be difficult with parents who may, due to their own past experiences, lack trust in the educational system. In addition, parents themselves note that middle school students often do not want their parents to be as involved as younger students typically do. Grantees and parents both note that it is important for program staff to understand and take these constraints into consideration when designing opportunities for family engagement.

Building relationships: Some grantees have purposefully and successfully built trust with families. These grantees have established personal, one-on-one relationships with parents. Staff at these grantee organizations stress that they listen to and respect families' voices. For these grantees, families are often considered recipients of services and support as well as contributors to the success of the program, students and the community at large. Program staff members prioritize responding to family input and requests, and parents of students at these programs contrast the difference in relationships they have with program staff as compared to school staff.

In contrast, other program staff struggle to know how to help parents understand the value of education, especially parents who may have had difficult experiences with the education system themselves. Some grantees also expressed

Camp Fire Columbia

Adelante Mujeres Chicas

frustration at a perceived lack of family support for student success. It may also be the case that some parents are supporting their students in ways not immediately visible to program staff — parents who participated in focus groups often noted that one of the main ways that they support their students' success is by making sure they attend OST programming.

Further detail about both the existing literature and the experiences of grantees regarding family engagement in OST can be found in the learning brief Parent and Family Engagement (Worcel, 2016).

OTHER IMPORTANT PROGRAM COMPONENTS

In addition to the three core components of the Initiative (academic success, positive adult role models, and parent and family engagement) many of the Initiative grantees are also working on one or more of the following:

- Providing culturally specific and responsive programming
- Developing student social-emotional skills
- Providing experiential/enrichment opportunities
- Supporting student readiness for career and college

Culturally specific and responsive programs

Some grantees are culturally specific and engage students in learning that is culturally appropriate or focused, typically using curriculum designed for students of particular cultural backgrounds. For example:

- The Confederated Tribes of Warm Springs teaches Native language, art and music and provides gender specific activities that are culturally appropriate (e.g., a Rites of Passage program for boys) to help students strengthen their sense of belonging to and identification with their tribal and native culture.

- Adelante Mujeres Chicas is a culturally specific youth development program that focuses on empowering Latina girls to develop their leadership potential, adopt healthy lifestyles, develop cultural identity and achieve academic success.
- Latino Network's Conexiones program is adapting the National Council of La Raza's

Cultura, Aprendizaje, Servicio, Acción (C.A.S.A.), a culturally relevant and competent service-learning model that encourages community development, reinforces high standards and rigorous learning, and increases academic achievement.

In addition, many of the Initiative grantees are striving to be (or to be more) culturally responsive. These organizations and programs are not tailoring programming to a single culture or population, but rather aim to reflect, honor and respond to the various backgrounds that diverse students bring to programming, employing instructional and organizational practices that support those diverse students. For example, Human Solutions, who works primarily with recent immigrants to the U.S., employs a range of culturally responsive practices, from providing foods familiar to the students and families they serve to incorporating more collectivist cultural norms rather than the more individually focused norms common in the U.S.

One of the most common and perhaps important ways that grantees ensure cultural responsiveness (or support culturally specific programming) is by providing youth with role models, including program staff, who reflect the background and experiences of the participating youth. In particular, many grantee organizations aim to hire program staff who are bilingual and bicultural, and some seek opportunities for students to connect with other adults who share their background (e.g., through career exploration efforts).

Social-emotional skill development

Many of the Initiative grantees are working intentionally to develop the social-emotional (SEL) skills of their students both formally and informally. Several grantees use or are adapting curriculum designed to support social-emotional skill development (e.g., Thrive, Positive Action), but the majority of students develop SEL skills primarily through the way that staff and students interact and through activities meant to support students.

Several grantees note that setting goals with students is a good way to both support social-emotional growth and help them stay on track academically. One grantee describes staff working with students to create individual plans to raise one letter grade in one core class. Students have the freedom to determine which class and to make a plan for how they will do it, with guidance from staff. Activities like community circle can help students reflect on their goals, and staff can encourage students to help build confidence and coach them to think about their future. In addition, almost a third of grantees are working explicitly on building cultural identity and belonging, which supports social-emotional learning.

Research shows that positive adult role models, such as OST program staff, can have an impact on the emotional well-being of youth and help youth develop positive identities. By hiring staff who reflect youths' racial or ethnic background

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or experience, grantee programs are also helping to promote positive racial identity and ultimately are supporting social-emotional skill development in youth. K-12 grantees are hiring staff who challenge growth in the youth they work with.

Experiential/enrichment opportunities

Many grantee programs offer experiential and enrichment opportunities for youth through activities such as field trips, service learning projects, outdoor science excursions, project showcases and robotics competitions. Some of these activities can serve as an incentive for student engagement – students who attend a field trip may then become more regular attendees at a program, for example – or as a reward for program participation. For some grantees these are important opportunities to expose students to life outside their communities or comfort zones – opportunities that students in rural and low-income communities don't ordinarily experience. Some programs take students on their first college campus tour or introduce them to professionals working in fields of interest (e.g., Latina engineers). For other grantees, experiential or enrichment opportunities are integrated into programming. Students in some grantee programs engage in service learning projects – intentional and often student-directed community service projects with embedded reflection on and learning about civic engagement. For example, staff guided students in one program in assessing their school facilities in order to identify ways that the students could improve the grounds. Students journaled about what they saw, brainstormed potential activities, and then completed cleaning and other related projects to improve their school.

College/career readiness

Many grantees provide youth with opportunities to learn about college and career opportunities, though in varying capacities. These include staff supporting youth in exploring career options using online tools, by taking youth to college and career fairs, and by taking youth on college campus tours. In addition, the academic focus of many (if not all) grantees is designed to help participating students be more prepared for eventual high school graduation and college attendance. Several grantees are particularly focused on helping students plan for college attendance, such as College Dreams, while others intend to help students explore and pursue particular college/career pathways, such as the STEM-focused Oregon MESA and OSU Smile programs.

GRANTEE PROGRAM QUALITY

A core component of grantee engagement in the Initiative is participation in a rigorous program quality improvement process. Grantees are using a version of the research-based Youth Program Quality Intervention and Assessment (YPQI/A) which was developed by the Weikart Center at the Forum for Youth Investment and adapted for programs in Oregon. The YPQI/A is organized around the youth development practices seen in the pyramid figure on the next page. The YPQI/A uses rigorous program observation to measure quality at the "point of service," meaning that it captures what happens in programs and in particular the quality of staff-student interactions in relationship to these youth development practices. The YPQI/A includes a set of aligned trainings for program leaders and staff that support not only the assessment process but also planning for and implementing program improvements based on their assessment results. More information about the YPQI/A and its adaptation for use in the K-12 Student Success Initiative can be found in the learning brief Program Quality (Leonard & Moore, 2017).

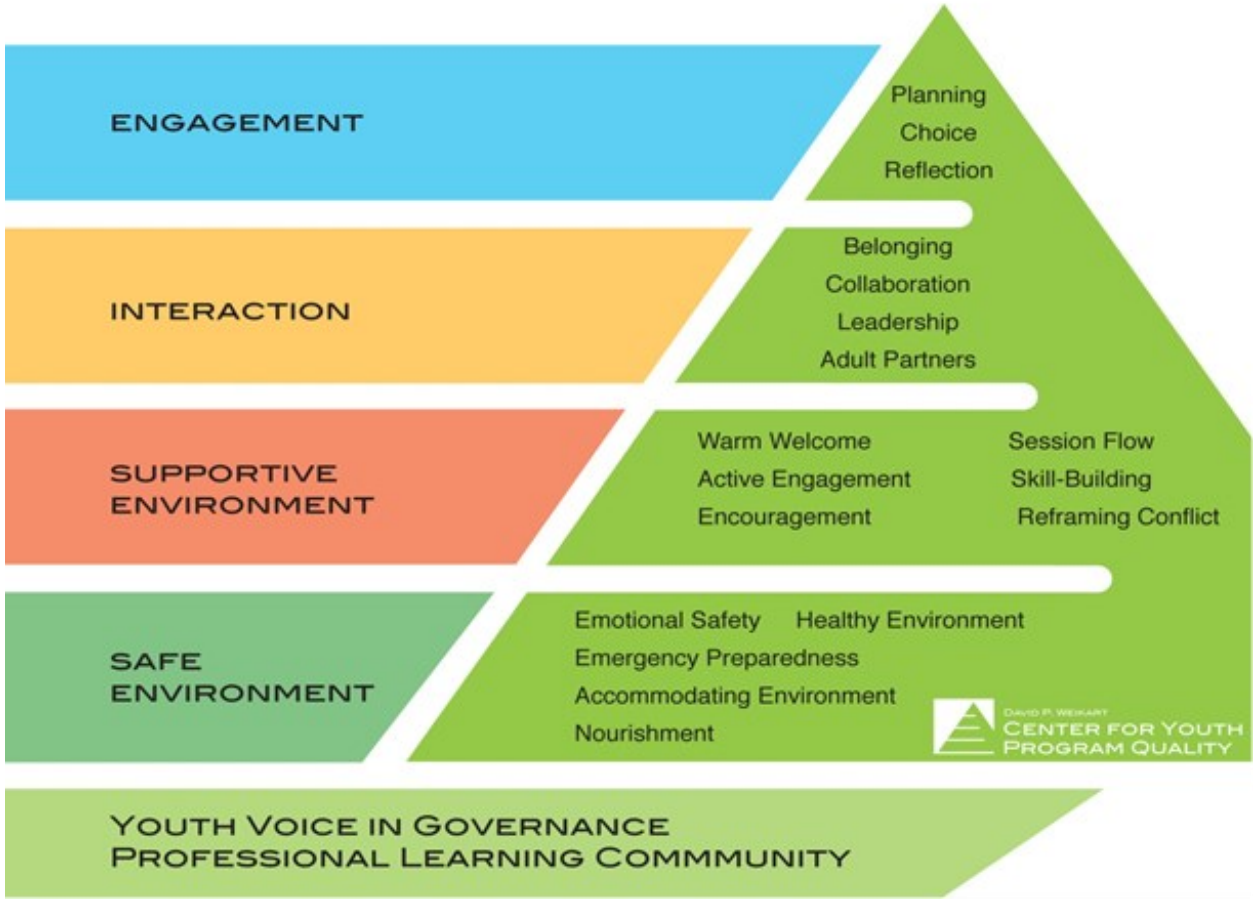
To adapt the standard YPQI/A tool for programs in Oregon, foundation staff worked with grantees and other OST stakeholders to review the local

standards developed through the Oregon Afterschool Network (OregonASK) and the 21st Century Community Learning Center grantees (Oregon Leading Indicators). Fortunately, a thorough review of these as well as the Initiative core components and grantee interests revealed that many were already reflected in the standard YPQI/A tool. Others were easily incorporated based on previous adaptation efforts (e.g., the Academic Skill Building section was drawn from existing OST improvement efforts in Minnesota).

Following initial training on the YPQI/A, the first group of Initiative grantees completed self-assessments of their OST programming during the 2014-2015 school year, with new grantees receiving training as they joined the Initiative. For many, this was the first such assessment. Initiative grantees have now conducted a round of self-assessment during each school year — some focused on the same programs as they did in the previous year, and some focusing on different programs in order to eventually have assessments completed on the range of programs they provide. In addition, a cohort of grantee staff and local stakeholders was trained as nationally certified external assessors. Subsequently, each grantee now receives an external assessment of one or more of their programs.

Each spring, as part of the YPQI/A process, grantees participate in a Planning with Data workshop. During the workshop, participants review and reflect on their assessment results, making focused program improvement plans. In addition, grantee staff are able to attend a variety of Youth Work Methods trainings

The Youth Program Quality Pyramid
© David P. Weikart Center for Youth Program Quality



(research-based youth development trainings for program staff, developed by the Weikart Center and aligned to the YPQI/A framework and intended to support program improvement) made available across the state through the Institute for Youth Success.

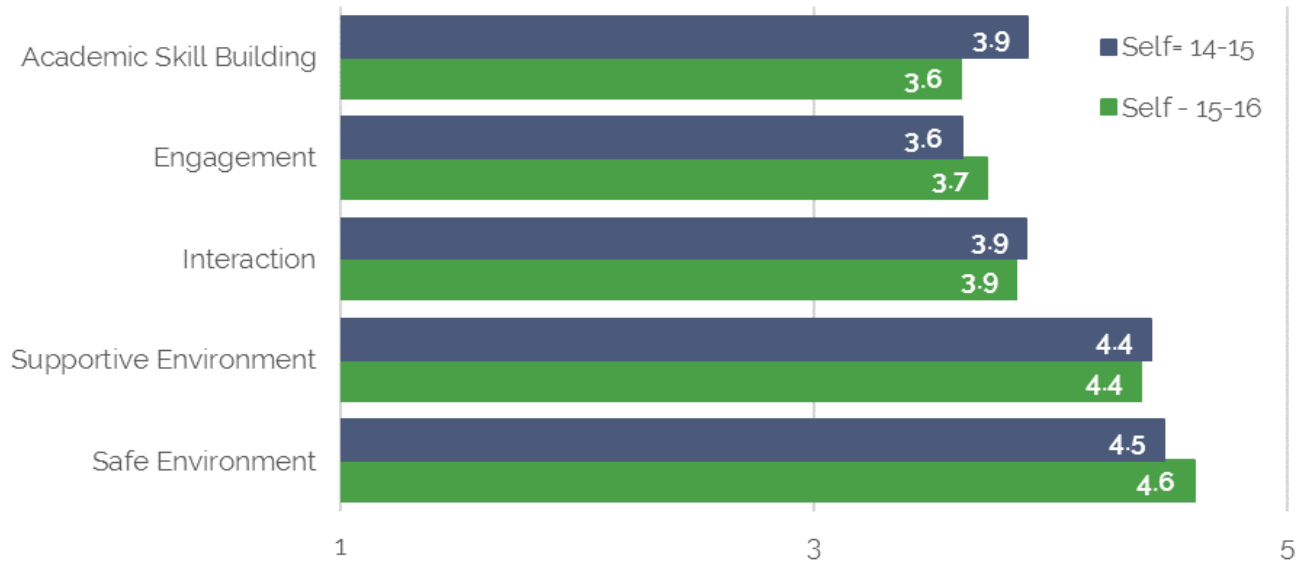
YPQA Results

The charts below show the average scores for the self- and external assessments completed during the 2014-2015 and 2015-2016 school years. On the whole, average scores are highest for the safe and supportive environment domains, and lowest for the academic skill building and engagement domains. This decrease moving up the pyramid is to be expected, as the programming practices that appear higher on the pyramid are much more difficult to implement with high-quality.

It is important to note that the goal is not necessarily to reach all 5s on a given assessment, though 5 is the highest possible score on each item. Though the tool is designed to be applicable to almost any type of OST program (it is considered content neutral), some items may be of less relevance or value for some grantees. Further, grantees are encouraged to think about how they can embed their own cultural or organizational norms throughout programming in ways that are complementary to the youth development practices included in the YPQI/A framework. The YPQI/A process provides great opportunity for staff to have intentional conversations about what is most important, and encourages organizations to consider the standards included as a baseline, meaning they may use their expertise and cultural values to implement higher-quality or additional standards as appropriate.

The pattern of decreasing scores on some items between the first YPQI/A implementation in 2014 -2015 and the second in 2015-2016 is also to be expected (and is actually quite minimal when viewed in the aggregate). As organizations become more familiar with the YPQI/A tools and receive additional training related to the quality programming areas, organizations may find that they initially scored themselves too high on the assessment.

Average YPQA Scores from Self Assessments – AY 2014-2015 and AY 2015-2016



The below chart shows the differences between the self-assessment and external-assessment scores from assessments done during the 2015-2016 school year.

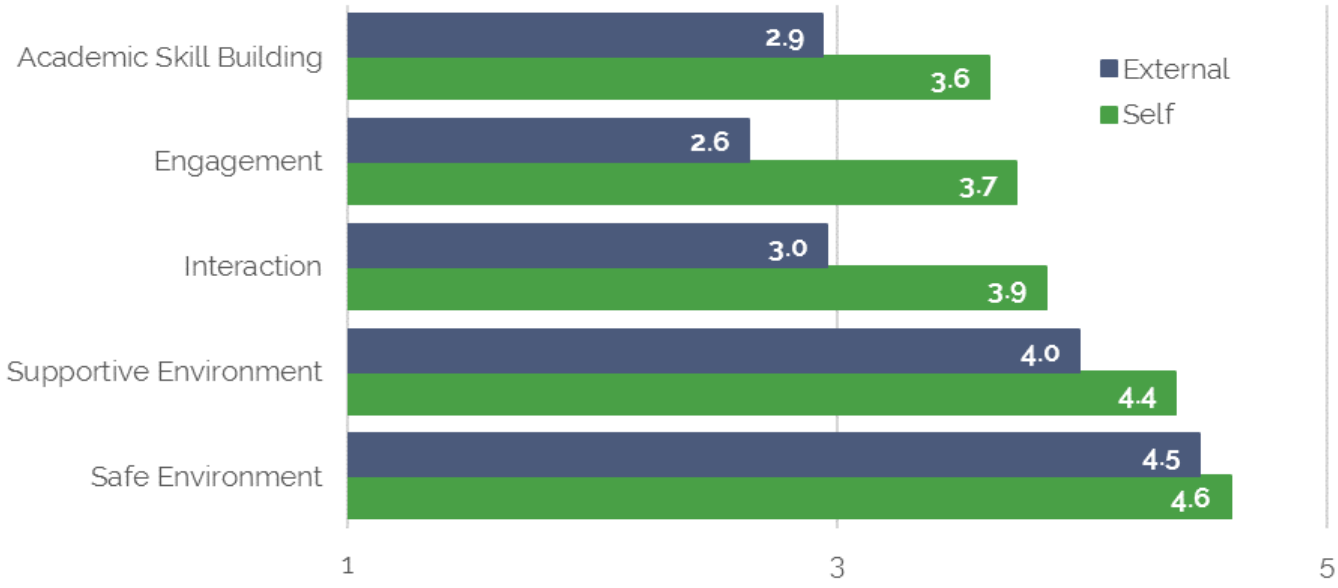
Average YPQA Scores from 2015-2016: External and Self

The largest differences between the self- and external assessments are in the interaction and engagement areas; grantees scored themselves higher than external assessors by over 1 point on average on those scales. It is possible that these aspects of programming are somewhat more difficult to see in a single observation (as by an external assessor) and/or it is possible that this is an area where the grantees may be overconfident. Finally, it is important to note that the averages shown in both charts mask a great deal of variability between grantees and between self- and external assessments for particular grantees.

Improvement Planning

Following each round of quality assessments, grantees engage in reflection and planning for incremental and targeted program improvement. In the first year of improvement planning, many grantees found it difficult to focus on small but important potential improvements, and often planned to work on larger issues – often related to student engagement, interaction (e.g., youth choice). Self-assessment scores did increase in the areas of engagement and interaction between the first and second years — a good indication that grantees were paying increased attention to those aspects of their programming. Despite this (or perhaps as a result of small successes in the first year or the differences seen between self- and external-assessment scores), engagement and interaction were also the most commonly selected for improvement following the second year of assessment. Though these are by far the most frequently selected by grantees for improvement efforts so far, it is important to note that almost every area of the assessment framework was selected by at least one grantee for improvement efforts – showing greater range in their interests and needs for program improvement. Fortunately, the Youth Work Methods trainings offered by the Institute for Youth Success at Education

Average YPQA Scores from 2015-2016: External and Self



Grantee Learning Community

> We found from the initial assessment that we are doing a lot of good things already….. Culturally specific organizations are, relative to other organizations, newer. While our practices are well-aligned to these practices from YPQI/A, we didn't call them what we now call them. This has allowed us to have conversations with other organizations using the same language."
>
> *- Grantee*

Northwest are designed to support improvement by providing professional development for staff in alignment with the Youth Program Quality framework. The K-12 Initiative is covering the cost for grantee staff to access these trainings as part of their participation in the learning community.

Grantee experience with youth program quality assessment and improvement

Though a few were understandably cautious at first, program leaders and staff from almost all grantee organizations – regardless of content focus or program design – are embracing the YPQI/A process. Grantees report that they especially appreciate the guidance they received in how to observe programming and coach staff on program improvements, the rich conversations they have had with their colleagues about their work through the process, and the new data they have about how their programs work that can help them demonstrate their success. They also appreciate the emphasis on working to improve manageable pieces (rather than everything at once), and some reported that goals set in the first year had already resulted in specific improvements. Grantees also noted that the framework gives them a new language they can use to talk about their work with other OST providers, regardless of program content focus or design. One grantee noted that "we found from the initial assessment that we are doing a lot of good things already…. Culturally specific organizations are, relative to other organizations, newer. While our practices are well aligned to these practices from YPQA, we didn't call them what we now call them. This has allowed us to have conversations with other organizations using the same language."

STUDENTS AND THEIR PARTICIPATION IN GRANTEE PROGRAMS

All of the grantee programs funded through the Initiative serve middle school students from low-income families. In addition, over half of the grantees are serving students of color and/or youth in rural communities.

The evaluation team estimates that the grantee programs served over 4,000 middle school students during the 2014-2015 and 2015-2016 school years combined. Student data was captured for the evaluation on roughly two-thirds of these students, a total of 1,617 students in 2014-2015 and 1,842 in 2015-2016[2]. Grantees

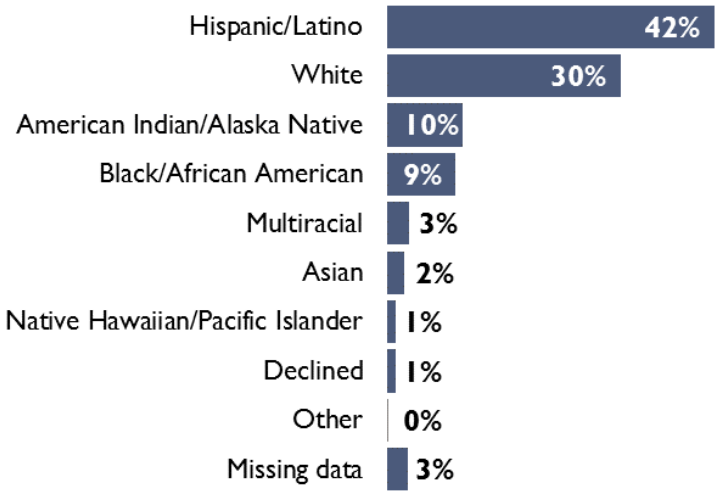
reported that about one-third of the students (or about 600 of 1,842) were served in both 2014-2015 and 2015-2016.

The students are roughly evenly split between grades six, seven and eight, with a slightly higher proportion in seventh grade during the 2015-2106 school year (37 percent). About half are female and half are male. In 2015-2016, 42 percent of students identified as Hispanic/Latino, one third as white, 10 percent as American Indian/Alaska Native, and 9 percent as Black/African American.

During the 2014-2015 school year, grantees logged a total of 93,396 hours of program participation for the 1,617 middle school students; during the 2015-2016 school year, a total of 108,121 hours were logged for 1,842 middle school students. Therefore, on average students received just shy of 60 hours of programming over the course of each school year. When viewed as monthly averages, students typically participated in between 7 and 15 hours of programming each month during the school year. During summer programming (offered by only some grantees), students typically participated in many more programming hours (e.g., almost 30 hours per month during July and August of 2015).

Grantee Learning Community

Students by race and ethnicity during Academic Year 2015-2016
Over 40 percent of students attending grantee OST programs identify as Hispanic/Latino.



HOW AND HOW WELL DID THE INITIATIVE AND GRANTEE PROGRAMS CONTRIBUTE TO POSITIVE YOUTH, PARENT, ORGANIZATIONAL AND COMMUNITY OUTCOMES?

THE BENEFITS OF OST FOR STUDENTS

It is first important to recognize that existing research demonstrates a positive relationship between high-quality OST and student success, including studies that show how high-quality OST programs can improve student attendance and engagement with school, boost social-emotional skills, and improve academic performance.

The Initiative grantees are supporting students in a variety of ways in order to increase student success. Thus, the Initiative evaluation is analyzing information about participating students' academic outcomes, including reading and math scores, attendance, and discipline, as well as other indicators of student success such as student, parent and program staff perspectives regarding student success. Improved academic outcomes for students are typically not visible on a short timeline (e.g., within a year or two), instead requiring long-term tracking. As limited time has passed between students' participation in programming and the academic outcomes of interest (such as annual reading and math test scores), limited information is available about the progress made with regard to these outcomes. However, the results of an initial round of academic outcome analyses are included in this section.

Academic achievement

OCF is using data provided by the grantees as well as data from the Oregon Department of Education (ODE) to explore the academic outcomes of students who participated in grantee programs. Data available through ODE is limited, but includes information about attendance in school, testing scores (Smarter Balanced Assessment math and reading scores)

Building Healthy Families / Wallowa Resources WREN

and discipline (e.g., out-of-school suspensions).

The initial analysis conducted by evaluation partners from Portland State University, including analysis of data for students participating in Initiative grantee programs in 2014-2015 in comparison to data for students with similar characteristics who did not participate in grantee programming during the same time frame are included in this section. However, it is important to note that these results may lead to more questions than answers at this stage, prompting additional analyses.

Not all students served by grantees are included in this analysis[3]. Of the 2,725 served in 2014-2015, the evaluation team received student participation information for 1,617 students and were able to match 1,206 of those students with ODE records[4]. Additionally, each analysis includes only students with sufficient data available, resulting in much smaller groups in some cases (e.g., only 670 students are included in the analysis of reading scores).

Analyses conducted to date do not show positive treatment effects. In particular, a positive association of participation in grantee programs with attendance, behavior or math scores is not visible. Unfortunately, analysis indicates a negative treatment effect for reading scores. That is, the students who participated in grantee programming did worse on their reading assessments than similar students who did not participate. The extent of this effect depends on the type of analysis completed – it is sometimes statistically significant and sometimes not. For students participating in grantee programs (and in ODE records), just over 50 percent met the standard in reading, while 57 percent of students in the equivalent group met the reading standard.

There are a number of things about grantee programs and students that may help explain these results. Many point to the possibility that it is just too early to be able to see change in these measures:

- The analyses include just one year of data about program participation (2014-2015) and results may change when we are able to include two or more years of participation data.
- Because all of the students included were in sixth, seventh or eighth grade in 2014-2015, and students' fifth grade scores are serving as a baseline, and their 2014-2015 attendance, test scores, etc., are the first "in treatment" data point, students may not have progressed sufficiently to be able to see change in their outcomes.
- Further, the analyses use student participation and outcome data from the same school year. In other words, there hasn't been much (if any) time between when students might have benefited from programming and the outcome data. It will take time for any effect of the programming to build.

One conclusion supported by these results is that grantees are serving students with high need for support. Not only are most programs targeting students with academic needs, these results seem to illustrate that the students being served are struggling more or more often than other similar students. Consider the students who are not meeting standards in reading, for example. Students of color struggle slightly more (47 percent meet the standard as compared to 59 percent of white students), and female students are doing better than male students (57 percent meet standard as compared to 44 percent). There is clearly nuance here yet to explore and many possibilities for further analysis. Future analyses will include several more years' worth of data, and will explore additional grantee and program characteristics, as well as other factors that could influence academic outcomes.

While further analysis is necessary to explore the relationships between OST participation and student attendance and test scores, staff and parents report a variety of indicators of positive progress towards academic success for students. These include increases in completed homework assignments, improved attendance, engagement in school and grades. Program staff comment that students are taking ownership of their work and now believe that college is possible. For example, grantee staff shared the story of a student who has had extensive struggles and does not have a lot of confidence. When a new staff member started at the program, the student was really drawn to her. She has incredible patience with him. They work on homework on a regular basis and he has come a long way. He now completes work before he gets home so that he does not have to do it in the evening. At another site a parent shared that her son told her that the OST program is what inspires him to get good grades.

Social emotional learning

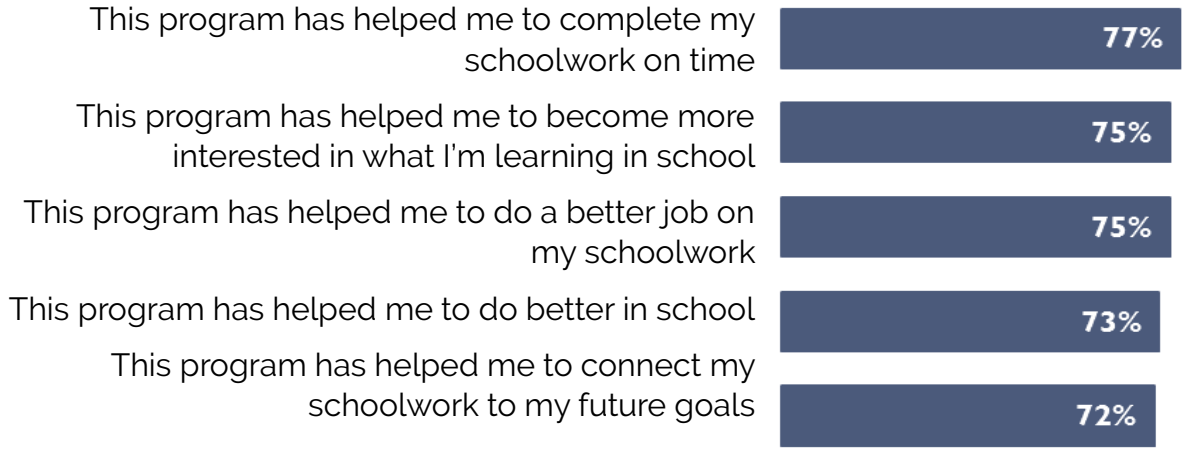
In spring of both 2015 and 2016, students in the grantee programs completed a survey intended to measure their social-emotional development and its relationship to OST programming from the students' perspective. A total of 575 students completed surveys in 2015, and 998 completed surveys in 2016[5]. In both years, a majority of students said that their programs help them become more interested in what they're learning in school, connect their homework to their future goals and generally do better in school. A majority believe that what they do in their program helps them build new skills and will help them succeed in life.

In survey responses for both years, students also expressed that they are comfortable asking adults in their OST programs for help, know at least one adult at the program who cares about them, and believe that adults in their program take time to get to know them. A majority of students report they are proud to be a part of their OST program.

> "What he is doing, he might not realize it, but it's math based stuff. He nerds out on it. It's the first thing he does now, is math. It's really sparked his passion for math."
>
> *- Parent*

Most students felt their program has helped them in a variety of ways.

Below are the percentages of students who responded 3 – mostly true or 4 – completely true to questions in the Academic Behaviors program scale.



Self Enhancement Inc.

During winter and spring 2016, the evaluation team also worked with grantee staff and youth on a photo voice project to capture youth perspectives about their experiences in OST programs. Through this project, some youth explained that their OST programs have helped them become more confident and that they feel respected and are able to be more themselves at their programs than at school. Others expressed that they are open to learning new things at their program that will help them in the future and feel as though they are seen by others in the program as climbing over obstacles. Several students described a deep sense of pride in their culture, which is recognized and celebrated at their OST program. Here are some excerpts of text from the posters:

- Others see me as climbing over obstacles.
- In [my program] they see me as a proud Latina who likes herself and her culture.
- At [my program] I see myself as friendly, loud, outgoing and normally more myself than in class.
- I see myself as willing to learn new things that will help me in the future.

> "Apart from supporting her academically and emotionally [the program] gives her tools to be a child leader, and they are planting the idea that they [the students] can better themselves, study, and go to college as their first priority."
>
> *- Parent*

Grantee staff also frequently describe improved social-emotional skills for their students – especially confidence, sense of academic identity and program belonging among the students they serve. One grantee staff member shared a story about a student who was very introverted and painfully shy when she began coming to the OST program. It was too difficult for her to get up in front of her class at school to give presentations, so she was allowed to complete those assignments during OST programming. Over three years, staff have watched her grow and do more and more in front of the group. She has come to play a mentoring role for younger students now, and recently spoke up at a large community meeting. Afterwards, she told program staff that she found courage to speak up because she knew they were there to support her.

In addition, parents speak eloquently about the social-emotional growth of their students. During focus groups conducted in 2015-2016, parents described outcomes for their students in many SEL areas including interpersonal and communication skills, a sense of identity and belonging, future orientation, critical thinking and academic identity. Parents talked about the strong friendships their students have made in the programs and how the programs are helping their students prepare and make plans for their futures (e.g., going to college). Others explain that

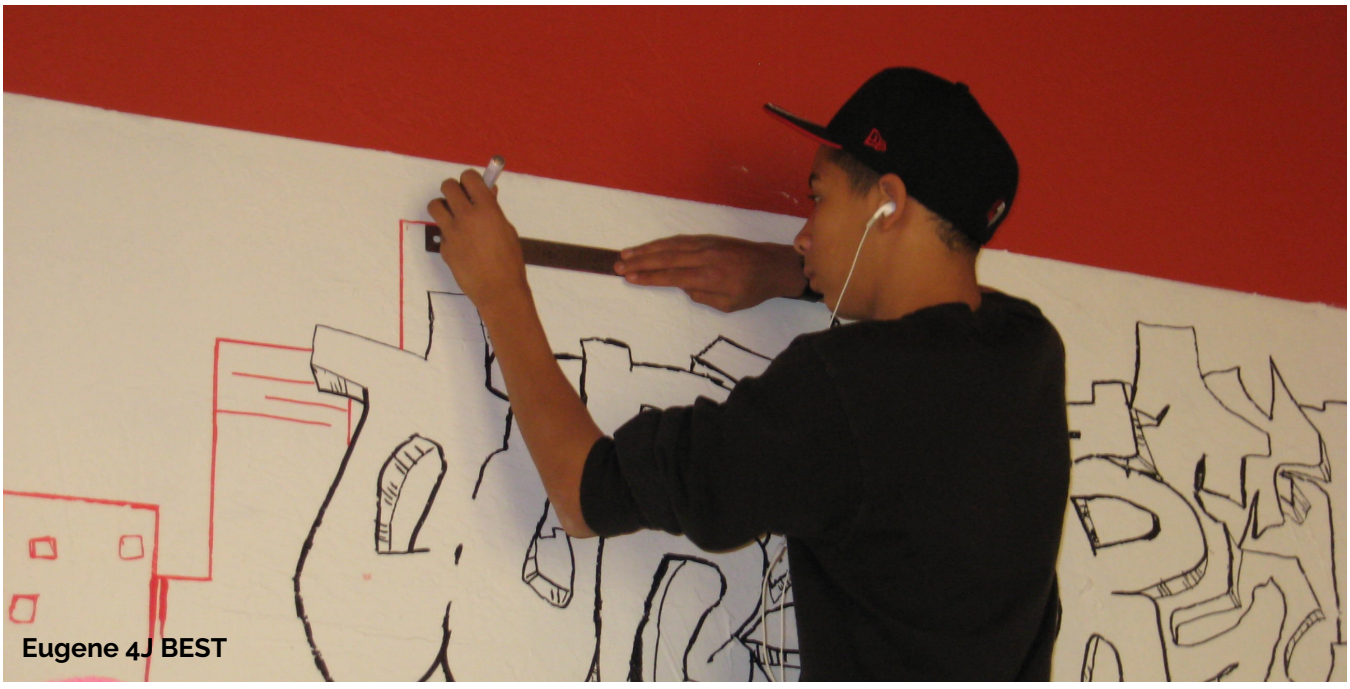
their typically very shy students are now interested in meeting new people and being more social, even taking on leadership roles and advocating for themselves at school.

- "Apart from supporting her academically and emotionally, [the program] gives her tools to be a child leader, and they are planting the idea that [the students] can better themselves, study and go to college as their first priority."
- "My daughter had a very quiet voice and couldn't read in a group; now she has had really good results, she raises her voice when she talks. I think it has to do with self-esteem…. They have the confidence to say what they are thinking and ask for what they need."
- "My son told me [this program] inspires him to get straight A's."

BENEFITS FOR PARENTS AND FAMILIES

Many of the parents who participated in focus groups during 2015-2016 expressed deep gratitude for all that the grantee programs provide for them and their students. They note the following outcomes for themselves and their families as a result of their students' participation in grantee programs.

- Peace of mind: Parents are reassured that their students are in a safe and enriching place while parents are at work.
- Better relations with students: Some parents explain that having their students complete homework during the program means that there are fewer fights at home about homework completion, and this has strengthened relationships between parents and students.
- Less worry about homework: Parents sometimes cannot help their students with the homework because they may not read and write in English and/or do not know the material themselves.
- Access to enrichment: Parents appreciate that the programs expose their students to opportunities that families could not do or afford on their own, such as visits to college campuses.



Eugene 4J BEST

- Confidence with navigating the school system: Program staff members help parents with translating school forms and understanding the school system and requirements.
- Family well-being: Parents are grateful for the help that program staff members provide in response to a variety of family challenges; staff members help families obtain other needed services such as health care and housing.
- Social support: Parents explain that through the programs, they have met each other and have become a community with other parents.

BENEFITS FOR GRANTEE ORGANIZATIONS

When asked about their own experiences with the K-12 Student Success Initiative, grantee staff and leaders describe a range of benefits.

Expanded programming: Grantees most commonly note that they are serving more students, with expanding programming that is higher in quality, than they were prior to the Initiative. Most grantees have implemented substantial expansion efforts – working in new schools, with new staff and serving new students.

Staff engagement and retention: Grantee staff and leaders describe improved relationship building among themselves and with students, which is improving staff engagement and providing a satisfying sense of accomplishment. Teachers who also staff programs were often mentioned in particular; grantees note that teachers are relieved to be able to work with students without the constraints of school-day learning systems (e.g., testing). One teacher said, "This is the way I thought teaching was going to be. Now I finally get to teach the way I wanted to teach." Another program leader described meeting with a teacher who said she was thinking about quitting teaching because of behavior and classroom management. Many of her students are English language learners and were having difficulties learning the materials for tests. She was having difficulties engaging the students. She said that because of the OST program she had an incredible connection with her students and had decided to continue teaching.

Increased awareness and collaboration among OST providers: Grantees have offered examples of new and deepened collaborations and attribute those at least in part to the learning community component of the Initiative. One grantee noted that they will work with another grantee for upcoming staff training, and are now connecting to another organization they have hoped to collaborate with for some time as a result of meeting at a learning community convening. Grantees are also creating and deepening relationships in their own communities – one parent noted that the OST program is providing a bridge to improved communication between the tribal community and the school district, which has brought her hope for what has historically been a troubled relationship.

Reflection and improvement in a "safe space": Grantees also value the space, time and support the Initiative has provided to help them reflect on and plan for improvement of programs without the fear of losing funding. They appreciate the approach OCF and TFFF have taken with regard to providing support and learning along with grantees. As one grantee noted, "OCF feels like a partner in this who 'gets' our challenges."

Increased and improved relationships: Grantees describe many successes related to relationship-building. Depending upon grantee, this has meant stronger relationships between staff and students, between programs and schools, between programs and families, or between schools and families. "We now have more of a community partnership versus a contract relationship with the school."

CONCLUSION

This section summarizes findings to date and notes how some of these learnings have already informed Initiative implementation.

IMPROVING STUDENT OUTCOMES

The achievement gap is a sizeable challenge and results from myriad factors, including gaps in opportunities that begin in the earliest years and continue through a student's educational experience. Many interventions, including system -level changes, may be necessary to close the achievement gap. There is not a single magic bullet. However, existing research already shows that high-quality OST programs can improve student success.

It is too early to know whether the achievement gap has narrowed for students participating in Initiative programs. Increased academic success for students is a long-term outcome. However, this report does shine light on some of the shorter-term benefits of these OST programs. Students, parents and program staff alike report on the increased academic engagement visible among participating students. Students are completing more homework assignments and have improved grades.

Similarly, students, parents and program staff describe the social-emotional learning that has resulted from program participation. Students report that because of their programs they are more engaged in school, are focused on future goals, are more willing to learn new things, can climb obstacles and are proud of their culture. Staff and parents also describe increased confidence among the students in their programs.

> "We are teaching them how to ask questions or how to ask for help – students are sitting in the front of the classroom rather than the back.."
>
> *- Program Staff*

> "The program is really important because I see that the girls are becoming self-reliant, they have really good grades, they are really motivated to keep studying."
>
> *- Program Staff*

Further, the grantees are contributing to narrowing the opportunity gap by providing expanded and improved programming for middle school students. Initiative funding has provided programming for many middle school students, who did not previously have access to such OST programs. Many of the grantees are now serving larger populations of middle school youth — some developed entirely new programs for middle school students while others have expanded into new schools or served greater numbers of middle school students within their existing programming.

In doing so, the grantees have learned more about the importance of supporting middle school students, as well as the challenges in doing so– such as working to respond to the wide range of developmental needs present during the middle school years. Grantees report

> Having [the Initiative] put a focus on middle school shows the importance of the middle school years to our organization and our administration … shining a light on the importance of the transition years.
>
> *- Grantee*

The focus on middle school has not only highlighted the need for, and importance of, programming for these students but also has resulted in some improved perceptions of middle school students among the community. As one grantee explained, "Connections are more than just school staff and students, it's also between community members who come in to teach programming…the larger community is recognizing and hearing that [this community's] kids are really awesome kids; there is a perception that [this community] is rough, but this program has been changing that."

Ultimately, this expanded opportunity for middle school students to access high-quality programming should lead to increased student success and a narrowing of the achievement gap.

STRENGTHENING OST PROGRAMS

The Initiative is strengthening grantee OST programs primarily through its funding and learning community components. Through funding, the grantees are able to provide expanded programming and dedicate resources to program improvement efforts. Through the learning community, grantees receive technical assistance and support in engaging in program quality improvement and related professional development.

Funding: While Initiative funding for expanded and improved OST programming has clearly benefited OST programs, their organizations, and the students and families they serve, the need for funding to sustain programming and improve quality remains high. The overwhelming response to the initial request for proposals and

Latino Network

the subsequent inquiries from organizations about the Initiative (and funding opportunities) are a clear indication of the large number of organizations providing OST programming for students in Oregon and their need for resources to support that programming.

Further, some of the grantees that have expanded programs through the Initiative are not yet equipped to sustain those programs – or sustain them at their current level of staffing and student participation – after Initiative funding ends. While 12 of the 14 grantees whose funding ended in 2016 confirm that they are continuing programming this year and all express a desire to continue beyond this school year, they all say continuation is predicated upon receiving additional funding and partnerships. These grantees have identified a variety of potential sources of funding, including additional foundation grants, school district support, business and other partner support, fees for families (though almost all said they would not institute a fee), and residence service fees (for programs run through a housing group).

The possibility of losing the reach gained by organizations that have worked so diligently to implement new or expanded programming and to improve the quality of those programs seems contrary to the goal of the Initiative to strengthen such programs and close the achievement gap.

Learning Community: In developing learning community activities, OCF and TFFF have intentionally centered grantee needs, experience and perspectives. As a result, grantee feedback indicates that participants appreciate learning community activities, which are seen as a rare opportunity for networking and professional development with others doing similar work. Many desire deeper or additional engagement with their fellow grantees and with professional development opportunities, and not all have fully tapped into the resources provided (e.g., through IYS Youth Work Methods trainings). Increased communication with grantees about trainings of

interest may better encourage their use of these resources in the future.

The YPQI/A provides a structured process for organizations to focus on quality improvement, and provides both practical, relevant application and an opportunity to take a holistic look at quality. As one grantee stated, "The tool provided a framework and structure for what a quality program looks like; we were able to narrow down what we should look like for a quality program and assess what's already in place and what's missing and plan to make improvements." The YPQI/A also gives organizations a language and a framework for articulating what quality is and demonstrating how their program is achieving quality.

All grantees have created and started to implement improvement plans based on YPQI/A results. Some report that they have already made progress on goals set in those improvement plans and can point to concrete changes and improvements in their services as a result. For example, one grantee staff member notes that the tool helped them to "identify concrete ways we can improve teaching training so they can improve the quality of their [programming] (e.g., ways to create a culturally welcoming environment, ways to provide leadership opportunities for their students.)" Another notes that as a result of staff discussions about self-

Adelante Mujeres Chicas

assessment scores, "staff are very eager to apply the YPQI/A concepts not only to [the program assessed] … but also to one-on-one work with youth and/or informal small group outings and activities." Yet another grantee has launched a new program in the past year to broaden opportunities for students to develop leaderships skills in response to needs identified through both YPQI/A and student survey work.

Through the program quality improvement process and learning community events, clearer needs for support around the core components of the Initiative are emerging. Importantly, ongoing support and training is needed in order to ensure that the quality assessment and improvement process is not lost amid the many other responsibilities grantees carry, and to ensure that grantees are able to track their efforts so they can demonstrate progress. Further exploration of how best to adapt the YPQI/A for different program contexts is also needed. While the YPQI/A is designed to be applicable to almost any type of OST program, some parts of the tool may be of less relevance or value for some grantees, depending on the context of the program or community. For example, not all programs have control over the physical space in which they work. Some culturally specific programs might conceptualize the student-adult relationship differently from what is presented by the YPQI framework (e.g., in Native-led programs where respect for elders is emphasized rather than youth leadership). However, because the YPQI/A is content-neutral, there are opportunities for program staff to embed their cultural norms throughout programming in ways that are complementary to the youth development practices outlined in the YPQI/A framework. Thus far, grantees — including those who are culturally specific or focus on cultural responsiveness — have been supportive of the YPQI/A and have found it useful. Some grantees are actively working to determine how best to use the tools and process given the context of their programs. This may be one of the most challenging aspects of the YPQI/A process, beyond the time and resources required more generally. One grantee notes that "we don't want to lose the cultural way of working – organic, creative, but want also to institutionalize,

systematize the work [in order to expand it]." This challenge is also an opportunity for the Initiative to further explore how to support grantees as they determine how best to use the YPQI/A to authentically improve their programming.

Most of the current grantees are not yet ready to engage in continued quality assessment and improvement without the support provided through the Initiative. Some reported that they understand the process and its intentions much more deeply in the second year, and have a much better idea about how to go about assessing programming accurately and setting manageable improvement goals. One grantee noted that it was especially difficult to work on both implementing new programs and program improvement at the same time. Many program leaders would clearly benefit from more support in "taking it back" – sharing the training with their colleagues so that more staff can engage more fully with the process – a training on coaching at the most recent learning community convening began to provide this support and was well received. This process is also especially challenging for grantees with multiple sites or partners managing programs.

In addition to continued support for program quality improvement efforts, there are several areas of need that are shared by a majority of grantees that can help shape the technical assistance provided through the Initiative in the future:

- Support for collecting and using data: Through the Initiative evaluation, grantees are collecting information about the students they are serving, including participation data and student surveys in addition to capturing YPQI/A results. Despite challenges in collecting and making use of this data, grantees remain hungry for information about what they are doing well and what they can do better, as well as for help in telling the story of their efforts to support students. Most do not currently have the capacity to collect, organize and analyze the data they want and need without technical support.
- Trainings in several substantive program areas: In addition to capacity building and support around quality improvement and data more generally, there are several substantive program areas in which grantees could benefit from further training and support, namely the interaction and engagement elements of the YPQI/A, aligning programming with school-day learning and family engagement strategies.
- Supporting knowledge transfer: Finally, grantees continue to experience turnover with leadership and front-line staff. As of this report, only 2 of the 21 grantees funded between 2013 and 2016 had not experienced substantial changes in their program staff, organization or school leadership. This turnover has great implications for the development of organizational capacity to support knowledge transfer and program improvement, as well as more generally for how funders work with and support OST program grantees (e.g., needing to onboard new staff regularly).

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STRENGTHENING THE OST FIELD IN OREGON

The grantee organizations involved in the Initiative are connecting with and learning from one another, and seeing each other as part of the "field" of OST in Oregon. The Initiative has, both within the learning community and more broadly through the provision of Youth Work Methods trainings and publication of Initiative learning briefs, drawn attention to the strengths, challenges and opportunities of high-quality OST. The Initiative is providing significantly increased professional development opportunities for grantee organization leaders and staff, effectively helping to professionalize the work of individual organizations and the field more broadly. The statewide reach of the Initiative is spreading resources and knowledge that might normally be confined to the metro area or higher education institutions to more diverse and rural communities.

Prior to the implementation of the YPQI/A through the Initiative, Oregon funders had not engaged OST grantees in a systematic program quality assessment and improvement process. However, as a result of sharing and coordinating led by OCF, TFFF and IYS, as of the 2016-2017 school year, several other funders are supporting OST programs in engaging in the YPQI/A process, including the Portland Children's Levy, the Multnomah County SUN Community Schools and the PGE Foundation, who is supporting a group of 12 high school STEM-focused programs in an effort to expand implementation of YPQI/A to programs serving older students. In addition, the Oregon Department of Education's 21st Century Community Learning Center system developed a school-aged version of the Oregon YPQI/A tools, allowing for their use by programs serving elementary school students. Between the Initiative's grantees located around the state and the roll-out of the YPQI/A among these additional players, a critical mass of OST providers are now focusing intently on program quality improvement using the YPQI/A, thus raising the quality of programming statewide.

There is a clear desire in the field to improve the systems and policies related to OST, but there is not yet a clear policy agenda for this in Oregon, and little infrastructure is dedicated to it at the

Kids Club of Harney County

state level. In order to further the work of the Initiative, it will be critical to engage and support partners, including organizations like IYS, who can play a vital role as system leaders and providers of support (including but not necessarily limited to professional development) for OST providers in Oregon.

The Initiative's commitment to openness about sharing what the foundations and grantees are learning has helped bring together local funders for important conversations about how to better support the field. As a result, these funders as well as other major OST providers (e.g., Boys and Girls Club, 4H) are now more familiar with one another's work and are more deeply engaged in efforts to support and measure the efforts of OST providers in similar ways (e.g., through the use of the YPQI/A). This ongoing coordination and collaboration with other funders and OST stakeholders in Oregon is setting the stage for a more organized, focused and effective system of support.

The development of further evaluation findings and reports will present further opportunity to share knowledge with funders as well as other OST networks and providers. In addition, sharing the varied ways that grantees are supporting student learning (i.e., working on academic connection) with schools and school stakeholders could help build support for these programs, which in turn should lead to more opportunity for grantees to deepen academic connections (if schools are more aware of the value, they may be more willing to provide helpful information, collaborate, etc.).

MOVING FORWARD

The Initiative has already begun to respond to many of the challenges and needs experienced by OST staff and leaders. In particular, the most recent round of funding (awarded in late 2016) marked a shift in focus for the Initiative. No longer were programs expected to both expand to serve more students and work on program quality improvements through the learning community. Instead, going forward grantees will focus on improving existing program quality and will engage in related organizational capacity-building through the learning community. Organizational capacity-building will include technical assistance and professional development that supports improved data collection and use and knowledge transfer. These supports will be provided through the existing learning community framework and will include provision of resource materials (e.g., a guide for conducting student surveys) webinars, and workshops provided by the Institute for Youth Success, the Initiative evaluation team and partners (e.g., experts in substantive topics). Training in substantive areas of importance (e.g., alignment with school-day programming) will continue to be provided as well as opportunities for grantees toward share with and learn from each other.

The Initiative evaluation will continue to examine the degree to which the Initiative is able to narrow the opportunity and achievement gap by tracking student success for the students who participated in programming through the 2016-2017 school year. The evaluation will also continue to gather evidence of the benefits and unanticipated outcomes of participation in the Initiative for families and OST providers. Finally, as the Initiative shifts increasingly to supporting program and system-strengthening, future evaluation efforts (and reporting) will also aim to both support and share findings related to those efforts.

ABOUT THE EVALUATION

A robust, multiyear evaluation of the Initiative was designed to inform future OCF initiatives, support improvement of out-of-school-time programs and to more broadly inform the out-of-school time field by sharing learnings from the Initiative. This evaluation is led by an evaluation team within the Research Department at The Oregon Community Foundation, with support from the researchers at Portland State University and guidance from an evaluation advisory group composed of experts in program evaluation, education and out-of-school time programming.

INITIATIVE EVALUATION DESIGN

To meet these goals and to support a rich understanding of the Initiative and its grantee programs, the evaluation team designed a mixed-methods evaluation that takes a use-focused approach that engages Initiative stakeholders, including foundation and grantee staff, in evaluation activities to ensure that evaluation results are relevant and useful. A process study supports understanding of how the Initiative and grantee programs were implemented, and an outcomes study supports understanding of the Initiative's progress toward its goals. The evaluation will answer three key evaluation questions:

1. How and how well was the K-12 initiative designed and implemented to achieve its goals?
2. How and how well did the K-12 grantees implement quality out-of-school time programming to support success for middle school students?
3. How and how well did the initiative and grantee programs contribute to positive youth, parent, organizational and community outcomes?

EVALUATION PROGRESS

To answer each of the Initiative evaluation questions, the evaluation team is collecting a wide range of data, including information about the development of the Initiative, about grantee programs and about students served by grantee programs.

Evaluation Question 1: Beginning in 2014, the evaluation team worked with OCF staff to build a theory of change and logic model, and have since supported ongoing reflection by OCF staff, grantees and other OST stakeholders throughout the course of the Initiative (typically via interviews and/or embedded reflection during meetings). As the evaluation moves forward, similar intentional reflection efforts will continue to support answering this evaluation question. The evaluation team will also begin to more rigorously use a rubric developed by the OCF Research Department to support development and assessment of learning communities.

Evaluation Question 2: The evaluation team spent much of the first couple of years of the Initiative learning about the grantee organizations, their communities and their OST programs. From 2014 through 2016, data related to this question was gathered primarily through evaluation site visits, including staff interviews and program observations with all grantees and parent focus groups and photo voice projects with a sample of grantees. In addition, the evaluation team collected data from the grantees about the students served and their participation in programming, about program quality (the results of YPQI/A self- and external assessments), and about student perspectives and social-emotional learning (through a student survey administered each spring). Going forward, the evaluation team will deepen analysis of data received about

programs and students served (including looking more closely at change over time).

Evaluation Question 3: The evaluation team is collecting both qualitative and quantitative data about student, parent, grantee and community experiences and outcomes. Relevant data collected about students includes:

- Basic information about students (e.g., demographics) and their participation in programming
- Student surveys and photo voice projects that capture student perspectives about themselves and their programming
- Parent and staff perspectives on student experiences (through parent focus groups and staff interviews)
- Academic data provided by the Oregon Department of Education and analyzed by researchers at Portland State University

As noted in the body of the report, analysis of this data – and particularly data about the relationship between student participation in OST and academic outcomes – is ongoing; much more information will be gathered and analyzed during the remaining years of the Initiative.

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REPORTING

This report is the first comprehensive summary of Initiative evaluation findings released publicly. A final, summative evaluation report will be published in 2021. Additional interim reports may be released publicly if interim findings are substantive. The evaluation team previously published the following related reports, all available on the OCF website:

- A set of profiles describing each grantee program and the communities in which it works
- Topical learning briefs summarizing both existing research and related Initiative and grantee lessons learned, on the following topics:
    - Academic support
    - Positive adult role models
    - Family engagement
    - Program quality

The evaluation team is currently working on several additional topical learning briefs with expected publication dates in 2017, including:

- Culturally specific and responsive programming
- Social-emotional learning in OST

Much of the detail included in this report and those previously published was shared informally with OCF and TFFF staff and leaders, as well as with grantees, prior to publication. The evaluation team will continue to share results and related resources internally as the evaluation moves forward.

NOTES

1. Graduation rate information may be found at: http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx

2. Data about all participating students was not captured and submitted for several reasons, including grantee challenges with regards to data collection capacity and storage. Lack of signed consent to share data is the most common reason that students are not included in the data used for this evaluation; grantees were only able to share data for students with signed consent forms.

3. The analysis only includes students served in 2014-2015 due to the delay in receiving ODE data. This analysis is based on ODE data from 2014-2015, which is prior to the 2015-2016 students' participation in programming. These students will be included in subsequent rounds of analysis.

4. Despite extensive efforts to organize and clean records received from the grantees, in many cases the Secure Student ID numbers provided by grantees did not match those in ODE records. In other cases, grantees were unable to report either SSIDs or dates of birth (or both), which are necessary in order to match data accurately. Further, numbers in each analysis will vary, as not all students have records in all files (for example, not all students have discipline records). The extent to which this group of students is representative (or not) is unknown. Therefore, care should be taken in making any assumptions about results applying to all students served.

5. Surveys were not received for all students who participated for several reasons, including that not all students were participating in spring 2015 or 2016 when the surveys were administered. The representativeness of the students who completed the survey is unknown, though basic demographic information indicates they are similar to the full group of students for whom data was received (e.g. respondents are split almost evenly between grades six, seven, & eight but are more often female than male).

Hood River SD/ Arts in Education of the Gorge

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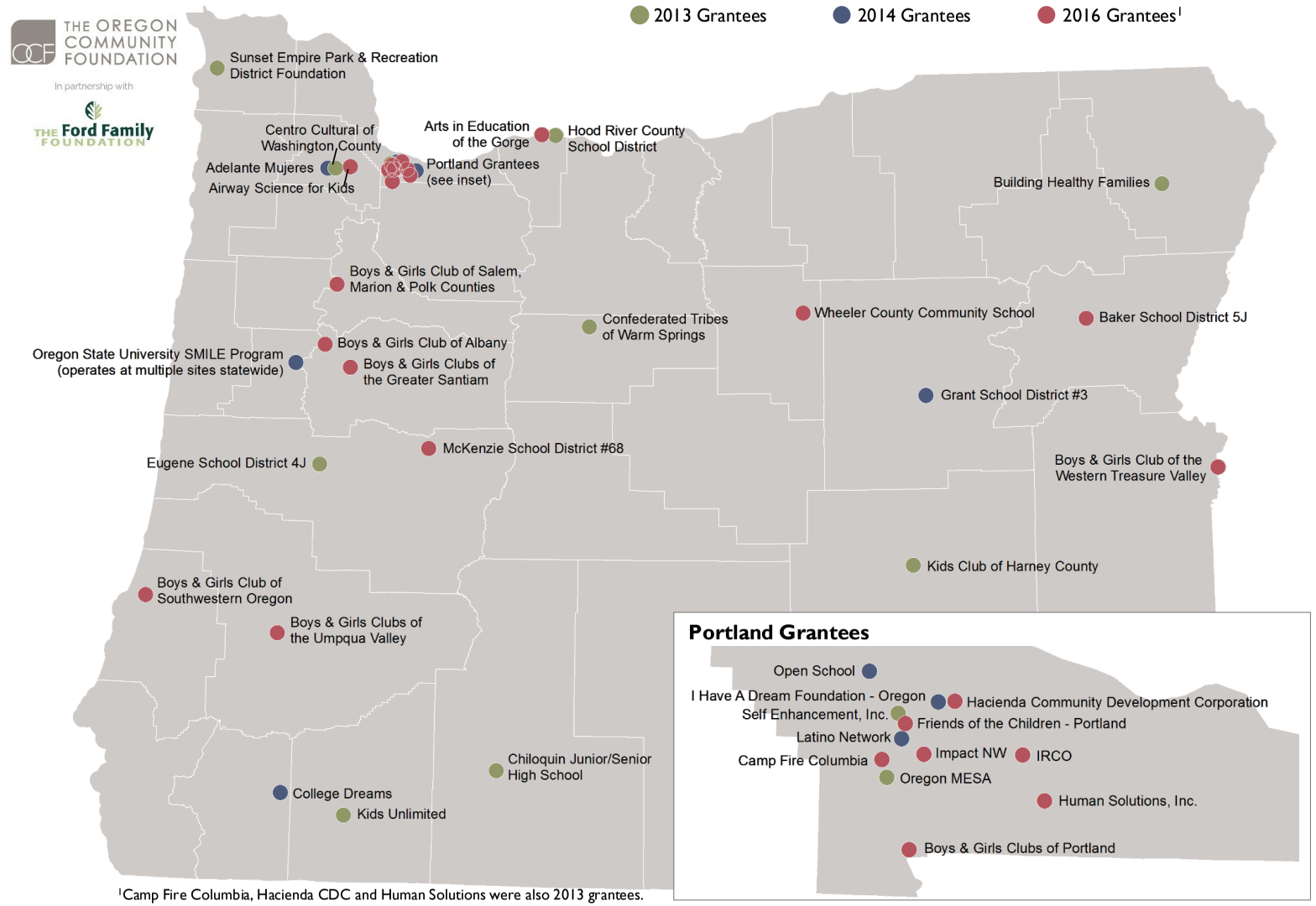
K-12 Student Success: Out-of-School Time
2013 – 2016 Grantees

An initiative to increase student attendance and academic achievement through support of community based out-of-school time programs that offer academic support, positive adult role models and parent engagement programming.



[1]Camp Fire Columbia, Hacienda CDC and Human Solutions were also 2013 grantees.

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