



DAVID P. WEIKART

CENTER FOR YOUTH  
PROGRAM QUALITY

# Youth Program Quality Scorecard

Leading Indicators of Student Engagement™

*Report prepared for:*

*Grantee Full Name*

*Site Full Name*

2015-16 Program Year



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the  
**forum**  
FOR YOUTH INVESTMENT

## Introduction

The Weikart Center has created a Leading Indicators framework. The Leading Indicators of Student Engagement are a compilation of 13 composite measures consisting of program quality data derived from multiple sources, and organized into five overarching “domains” or contexts – Organizational Context, Instructional Context, External Relationships, Youth Characteristics, and Family Satisfaction. This report presents data from these sources and is specific to your grant.

## How to Use This Report

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

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

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

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

In general, scores can be interpreted as follows:

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

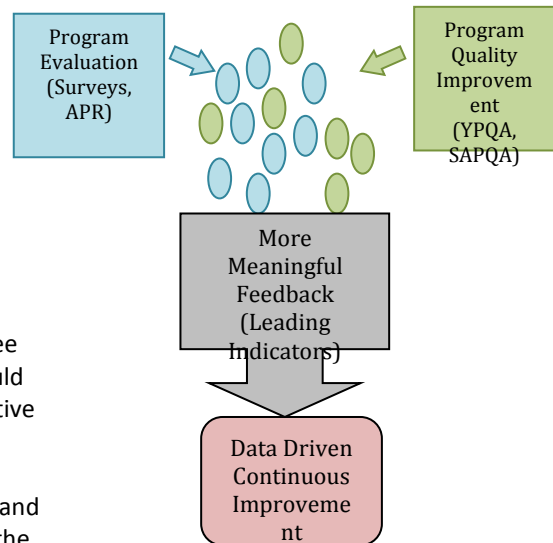
Score of 3 = The policy, technology, practice, or capacity is available but not with wide availability and/or with great frequency

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

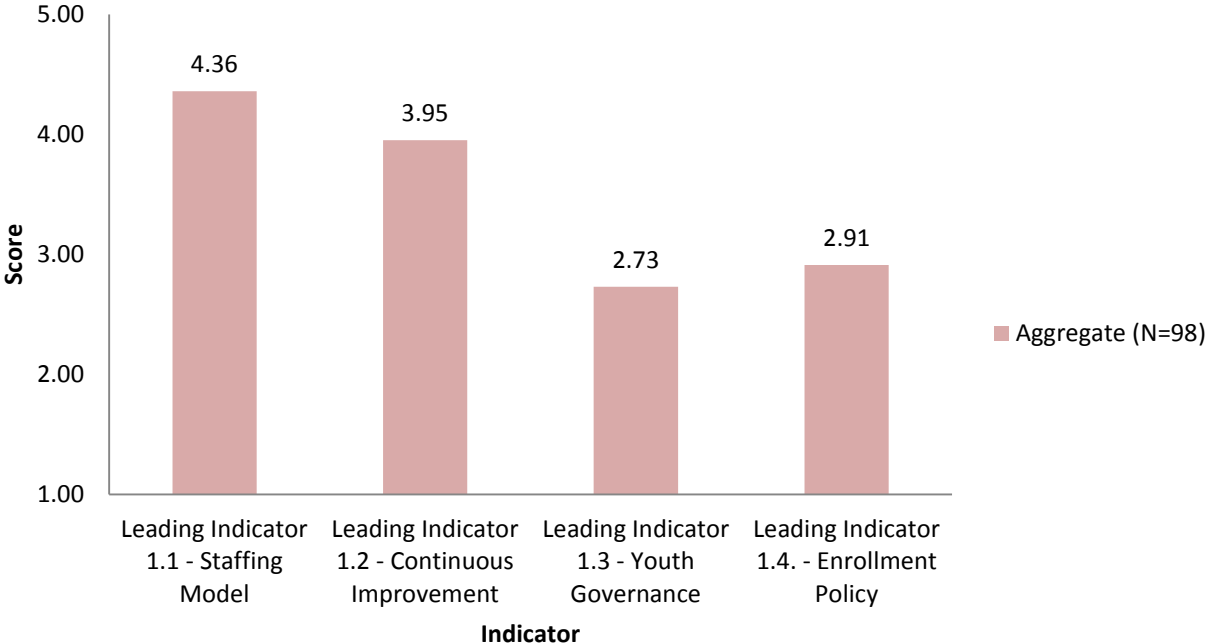
5. Reflect on what might be causing some of your scores to be lower than you would like and brainstorm what steps you could take to improve in this area.

*If you have questions regarding your Leading Indicators report, please do not hesitate to contact Leanne Roy, Research Associate at the David P. Weikart Center for Youth Program Quality: [leanner@cypq.org](mailto:leanner@cypq.org) or 734-714-2528.*

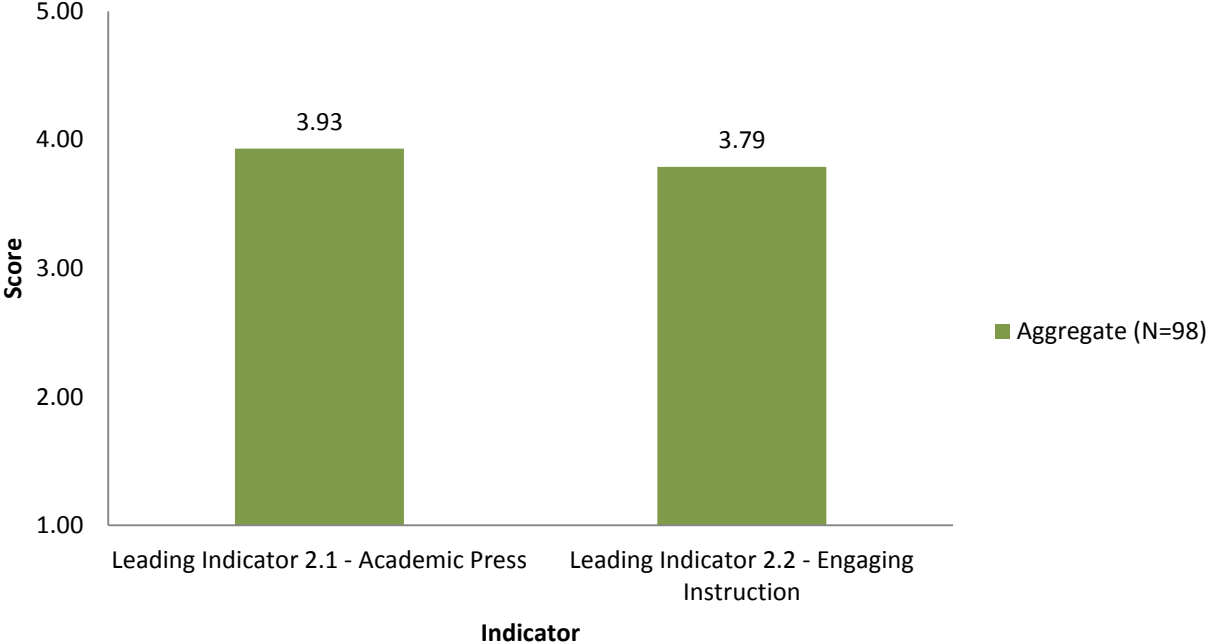
<sup>1</sup> Please see Appendix B for more information.



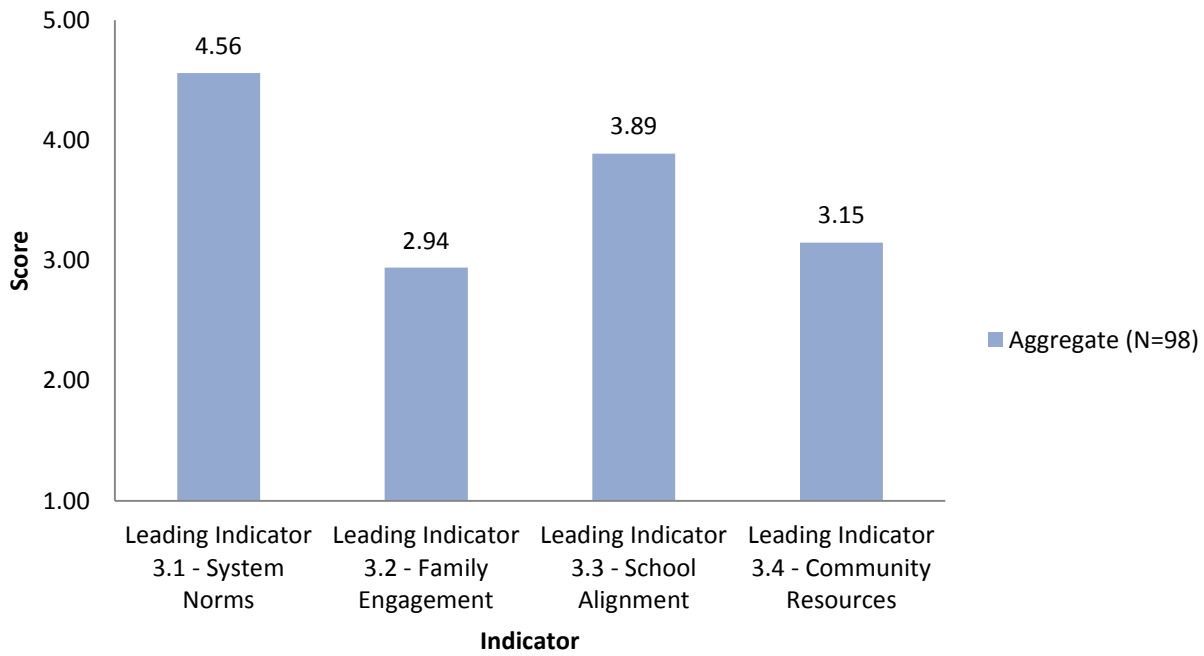
**Figure 1 - Organizational Context**



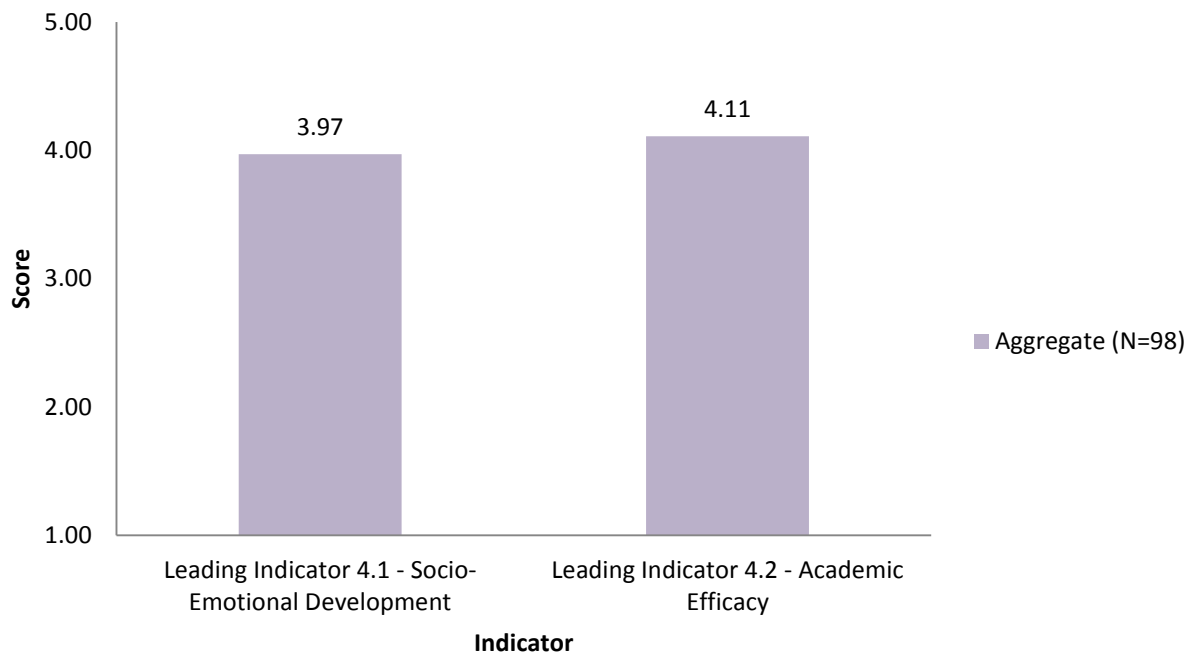
**Figure 2 - Instructional Context**



**Figure 3 - External Relationships**



**Figure 4 - Student Characteristics**

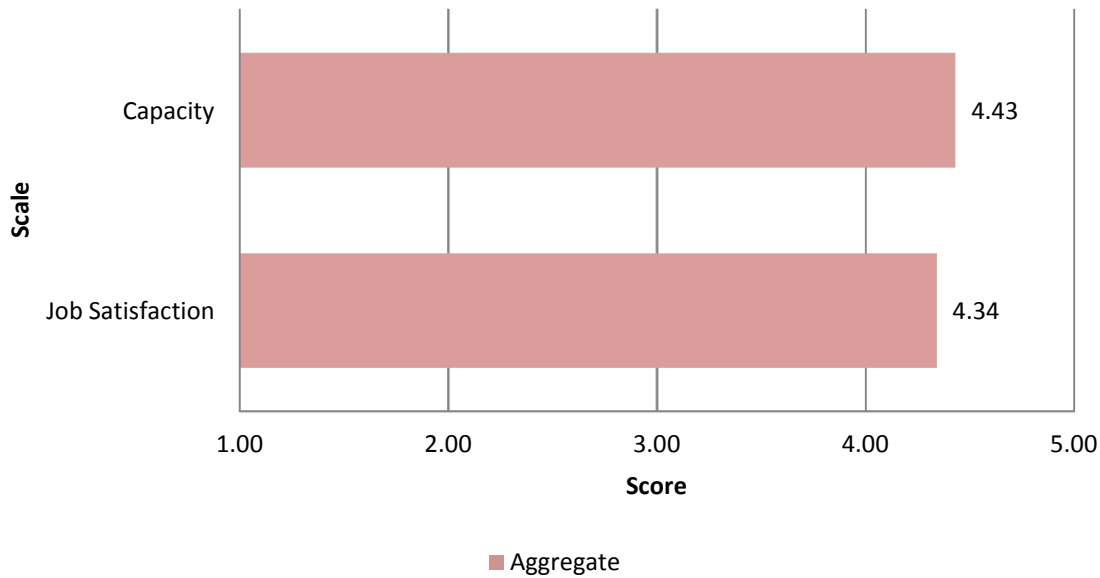


**Figure 5 - Family Satisfaction**



Organizational Context	Aggregate (N=98)
Leading Indicator 1.1 - Staffing Model	4.36
Leading Indicator 1.2 - Continuous Improvement	3.95
Leading Indicator 1.3 - Youth Governance	2.73
Leading Indicator 1.4. - Enrollment Policy	2.91
Instructional Context	Aggregate (N=98)
Leading Indicator 2.1 - Academic Press	3.93
Leading Indicator 2.2 - Engaging Instruction	3.79
External Relationships	Aggregate (N=98)
Leading Indicator 3.1 - System Norms	4.56
Leading Indicator 3.2 - Family Engagement	2.94
Leading Indicator 3.3 - School Alignment	3.89
Leading Indicator 3.4 - Community Resources	3.15
Student Characteristics	Aggregate (N=98)
Leading Indicator 4.1 - Socio-Emotional Development	3.97
Leading Indicator 4.2 - Academic Efficacy	4.11
Family Satisfaction	Aggregate (N=98)
Leading Indicator 5.1 - Family Satisfaction	4.54

## Leading Indicator 1.1 - Staffing Model



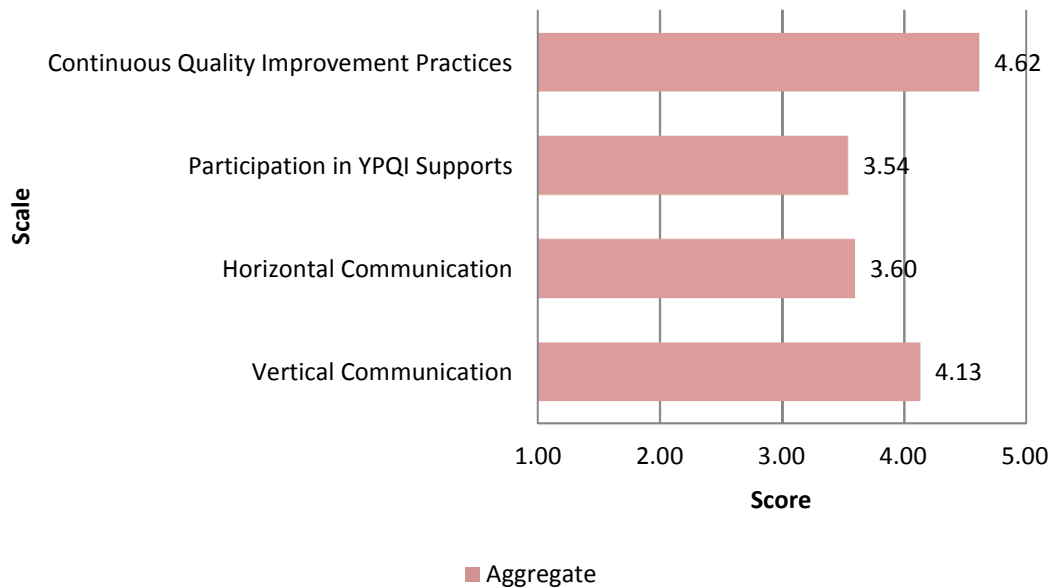
<i>PROMPT: Please rate the extent to which the following statements are true for staff in your program (1=Almost never true of staff, 3=True for about half of staff, 5=Almost always true of staff).</i>	<b>Aggregate (N=98)</b>
<b>Capacity</b>	<b>4.43</b>
Staff come to the program with adequate training or experience.	4.47
Staff stay at our program for a long time.	4.48
We have enough staff and/or student-to-staff ratios are good.	4.70
New staff get an adequate orientation.	4.33
Staff have enough time to attend meetings or do planning.	4.08
Staff are designing and delivering activities consistent with program goals and objectives for students.	4.52

Data Source: Project Director/ Site Coordinator Survey

<i>PROMPT: Please rate the extent to which the following statements are true for you (1=Almost never true, 3=True about half of the time, 5=Almost always true).</i>	<b>Aggregate (N=98)</b>
<b>Job Satisfaction</b>	<b>4.34</b>
In most ways, this job is close to my ideal.	4.20
The condition of my current job is excellent.	4.46
I am satisfied with this job.	4.56
If I could change my career so far, I would not change anything.	4.14

Data Source: Project Director/Site Coordinator Survey & Afterschool Teacher/Youth Worker Survey

## Leading Indicator 1.2 - Continuous Improvement



<i>Prompt: In this section we ask you about four continuous improvement practices that are part of an effective quality improvement system. Please select one response for each statement. 1=No, 5=Yes</i>	<b>Aggregate</b> <b>(N=98)</b>
<b>Continuous Quality Improvement Practices</b>	<b>4.62</b>
Did you/your site team conduct a program self assessment using the PQA anytime this program year?	4.92
Did you create/help create a program improvement plan for your site based on the PQA data?	4.72
Did you coach individual staff. Did your manager/supervisor coach you by observing their sessions and providing feedback using the PQA as a standard of performance?	4.79
Did you send staff/attend any trainings focused on improving the quality of instruction in your program and/or aligned to your Program Improvement Plan (e.g., Youth Work Methods workshops, Social and Emotional Learning workshops)?	4.02
<i>Prompt: In this section we ask you about four training modules that align to the continuous improvement practice. Please select one response for each statement. 1=No, 3=I attended, 5=I attended with at least one other staff member at my site</i>	<b>Aggregate</b> <b>(N=98)</b>
<b>Participation in YPQI Supports</b>	<b>3.54</b>
In this or previous years, have you participated in PQA Basics or PQA Basics Plus training, live or online?	3.85
In this or previous years, have you participated in a Planning with Data workshop, live or online?	3.77
In this or previous years, have you participated in a Quality Instructional Coaching workshop?	3.12
In this year, have you participated in any Youth Work Methods trainings focused on improving the quality of instruction in your program and/or related to your Program Improvement Plan?	3.41

Data Source: Afterschool Teacher/Youth Worker Survey

## Leading Indicator 1.2 - Continuous Improvement (continued)

The items below are not included in the Leading Indicator scores but may be relevant for program planning purposes.

<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program. 1=Never, 3=Every few months, 5=At least weekly</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Horizontal Communication</b>	<b>3.60</b>
I co-plan with another member of staff.	3.83
I discuss teaching problems or practices with another staff member.	4.19
A co-worker observes my session and offers feedback about my performance.	3.42
I work on plans for program policies or activities with other staff.	3.53
I observe a co-worker's session and provide feedback about their performance.	3.00
<i>PROMPT: Please select the response that most nearly represents how often the following practices occur in your program .1=Never, 3=Every few months, 5=At least weekly</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Vertical Communication</b>	<b>4.13</b>
My supervisor challenges me to innovate and try new ideas.	4.00
My supervisor makes sure that program goals and priorities are clear to me.	4.26

Data Source: Afterschool Teacher/Youth Worker Survey



## Leading Indicator 1.2 - Continuous Improvement (continued)

The items below are not included in the Leading Indicator scores but may be relevant for program planning purposes.

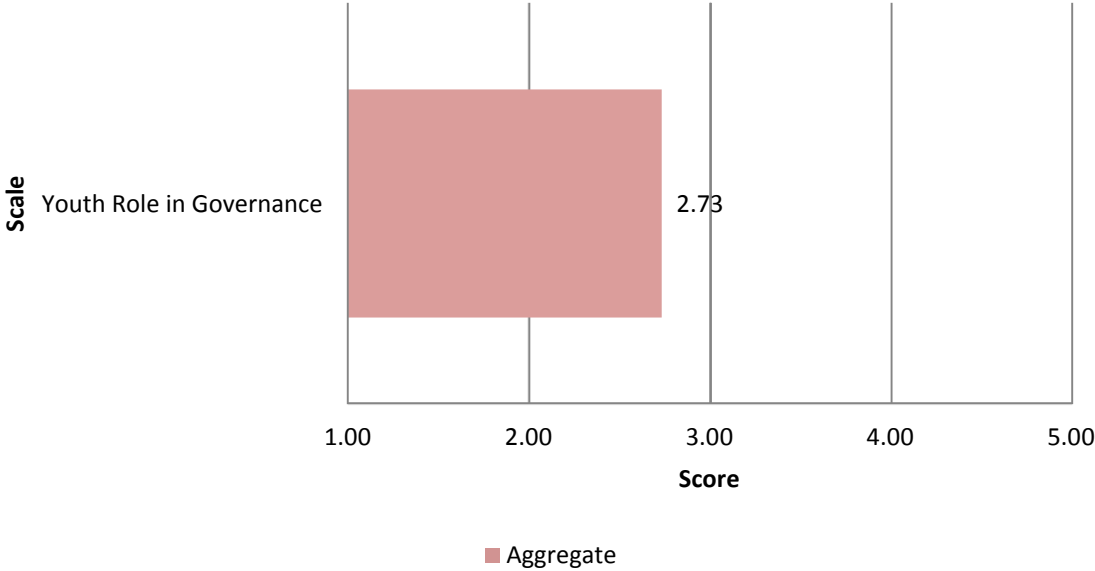
<i>Prompt: Participation by a site time is an important part of the YPQI. In this section, we ask about the participation of other staff at your site in the four continuous improvement practices.</i>	<b>Aggregate (N=98)</b>
<b>Breadth of Fidelity</b>	
How many staff work at your site? Answer "0" if you are the only staff member.	15.51
How many other staff at your site helped to complete the program self assessment using the PQA? Answer "0" if you completed the program self assessment alone.	5.60
Please estimate how many total staff hours it took to complete the program self assessment using the PQA (The sum total of hours for all members of the self assessment team, including you).	11.98
How many other staff at your site helped to create the Program Improvement Plan? Answer "0" if you created the improvement plan alone.	4.44
Please estimate how many total staff hours it took to create your Program Improvement Plan. (The sum total of hours for all members of the improvement planning team, including you).	8.16
How many total staff (including you) acted to implement your Program Improvement Plan?	11.05
<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	<b>Aggregate (N=98)</b>
<b>Program Impact</b>	<b>3.75</b>
As a result of our program's participation in the quality improvement system, I gained relevant knowledge and/or developed valuable skills.	3.73
As a result of our program's participation in the quality improvement system, the quality of instruction improved at my site.	3.77
As a result of our program's participation in the quality improvement system, youth were more engaged during program sessions.	3.77
As a result of our program's participation in the quality improvement system, youth developed skills.	3.76

Data Source: Afterschool Teacher/Youth Worker Survey

<i>Prompt: Please rate this statement based on your experience this program year.: 1 =Not at all, 3 =To some extent, 5 =To a great extent</i>	<b>Aggregate (N=98)</b>
<b>YPQI Value</b>	<b>4.21</b>
Overall, participation in the quality improvement system was a good use of my time and effort.	3.99
Overall, participation in the quality improvement system was supported by my supervisor.	4.43
Overall, participation in the quality improvement system was a good fit with my job.	4.20

Data Source: Project Director/Site Coordinator Survey & Afterschool Teacher/Youth Worker Survey

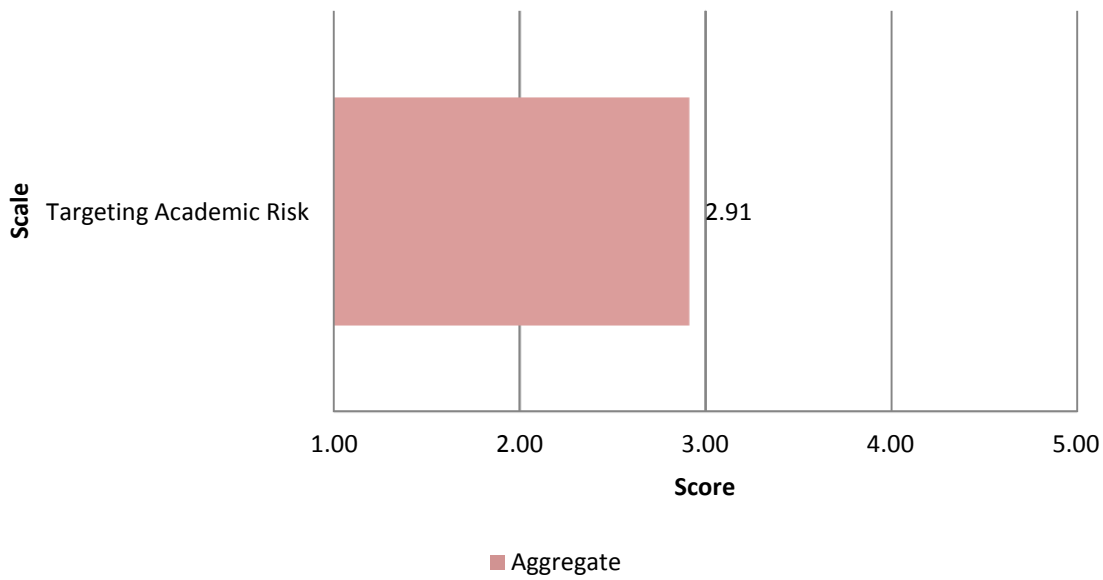
# Leading Indicator 1.3 - Youth Governance



<i>PROMPT: Please indicate the proportion of MIDDLE AND HIGH SCHOOL STUDENTS for which the following goal statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Youth Role in Governance</b>	<b>2.73</b>
Youth have opportunities to begin their own projects, initiatives, and enterprises.	3.78
Youth are involved in selecting the content or purposes of activities and sessions.	3.72
Youth contribute to the design, appearance, and aesthetics of the physical space.	2.93
Youth are involved in hiring new staff.	1.39
Youth are involved in deciding how the organization's budget is spent.	1.85

Data Source: Project Director/Site Coordinator Survey

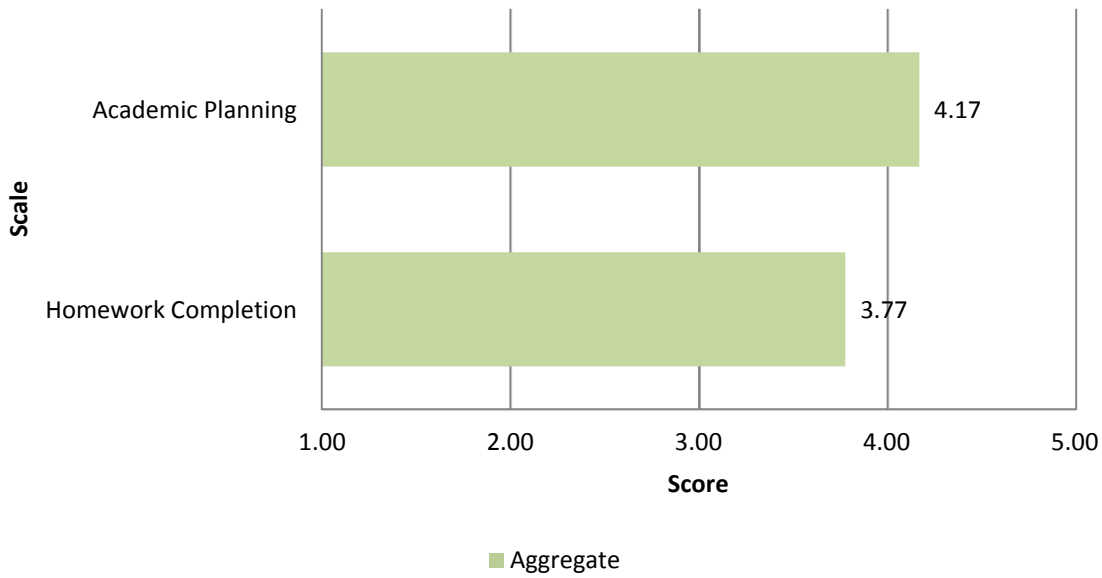
## Leading Indicator 1.4 - Enrollment Policy



<i>PROMPT: Please indicate the proportion of students for which the following statements are true (1=Almost none, 3=About half, 5=Almost all).</i>	Aggregate (N=98)
<b>Targeting Academic Risk</b>	<b>2.91</b>
Students were targeted for participation in our program because they scored below "proficient" on local or state assessments.	3.46
Students were targeted for participation because they did not receive a passing grade during a preceding grading period.	3.01
Students were referred to the program by a teacher for additional assistance in reading, mathematics or science.	3.36
Students were targeted for participation because of the student's status as an English Language Learner (ELL).	1.82

Data Source: Project Director/Site Coordinator Survey

## Leading Indicator 2.1 - Academic Press



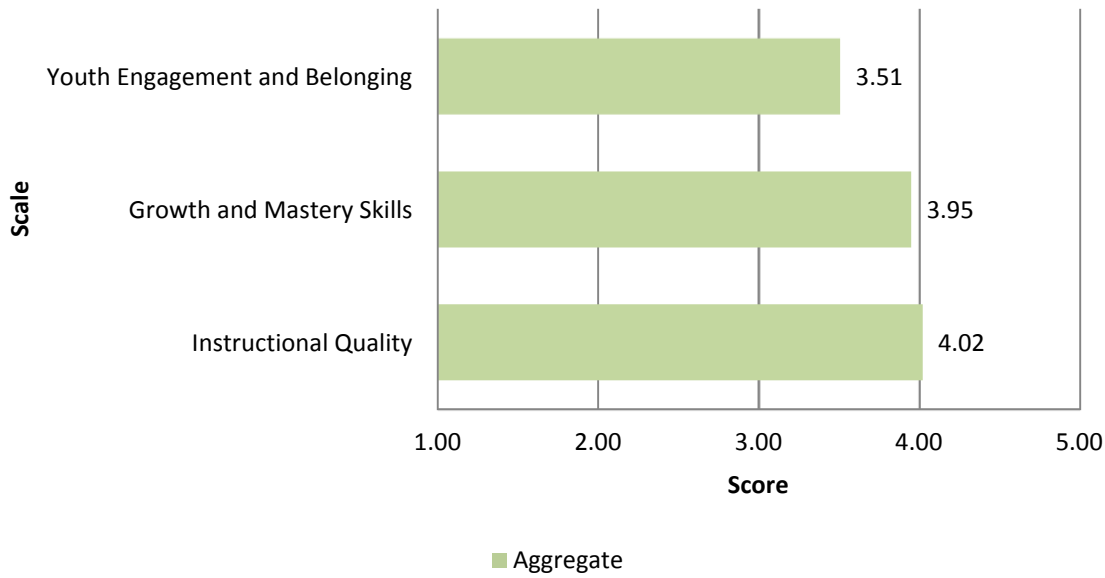
<i>PROMPT: When you lead sessions focused on reading, mathematics, and science, how true are the following statements? 1=Never true, 3=True about half of the time, 5=Always true</i>	Aggregate (N=98)
<b>Academic Planning</b>	<b>4.17</b>
The session is planned in advance and written out in a lesson plan format.	3.96
The session is targeted at specific learning goals for the individual student, or for a school curriculum target or for a specific state standard.	4.32
The session builds upon steps taken in a prior activity or session.	4.18
The session is based on recent feedback from students about where they need support.	4.09
The session combines academic content with the expressed interests of students.	4.28

Data Source: Afterschool Teacher/Youth Worker Survey

<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Homework Completion</b>	<b>3.77</b>
I get my homework done when I come to the afterschool program.	3.95
The staff here understand my homework and can help me when I get stuck.	3.59
I learn things in the afterschool program that help me in school.	3.51

Data Source: Youth Survey

## Leading Indicator 2.2 - Engaging Instruction



<i>PROMPT: When you think about your experience in this afterschool program, how true are the following statement for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Youth Engagement and Belonging</b>	<b>3.51</b>
I am interested in what we do.	3.49
The activities are important to me.	3.34
I try to do things I have never done before.	3.50
I am challenged in a good way.	3.49
I am using my skills.	3.73
I really have to concentrate to complete the activities.	3.28
I feel like I belong at this program.	3.62
I feel like I matter at this program.	3.62

Data Source: Youth Survey

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true. 1=Almost none, 3=About half, 5=Almost all</i>	Aggregate (N=98)
<b>Growth and Mastery Skills</b>	<b>3.95</b>
We will expose students to experiences which are new for them.	4.14
Students will have responsibilities and privileges that increase over time.	4.11
Students will work on group projects that take more than five sessions to complete.	3.28
All participating children and youth will be acknowledged for achievements, contributions and responsibilities.	4.30
At least once during a semester students will participate in sequence of sessions where task complexity increases to build explicit skills.	3.77
Students will identify a skill/activity/pursuit that they feel they are uniquely good at.	4.10

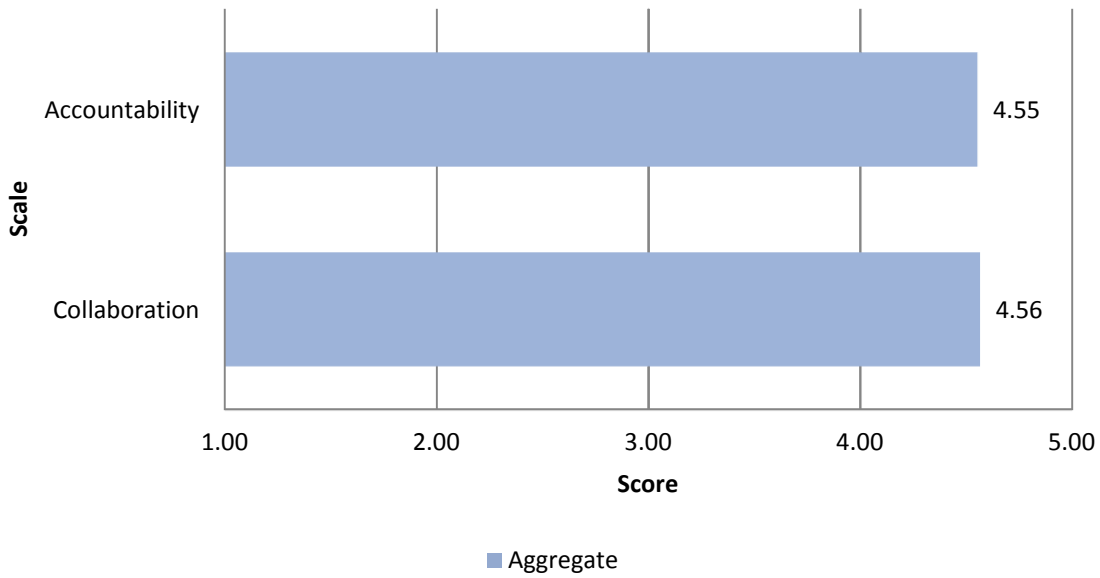
Data Source: Afterschool Teacher/ Youth Worker Survey

## Leading Indicator 2.2 - Engaging Instruction (continued)

<i>PROMPT: Please indicate the proportion of students in your program for which the following goal statements are true. 1=Almost none, 3=About half, 5=Almost all</i>	Aggregate  (N=98)
<b>Instructional Quality</b>	<b>4.02</b>
Supportive Environment	4.25
Interaction	4.22
Engagement	3.58

Data Source: Youth PQA & School-Age PQA

## Leading Indicator 3.1 - System Norms



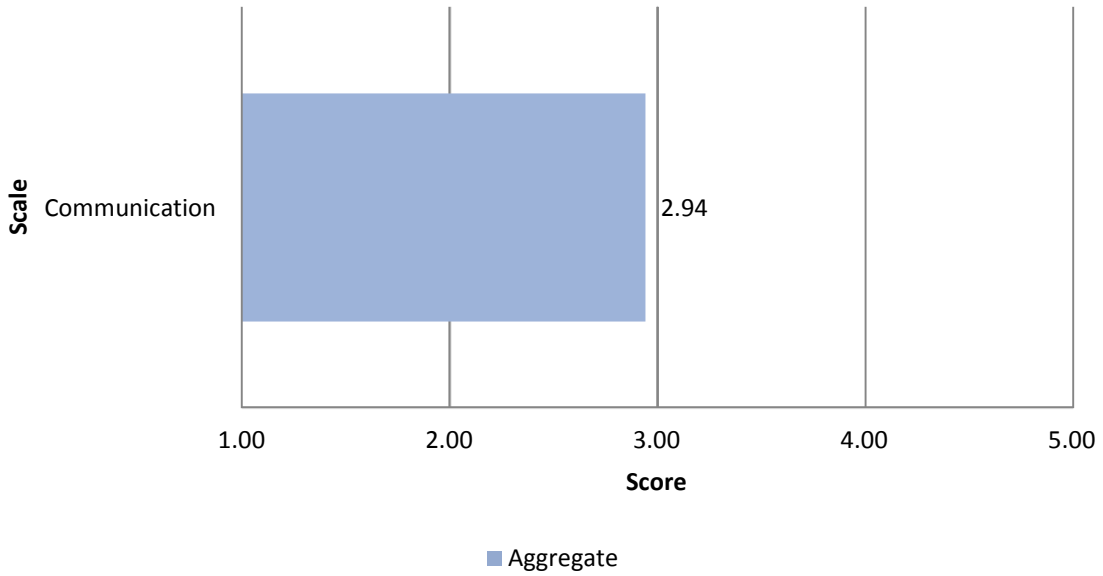
<i>PROMPT: How true are the following statements regarding accountability for quality services? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Accountability</b>	<b>4.55</b>
Our program is held accountable for the quality, including point of service quality (i.e., relationships, instruction).	4.75
Our program is routinely monitored by higher level administrators.	4.29
In our program all staff are familiar with standards of quality.	4.62

Data Source: Project Director/Site Coordinator Survey

<i>PROMPT: How true are the following statements regarding collaboration? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Collaboration</b>	<b>4.56</b>
Collaboration across sites is strongly encouraged by network administrators.	4.40
Site supervisors in our network share a similar definition of high quality services.	4.72

Data Source: Project Director/Site Coordinator Survey

# Leading Indicator 3.2 - Family Engagement

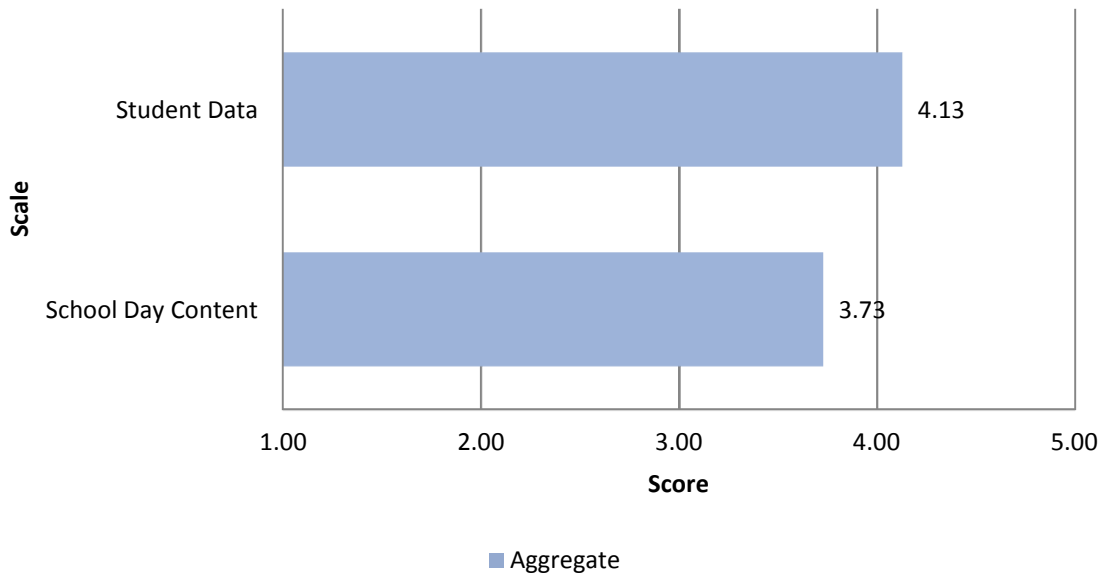


<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Communication</b>	<b>2.94</b>
On at least a monthly basis an adult in our family receives information at home or attends a meeting about the afterschool program.	3.39
Each semester an adult in our family talk on the phone or meets in person with afterschool staff to receive detailed information my child's progress in the program.	3.28
An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program.	2.22

Data Source: Parent Survey



## Leading Indicator 3.3 - School Alignment



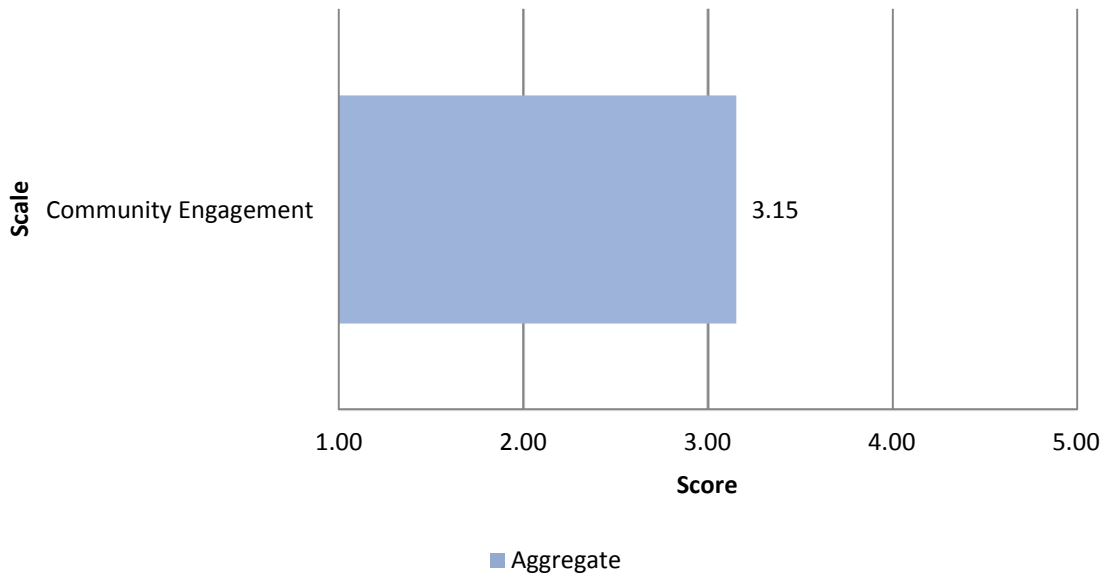
<i>PROMPT: Please indicate the proportion of students in your program for which the following statements are true. 1=Almost none, 3=About half, 5=Almost all</i>	Aggregate (N=98)
<b>Student Data</b>	<b>4.13</b>
Each year we review achievement test scores and or grades from the previous year OR have online access to grades.	4.70
We receive student progress reports from school-day teachers during the current year.	3.68
We review diagnostic data from the current school year for individual students.	4.02

Data Source: Project Director/Site Coordinator Survey

<i>PROMPT: When you lead academic sessions or coordinate academic learning in the afterschool program, indicate the proportion of students for which the following statements are true. 1=Almost none, 3=About half, 5=Almost all</i>	Aggregate (N=98)
<b>School Day Content</b>	<b>3.73</b>
I know what academic content my afterschool students will be focusing on during the school day on a week-to-week basis.	4.26
I coordinate the activity content of afterschool sessions with students' homework.	3.86
I help manage formal 3-way communication that uses the afterschool program to link students' parents with school-day staff and information.	3.51
I participate in meetings for afterschool and school day staff where linkages between the school day and afterschool are discussed and/or where academic progress of individual students are discussed.	3.73
I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program.	3.26

Data Source: Project Director/Site Coordinator Survey & Afterschool Teacher/Youth Worker Survey

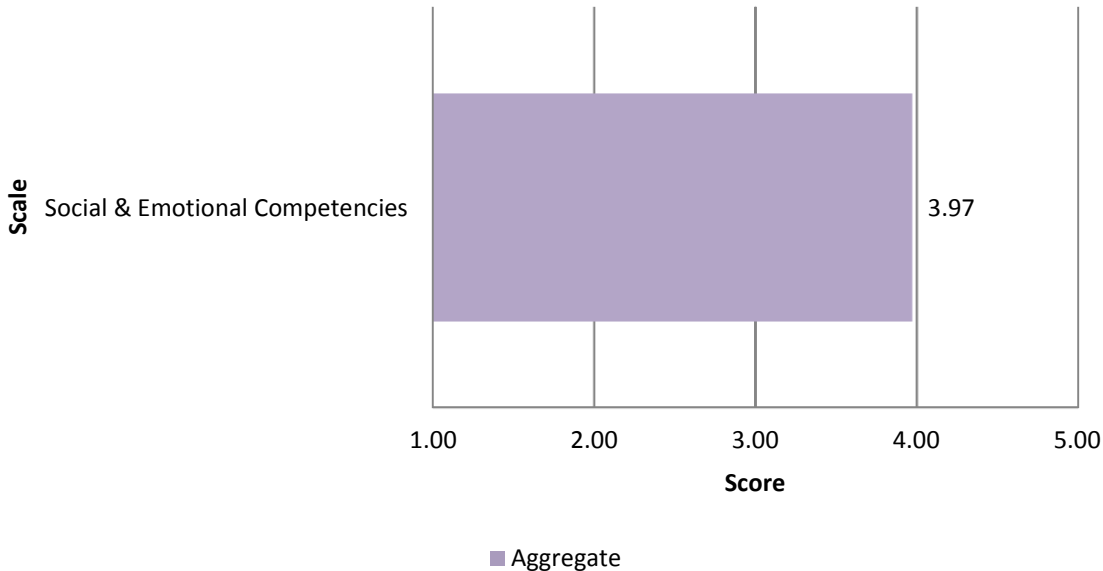
## Leading Indicator 3.4 - Community Resources



<i>PROMPT: Please indicate the proportion of students for which the following statements regarding community engagement are true. 1=Almost none, 3=About half, 5=Almost all</i>	Aggregate (N=98)
<b>Community Engagement</b>	<b>3.15</b>
Our students participate in community service, service learning or civic participation projects that extend over multiple sessions.	3.70
Our students experience afterschool sessions and/or field trips led by or provided by local businesses, community groups and youth serving organizations who are not paid service vendors.	3.29
Our students experience afterschool sessions led or supported by past afterschool students who are paid staff or volunteers.	2.26
Our students help to provide public recognition of community volunteers, organizations and businesses that contribute to the afterschool program.	3.35

Data Source: Project Director/Site Coordinator Survey

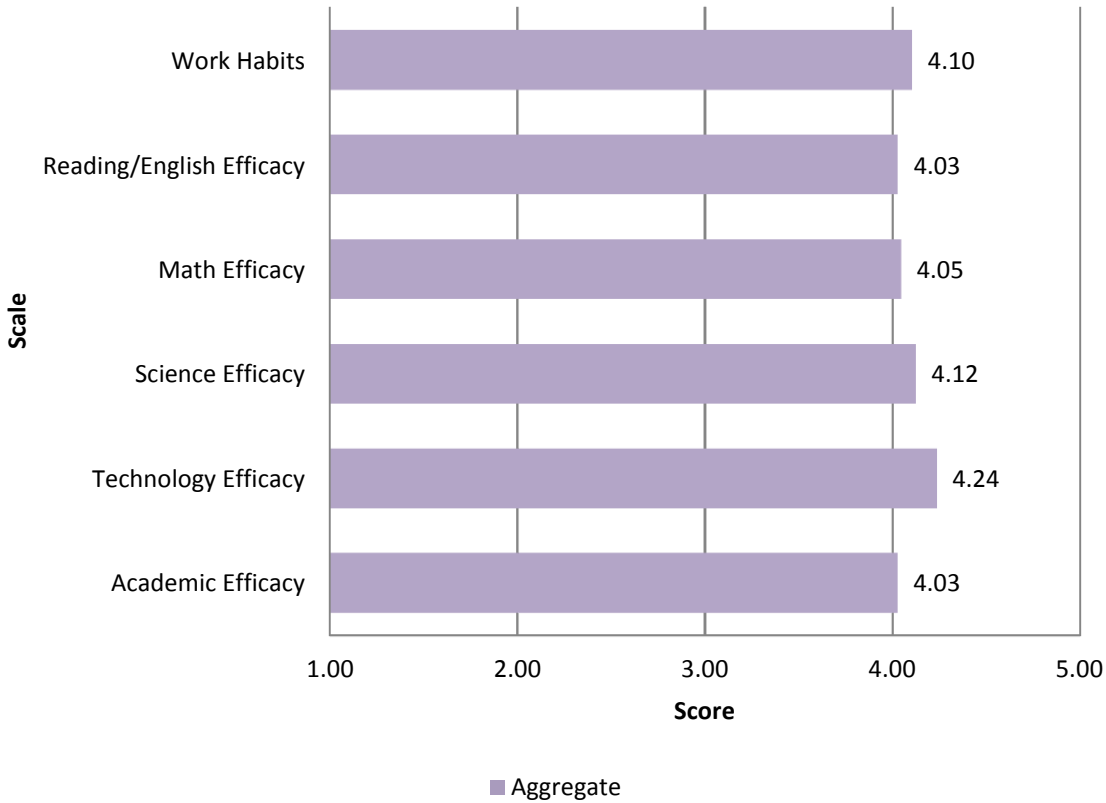
# Leading Indicator 4.1 - Socio-Emotional Development



<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Social &amp; Emotional Competencies</b>	<b>3.97</b>
I work well with other kids.	4.04
I can make friends with other kids.	4.24
I can talk with people I don't know.	3.59
I can tell other kids that they are doing something I don't like.	3.67
I can tell a funny story to a group of friends.	3.97
I can stay friends with other kids.	4.32
I can tell other kids what I think, even if they disagree with me.	3.98

Data Source: Youth Survey

## Leading Indicator 4.2 - Academic Efficacy



<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Work Habits</b>	<b>4.10</b>
I follow the rules in my classroom.	4.27
I work well by myself.	4.00
I am careful and neat with my work.	4.00
I make good use of my time at school.	4.19
I finish my work on time.	4.03
I keep track of my things at school.	4.14

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate (N=98)
<b>Reading/English Efficacy</b>	<b>4.03</b>
I am interested in reading/English.	3.78
I am good at reading/English.	3.99
I expect to do well in reading/English this year.	4.30
I would be good at learning something new in reading/English.	4.07

Data Source: Youth Survey

## Leading Indicator 4.2 - Academic Efficacy (continued)

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate
	(N=98)
<b>Math Efficacy</b>	<b>4.05</b>
I am interested in math.	3.92
I am good at math.	3.95
I expect to do well in math this year.	4.26
I would be good at learning something new in math.	4.07

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate
	(N=98)
<b>Science Efficacy</b>	<b>4.12</b>
I am interested in science.	4.12
I would be good at learning something new in science.	4.13

Data Source: Youth Survey

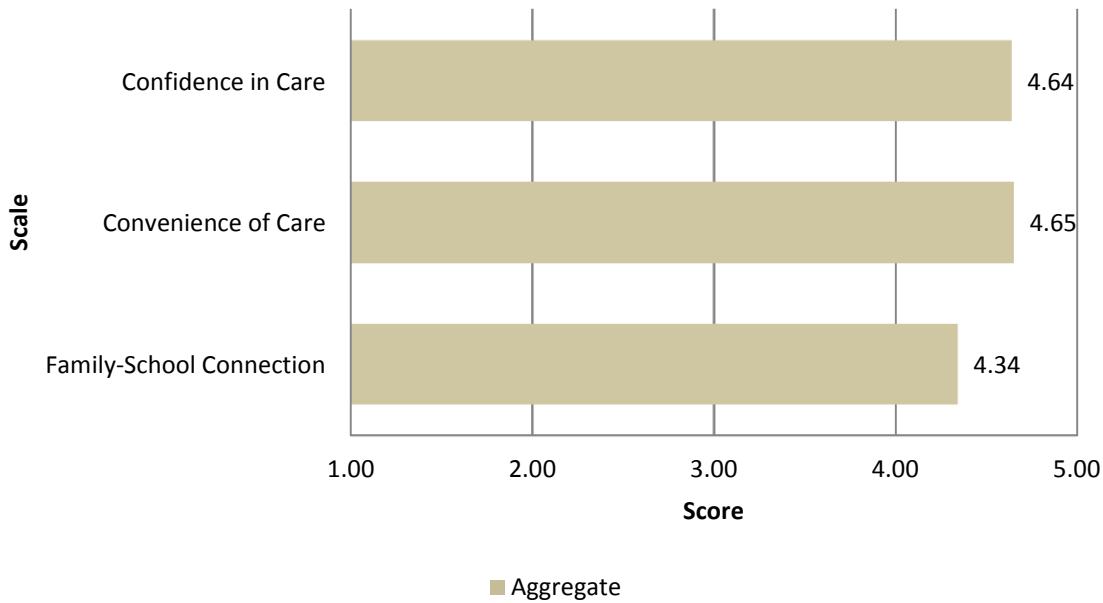
<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate
	(N=98)
<b>Technology Efficacy</b>	<b>4.24</b>
I am interested in technology (computers, robotics, internet design).	4.27
I would be good at learning something new in technology.	4.20

Data Source: Youth Survey

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	Aggregate
	(N=98)
<b>Academic Efficacy</b>	<b>4.03</b>
As a result of participating in the afterschool program this year my child has developed better work habits.	4.06
As a result of participating in the afterschool program this year my child has developed more confidence in math.	4.02
As a result of participating in the afterschool program this year my child has developed more confidence in reading/english.	4.07
As a result of participating in the afterschool program this year my child has developed more confidence in science and/or technology.	4.03

Data Source: Parent Survey

## Leading Indicator 5.1 - Family Satisfaction



<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Confidence in Care</b>	<b>4.64</b>
I don't worry about my child when at the afterschool program.	4.57
The afterschool program is reliable and I count on them to provide the afterschool care I need.	4.71
My child is having a positive experience in the afterschool program.	4.67

Data Source: Parent Survey

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Convenience of Care</b>	<b>4.65</b>
The afterschool program is convenient because it is close to home or has effective and trustworthy transportation.	4.64
The afterschool program is cost effective for our family.	4.67

Data Source: Parent Survey

<i>PROMPT: For the past school year, how true are the following statements for you? 1=Almost never true, 3=True about half of the time, 5=Almost always true</i>	<b>Aggregate</b>
	<b>(N=98)</b>
<b>Family-School Connection</b>	<b>4.34</b>
The afterschool program is helping my child to be more successful in school.	4.53
Afterschool staff are well informed about my child's learning successes and challenges in school.	4.38
The afterschool program has helped our family get to know the school and school day teachers better	4.10

Data Source: Parent Survey

## Appendix A: Grantee Profile Demographic Data

Project Director/Site Coordinator	Aggregate (N=76)
Average years of experience at site in any capacity	4.70
Average years of experience at site as Site Coordinator	3.16
Education Level	
Less than high school diploma/GED	0%
GED/High School diploma	3%
Some college, no degree	9%
Associate's Degree	5%
Bachelor's Degree	28%
Graduate program but no degree yet	8%
Master's Degree	46%
Doctorate	1%
Other professional degree after BA	0%
Teaching Certification	76%
Average months worked per year	10.61
Average hours worked per week	19.07
Gender (% male)	9%
Race (check all that apply)*	
African American	0%
Arab American	0%
Asian	0%
Hispanic	1%
Native American	25%
White	84%
Other Race	0%

Data Source: Project Director/Site Coordinator Survey

## Appendix A: Grantee Profile Demographic Data (continued)

Afterschool Teacher/Youth Worker Survey	Aggregate  (N=793)
Average years of experience at site in any capacity	3.04
Education Level	
Less than high school diploma/GED	10%
GED/High School diploma	10%
Some college, no degree	11%
Associate's Degree	4%
Bachelor's Degree	40%
Graduate program but no degree yet	5%
Master's Degree	19%
Doctorate	1%
Other professional degree after BA	1%
Teaching Certification	59%
Average months worked per year	8.26
Average hours worked per week	8.41
Gender (% male)	13%
Race (check all that apply)*	
African American	3%
Arab American	0%
Asian	1%
Hispanic	4%
Native American	21%
White	82%
Other Race	1%

Data Source: Afterschool Teacher/Youth Worker Survey

Youth Survey	Aggregate  (N=2691)
Average Age	11.73
Average Grade	5.91
Gender (% male)	49%
Race (check all that apply)*	
African American	10%
Arab American	1%
Asian	1%
Hispanic	16%
Native American	36%
White	56%
Other Race	6%

Data Source: Youth Survey



## Appendix A: Grantee Profile Demographic Data (continued)

Parent Survey	Aggregate (N=3180)
Average Age	
25 or less years old	4%
26-30 years old	18%
31-35 years old	27%
36-40 years old	22%
41-45 years old	13%
46-50 years old	6%
51-55 years old	4%
56-60 years old	23%
61-65 years old	2%
66 or more years old	2%
Education	
Less than high school diploma/GED	10%
GED/High School diploma	30%
Some college, no degree	25%
Associate's Degree	11%
Bachelor's Degree	15%
Graduate program but no degree yet	2%
Master's Degree	4%
Doctorate	1%
Other professional degree after BA	1%

## Appendix A: Grantee Profile Demographic Data (continued)

Parent Survey	Aggregate  (N=3180)
Race (check all that apply)*	
African American	7%
Arab American	1%
Asian	1%
Hispanic	13%
Native American	31%
White	57%
Other Race	1%
Gender (% male)	18%
Income	
Less than \$10,000	9%
\$10,000 to \$19,999	12%
\$20,000 to \$29,999	17%
\$30,000 to \$39,999	13%
\$40,000 to \$49,999	11%
\$50,000 to \$59,999	7%
\$60,000 to \$69,999	6%
\$70,000 to \$79,999	5%
\$80,000 to \$89,999	4%
\$90,000 to \$100,000	4%
More than \$100,000	5%

Data Source: Parent Survey

\*Respondents were asked to check all racial categories with which they identify. As a result of this, the sum total of racial demographics may exceed 100% total.

# Appendix B: Leading Indicator, Scale and Item Descriptions

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

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

**Figure B1**

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)		Aggregate (N=98)
<b>Math Efficacy</b> → <b>B</b>		<b>4.01</b>
I am interested in math	} <b>A</b>	3.87
I am good at math		3.92
I expect to do well in math this year		4.23
I would be good at learning something new in math		4.04

Data Source: Youth Survey

PROMPT: For the past school year, how true are the following statements for you? (1=Almost never true, 3=True about half of the time, 5=Almost always true)		Aggregate (N=98)
<b>Science Efficacy</b> → <b>B</b>		<b>4.12</b>
I am interested in science	} <b>A</b>	4.10
I would be good at learning something new in science		4.13

Data Source: Youth Survey

**Figure B2**

