Idaho Out-of-School Network
Idaho Community Programs for Youth (ICPfY)
2021-2022 Evaluation Report

UTAH EDUCATION POLICY CENTER
THE UNIVERSITY OF UTAH

Prepared by the Utah Education Policy Center
on behalf of the Idaho Out-of-School Network

January 2023

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Introduction

Overview of the Idaho Out-of-School Network

The [Idaho Out-of-School Network](#) (ION) is one of fifty state afterschool networks funded and supported by the Charles Stuart Mott Foundation. ION was founded in October 2014 with the mission to ensure Idaho's youth have access to high quality out-of-school time (OST) programs. Currently, ION is the only organization of its kind in Idaho, focused on advocacy and promotion of the benefits of OST programming, helping to connect families and youth to programs, and supporting providers with resources and training to enrich and expand their services. ION is managed under the JANNUS Organization, a not-for-profit health and human services organization that serves over 55,000 people across Idaho.

Since its official start in 2014, ION has developed and implemented several tools to support out-of-school program teams throughout the state, including the *[Building Blocks for Out of School Time Quality](#)* ("Building Blocks"). This tool serves as a resource for programs to self-assess their quality in eight areas: Intentional Program Design; Supportive Relationships and Environments; Youth Voice, Leadership, and Engagement; Responsiveness to Culture and Identity; Community, School, and Family Engagement; Organizational and Leadership Management; Ongoing Staff Support and Volunteer Development; and Youth Safety and Wellness. The self-assessment is used to help program teams identify areas of strength as well as opportunities for improvement.

Overview of the ICPfY Grant

The ION team contracted with the Utah Education Policy Center (UEPC) to evaluate the first three rounds of the Idaho Community Programs for Youth (ICPfY) grant. The ICPfY grant, funded by the Idaho Department of Health and Welfare through ION, is authorized under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA), and the American Rescue Plan Act (ARPA). The ICPfY grant was designed to support out-of-school programs to improve access, quality, and equity through evidence-based programming focusing on academic and social-emotional learning for students most impacted by the COVID-19 pandemic.

Applicants for the ICPfY grant were required to submit an application to ION explaining their OST program plans and how they aligned with at least one of the following purposes of the grant: 1) expand access to serve more youth, with an emphasis on those who were most impacted by the pandemic; 2) reduce barriers to participation to ensure access for all; and 3) increase programmatic quality and expand or enhance supports and services offered. Eligible applicants for the first three rounds of the grant included nonprofit organizations, public schools, faith-based organizations, and municipalities with programs that provide direct services to youth ages 5 to 13 in Idaho and that are not currently receiving funds through the Idaho Community Grant Program or the Child Care Grant from the Idaho Department of Health and Welfare. Applicants

were required to use at least half of their programming time for enrichment activities focused on addressing COVID-19 learning loss and supporting social-emotional learning. Activity areas included STEM, art, music, reading, and career exploration.

This evaluation focused on grant program activities that occurred during the Fall of 2021, Spring of 2022, and Summer of 2022. Programs in Rounds I and II applied for and received funding for program activities that occurred during the school year, beginning in either August 2021 (Round I) or January 2022 (Round II). All programs in Rounds I and II had the opportunity to apply for a summer spending extension, through August 2022, if they needed additional time to use their funds beyond what was stated in their original application. There was also a dedicated third round of funding to support summer programming between June and August 2022. Round III included some programs from Rounds I and II that continued services into the summer, and some programs that were new to the ICPfY grant in the summer.

Overall, 33 unique programs participated in the 2021-2022 ICPfY grant. Organizations that were part of multiple funding rounds but had distinct program sites serving different communities in each round—such as Girl Scouts of Silver Sage and Treasure Valley YMCA—were considered separate programs for the purposes of the evaluation. Of the 33 unique programs, 25 participated in one round of funding, six participated in two rounds of funding, and two participated in all three rounds. There were 12 programs in Round I, 11 programs in Round II, and 20 programs in Round III (see Table 1).

Table 1. ICPfY programs' funding rounds

Program	Round I	Round II	Round III
Girl Scouts of Silver Sage (GSSS) Taft Elementary	X		
Lakevue Y Kids/Treasure Valley YMCA	X		
Marsing Academies/Marsing School District	X		X
PLCA 4 Kids/Payette Lakes Community Association	X		X
Basin School District	X*		
Emmett Middle School	X*		
Pinehurst After School Solution (PASS)/Kellogg School District	X*		
UpRiver Panther Afterschool Program	X*		
EXPLORE Afterschool Adventures/ Oneida School District	X	X*	
The Salvation Army Nampa Corps Youth Center	X	X*	
Girls on the Run Treasure Valley	X	X	X
Harwood Elementary/Jefferson School District	X	X	X
Boise Rock School/Juno Arts		X	
Club Invention/National Inventors Hall of Fame		X	
Girl Scouts of Silver Sage (GSSS) Teton Outdoor School		X	
Gooding Public Library		X	
Pirate Learning Center Afterschool Program/Notus School District		X	
Fired Up/American Falls School District		X	X
Hub City Initiative/Wendell School District		X	X
Girl Scouts of Silver Sage (GSSS) Camp Echo			X
CSI Refugee Program			X
Horseshoe Bend School District			X
Jefferson School District World Languages Program			X
Roots Forest School			X
Treasure Valley YMCA Taft Elementary			X
Treasure Valley YMCA Nampa Kids			X
Coeur d'Alene School District			X
Greater Middleton Parks and Recreation Department			X
Peaceful Belly Community Garden/Treasure Valley Food Coalition			X
Selkirk Outdoor Leadership & Education			X
Above & Beyond the Classroom			X
African Community Development			X
Donnelly Public Library			X

Note: Programs with an asterisk (*) included a summer spending extension.

Report Organization

In this report, we describe the context, methods, and findings of the ICPfY evaluation for Rounds I and II. Due to differences in the nature of programming between Rounds I & II (i.e., school-year programs) and Round III (i.e., summer programs), the goals of the evaluation, as well as

challenges and limitations with Round III data collection, the methods and findings from Round III are presented separately in Appendix A.

In the remaining sections of this report, we first provide a brief literature review to summarize research on the promise of out-of-school time programs for youth, best practices to achieve the desired outcomes, and factors that contribute to program quality and sustainability. We then describe the evaluation methods, including the evaluation questions, data sources, data collection procedures, and analysis approaches. Next, we describe the results for programs in Rounds I & II related to the four evaluation questions. Finally, we provide overall conclusions and considerations for improvement based on the findings shared within the report. In Appendix B, we provide one-page data summaries for eight programs that met criteria for disaggregated analysis (see "Data Sources & Participants" for more details).

Intended Audience

The intended audience for this evaluation report includes out-of-school time state agency funders, policymakers, including the ION team. State funders may consider the findings of the ICPfY evaluation as an opportunity to promote tools and resources that enhance program quality statewide, including the Building Blocks and other resources offered by the ION team. We encourage all state funders and policymakers to review the findings and considerations in this report as the need for out-of-school time programs continues to grow. Although the ICPfY programs focus on academic and social- emotional learning for students most impacted by the COVID-19 pandemic, the findings and considerations could be applied to many different programs with various priorities.

Definitions and Terms

Out-of-school time (OST) programs refer to services provided at any time that school is not in session, including before school, after school, summer, and school holidays. Across OST programs, administrative and staff roles and titles vary. For the purposes of this evaluation, we refer to those who lead individual OST programs as "program managers." We refer to youth (ages 5-13) who attend these programs as "students," and their adult caregivers as their "families," which may include parents, stepparents, grandparents, and other family members or guardians.

Literature Review

The ways in which students use their time outside of the regular school day is important for their academic and social development and overall wellbeing. High quality OST programs provide safe, nurturing environments that inspire learning, provide opportunities to develop meaningful relationships, foster a sense of community, and help working families. These programs are a critical part of the continuum of care, as they provide a safe place for youth after school, between the hours of 3:00 and 6:00 p.m., and some offer services before school, during summer, and on weekends (e.g., see Durlak et al., 2007, and Durlak et al., 2010).

Operated by various types of organizations, OST programs are located in schools, community centers, libraries, licensed childcare centers, and recreation centers. Most programs serve K-12 students for 12.5 to 15 hours per week (Jordan et al, 2009). Providing quality programs that offer

a balance of academic and developmental supports have resulted in students who attend school more regularly, improve academically, develop stronger 21st Century skills (e.g., critical thinking, creativity, communication), and are more likely to graduate from high school (Lauer et al., 2007). Students who regularly participate in an OST program can gain the equivalent of 70 additional days of intentional academic and enrichment opportunities.[1]

The Promise of OST Programs for Improving Youth Outcomes

There is considerable evidence about the influence that high-quality OST programs can have on student outcomes. For example, research supports the notion that the quality, intensity, duration, and breadth of OST program experiences influence short- and long-term effects on student academic, social, and behavioral outcomes (Mahoney, Vandell, Simpkins, & Zarrett, 2009; Vandell, 2012). As described in one study, students who regularly attend high-quality afterschool programs make significant gains in standardized math test scores as well as student work habits (Vandell, Reisner, & Pierce, 2007). High-quality programs are also connected to gains in social skills with peers, increased prosocial behavior, and reductions in aggression, misconduct (e.g., skipping school, getting into fights), and illegal substance use (Vandell, Reisner, & Pierce, 2007). These programs have also been shown to increase student engagement, intrinsic motivation, concentrated effort, and positive states of mind (e.g., see Durlak et al., 2007; Larson, 2000; Shernoff & Vandell, 2008).

Promoting Program Quality, School-Day Alignment, and Equity

Efforts to identify, measure, and improve program quality have been a focus in the OST field for the past twenty years. As measures of program quality were created, program managers began incorporating them into their staff development efforts. Continuous quality improvement systems that include observational assessments, improvement planning, and targeted training and coaching are now being implemented and enhanced at the local and state levels (Yohalem & Granger, 2013). Consistent with national efforts, ION has used their *Building Blocks* as a resource for programs to self-assess their program quality.

Another aspect of OST programming that has become an increasingly important consideration for program quality is the intentional alignment with the school day. Noam's (2003) research on this alignment—in which he proposed varying degrees of "bridging" across areas such as relationships, shared resources, program and school policies, student needs, and academics—provided a framework that future researchers have utilized and built upon. Bennett (2015) and Anthony & Carmichael (2016) studied alignment through the sharing of academic resources, communication, and a sense of partnership between OST staff and school day teachers/administrators. In recent years, state afterschool networks have started to incorporate more alignment tools and resources into their network libraries to guide program quality improvement efforts.

Finally, while attention to program quality is important, OST providers must also attend to the factors that contribute to equitable access to OST programs, ensuring that the students who may benefit the most have equal access and opportunities to engage in high-quality OST programs.

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[1] This calculation is based on the following formula: 15 hours per week * 28 weeks = 420 hours per year / 6 hours per day of school = 70 days.

According to the Afterschool Alliance America After 3PM survey (2020), there is high demand for OST programs, and the demand is particularly high for Black and Latinx youth (e.g., 58% of Black and 55% of Latinx children not in an afterschool program would be enrolled if a program were available).

Considerations for Sustainability

Although literature on sustainability in the OST context is limited, several factors have been identified as important for sustaining high-quality OST programs and systems. Drawing from the research literature on scale in school reform efforts (Coburn, 2003), Koch and Penuel (2010) studied the necessary conditions for program sustainability in OST settings. While their worked focused on STEM programs, these conditions may be relevant to all OST programs, which include: (1) achieving depth through co-design; (2) achieving spread through partnerships; (3) developing ownership from the beginning rather than transferring ownership; (4) sustaining programs through professional development infrastructure; and (5) developing and aligning frames to allow programs to evolve. Griffin and Martinez (2013) also highlight the importance of developing partnerships for sustaining afterschool programs based on lessons learned from the implementation of the 21st Century Community Learning Centers initiative.

We draw from the research literature on OST benefits, quality programs, and considerations for sustainability to situate and discuss findings related to ICPfY programs later in this report.

Evaluation Methods

Evaluation Questions

The evaluation of the ION ICPfY grant used a variety of data sources to address evaluation questions related to program implementation, quality, benefits, and sustainability (see Figure 1). The four questions were developed collaboratively by the UEPC and ION teams. To address these questions, data were collected through surveys of participating students' families and program staff, interviews with program managers, and a review of documents/data collected by ION. As shown in Figure 1, at least three data sources were used to address each evaluation question.

Figure 1. ICPfY grant evaluation questions and data sources

	Evaluation Questions	Data Sources
	To what degree are programs implemented as intended in relation to the project objectives stated in the original proposals?	Program manager interviews, initial approved applications, mid-year and end-of-year progress reports, ION site visit protocols
	What are the current levels of program quality as defined by ION's Building Blocks?	Family survey, staff survey, program manager interviews, mid-year and end-of-year progress reports
	What are the observed academic and social-emotional benefits for students who participate in the programs?	Family survey, staff survey, program manager interviews, mid-year and end-of-year progress reports, ION site visit protocols
	To what degree are the programs sustainable (i.e., able to continue in the future with limited additional resources)?	Program manager interviews, end-of-year progress reports, ION site visit protocols, ION Institute post-event survey (Round I only)

Data Sources & Participants

The ICPfY grant evaluation included the following sources of data:

- Family surveys
- Program staff surveys
- ION Building Blocks/Behavior Management Institute post-event survey (Round I only)
- Program manager interviews
- Review of ION documents/data
    - Site visit protocols completed by ION staff (for programs selected to be visited)
    - Initial approved ICPfY grant applications
    - Mid-year and end-of-year grant progress reports

This report presents findings based on available data aggregated across all programs in Rounds I and II. In addition, Appendix B includes one-page data summaries for eight programs that met at least three of four conditions representing sufficient data for disaggregated data analysis: 1) received 5 or more responses to the family survey; 2) received 5 or more responses to the program staff survey; 3) participated in a program manager interview; 4) participated in an ION site visit. Table 2 shows the availability of data sources for each program. Programs marked with an asterisk (*) met the conditions for a one-page summary of program-specific data. Details about how all sources of data were collected and analyzed are provided in the remainder of this section.

Table 2. Data sources gathered for each program in Rounds I and II

Program	Family Survey		Program Staff Survey		Program Manager Interview	ION Site Visit
	n	%	n	%		
Emmett Middle School*	50	23%	6	6%	✔	✔
Harwood Elementary/Jefferson School District*	33	15%	8	8%	✔	✔
PLCA 4 Kids/Payette Lakes Community Association*	27	12%	8	8%	✔	✔
EXPLORE Afterschool Adventures/ Oneida School District*	18	8%	13	13%	✔	
Boise Rock School/Juno Arts	18	8%	2	2%	✔	
UpRiver Panther Afterschool Program*	16	7%	2	2%	✔	✔
Marsing Academies*	15	7%	8	8%	✔	
Pirate Learning Center Afterschool Program/Notus School District	12	5%	3	3%	✔	
Girls on the Run Treasure Valley	12	5%	2	2%	✔	
Pinehurst After School Solution (PASS)/Kellogg School District*	10	5%	6	6%	✔	✔
Fired Up/American Falls School District*	7	3%	18	18%	✔	
Hub City Initiative/Wendell School District	1	0%	10	10%	✔	
Girl Scouts of Silver Sage (GSSS) Taft Elementary	1	0%	2	2%	✔	
Gooding Public Library	1	0%	2	2%	✔	
Club Invention/National Inventors Hall of Fame	1	0%	0	0%		
Basin School District	0	0%	8	8%	✔	
Girl Scouts of Silver Sage (GSSS) Teton Outdoor School	0	0%	0	0%	✔	
The Salvation Army Nampa Corps Youth Center	0	0%	0	0%	✔	✔
Lakevue Y Kids/Treasure Valley YMCA**	--	--	--	--	✔	
Total	222	98%***	98	98%***	18/19	6/19

* These programs met the conditions for disaggregation, and one-page data summaries for each of these programs are included in Appendix B.
** The family and program staff survey links were not shared with this program for distribution because their grant funding ended in December 2021 and the surveys were administered in Spring 2022.
*** The percentages do not add up to 100% due to rounding.

Family Survey

The UEPC administered an online survey to family members of students who participated in the ICPfY programs. The survey focused on family perceptions of program services, staff, communication, benefits for students, and family involvement in the program. The family survey was programmed in Qualtrics to be completed on a computer or mobile device, and it was available in both English and Spanish. The UEPC sent the family survey link to each program manager in the Spring of 2022, at least two weeks before the scheduled program end date, and asked them to disseminate the link to families of their registered students. Some programs requested a QR code for the family survey that could be printed out and sent home with their students. Other programs chose to incentivize students whose families reported taking the survey. Program funding for Lakevue Y Kids/Treasure Valley YMCA ended in December 2021, so they did not participate in the family survey. As noted above, Table 2 shows the number of completed family surveys for each program and the corresponding proportion of total family

survey responses (note that these percentages do not represent response rates; see "Limitations" for more detail about response rates). Across all programs, there were 222 completed family surveys, and the number of responses for each program ranged from 0 to 50. As shown in Table 3, students whose families responded to the survey ranged in grade level from kindergarten to eighth grade, which is the full range of grades served by ICPfY programs. Almost half of the respondents' students were in second (16%), third (15%), or fourth grade (15%).

Family survey data were analyzed using descriptive statistics and presented visually to best represent response patterns and comparisons. Frequencies for Likert-scale items include the "I don't know" option because it can be informative to understand what families may not know about their students or the program. Responses to open-ended survey items were coded using focused methods (Saldaña, 2016) and were thematically integrated into this report.

Table 3. Grade levels of family survey respondents' students

Student Grade Level	Number of Family Survey Respondents	Percentage of Family Survey Respondents
Kindergarten	18	8%
1st Grade	21	9%
2nd Grade	35	16%
3rd Grade	32	15%
4th Grade	33	15%
5th Grade	20	9%
6th Grade	24	11%
7th Grade	23	10%
8th Grade	15	7%
Total	221	100%

Program Staff Survey

The UEPC also administered an online survey to staff members of ICPfY programs. The survey focused on program staff's experiences, professional development needs, perceptions of program services, communication with families, and perceived impact on students' academic and social-emotional learning. Social-emotional learning (SEL) was a primary focus of the ICPfY grant, and applicants were required to offer SEL supports to students as part of their program services. Survey items related to SEL were drawn from the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework, which highlights five SEL competencies and associated resources that are used throughout the country to study the connection between SEL and student success.

The staff survey was programmed in Qualtrics to be completed on a computer or mobile device, and the UEPC sent the staff survey link to each program manager in the Spring of 2022, at least two weeks before the scheduled program end date. Program managers were asked to distribute the link to all staff who work directly with students during the program, including other program leaders, classroom teachers, and volunteers. Program funding for Lakevue Y Kids/Treasure

Valley YMCA ended in December 2021, so they did not participate in the staff survey. Table 2 shows the number of completed staff surveys for each program and the corresponding proportion of total staff survey responses (note that these percentages do not represent response rates; see "Limitations" for more detail about response rates). Across all programs, there were 98 completed staff surveys. There were an additional 7 responses excluded from analysis because the respondents indicated that they did not work directly with students in the program. The number of responses for each program ranged from 0 to 18.

Staff survey data were analyzed using descriptive statistics and presented visually to best represent response patterns and comparisons. Frequencies for Likert-scale items include the "I don't know" option because it can be informative to understand what staff may not know about their program or participating students. In some cases, staff survey questions were identical to family survey questions to allow for a comparison of perceptions between the two groups. Similar to the family survey, responses to open-ended staff survey items were coded using focused methods (Saldaña, 2016) and were thematically integrated into this report.

Staff survey responses provided data on the characteristics of staff in the ICPfY programs, such as their specific roles, the number of weekly hours they typically work in the program, and the number of years they have been working for the program. As shown in Figure 2, half (49%) of the survey respondents identified as program staff, and 14% identified as program managers. Interestingly, 29% of respondents were classroom teachers, suggesting that there may be intentional alignment between ICPfY programs and the content, expectations, and goals of the regular school day. Furthermore, 44% of survey respondents indicated that this is their first year working for their program. The 2021-22 school year was the first year of the grant, and some programs in Rounds I and II used grant funds to establish OST services. Most respondents (92%) reported working 20 hours per week or less, which is not surprising given that OST programs typically operate between 12.5 and 15 hours each week (Jordan et al., 2009). All respondents who worked more than 20 hours per week were program managers. Notably, more than one-third (35%) of respondents worked less than five hours per week. These data highlight opportunities to further explore OST staff roles, retention, and workload throughout the state of Idaho.

Figure 2. Characteristics of staff survey respondents

Role in the Program

Program Staff, 49%
Program Manager, 14%
Classroom Teacher, 29%
Volunteer or Guest, 3%
Other, 5%

Weekly Hours Worked in the Program

0 to 4 hours — 35%
5 to 9 hours — 31%
10 to 20 hours — 26%
21 or more hours — 9%

Number of Years Worked in the Program

This is my first year	1 year	2 years	3 years	4 years	5 years or more
44%	6%	18%	6%	5%	20%
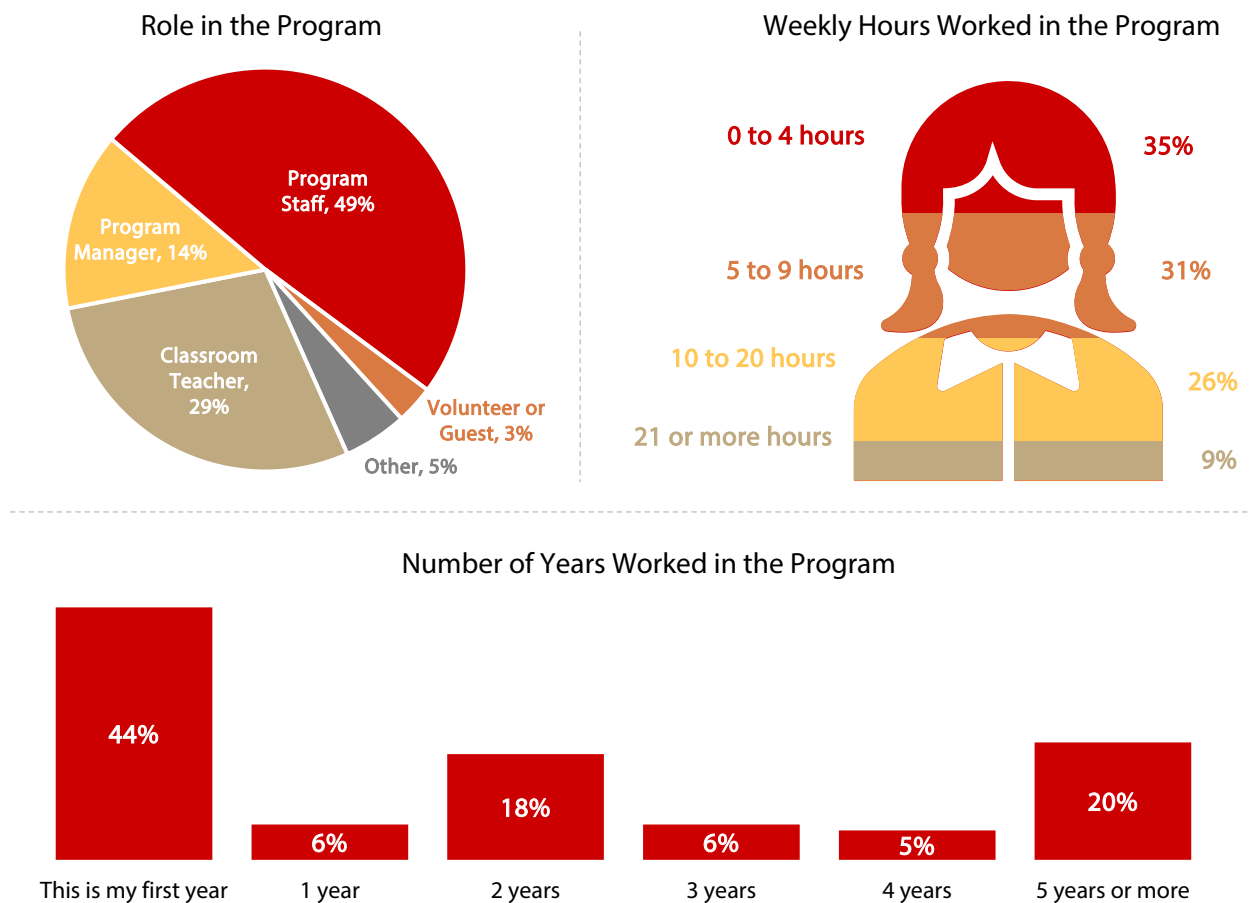
ION Building Blocks/Behavior Management Institute Post-Event Survey (Round I only)

The UEPC designed a brief online survey that the ION team administered following a training they facilitated for ICPfY program managers. The training focused on ION's Building Blocks, as well as behavior management strategies for elementary and middle school students. The ION team conducted this training in October 2021 for all Round I program managers. The survey asked about participants' perceptions of the training content and delivery, including their satisfaction with the training, usefulness of the material, and how they planned to implement the strategies and tools that were shared. The survey was programmed in Qualtrics to be completed on a computer or mobile device. The UEPC sent the survey link to the ION team to distribute to participants via email following the training.

Nine of the 12 (75%) Round I program managers completed the survey. ION did not provide the Building Blocks/Behavior Management Institute for Round II program managers. Therefore, data from this survey are used minimally throughout the report and should be considered cautiously, as they represent only one of the two rounds of funded programs.

Program Manger Interviews

The UEPC conducted individual interviews with ICPfY program managers in the Spring of 2022. The purpose of these interviews was to discuss specific progress made on program objectives, successes and challenges encountered throughout the program, and opportunities for growth as the program team continues to strengthen resources and expand program services. ION provided the UEPC with a list of program managers' names and email addresses. Most programs had one manager, and one program (a collaboration between a community organization and a school district) had two managers. The programs through Girl Scouts of Silver Sage in Rounds I and II had the same manager. The UEPC sent out an interview sign-up spreadsheet in a group email to all program managers and followed up one week later in a group email to those who had not signed up. Overall, as shown in Table 2, 17 interviews were conducted with managers representing 18 of the 19 programs in Rounds I and II (the GSSS manager discussed both programs in one interview). The interviews were held virtually through Zoom and lasted between 15 and 30 minutes.

Each interview was recorded and transcribed, and transcripts were coded deductively and inductively using initial and focused methods (Saldaña, 2016). A codebook was developed based on concepts from the evaluation questions and ICPfY grant objectives. Data that did not align with these concepts were coded inductively, using program managers' language and experiences. Codes were then organized into categories and themes in relation to the evaluation questions.

ION Documents/Data

In addition to surveys and interviews, the UEPC reviewed documents and data collected by the ION team as part of their grant administration and monitoring activities. Specifically, ION shared the initial grant applications for approved ICPfY programs, data from programs' mid-year and end-of-year grant progress reports, and site visit protocols completed by ION staff during in-person visits to select programs.

All Round I & II programs submitted an initial grant application that described the structure, services, participants, and desired outcomes for their program.[2] The applications were useful in comparing the original approved program plans with the actual implementation of services as described during program manager interviews and progress reports.

To monitor programs' progress in spending grant funds and meeting their goals, ION staff created standard mid-year and end-of-year progress reports that were distributed to program managers to complete. On behalf of ION, the UEPC programmed the report templates online via Qualtrics and distributed the links to all program managers. The mid-year progress report was available to complete between January and February 2022 for Round I programs, and between March and May 2022 for Round II programs. All programs in Rounds I & II submitted a mid-year progress report. Program funding for Lakevue Y Kids/Treasure Valley YMCA ended in 2021, so their program manager was not asked to complete a mid-year progress report but did complete an end-of-year progress report in December 2021. The end-of-year progress report for all other programs in Rounds I & II was available to complete between May and September 2022

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[2] Girl Scouts of Silver Sage submitted an application for their Round I program at Taft Elementary but did not submit a separate application for their Round II program at Teton Outdoor School.

Finally, as part of the ICPfY grant administration, the ION team traveled to six programs across the state (see Table 2) in the Spring of 2022 to conduct program observations and meet with program managers, staff, and students. The purpose of these visits was for the ION team to see firsthand the program services being offered, and to document the extent to which those services aligned with the stated program plans within the approved grant applications and the larger ICPfY goals. ION staff, with assistance from the UEPC, developed a site visit protocol that they used to record notes during each site visit. The protocol included prompts related to personnel/leadership, program implementation (including evidence-based practices), congruency with proposal goals, partnerships/collaborations, and student discussion questions. ION shared the six completed protocols with the UEPC to include in the document/data review for the evaluation. Information from the site visit protocols is interspersed throughout the report to provide examples of current program practices, including those related to program quality, as defined by ION's Building Blocks.

Together, the initial program applications, mid-year and end-of-year progress reports, and ION site visit protocols were analyzed systematically in relation to three of the four evaluation questions (see Figure 1). Themes from the review were primarily used to corroborate, exemplify, and add nuance to findings that stemmed from surveys and interviews.

Limitations

There were several limitations to the data that were collected as part of the ICPfY evaluation. First, because we did not have information on how many total families and staff were associated with each program, we were not able to calculate response rates for the family and staff surveys. Therefore, we do not know how well the survey data represent all families and staff in each program. Furthermore, several programs had 0 responses to the family and/or staff surveys, and we are unsure whether the low response was due to program managers not distributing the survey links, families and staff choosing to not engage in data collection activities, barriers related to survey accessibility (e.g., internet access), or other factors. Another limitation was that students' perspectives were not directly included in data collection activities. While ION staff were able to talk to some students during their site visits to select programs, these programs—as well as the students they talked to—were not randomly selected or representative of all programs and students. For future evaluation efforts, we might consider incorporating funds in the budget for site visits to a purposeful sample of programs, conducted by the UEPC team and involving focus groups with students, as well as their classroom teachers. Finally, the data collected for this evaluation were retrospective, as opposed to assessing program quality and student outcomes both before and after program implementation. To draw stronger connections between ICPfY funds and program quality/outcomes, we might consider a pre-post design for future evaluations.

Evaluation Findings

To what degree are programs implemented as intended in relation to the project objectives stated in the original proposals?

Overall, programs were implemented as described in their approved grant applications, supporting increased program attendance, staff, affordability, and operating hours.

Program teams in both cohorts generally implemented program services as described in their original grant applications. While specific goals varied by program, most programs aimed to increase the number of daily attendees or the number of open slots for students, along with hiring more staff to support a larger program. In some cases, this was critical to the success of the program because it was being implemented for the first time at the site, or because it was re-opening after being shut down for over a year due to the COVID-19 pandemic. Many programs also identified goals related to affordability and utilized ICPfY funding to successfully award full or partial scholarships, either to all program participants or those most in need (e.g., low-income families). Fewer programs intended to expand their operating hours, but programs with goals in this area were able to increase the number of days that programming was offered or increase the number of classes that were offered during their typical hours.

Successful program implementation was due in part to the leadership and support provided by school districts, local community boards, and program managers.

Staff survey respondents attributed much of their program implementation and success to the support they received from personnel within school district departments, local school or community organization boards, and the program managers themselves. The ongoing support from various individuals both inside and outside of the programs helped staff access needed resources and supplies, while also empowering them to use their skills and interests to best support students and families. The representative comments below, from program staff who completed the staff survey, illustrate the nature and impact of this type of support.

- I get great support from the district's child nutrition, maintenance, and transportation departments. My superintendent and business manager are also very supportive.

- Our director is always there to provide whatever is needed.

- I truly appreciate the communication and support from the director, board, and coworkers! Working with other people who are passionate about supporting the social-emotional and overall learning of children keeps me inspired. This program provides a lot of flexibility in curriculum, which allows each instructor to share their interests and knowledge with the students!

- My program director does a great job helping me obtain materials to enhance and enrich what I'm doing. I plan an extension of the academics from the regular school day. This time helps struggling learners to gain more practice time and more introduction of skills time.

Program teams were creative and flexible in hiring staff to implement program services that were outlined in their approved grant applications.

In the face of ongoing staffing challenges that have been widespread since the onset of the COVID-19 pandemic, many of the ICPfY program teams had to be innovative in their hiring practices to fill positions according to their approved program plans. During individual interviews and grant progress reports, several program managers addressed their recruiting and hiring strategies. For certified teachers, they noted that financial incentives played a key role after the difficulty of the pandemic. One program increased wages for all positions to retain and hire high-quality staff, explaining that this change helped them "find the right people." Other programs looked beyond school staff, from stay-at-home parents to high school students and college interns. One manager established an apprentice program to begin training 11th and 12th grade students to become staff members in the future.

In addition to internal hiring challenges, some programs were affected by staff shortages or other pandemic-related issues with external individual and organizational partners. Occasionally, this resulted in having to cancel activities or classes that relied on these partners (e.g., field trips that required transportation, classes that required specialized instructors (like hunter's education). However, program managers were efficient and creative in identifying solutions to shortages when possible, such as coordinating replacement activities and instructors, and reallocating funds in ways that allowed current staff to serve more participants. For example, one program manager explained: "Because of staffing shortages, we added some of the costs allocated to personnel and shifted them to supplies in order to run back-to-back classes to serve as many students as wanted to participate."

Overall, while each program was faced with unique circumstances, most succeeded in staffing their programs and implementing services as outlined in their applications. The following statements from program manager interviews reflect some of the creative decisions and approaches to ensuring that programs had the necessary staff to effectively serve their students and families.

- We reached out to stakeholders and the leadership group up at the high school, who's also a friend of mine and said, "Hey, I've got some great kids up here." I'm like, "Hey, let's, let's get some kids down here." So, we have two high school students that are employed with us.

- We did open it up to the certified teachers in the building. We did have three that wanted to participate in the afterschool program. Then we looked outside of the school for maybe stay-at-home mothers that are certified teachers that you know don't want a full-time job, but still were interested in using their teaching skills.

- …It's ended up working that we've done our homework the first part of our session. So [the certified teachers] only have to stay for about 45 minutes after their allotted time. And so they're like, "You know what? If it's only 45 minutes – " and paying them $25, I feel, is an enticing amount, that they're like, "You know what? I can do it for that amount."

- I employ three high school students right now. I had two that came to me and say, "Hey, we want to do our senior project with you. Can we do that?" And I said, "Yeah, I would love to have you." So they came and did their senior project. They scored like 95 out of a 100 on their senior project. Then they say, "Can we just come and work with the kids? We're done, we just want to come be there." I said, "Yeah, how about if I pay you?" "You can pay us?" I said, "Yep."

- We have a three to five-year-old program and a six to eight-year-old program. And so, those older 17-, 18-year-old students, they're starting to age out of our program. But we're like, "Hey. Why don't we train you to be [staff]…" You know, it just furthers our culture and furthers our community. And that's been the big sort of thing we've been tapping and talking through.

What are the current levels of program quality as defined by ION's Building Blocks?

The ION team developed a set of program quality standards to guide OST programs statewide in their efforts to develop and sustain quality services for youth and families. The *Building Blocks for Out of School Time Quality* ("Building Blocks") offer a self-assessment to give programs a baseline understanding of, and then help them monitor progress across, the following areas: Intentional Program Design; Supportive Relationships and Environments; Youth Voice, Leadership, and Engagement; Responsiveness to Culture and Identity; Community, School, and Family Engagement; Organizational and Leadership Management; Ongoing Staff Support and Volunteer Development; and Youth Safety and Wellness. Below is a summary of current levels of program quality among the ICPfY grantees for each of these Building Blocks based on a synthesis of relevant survey data from families and program staff, along with examples and details from program manager interviews.

Intentional Program Design

Intentional program design refers to how programs identify the needs of students and offer a variety of developmentally appropriate activities and services to meet those specific needs. The program has specific goals and outcomes that are directly connected to all program activities and decisions. Across all Round I and Round II ICPfY programs, 96% of staff survey respondents

agreed[3] that they know the mission/goals of their program, and 98% felt that they know how to accomplish these goals. This suggests that clear, achievable program goals were identified and communicated to staff. Family survey respondents also offered evidence of intentional program design, as 95% agreed that the program's daily activities are appropriate for their child (see Figure 3).

Figure 3. Staff and family perceptions related to intentional program design

		I Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree
Staff Survey	I know how to accomplish the goals of this program (n=98)	2%			28%	70%
	I know the mission/goals of this program (n=98)	2%	1%	1%	31%	65%
Family Survey	This program's daily activities are appropriate for my child (n=206)	3%	1%		32%	63%
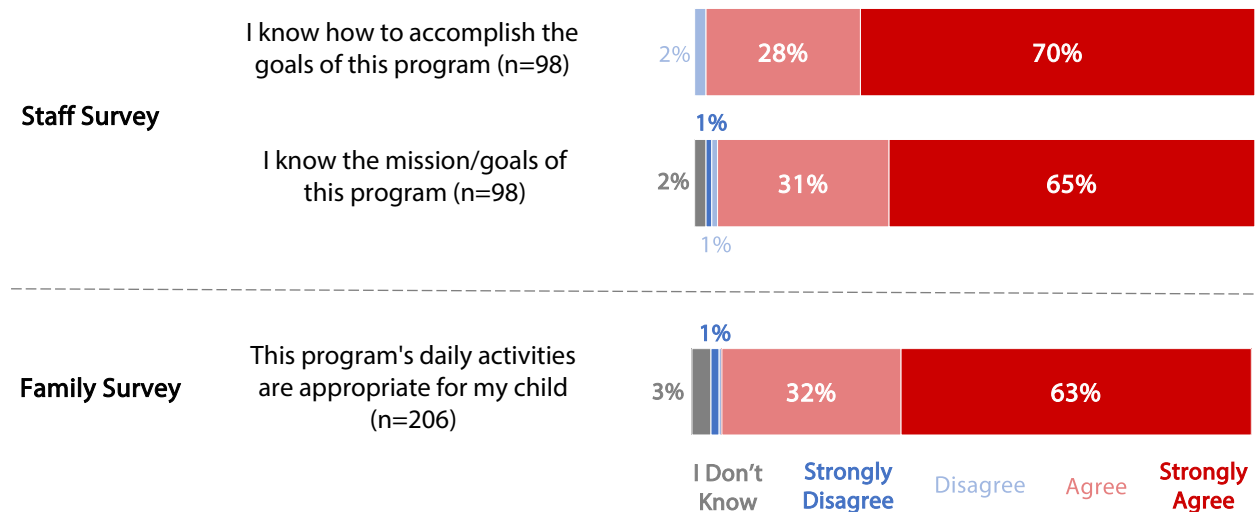
Supportive Relationships and Environments

Supportive relationships and environments are critical to the quality of OST programs. This includes creating a welcoming, engaging environment for all program participants and their families, as well as for staff working in the program. Relationships that are developed among students and staff create a sense of belonging and security for all.

As shown in Figure 4, across ICPfY programs, almost all families are satisfied with and have positive perceptions of the program environment for their children. Furthermore, staff expressed high levels of comfort in the program environment, specifically in interactions with colleagues. This suggests that supportive relationships commonly exist between and among program managers and staff in ICPfY programs.

Staff were also asked about the program environment with regard to their students. Almost all staff survey respondents (97%) indicated that they know their program's standards for student behavior, and one in five staff (20%) felt that there are too many disruptive students in their group. Some staff members may need additional strategies to manage disruptive students (based on their program's behavior standards), as well as opportunities to request support if they feel overwhelmed by the number of disruptive students in their group.

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[3] Throughout this report, the term "agree" encompasses respondents who selected either "agree" or "strongly agree."

Figure 4. Family satisfaction with the program environment

Family Survey

My child enjoys attending this program (n=207): 1%, 1%, 1%, 34% Agree, 63% Strongly Agree

Overall, I am satisfied with this program (n=205): 5% I Don't Know, 1%, 1%, 25% Agree, 68% Strongly Agree

I Don't Know | Strongly Disagree | Disagree | Agree | Strongly Agree
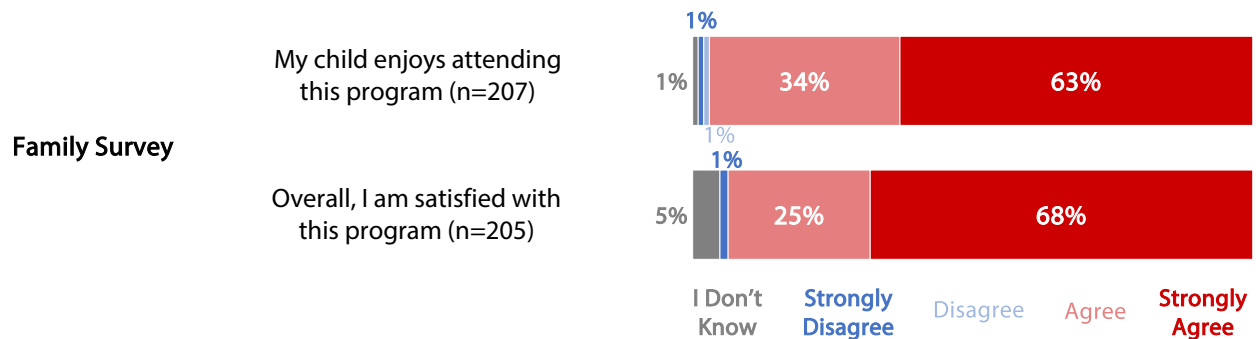
Figure 5. Staff perceptions of supportive relationships with colleagues

Staff Survey

I feel comfortable talking to other program staff (n=98): 26% Agree, 74% Strongly Agree

I feel comfortable talking to the program director (n=98): 1% I Don't Know, 18% Agree, 81% Strongly Agree

I Don't Know | Strongly Disagree | Disagree | Agree | Strongly Agree
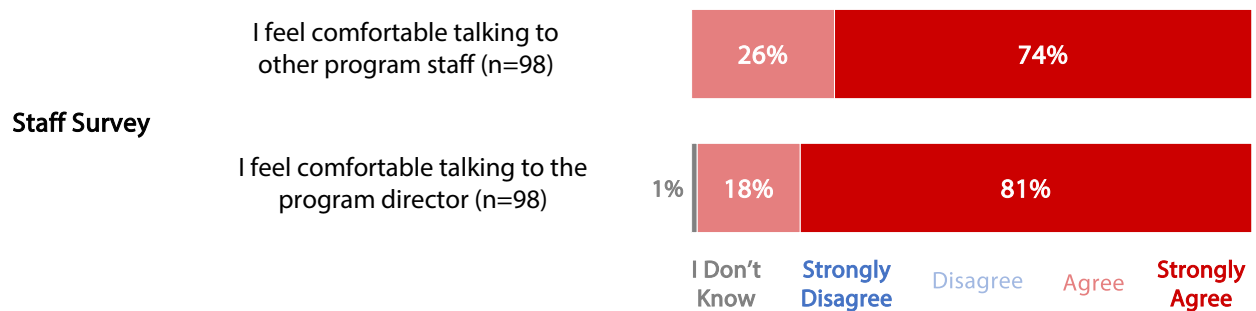
In addition to responses from the staff and family surveys, program manager interviews also highlighted the relationships that were built among students and staff within the programs. While some program managers talked about the sense of belonging, connection, and trust that students developed with staff mentors, other managers described the importance of positive relationships formed between students through program activities. For example, one program manager described the impact of a supportive environment for students: "…They're not going to be dropouts, they're not going to be lost in the system, you know, they feel like they belong, they have a purpose." Another manager described the progress that one student made in positive interactions with peers: "You know he came not knowing how to interact with kids. He came not knowing how to play a game and lose and have good sportsmanship. He has come so far."

Youth Voice, Leadership, and Engagement

Quality OST programs offer participants opportunities to engage in new experiences across a variety of content areas. Additionally, they provide ways for students to share ideas and feedback, have choice in program activities, and develop leadership skills. Across all ICPfY programs, over 80% of staff survey respondents reported that students are asked for ideas and feedback about program activities (86%), have choice in the activities they participate in (89%), and have opportunities to be leaders (81%). During the ION site visits, one student explained that they have opportunities to volunteer to help program staff who are giving instructions and

demonstrations during hands-on activities, like cooking. In another program, the manager established a formal youth advisory committee to solicit student input and assistance planning activities, though this was not a common practice across programs. Family members also provided evidence of youth engagement, as 93% of family survey respondents agreed that the program is providing new experiences for their child (see Figure 6).

Figure 6. Staff and family perceptions related to youth voice, leadership, and engagement
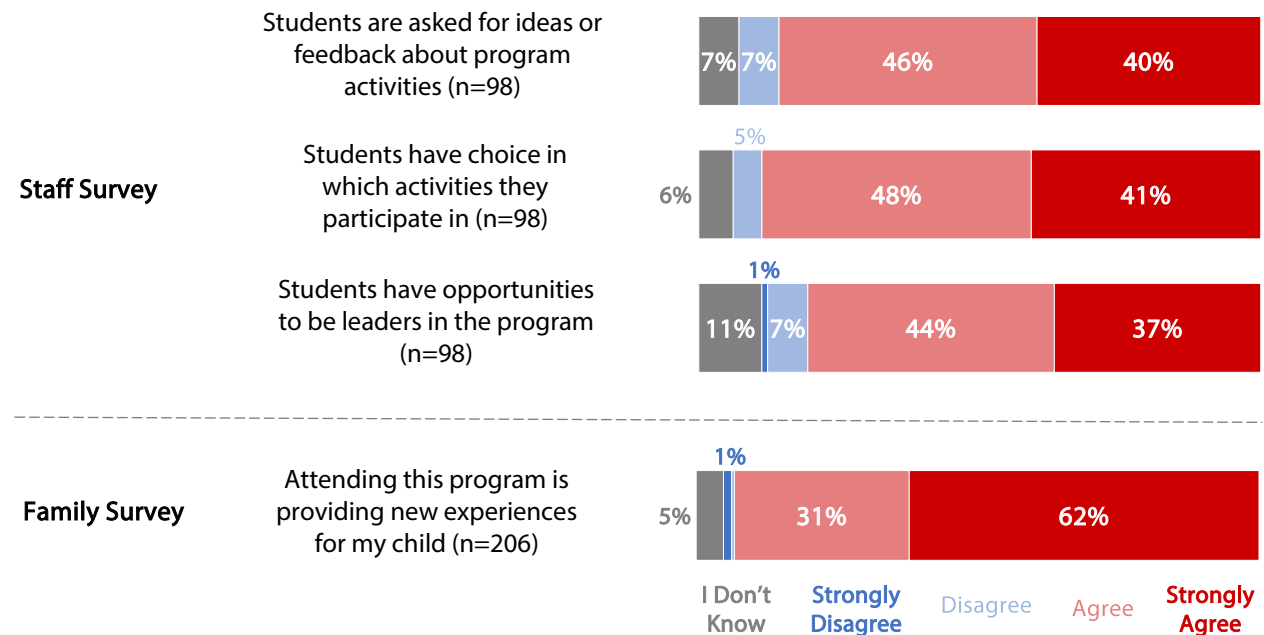
Responsiveness to Culture and Identity

In addition to promoting youth voice and engagement, quality OST programming should also recognize and be responsive to students' cultural backgrounds. This is important for understanding and celebrating students' identity development, as well as engaging with families and their communities. Overall, across family and staff survey respondents, staff generally had clearer and more positive perceptions of their program's culturally responsive practices (see Figure 7). For example, 89% of staff agreed that their program honors students' cultural backgrounds, 1% disagreed, and 9% did not know. On the other hand, 60% of families felt that the program honors their family's cultural background, 5% disagreed, and 35% did not know. The high percentages of families who indicated not knowing about programs' cultural responsiveness suggests that families may not receive information or be engaged in ways that highlight program objectives and progress related to this Building Block. Notably, over one quarter (27%) of program staff agreed that they have trouble communicating with students in their group who do not speak English. This likely contributes to program environments that may not feel culturally inclusive for all students. One program addressed this challenge by inviting their partner school district's ESL director to be part of their program's steering committee, and by offering daily ESL classes during homework time for students who speak little or no English.

Figure 7. Family and staff perceptions of their program's responsiveness to student culture and identity
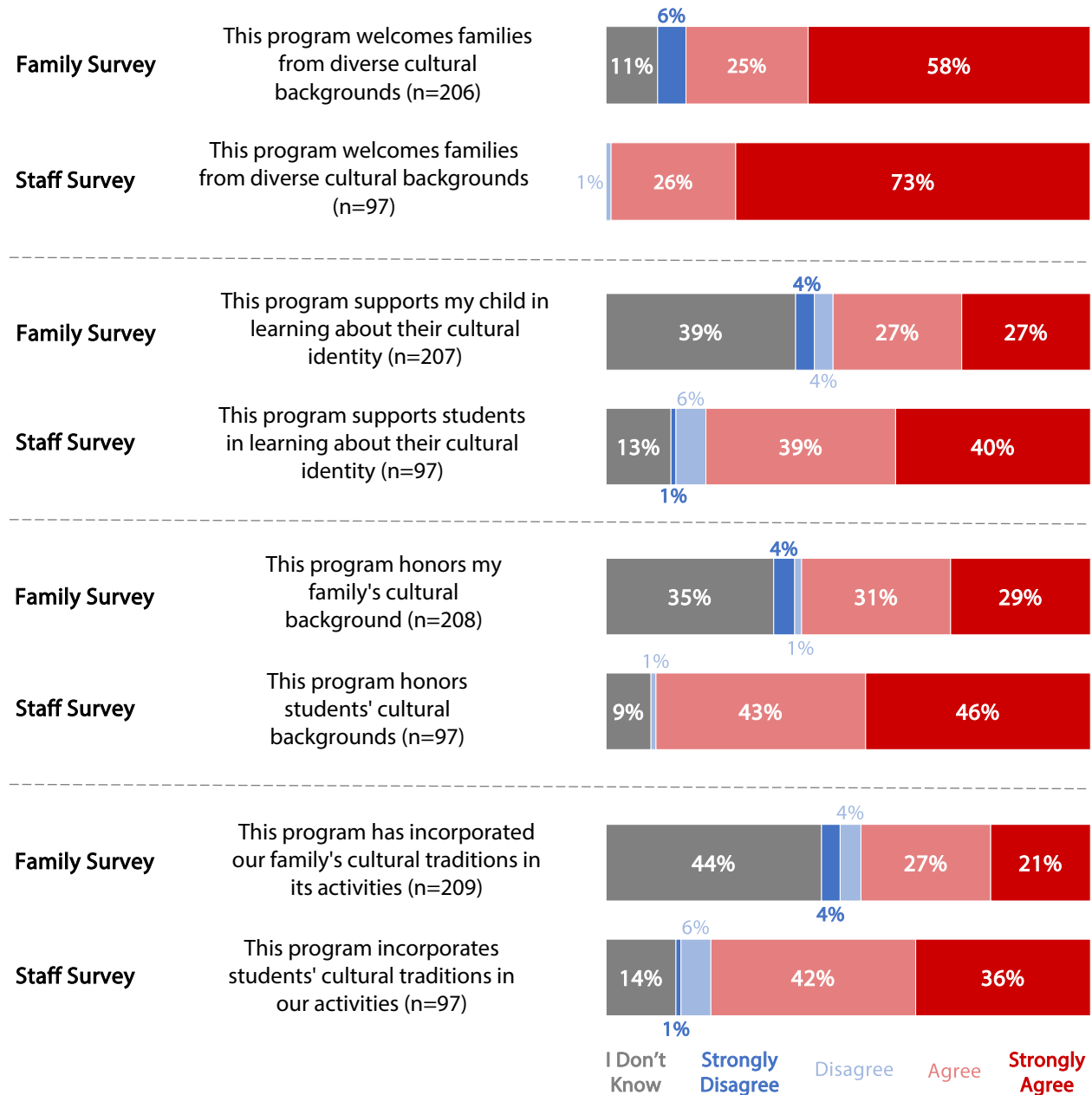
Family survey respondents were also asked their own cultural engagement in the program and the approachability of program staff. As shown in Figure 8, most families agreed that staff members talk to them in a warm, respectful manner (89%) and felt comfortable talking to program staff (88%). However, only 37% of family members indicated that the program had invited them to share their cultural perspective, and 44% did not know whether they had been invited to share. Overall, ICPfY programs might consider expanding opportunities for families to share their culture and providing clear communication about these opportunities, which would ultimately increase pathways for family engagement and cultural responsiveness.

Figure 8. Family perceptions of staff members' cultural engagement and approachability

Family Survey

This program has invited me to share my cultural perspective (n=209)
- 44% | 5% | 13% | 24% | 13%

I feel comfortable talking to staff members at this program (n=208)
- 7% | 4% | 1% | 26% | 62%

Staff members talk to me in a warm, respectful manner (n=209)
- 6% | 5% | 24% | 65%

Legend: I Don't Know | Strongly Disagree | Disagree | Agree | Strongly Agree
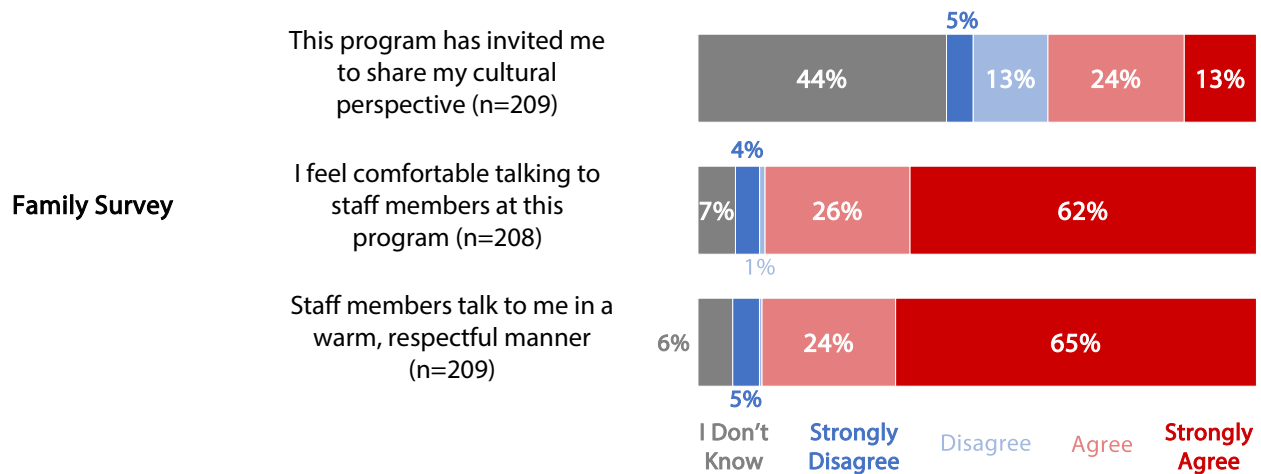
Community, School, and Family Engagement

Quality OST programs establish and maintain strong connections with families, schools, and community partners. Communication with these groups focuses on sharing progress towards student and program outcomes, seeking support and resources for various challenges that arise, aligning programming with school-day content and policies, and working as a collaborative team to create conditions to maximize student success. Engagement with community partners varied across ICPfY programs and was discussed more frequently in mid-year and end-of-year progress reports than during interviews with program managers. For some programs, this engagement and collaboration were critical to their success because the host site(s) and participants came through partner organizations, including schools, community centers, outdoor education facilities, libraries, and hospitals. For most programs, community engagement was centered around community partners that provided services, staff, or resources for certain aspects of the program. One program that had many community organizations involved in their programming indicated that the partnerships helped their local community, as a whole, become more aware of and involved in supporting the program and its goals.

School engagement was discussed frequently during program manager interviews. Connections with the school were often intertwined with family engagement and communication, exemplifying the role of collaborative teams in supporting school-day alignment and student success. ICPfY managers' experiences with school and family engagement are highlighted in the examples below, illustrating the range of approaches and progress of school engagement efforts.

■ We use the same curriculum and skills that the kids are learning throughout the day and then we just build on those. So we closely are connected with their school-day teachers.

- We are slowly winning over the rest of the school. You know last year it was kind of the program that everybody—*[sighs]* "Oh the afterschool program," you know? *[laughs]* But we're slowly gaining support and people are seeing the value, parents are seeing the value, and they're appreciative and it's exciting.

- I guess our biggest way we've been able to get those families [involved in the program] is, yeah, working together with the schools and teachers.

- I would say we're not necessarily doing like any like formal, sit down, you know here is you know their grades and stuff like that. I would say a lot of it is more like informal, just checking with teachers and parents and kind of like those anecdotes from families.

- …And then any kids that I've noticed maybe like academically or behaviorally needs some extra help I've gone up to their teachers and just like checked in with them to learn more about either their IEPs [Individualized Education Programs] or even tips and tricks for helping them.

The nature and extent of ICPfY family engagement was explored further through the family survey. As shown in Figure 9, most families were not involved in day-to-day programming, with only 10% reporting that they helped plan program activities and 15% reporting that they volunteered in the program. Over half of families visited the program (59%) or attended program events (59%).

Figure 9. Family participation in the program (n=222)

10%   …have helped plan program activities

15%   …have volunteered in this program

59%   …have visited this program

59%   …have attended events hosted by this program (e.g., meetings, performances, family nights)

Figure 10 provides a more detailed breakdown of how many program events families reported attending in the 2021-22 school year. Some programs offered activities that intentionally incorporated family members' involvement alongside their students, such as social-emotional learning classes and cooking classes. Considering the needs of families with multiple children, 19% of survey respondents indicated that the program makes childcare available for their other children during family events, and 55% of respondents did not know whether childcare was

provided. ICPfY programs might consider expanding opportunities and communication around childcare support during family-oriented program events.

Figure 10. Number of program events attended by families (n=211)

0 events	1 event	2 events	3 events	4 events	5 or more events
41%	16%	20%	9%	5%	9%
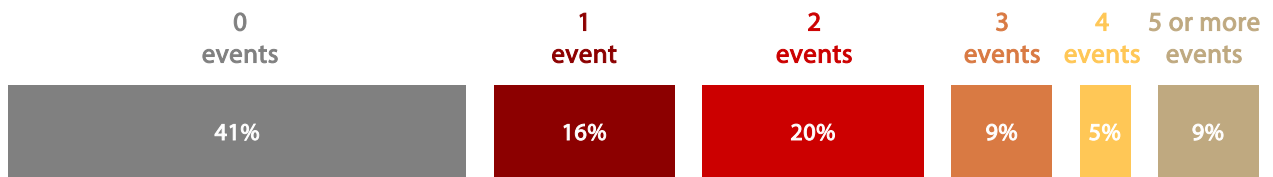
At the heart of family engagement is effective communication and scheduling by program leaders and staff. Family survey respondents were asked how various aspects of program communication and scheduling align with their preferences and needs. Overall, families had positive perceptions, with over three-quarters of respondents agreeing with each item shown in Figure 11. In particular, almost all families felt that program information was easy to read (90%) and in a language they could understand (94%). There were small numbers of families who felt that their child's program did not stay in close contact with them (9%) and did not take their work schedules (7%) or preferred modes of communication (7%) into account.

Figure 11. Family perceptions of program communication and scheduling

This program takes my work schedule into account when making the program schedule (e.g., start and end times, days/times of events) (n=215): I Don't Know 16%, Strongly Disagree 5%, Disagree 2%, Agree 33%, Strongly Agree 43%

This program stays in close contact with me (n=205): I Don't Know 5%, Strongly Disagree 2%, Disagree 7%, Agree 37%, Strongly Agree 48%

This program communicates with me in ways that are easy to read or understand (n=206): I Don't Know 5%, Disagree 3%, Agree 35%, Strongly Agree 55%

This program provides information in a language I can understand (n=207): I Don't Know 3%, Strongly Disagree 2%, Agree 34%, Strongly Agree 60%

I know how to reach program administrators or staff members by phone (n=207): I Don't Know 5%, Strongly Disagree 2%, Disagree 4%, Agree 35%, Strongly Agree 54%

This program asks me about my preferred mode(s) of communication (n=207): I Don't Know 13%, Strongly Disagree 2%, Disagree 5%, Agree 37%, Strongly Agree 42%

This program keeps me informed of program policy or schedule changes that could affect me (n=207): I Don't Know 7%, Strongly Disagree 2%, Disagree 2%, Agree 36%, Strongly Agree 52%

Legend: I Don't Know, Strongly Disagree, Disagree, Agree, Strongly Agree

To better understand programs' approaches to communication with families, program staff were asked how, and how often, they contacted their students' families throughout the school year. As shown in Table 4, over half of program staff reported communicating with families in person (64%), during program events/activities (63%), or through paper flyers/mailings (57%). The least common methods were text message (33%) and individual emails (35%). Notably, some staff survey respondents indicated that communication with families was not part of their role and was handled by staff in other roles, such as program managers or teachers. Among program staff who used these various communication methods, in-person conversations typically occurred multiple times per week, while phone calls, text messages, individual emails, paper flyers/mailings, and communication during events/activities occurred monthly. For staff who sent out group emails/online posts, the frequency was more varied, ranging from several times a week to once a month. In addition to these direct communication methods, some family survey respondents also reported receiving information about the program through their children.

Table 4. Staff perceptions of their methods and frequency of communication with families (n=95-96)

Communication method	Percentage of staff who utilized this communication method	Frequency					
		Daily	2-4 times a week	Once a week	2-3 times a month	Once a month	Once a year
In person (e.g., pickup after program)	64%	26%	23%	16%	16%	16%	3%
Phone call	40%	3%	8%	13%	13%	45%	18%
Text message	33%	3%	28%	13%	16%	34%	6%
Individual email	35%	9%	6%	18%	12%	31%	24%
Group email/online posts	44%	7%	19%	25%	21%	21%	7%
Paper flyers/mailings	57%	0%	5%	16%	27%	48%	4%
Events/program activities (e.g., family night)	63%	0%	5%	8%	22%	45%	20%

Note: Table 4 is presented as a heat map, with darker shades representing higher frequencies and lighter shades representing lower frequencies.

Organizational and Leadership Management

Quality OST programs have well-developed processes and systems, sound fiscal management, and a clear, institutionalized leadership structure to ensure quality programming for students and families. Overall, staff survey respondents shared positive perceptions of program leadership, highlighting the role of program managers in creating environments that are enjoyable and impactful for both students and staff. The following comments exemplify these positive sentiments.

- The manager of our program is very positive and keeps the staff and students working together and having fun.

- The program director is outstanding. She is welcoming to everyone, and always has great ideas. I do not feel she could be easily replaced. One of the reasons I'm willing to work in the afterschool program is because of her.

- The program director and staff have worked tirelessly to make this into a solid program. There are still some improvements that need to be made, but what is currently being done has benefited our students in many ways.

In the survey, ICPfY staff were also asked about other aspects of organizational management, including their satisfaction with program resources and what additional supports they need to be most effective working for their program. Only 11% of respondents felt that limited resources hinder their ability to achieve program goals, which suggests that most program staff had sufficient resources to implement programming as intended. When describing additional supports needed for continuous program improvement, staff survey respondents commonly

discussed hiring more program staff (particularly full-time, experienced staff), while others described potential changes to the program structure and schedule, and the need for additional dedicated space for programming. The comments below represent examples of these three areas of additional support that would be helpful for continuous improvement: staffing, program structure/schedule, and physical space.

Staffing

- It would be great if there were more staff members. With the few people we have, we can't have all of the kids at one time and have to split them into groups.

- To be more effective, additional staff members would be helpful so we could have all the kids back together again as a group.

- Full-time staff would be amazing. Having that consistency of adults that the students know and will respect will provide a better support system for the employees and the students.

- [Our program needs] experienced staff so we can bring back full attendance.

Program Structure/Schedule

- [Our program needs] a certified teacher who does a 15-minute homework help or academic "boost" with our afterschool kids.

- There are a couple structural things that we can change on our end to make things flow better. A few examples are ending earlier (around the end of April and beginning of May) and have some more staff with designated schools.

- [Our program needs] rotations and staff equipped to present different activities.

- [Our program should] go back to a longer day to help support children that need more one on one help.

Physical Space

- The program needs a space of its own, like a classroom, so they can display projects they are working on or to have the ability to work on multi-day projects. Right now, they are in the school's cafeteria and have 2 cabinets to store everything they need.

- It would be great to have more space.

- While we appreciate the free space from the school, I could see having our own space benefitting the program.

Ongoing Staff Support and Volunteer Development

Quality programs ensure that all staff and volunteers receive effective orientation, training, and continued professional learning opportunities to best support their work with students and families. This ongoing commitment to staff development and wellbeing helps to create and sustain a motivated and competent team. As shown in Figure 12, staff survey respondents reported that they are generally satisfied with the support and feedback they receive, and they feel that working in ICPfY programs is rewarding and enjoyable. Almost all program staff (96%) agreed that they have received the training needed to do a good job in their role, though they also identified topics that they would want to learn more about during future trainings or professional learning opportunities (see Figure 13). Notably, more than half of staff survey respondents were interested in additional training related to promoting social-emotional learning (55%) and managing behavior (51%). Students' social-emotional development was an explicit goal of the ICPfY grant, and behavior management was one of ION's focus areas for grant support, as discussed later in this report. Therefore, it is unsurprising that staff are thinking about these topics. This finding underscores the need for additional training that reaches all program staff and supports their competence and confidence in these areas.

Figure 12. Staff perceptions of job support, development, and satisfaction

Statement	I Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree
I have the resources I need to do my job effectively (n=98)			2%	34%	64%
I get the support I need from my supervisor(s) (n=97)				21%	79%
I get useful feedback from my supervisor(s) (n=97)	3%		1%	32%	64%
I have received the training I need to do a good job (n=98)			4%	41%	55%
The program director involves staff in important decisions about program operations or design (n=98)	2%	1%	3%	29%	65%
My talents and skills are well-utilized here (n=98)	1%		2%	28%	69%
I find work here rewarding (n=97)				29%	71%
I enjoy working here (n=98)				30%	70%

Legend: I Don't Know | **Strongly Disagree** | Disagree | Agree | **Strongly Agree**

Figure 13. Percentage of staff survey respondents who are interested in future trainings or professional learning opportunities, by topic

55% Promoting social-emotional learning	**51%** Managing behavior	**41%** Engaging with families	**38%** Supporting academic learning and skill development
38% Addressing learning loss and other impacts of the COVID-19 pandemic	**33%** Collecting and using data for program improvement	**31%** Working with English language learners	**25%** Aligning programming with the school day
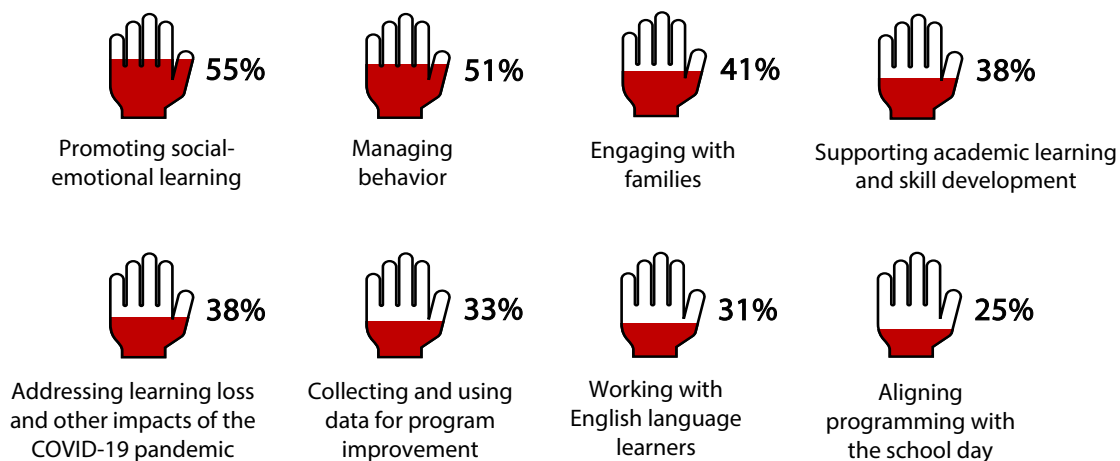
Youth Safety and Wellness

Youth safety and wellness refers to the importance of providing safe, healthy environments with age-appropriate activities for all students. Figure 14 illustrates family members' responses to survey questions about their trust in the program staff and perceptions of care that their children receive. Overwhelmingly, families reported that they trust program staff (94%) and feel that their children are in good hands during the program (95%). In terms of family satisfaction, 93% of survey respondents were satisfied with the care their child receives in the program. These data suggest that ICPfY programs have a high standard of quality with regard to student safety and wellness.

Figure 14. Family perceptions of youth safety and wellness
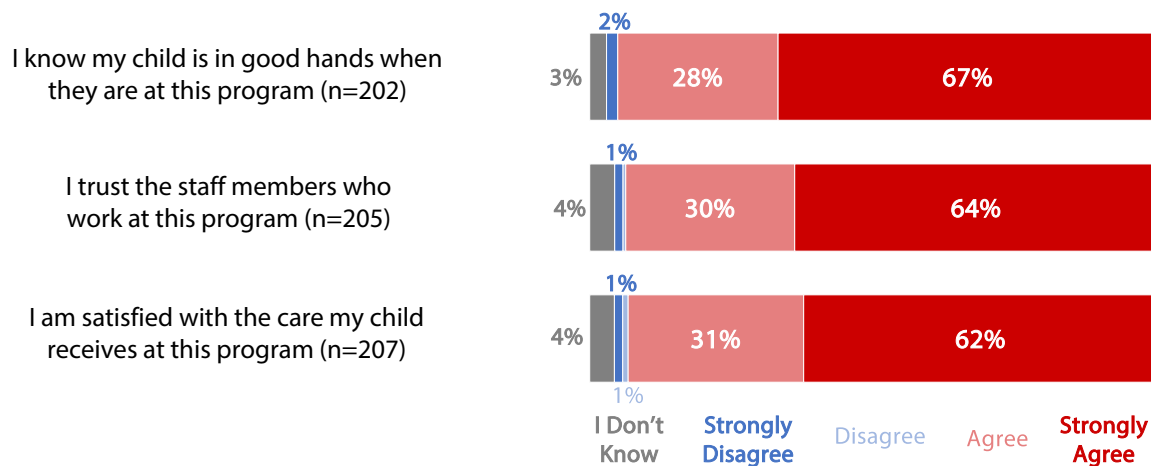
In addition to the family survey responses, some program managers discussed their continued focus on student safety and wellness. Specifically, during interviews, they highlighted the importance of their programs being a safe place where students can go after school, particularly in rural areas that do not offer many other options. As one manager explained: "It matters in the sense that if there's not [our program], there's nothing. Does that make sense? If you live in a larger area, there are other options. There's not for our [students]." Other managers shared examples of how their programming is flexible and adaptable to prioritize student wellness and meet their needs:

■ I have kids come in on like a Tuesday afternoon or a Monday afternoon and they just need a place to be for an hour or two, I can pull those things out, it's not a formal program, but it's a very open program and they can use the materials.

■ We've always kind of had [a yoga instructor] come in and you know she specializes in kids' yoga too, so it's started out as more as kids' yoga, but then when school started I was having parents come up to me and being like, "You know, John in kindergarten was great at socializing and now that we're back to full-time school in second grade I am just noticing he is really struggling." You know, "Are you noticing that?" So that's when speaking with [the instructor] we kind of twisted it—we still do the yoga, but then we also add…more of those [social-emotional learning] focuses with the yoga.

What are the observed academic and social-emotional benefits for students who participate in the programs?

Program staff and families reported improved academic outcomes for students while participating in ICPfY programs, particularly in homework completion, additional learning opportunities, and academic recovery from COVID-19.

Overall, both staff and families had positive perceptions of program participants' progress related to various academic outcomes, as shown in Figure 15 and Figure 16. For example, more than two-thirds (69%) of staff felt that students improved in homework and class participation throughout the program, and 87% of families agreed that attending the program was helping their child succeed academically. According to progress reports submitted by program managers, many programs offered dedicated homework time each day with certified teachers, tutors, and/or peer mentors, often in a small group format. It is interesting to note that one school district has a policy to not assign homework, so homework help was not part of that district's program. Beyond homework time, 93% of families indicated that ICPfY programs provided new learning opportunities for their students. Program managers indicated that these opportunities included literacy and STEM-focused activities (e.g., educational games, math night, book club, reading time) and, in some programs, student participation in academic competitions. These activities often involved partnerships with outside organizations, such as the local public library. One student shared with ION staff during a site visit that she had never been to the library before attending the program, and now she enjoys walking there on a weekly basis. Finally, in terms of addressing learning loss due to COVID-19, 63% of families and 52% of staff felt that program participants caught up on learning that was missed in previous grades, likely due to the additional homework help and academic enrichment provided as part of ICPfY programming. This was one of the main goals of the ICPfY grant.

Figure 15. Program staff perceptions of student academic outcomes
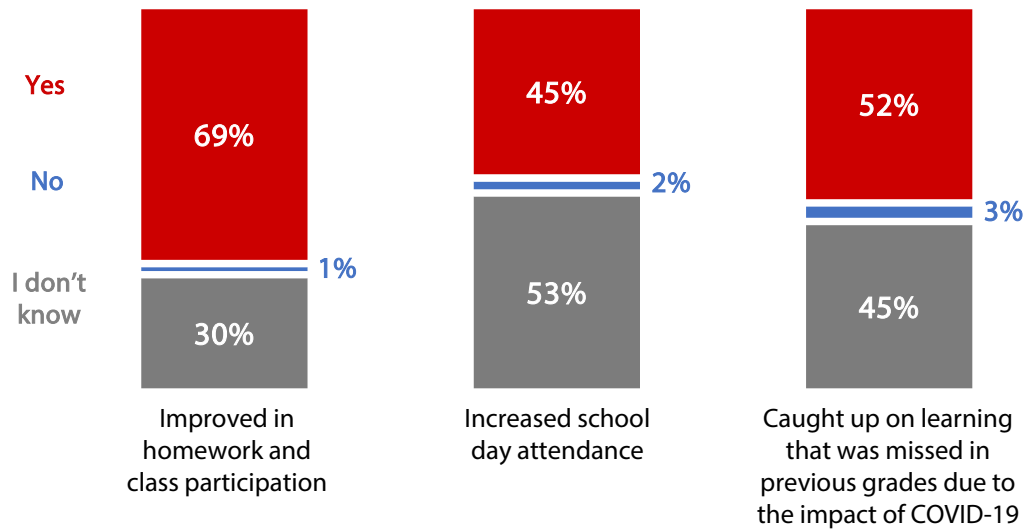
Figure 16. Family perceptions of student academic outcomes
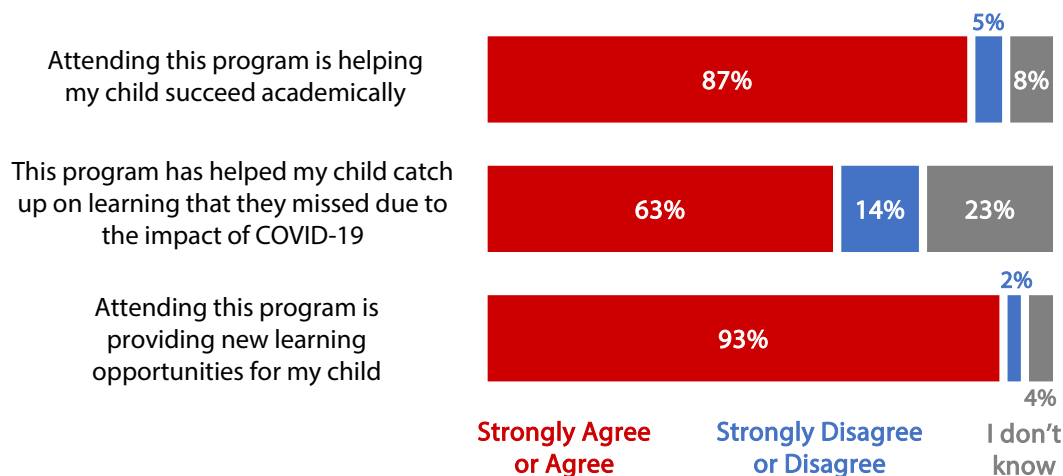
Data from program managers and staff suggest that intentional alignment occurred between ICPfY program teams and school day teachers, and that there are opportunities for additional coordination.

Data related to academic outcomes for students who participated in ICPfY programs, as described above, also provide evidence that program teams are intentionally communicating and collaborating with school day teachers. Many programs employ teachers as part of their staff (sometimes for all program activities, and sometimes only for academic activities, like homework help), which gives students opportunities to connect with their teachers outside of the classroom. During ION's site visits, one student mentioned that he was introduced to various topics during his OST program that he later saw in class. During interviews, program managers further described their strategies to intentionally align their program's academic supports with

the school day/classroom curriculum. Several managers described ways in which they successfully collaborated with school day teachers on student assignments and Individualized Education Program (IEP) goals, as exemplified in the comments below.

- Any kids that I've noticed maybe like academically or behaviorally needs some extra help I've gone up to their teachers and just like checked in with them to learn more about either their IEPs or even tips and tricks for helping them.

- I've even like gone into the kindergarten teacher's classroom and like, "Can I get your sight words for this week?" I had a parent who was worried their kids aren't learning the sight words, so then we just like added those sight words to my little story cube box, you know, and like made it part of the activities.

- I remember [one student's] teacher coming in, it's like to me kind of a great example of that informal, "Anything you guys do would be helpful." And we did, we did a big calendar project. I had bought blank calendars and the kids had to like fill in the numbers, write the, you know, holidays, draw the pictures. And she was like, "This is perfect. Like this is helping him with his numbers, sequencing, you know all those different things in English." Then I would give her some of our extra activities so that he could work on them in the classroom. So that just felt like a really good partnership.

- We use the same curriculum and skills that the kids are learning throughout the day and then we just build on those. So we closely are connected with their school day teachers.

Notably, there were high percentages of program staff who did not know whether participants had improved in school day attendance (53%) or caught up on learning that was missed in previous grades due to the COVID-19 pandemic (45%). This suggests that there are opportunities for additional coordination between ICPfY staff and school staff to work together to ensure that students are attending school and meeting academic milestones that may have been overlooked during the pandemic.

In line with one of the main goals of the ICPfY grant, program staff and families reported improved student outcomes related to behavior and social-emotional learning (SEL) competencies.

Program staff and families were both asked about improvements in participants' behavior and SEL skills. Overall, 63% of staff reported that student behavior improved throughout the program. As shown in Figure 17, the percentage of staff respondents who reported improvements in the five SEL competencies ranged from 92% (self-management; responsible decision-making) to 99% (relationship skills).

Figure 17. Percentage of staff survey respondents who observed improvement in participants' social-emotional learning competencies
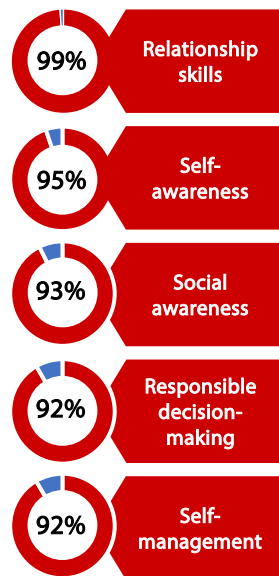
As part of their progress reports and interviews, program managers discussed clubs, lessons, and strategies specifically designed to support students' behavior and social-emotional development, as well as various changes they noticed as a result of these intentional activities. Most programs incorporated SEL activities as a regular part of their programming, either by hiring SEL teachers/guest instructors, or by training program staff to implement specific SEL curricula (e.g., Zones of Regulation, Becoming Me, MindUP). In line with survey respondents' high ratings (see Figure 17), several managers noted that students were collaborating more frequently, displaying more positive social skills and behavioral choices, and developing stronger relationships throughout the program. During a site visit, one student shared with ION staff that "the program makes her feel safe and heard," and that she was being bullied at school but was meeting friends in the program. Additional examples of strategies and impacts related to SEL are reflected in the comments below from program managers.

■ We have a social-emotional club on Tuesdays for students that feel a little marginalized, like they don't belong anywhere else. And that has been wildly popular. That's our most popular day, is Tuesday.

■ We did an inquiry project where every grade level, we started off in kindergarten like, "What does emotions mean?" Or all the way trickled up to, "You know, sometimes I'm feeling anxious, so I might need sensory support. What is a sensory support?" And then all the way to 6th grade of like how our brain works.

■ I think some of the things that we do internally as well is very much reflective practice if you will. Right? As far as, you know, with our teams and working with our [students] and being able to say, "Okay. You know, we're trying to build [students], encourage confidence and character where you have, you know, these outcomes."

■ Most days, we're doing something little, at least, to talk about it and identify our emotions…identifying where they're at emotionally, just to start. There was better self-regulation. We focused a lot on that. We have kids who are dealing with trauma. And so a lot of it was being able to figure out what feelings we're having and how to act those out appropriately, and that we can be angry, but we need to figure out a way to express that appropriately and then find a way to get back into a better situation where we're not angry anymore. So we did see a lot of growth with kids beginning to be able to communicate to us what they were feeling and why sooner, you know?

Like program staff, family members also felt that ICPfY programs helped their children improve in social-emotional areas. Specifically, 88% of family survey respondents said that their child made new friends in the program, and 71% reported that the program helped their child develop skills to overcome challenges related to COVID-19.

Families, as well as students, seem to be satisfied with and appreciative of the ICPfY program experience.

Data from family survey respondents, along with select students who spoke with ION staff during site visits, suggest that they are happy with the support, care, and experiences provided by ICPfY programs. More specifically, 94% of families indicated that they are satisfied with their child's program overall, and 93% of families reported that the program provides new experiences for their child (see Figure 18). Furthermore, according to their families, almost all students (96%) enjoy attending ICPfY programs. One student who spoke with ION staff explained that the program helped him forget about the "bad stuff" he experienced during the COVID-19 pandemic. Other students mentioned that if they were not participating in the program, they would be home alone until their parents arrived home from work, likely playing video games or watching TV.

Figure 18. Family satisfaction with ICPfY program care and experiences for their children
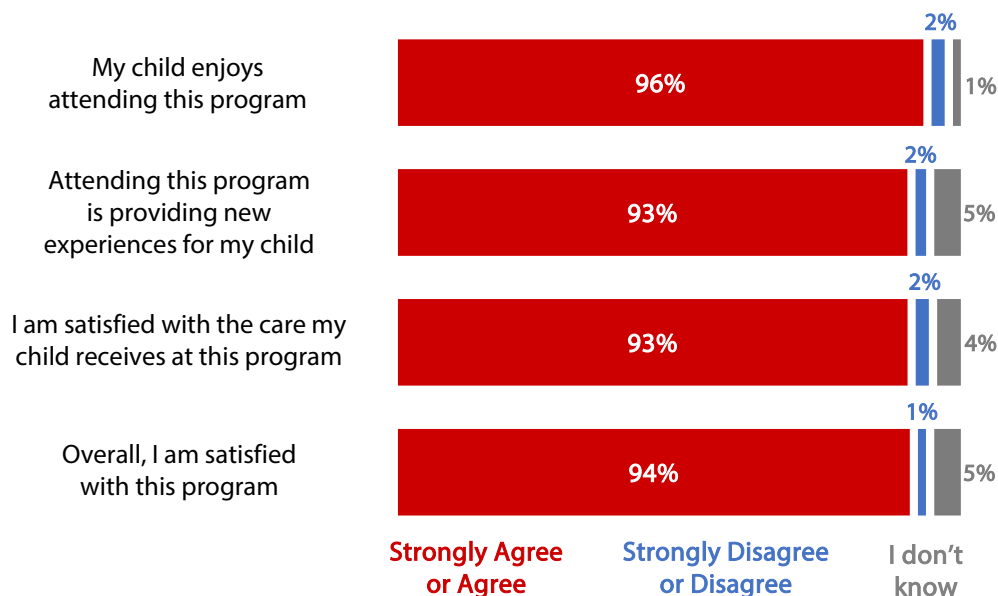
	Strongly Agree or Agree	Strongly Disagree or Disagree	I don't know
My child enjoys attending this program	96%	2%	1%
Attending this program is providing new experiences for my child	93%	2%	5%
I am satisfied with the care my child receives at this program	93%	2%	4%
Overall, I am satisfied with this program	94%	1%	5%

$ To what degree are the programs sustainable (i.e., able to continue in the future with limited additional resources)?

One of the critical challenges for OST programs is how to sustain program services that meet the ongoing needs of all students and families. As noted in the review of literature, Koch and Penuel's (2010) five conditions for program sustainability provide a framework for understanding how ICPfY programs are developing plans to maintain or even enhance services in anticipation of the grant funds ending. While the data collected for this evaluation do not specifically address every one of these conditions, there were two conditions for which ICPfY programs have established entry points to supporting sustainability: *(1) achieving spread through partnerships,* and *(2) sustaining programs through professional development infrastructure.* The following section explores ICPfY programs' progress on these two conditions, as well as another aspect of sustainability that emerged from interviews with program managers—namely, the diversification of financial resources. The other three conditions for sustainability that Koch and Penuel (2010) identified are addressed in the final section of this report, when discussing opportunities for growth across ICPfY programs.

Program teams strengthened current partnerships, and developed new ones, in order to sustain program services for students and families.

In considering the first condition for sustainability, *achieving spread through partnerships,* ICPfY program teams focused on various opportunities with other organizations to sustain, expand, or enhance program services. During interviews, program managers emphasized the importance of nurturing existing partnerships and cultivating new partnerships with various community organizations, local colleges and universities, and mental health agencies to intentionally meet the needs of the students and families they serve. Several programs also established partnerships to provide students with transportation and healthy meals/snacks. The following comments from program managers offer insight into the progress they have made, as well as their desire to broaden partnerships further to ensure program sustainability.

- Some of our goals are to maybe connect more with the community. Now that we have what we're doing here at the school established pretty well, I think we'll continue what we did this year. It seemed to work really well. And I'd like to reach out and get more partnerships in the community. So I'd like to do some visiting and creating relationships that we could bring into the program.

- I want us to be really thoughtful in some of [our services for students]. And then, I'm really excited about—we're also a community school, and we're building some beautiful partnerships with some other people, and I feel like bringing in those other partners into our afterschool program is going to be key.

- I know right now we're working on getting a partnership with the college again through the Music Department and getting some orchestra instruments and so I would love to build a music program to add to the afterschool program. We would have counseling for the kids. You know we'll have that year-round now with [counseling agency] and we have a few other counseling places coming in.

- We have parks & rec, the public library, [outdoor education organization], they come in monthly. So I think the goal would be just continue doing that and even bringing in even more people.

Program teams participated in professional learning opportunities provided by ION to build staff members' knowledge and understanding of out-of-school time concepts and engage in a network of statewide professionals.

The ION team provided several professional development opportunities to the ICPfY program teams throughout the grant period, demonstrating evidence of efforts to *sustain programs through a professional development infrastructure.* During the first month of each funding round, the ION team facilitated a virtual grant orientation for awardees, which included an overview of all grant requirements, an introduction to the UEPC evaluation team and data collection activities, and an overview of the technical assistance that was available through ION staff. In Round I, ION also provided a Building Blocks/Behavior Management Institute for program managers in the first month of the funding period. The Building Blocks training included an orientation to the program quality standards, as well as an explanation of the self-assessment process for teams to identify areas of strength and opportunities for growth in relation to the Building Blocks. The Behavior Management Institute immediately followed the Building Blocks training and provided strategies, tools, and resources for program teams regarding student behavior interventions.

Overall, program staff who participated in the Building Blocks/Behavior Management Institute post-event survey were somewhat (62%) or extremely (38%) satisfied with the professional learning session. Participants shared that they learned important information about program quality and behavior management that they intended to apply to their programs, as described in the comments below.

- The training made me think of key things that our program was lacking and gave me ideas to improve.

- We're becoming more familiar with [the Building Blocks] and really considering how to implement and improve my program.

- I am implementing the Building Blocks into staff training and staff meetings.

- Understanding where we need to focus to make our program more welcoming to children from different cultural backgrounds [is what I took back from the training to use with my program team.]

- This training was very informative and extremely helpful.

Another component to ION's statewide professional development infrastructure is the annual Power-Up Summit, held each year in September, for all OST programs across the state of Idaho. This conference brings program teams together for two days of networking, professional learning sessions, and opportunities to connect with partners to share resources and to enhance program services for students and families. Having just hosted the Power-Up Summit for the eleventh year in 2022, the ION team has established this event as part of the professional development infrastructure for ICPfY programs and other OST programs across the state.

Program teams explored ways to diversify financial resources as much as possible.

During interviews, program managers were asked about their future plans and the resources they would need to maintain existing program services after the ICPfY grant period ended. Understanding the needs of students and families, and recognizing the potential resources within their own communities, most program teams were discussing and/or taking steps to diversify the resources that would keep their programs operating. Many of the managers discussed the delicate balance of offering services to meet the needs of students and families, while remaining mindful that grant funds will end. Examples of such sentiments are shared in the comments below.

- We are just starting our strategy talks for next year. And so, with that we're trying to put together kind of that not just one-year plan but closer to the like three-year plan of, you know, "Where do we see this program going?"

- I would say our biggest limiting factor right now is sustainable funding for staffing. So…that's the limiting resource at this time.

- We were out harvesting as much as we could December and January during grant writing practices or attempts…application period craziness.

- I'm proposing in that new grant just a reading curriculum that we can use during the summer to help those kids who, even if they're good readers, they could participate at a higher level, but just to increase that reading fluency, comprehension, and phonic awareness.

- The community interest is there but we want to make sure we're scaling in such a way that it is sustainable, and it is something that we can continue to follow through on this commitment to our schools and our [students]. And so, that kind of sustainable not just year-to-year, grant cycle to grant cycle, funding is one of those that's kind of the biggest nut to crack, I guess, for us as it relates to resources for the program.

- I think the biggest thing for us is, again, that sustainability piece as far as we want to make sure that we're thinking about this program in such a way that it can continue. We want to build these relationships with these schools in such a way that we can be a reliable presence there.

Conclusions and Considerations for Improvement

Overall, findings from this evaluation of Rounds I and II of the ICPfY grant suggest that programs are being implemented as originally intended and described in their approved grant applications. Additionally, the programs are led by dedicated leaders who worked persistently to recruit staff to deliver the planned program services, and to use the Building Blocks standards to guide teams in their efforts to improve program quality. The findings also highlight a number of academic and social-emotional benefits for program participants, and, in some cases, an intentional focus on alignment with the content and processes of the regular school day. Finally, the evidence suggests that programs have begun exploring promising options for sustaining program services, such as developing partnerships and engaging in professional learning to support staff in ongoing improvement, but they still face challenges securing ongoing funds beyond the grant period.

Based on these findings, we offer several opportunities for improvement that may be addressed at the state level through the coordination and collaboration of ION and other key OST partners. These opportunities for continued improvement are related to ongoing professional learning for program leaders and staff, continued recruitment and retention of staff to fit the specific needs of students, and strategic planning for program sustainability.

Professional Learning

Continue to build a professional learning infrastructure among ICPfY program teams, expanding session content based on staff needs and increasing accessibility so that all program staff are able to attend.

The current professional learning infrastructure includes grantee orientation meetings, occasional content-specific trainings, and an annual statewide conference for program leaders and staff. ICPfY program teams would benefit from consistent, ongoing professional learning opportunities pertaining to social-emotional learning, behavior management, and other topics relevant to the needs of program staff, students, and families. For example, these professional learning sessions could be coordinated through a calendar housed within the ION website. Professional learning sessions could be recorded for staff to watch if they cannot attend the live events, or if the live events have limited space. The recorded sessions would also be useful as program leaders encounter staff turnover. These ongoing, job-embedded professional learning structures would provide opportunities for staff to network with others in the field, empower program leaders and team members with knowledge of effective strategies and resources, and invest in the overall professionalism of the OST field state-wide.

Explore opportunities to support program leaders and staff to facilitate discussions with their peers as part of the professional learning infrastructure.

Through the expansion of the professional learning infrastructure, opportunities exist for program leaders and teams to learn from their peers in both formal and informal settings. Recognizing the need for ION and state agency personnel to facilitate professional learning sessions at certain times (e.g., grant orientation), program teams may also appreciate learning from and with colleagues who are in similar roles and who experience similar challenges. An example of this emerged in the evaluation data, as one ICPfY program expressed a need for

trauma-focused training for their staff, given specific needs arising with their students. Several other programs mentioned that they were successfully implementing trauma training for staff as part of their current professional development efforts. This example represents a peer learning opportunity in which the programs that are experienced in this area could provide resources and answer questions to help guide the program that identified a need for this type of training. Sharing specific success and challenges among teams allows program leaders and staff to engage in ongoing collegial discussions, explore potential resources together, and build capacity of teams as part of a system-wide professional learning infrastructure.

Recruiting and Retaining Program Staff

Support programs in expanding the recruitment of staff to include specialized positions, whenever possible, that intentionally align with the specific needs of program participants.

During the past year, ICPfY program managers were creative and strategic in hiring staff to fill program positions. Many program managers recruited classroom teachers to lead the academic aspects of programming and ensure seamless alignment with the school day. To ensure that program environments are inclusive for all students, opportunities exist to deepen this intentional recruitment and alignment with teachers who specialize in supporting underrepresented student groups, such as ESL students. More than one quarter of staff survey respondents had trouble communicating with students in their group who do not speak English. These challenges are likely similar for special education students who may need more individualized attention. The addition of specialized educators, even in a consultation or part-time role, would support the specific needs of students and create more equitable opportunities for success. As noted above, ION could identify opportunities to support ICPfY teams in identifying and sharing promising recruitment strategies that best align staffing efforts with program participant needs.

Consider an OST recruitment and retention study to maximize opportunities to retain qualified, effective staff.

Considering the ongoing staffing challenges that were reported to be widespread across ICPfY programs since the onset of the COVID-19 pandemic, a statewide recruitment and retention study may reveal insights about the most promising strategies for recruiting and maintaining qualified staff. For example, this study might explore promising recruitment efforts that programs are using to attract qualified candidates (e.g., tapping into professional networks to recruit or share staff, partnering with high schools to establish internships to work in OST programs, reaching out to retired teachers for part-time work). This study might also explore specific factors that contribute to supportive conditions for staff retention, as well as the factors that contribute to higher rates of staff turnover. Studying data such as employee years of service, weekly hours, and compensation would provide additional information about the OST workforce and the potential gaps in supporting a strong talent development pool. Examples of data that could be used to address these topics include exit interviews, employee and program manager surveys, and the range of existing program records.

Sustainability of Program Services

ICPfY programs began exploring ways to sustain their program services for students and families, and they started planning and working to diversify program resources beyond the ICPfY grant period. In addition, they explored new partnerships within their communities and found innovative ways to staff their program services. Evidence from this evaluation suggests that these efforts will contribute to future sustainability, and programs should be encouraged to continue these efforts. However, since these programs have only been through one year of the grant process, we anticipate that they will still face challenges to sustain program services in future years. Below are some additional strategies that might be helpful for the ION team as it supports programs in building capacity and planning for sustainability when ICPfY grant funding ends.

Engage program leaders in discussions regarding the importance of co-design and continuous improvement of program activities to increase depth of change and impact.

ICPfY programs have developed many promising program services to address the grant goals of improving access, quality, and equity through evidence-based programming focusing on academic and social-emotional learning for students most impacted by the COVID-19 pandemic. To deepen the impact and realize the full benefits of the ICPfY grant beyond the funding period, ION and other state partners could work with program teams to establish procedures for regularly engaging students, staff, and other key partners (e.g., classroom teachers) in the co-design and continuous improvement of services to best match the interest and needs of participants. For example, programs might plan periodic learning sessions with students and staff to get their feedback about their experiences in the OST programs, to identify program goals important to them, and to design activities that will generate the highest levels of engagement to achieve the desired results. These sessions could include a collaborative review of evaluation data gathered about program implementation and outcomes. Similarly, programs might engage more regularly with classroom teachers who have expertise in specific instructional strategies (e.g., supporting multilingual learners or students with disabilities) to review student learning data and to ensure that program activities are meeting student needs. Scheduling these sessions and establishing these procedures to engage students, staff, and partners as part of the "standard operating procedures" would foster more ownership and commitment to program success.

Encourage programs to develop a logic model or theory of change that illustrates how the program is supporting youth beyond the intended goals of the grant.

The ICPfY grant has provided important resources for programs to expand access to serve more youth, reduce barriers to participation and ensure access for all, increase programmatic quality, and expand or enhance supports and services offered. While the evidence from this evaluation suggests that programs are making strides in these areas, programs must consider how to continue services once grant funding ends and how to take advantage of additional funding opportunities without having to drastically change their program focus (e.g., "just to chase the dollars"). ION could help programs to do this by guiding teams through the establishment of a guiding vision and theory of change or logic model that identifies the program focus, goals, and vision for supporting youth, along with the ways in which they work to accomplish their vision and goals. Having a theory of change or logic model allows programs to clearly communicate

their desired outcomes, gather evidence of impact to demonstrate how they are meeting their goals, and make timely, data-driven adjustments to program services as needed.

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Appendix A: Round III Evaluation Summary

Methods

The evaluation of ION's Round III ICPfY grantees focused on program implementation and was guided by the following question: *To what degree are programs implemented as intended in relation to the project objectives stated in the original proposals?* This question was also part of the Round I & II evaluation. To reduce repetitiveness and to accommodate the larger number of programs in Round III, the methodology and analysis approach aimed to highlight the ways in which Round III programs differed from Round I & II programs. In particular, the evaluation was designed to address how Round III funds were used and how programs were implemented in the summer context (as opposed to the school-year context).

Data sources for the Round III evaluation included a family survey, program staff survey, program manager interviews, and review of ION documents/data (i.e., initial approved ICPfY grant applications and end-of-year grant progress reports). Overall, the data collection instruments were similar to those used in the Rounds I & II evaluation (as described in the main report), with minor wording changes in the survey and interview protocols to reflect the summer context. However, Round III data collection differed from Rounds I & II in two primary ways. First, the family and program staff surveys were only administered by programs that were new to the grant in Round III and, therefore, had not collected survey data earlier in the year as part of the Rounds I & II evaluation. Second, unlike the school-year programs, the summer programs in Round III varied widely in structure. For example, some programs lasted only for a few days; others served a different group of students each week; and others served the same group of students for multiple months. To gather preliminary data about the impact of Round III programming, survey questions related to student outcomes were included for the five programs that served a consistent group of students for six weeks or more (see Table 5). For all other programs, family and staff survey respondents were not asked about student outcomes.

As shown in Table 5, managers from 16 of the 20 programs in Round III participated in an interview. Survey data, however, were limited. Across the 15 programs in Round III that administered surveys, there were 40 responses to the family survey and 24 responses to the program staff survey, representing nine of the programs.

Table 5. Data sources gathered for each program in Round III

Program	Family Survey		Program Staff Survey		Program Manager Interview
	n	%	n	%	
Marsing Academies/Marsing School District*	--	--	--	--	✔
PLCA 4 Kids/Payette Lakes Community Association*	--	--	--	--	✔
Girls on the Run Treasure Valley*	--	--	--	--	✔
Harwood Elementary/Jefferson School District*	--	--	--	--	✔
Fired Up/American Falls School District*	--	--	--	--	✔
Hub City Initiative/Wendell School District*	--	--	--	--	✔
Girl Scouts of Silver Sage (GSSS) Camp Echo	0	0%	3	13%	
CSI Refugee Program	0	0%	5	22%	✔
Horseshoe Bend School District**	9	23%	0	0%	✔
Jefferson School District World Languages Program	0	0%	0	0%	✔
Roots Forest School	12	30%	3	13%	✔
Treasure Valley YMCA Taft Elementary	5	13%	3	13%	✔
Treasure Valley YMCA Nampa Kids**	6	15%	5	22%	✔
Coeur d'Alene School District	0	0%	0	0%	
Greater Middleton Parks and Recreation Department	8	20%	3	13%	✔
Peaceful Belly Community Garden/Treasure Valley Food**	0	0%	0	0%	✔
Selkirk Outdoor Leadership & Education**	0	0%	0	0%	
Above & Beyond the Classroom	0	0%	0	0%	✔
African Community Development	0	0%	1	4%	✔
Donnelly Public Library**	0	0%	0	0%	
Total	40	101%***	23	100%	16/20

* These programs were in Rounds I and/or II and did not administer the family and program staff surveys as part of Round III.
** Surveys included questions about student outcomes because the program served the same students for six weeks or more.
*** The percentage does not add up to 100% due to rounding.

Findings

Round III programs operated as originally designed in their approved grant applications and included a wide variety of summer services for students and families.

Program teams in Round III generally implemented services as described in their original approved grant applications. All program managers described their goals for the summer programs within their applications, and these goals varied greatly based on the planned purpose, size, and duration of each program. For example, some programs operated a few mornings per week for the entire summer, while others operated Monday through Friday (full days) for six weeks. Another program offered a three-day overnight wilderness camp for elementary school students. While specific goals varied by program based on the community needs and available resources, most programs aimed to increase the availability of program services to students during the summer, particularly for families who may not otherwise have access to such unique activities and experiences. Additionally, almost all of the programs had goals focused on

increasing social-emotional skills and resources for students. Many programs offered consistent, nutritious meals for students to support families working long hours outside of their homes. Different from Round I & II programs, family events were not a major component of Round III programs. While more than half of family survey respondents from Round I & II programs attended family events, only 18% of respondents from Round III reported attending a family event, and 23% indicated that their child's program did not offer these types of events. In addition to providing opportunities for outdoor enrichment activities during the summer, many Round III programs also offered structured activities designed to help students catch up on academic skills or maintain academic progress that was made during the school year. One program utilized the grant funds to create a Spanish program for their Spanish immersion students. The following comments from program managers describe the wide variety of summer program services and experiences offered to students through the Round III ICPfY grant funds.

- On a daily basis, instructors led class meetings that practiced beginning English skills and utilized books, scripts, flash cards, games, outings, worksheets, videos, props and manipulatives to convey lesson material. [Our program] was an immersive English experience as the majority of our students, 80%, had limited English skills.

- Our goals for the summer season were to provide elementary and middle school-aged students with the tools to navigate working together, gardening, outdoor education, STEM, art, health/wellbeing, and athletics. [We] saw a drastic change in the students by the end of the season. We saw introverted children partner up and work with others. We saw students use their words to describe their feelings in different situations. Overall, we saw growth educationally, emotionally, and socially.

- Our summer camp gave students an opportunity over the summer to gain or practice [social-emotional learning] skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- We collaborated with a science teacher from the high school. He brought a lot of knowledge to the summer program and helped direct science targeted activities. We are hoping that as the kids learn basic science skills in elementary it will create interest in STEM related programs as they progress in school. We collaborated with [a university] Activities Program; they bussed volunteers from campus to help with activities.

- We also had a Social Emotional Learning specialist from the district come to our summer program each week. She not only did amazing activities using art and yoga with our students to incorporate SEL into her lessons but also followed our themes for the day.

- [Participants] experienced hands-on learning in snow science, forest ecology, wildlife, and conservation. They saw moose for the first time, were able to visit a wildlife museum of native animals and created a bear safety video as a

service learning project. [Participants] developed a sense of place and stepped out of their comfort zones being outdoors all day and learning how to safely participate in outdoor recreation in the winter. They were able to snowshoe and cross-country ski—some for the first time.

Round III programs used ICPfY grant funding to overcome barriers that had previously prohibited students from participating.

Many of the Round III programs used the ICPfY funds to address existing barriers within the community that could prevent students from participating, such as families needing financial assistance, adults working full time in need of summer childcare, and lack of consistent student transportation to and from the programs. Almost half of family survey respondents (48%) indicated that transportation was provided by their child's program. Programs that used the funds to alleviate these challenges described their accomplishments during interviews and end-of-year progress reports, as explained by program managers in the comments below.

- Having scholarship funds available was huge for many of our families this year. We had several families mention struggling to provide their child[ren] with summer programming due to the high cost of programming. Offering financial aid provided the opportunity for at least 10 students to be able to go to summer camp. This shows the importance of financial help to our families after the impact of COVID-19 on many.

- Funding also helped with breaking the transportation barrier which provided student transportation to and from the program every day.

- Not only were we able to provide 8 weeks of quality programing, we were also able to eliminate the transportation gap by providing busing to and from the locations.

- Because we offered transportation and refugee families had a great need for childcare while they went to work, the rate of attendance from our "campers" was higher than anticipated. The majority of students were present on a daily basis.

Most Round III programs operated at capacity and are exploring options to expand availability to more students and families next summer.

Many of the Round III program managers who participated in interviews discussed their summer program attendance rates, and several indicated they were currently at participant capacity and had waiting lists for available spots. Notably, only 8% of staff survey respondents felt that there were too many students in their group, suggesting that they may have capacity to serve more students within their current structure. Program managers had already began thinking about additional resources needed, as well as adjustments to recruitment efforts, to provide summer services to additional students and families in 2023, as explained in the comments below.

- We had great feedback from families on the clubs themselves, the curriculum, and the opportunity. We would like to offer this again but with even more [resources] so we do not have to turn any child away.

- The biggest success our organization experienced was the number of attendants to our summer program. The ICPfY award allowed us to increase the number of seats available.

- Our program is so successful and has such amazing potential to grow. We are already in the process of signing up schools, preschools, youth groups, home school groups and after school programs for Spring dates.

- We received a lot of positive feedback from families about their children's experiences at our camp and several wished that camp lasted more of the summer.

- Students could sign up for one week or multiple weeks and camps filled up really fast.

- While three weeks of camp had waitlists, the other two weeks had several open spaces. This could be due to many local families traveling in July or the fact that we started advertising our camp later than some other local options did. Now that we have a framework for camp figured out from this year, we can try advertising sooner and possibly running different weeks to balance enrollment out.

Conclusion

The Round III grantees that received ICPfY funds for summer 2022 programming offered a wide variety of program services based on the needs of the communities and availability of resources. Regardless of the type and duration of program, it is clear that these funds were used to provide valuable program services for students and families. While many program teams used these funds to increase accessibility to program services through financial scholarships, transportation services, or simply increasing available program spots, most of the program managers reported that their programs operated at full capacity and that they would like to explore opportunities to provide services to even more students and families next summer.

As program funders, policymakers, and out-of-school time teams begin planning for Summer 2023, it is important to consider the increasing need for programs such as these throughout the state. As families and school personnel work to find ways to supplement instruction that has been interrupted over the past few years due to the COVID-19 pandemic, summer programs can be instrumental in the development of critical academic and social-emotional skills for youth of all ages, while supporting working families during the summer months. The Round III program teams worked to overcome many obstacles that often stand in the way of summer program participation, and they are committed to providing quality summer services in the future to support even more families and students.

Appendix B: Round I & II Program One-Pagers

See attached.

Emmett Middle School (Emmett School District)
2021-22 Out of School Time Program
Data Summary

Idaho Out-of-School Network

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

Emmett Middle School in Emmett, Idaho, serves students in grades six through eight. During the 2021-22 school year, the program supported an average of 58 students per day and served 306 individual students at least once during the school year. All data provided here are based on surveys completed in the Spring of 2022 by 50 family members of participating students and 6 program staff.

Emmett Middle School received $45,000 from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year and the following summer.

Community Needs	Program Priorities	Program Services
Additional opportunities for students to participate in local out-of-school time programs.	Increase outreach and availability of program services for students (average daily attendance increased from 36 in 2020-21 to 58 in 2021-22).	Flexibility with program services for interested students who were only able to attend periodically due to sports or other clubs; additional community activities for students, such as fishing expeditions and trips to the zoo; variety of enrichment activities to appeal to students' interests, such as cooking and crafts.
Increase in mental health needs and bullying behaviors among students in Emmett Middle School.	Implement bullying education and prevention resources for students.	Weekly social-emotional club for students; bullying prevention curriculum added.

School Day Outcomes

According to program staff, students in the program…

…improved in homework and class participation
- Yes **67%**
- No 0%
- I Don't Know **33%**

…improved in student behavior
- Yes **50%**
- No 0%
- I Don't Know **50%**

…increased school day attendance
- Yes **40%**
- No 0%
- I Don't Know **60%**

Social-Emotional Learning Outcomes

Among program staff…

- **67%** reported improvement in students' **responsible decision making**
- **100%** reported improvement in students' **relationship skills**
- **83%** reported improvement in students' **social awareness**
- **83%** reported improvement in students' **self-awareness**
- **50%** reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree **51%**
- Disagree **26%**
- I Don't Know **23%**

Program Staff Perceptions
- Agree **33%**
- Disagree 0%
- I Don't Know **67%**

Most families agree that…

…attending this program helped their child **succeed academically** → **83%**

…their child has **made new friends** in this program → **71%**

…attending this program **provided new learning opportunities** for their child → **81%**

…their child **enjoys attending** the program → **90%**

85% Overall Family Satisfaction with the Emmett Program

Harwood Elementary School in Rigby, Idaho, is located within Jefferson School District and serves students from kindergarten through fifth grade. During the 2021-22 school year, the program operated Monday through Thursday until 6:00 p.m., serving an average of 80 students per day through academic support, enrichment activities (e.g., arts/crafts, STEM, music, cooking), and physical activities. All data provided here are based on surveys completed in the Spring of 2022 by 33 family members of participating students and 8 program staff.

The Harwood Program received **$23,842** from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year.

Community Needs	Program Priorities	Program Services
Interrupted instructional time during the COVID-19 pandemic.	Implement accelerated learning supports to mitigate learning loss caused by the COVID-19 pandemic.	Small group tutoring and homework assistance for one hour each afternoon led by certified teachers; one-on-one support for students needing specialized instruction.
Increase in mental health needs for students in Jefferson School District.	Implement social-emotional resources and supports for program participants.	Weekly SEL workshops; daily mindfulness and yoga activities; mental health services provided through a local counseling agency.

School Day Outcomes

According to program staff, students in the program…

…improved in homework and class participation
- Yes **75%**
- No 0%
- I Don't Know **25%**

…improved in student behavior
- Yes **50%**
- No **25%**
- I Don't Know **25%**

…increased school day attendance
- Yes **50%**
- No 0%
- I Don't Know **50%**

Social-Emotional Learning Outcomes

Among program staff…

- **100%** reported improvement in students' **responsible decision making**
- **100%** reported improvement in students' **relationship skills**
- **88%** reported improvement in students' **social awareness**
- **100%** reported improvement in students' **self-awareness**
- **100%** reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree **69%**
- Disagree 3%
- I Don't Know **28%**

Program Staff Perceptions
- Agree **63%**
- Disagree 0%
- I Don't Know **38%**

Most families agree that…

…attending this program helped their child **succeed academically** → **91%**

…their child has **made new friends** in this program → **91%**

…attending this program **provided new opportunities** for their child → **100%**

…their child **enjoys attending** the program → **100%**
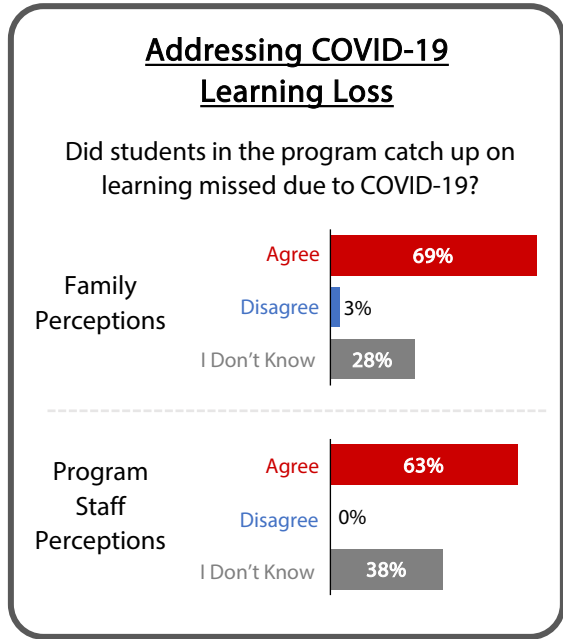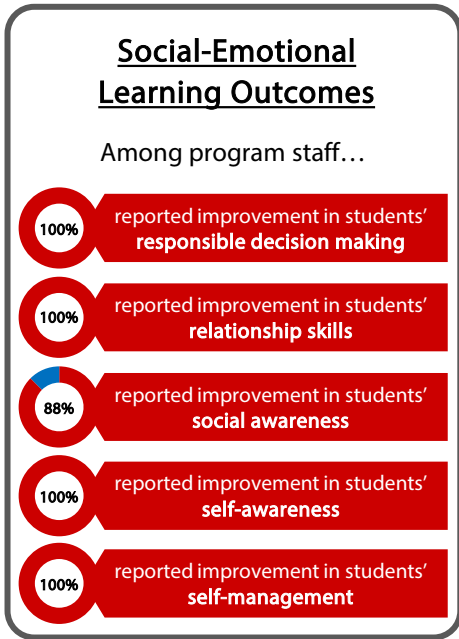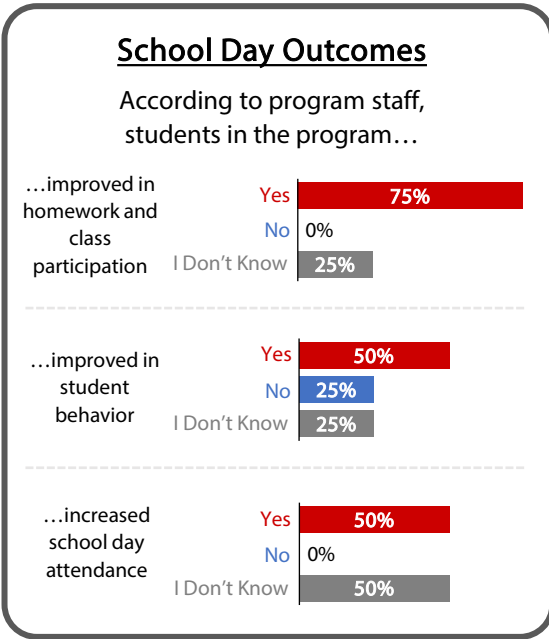
97% Overall Family Satisfaction with the Harwood Program

Payette Lakes Community Association (PLCA 4 Kids)
2021-22 Out of School Time Program
Data Summary

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

Idaho Out-of-School Network

PLCA 4 Kids serves students in grades kindergarten through fifth grade in the McCall-Donnelly School District. During the 2021-22 school year, the program served an average of 36 students per day through academic, emotional, social, and physical support. All data provided here are based on surveys completed in the Spring of 2022 by 27 family members of participating students and 8 program staff.

The PLCA 4 Kids Program received $45,000 from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year.

Community Needs	Program Priorities	Program Services
Increase in cost of living for families due to the COVID-19 pandemic. Many families unable to afford out-of-school time program services.	Offer program scholarships to families in need, increasing enrolled by approximately 10-15 students.	PLCA 4 Kids awarded 9 full and 13 partial program scholarships for students during the 2021-22 school year and have not had to turn away any families seeking services for their children.
Interrupted instruction for students during the COVID-19 pandemic.	Hired an additional certified teacher to support academic needs of additional students.	Academic support for students every afternoon during program. Intentional alignment with the school day through regular communication among program staff and school day teachers.

School Day Outcomes

According to program staff, students in the program…

…improved in homework and class participation
- Yes: 63%
- No: 0%
- I Don't Know: 38%

…improved in student behavior
- Yes: 75%
- No: 0%
- I Don't Know: 25%

…increased school day attendance
- Yes: 63%
- No: 0%
- I Don't Know: 38%

Social-Emotional Learning Outcomes

Among program staff…

- 100% reported improvement in students' **responsible decision making**
- 100% reported improvement in students' **relationship skills**
- 100% reported improvement in students' **social awareness**
- 100% reported improvement in students' **self-awareness**
- 100% reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree: 73%
- Disagree: 8%
- I Don't Know: 19%

Program Staff Perceptions
- Agree: 63%
- Disagree: 0%
- I Don't Know: 38%

Most families agree that…

…attending this program helped their child **succeed academically** → **93%**

…their child has **made new friends** in this program → **96%**

…attending this program **provided new opportunities** for their child → **93%**

…their child **enjoys attending** the program → **96%**
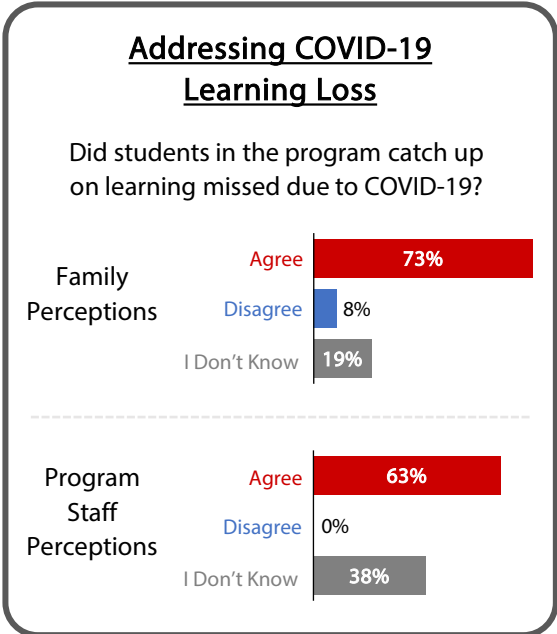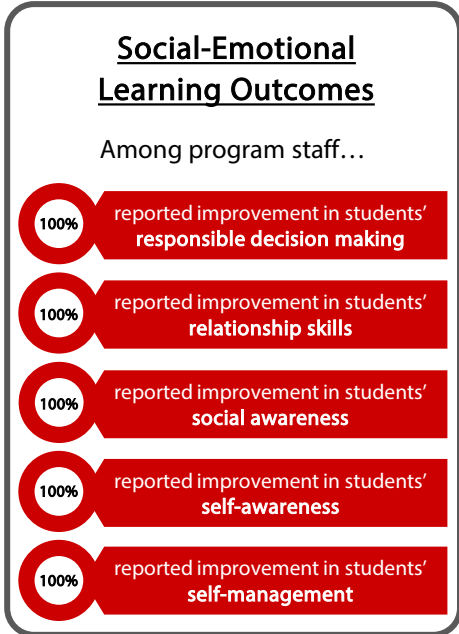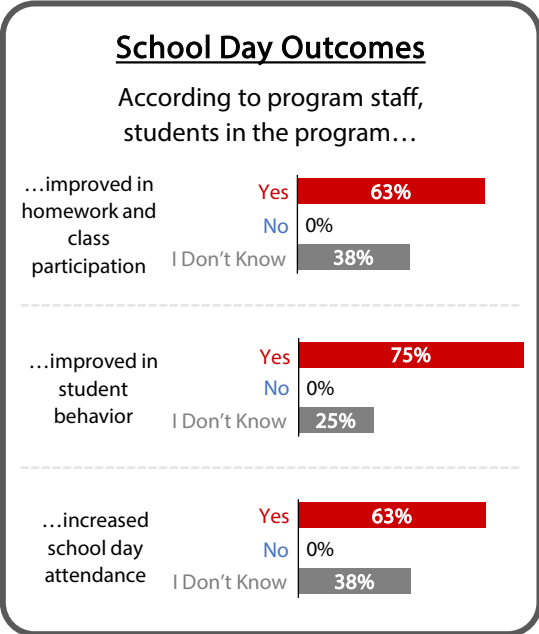
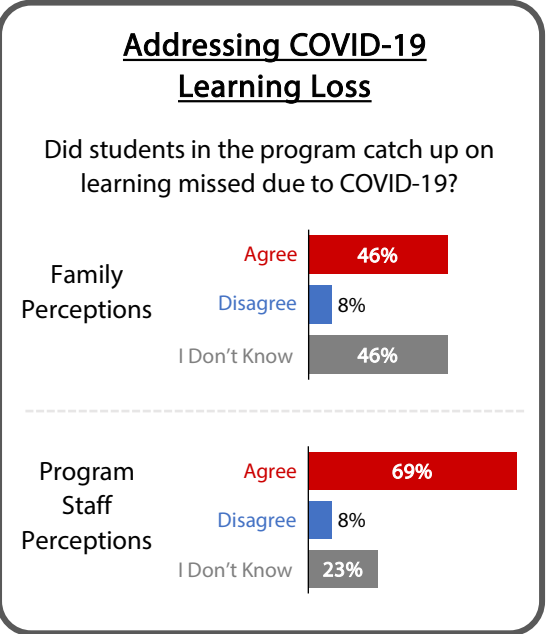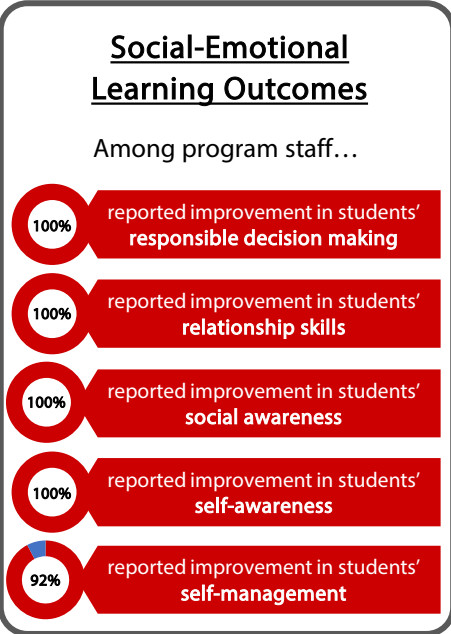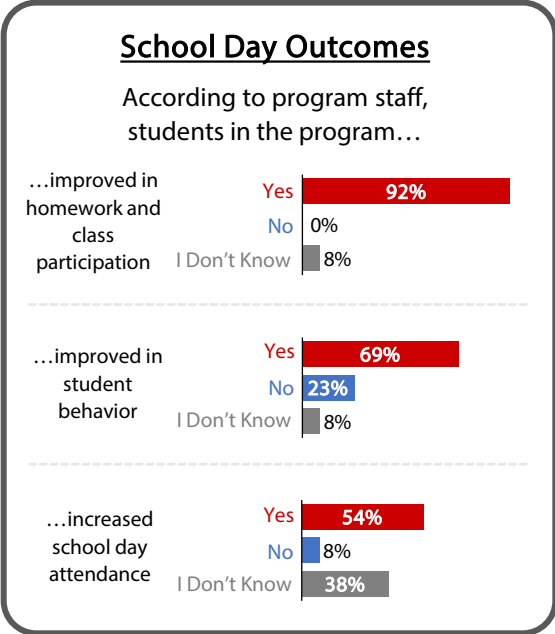# 96% Overall Family Satisfaction with the PLCA 4 Kids Program

EXPLORE Afterschool Adventures is located within Oneida School District. During the 2021-22 school year, the program served an average of 80 students in grades 1-8 per day to provide additional instructional time for students due to the COVID-19 pandemic. All data provided here are based on surveys completed in the Spring of 2022 by 18 family members of participating students and 13 program staff.

The EXPLORE Program received **$50,000** from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year and the following summer.

Community Needs	Program Priorities	Program Services
Interrupted instructional time during the COVID-19 pandemic.	Hire certified teachers to work with students on academic content and assignments.	Certified teachers from each grade provided one-hour homework help to students in their class each day.
Increasing awareness of the importance of STEM exposure for students.	Provide additional STEM resources and activities for students.	STEM related items were purchased for the program's hands-on "makerspace" center (an evidence-based collaborative model for STEM programs) including tables, chairs, 3-D printer and multiple STEM manipulatives for students to use.

School Day Outcomes

According to program staff, students in the program…

…improved in homework and class participation
Yes **92%**
No 0%
I Don't Know 8%

…improved in student behavior
Yes **69%**
No **23%**
I Don't Know 8%

…increased school day attendance
Yes **54%**
No 8%
I Don't Know **38%**

Social-Emotional Learning Outcomes

Among program staff…

100% reported improvement in students' **responsible decision making**

100% reported improvement in students' **relationship skills**

100% reported improvement in students' **social awareness**

100% reported improvement in students' **self-awareness**

92% reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
Agree **46%**
Disagree 8%
I Don't Know **46%**

Program Staff Perceptions
Agree **69%**
Disagree 8%
I Don't Know **23%**

Most families agree that…

…attending this program helped their child **succeed academically** → **85%**

…their child has **made new friends** in this program → **92%**

…attending this program **provided new learning opportunities** for their child → **92%**

…their child **enjoys attending** the program → **100%**

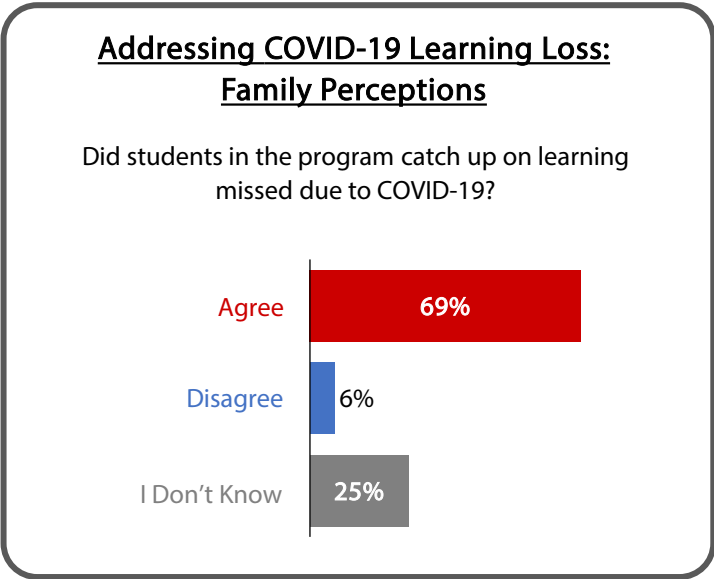# 92% Overall Family Satisfaction with the EXPLORE Program

UpRiver Panthers/University of Idaho
2021-22 Out of School Time Program
Data Summary

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

Idaho Out-of-School Network

The UpRiver Panthers Program is located within St. Maries Joint School District and serves students from kindergarten through eighth grade. During the 2021-22 school year, the program operated Monday through Friday until 6:00 p.m., serving approximately 60 students through academic support, enrichment activities (e.g., arts/crafts, STEM, music, cooking), and physical activities. All data provided here are based on surveys completed in the Spring of 2022 by 16 family members of participating students.

The UpRiver Panthers Program received **$25,000** from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year and the following summer.

Community Needs	Program Priorities	Program Services
Interrupted instructional time during the COVID-19 pandemic.	Implement accelerated learning supports to mitigate learning loss caused by the COVID-19 pandemic.	Small group tutoring and homework assistance each afternoon led by school paraeducators; one-on-one support for students needing specialized instruction.
Need for healthy enrichment activities afterschool for students in rural areas.	Provide students with constructive, educational, hands-on and fun activities after school.	Partnerships with local recreation leagues to offer football, volleyball, basketball, etc.; enrichment opportunities for students focused on STEM and art.

Addressing COVID-19 Learning Loss: Family Perceptions

Did students in the program catch up on learning missed due to COVID-19?

Agree	69%
Disagree	6%
I Don't Know	25%

In the words of an UpRiver Panthers parent…

"…I notice [the program] really helps [my student] to participate with the other kids and it also provides a benefit to our family, meeting a childcare need. I wish it ran all summer, as we have no childcare options in our area, and I know my son is safe, happy, and kept busy with educational activities whenever he is here. A huge shoutout to UpRiver Afterschool Program, I'm so grateful we have this program available to our community."

Most families agree that…

…attending this program helped their child **succeed academically** → **81%**

…their child has **made new friends** in this program → **100%**

…attending this program **provided new learning opportunities** for their child → **100%**

…their child **enjoys attending** the program → **100%**

100% Overall Family Satisfaction with the UpRiver Program

Marsing Academies (Marsing School District)
2021-22 Out of School Time Program
Data Summary

THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

Idaho Out-of-School Network

During the 2021-22 school year, Marsing Academies used their ION grant to provide services for K-8 students all day on Fridays, when school is not in session due to the four-day school week. Approximately 64 kindergarten students and 80 1st-7th grade students were served on Fridays with these grant resources. All data provided here are based on surveys completed in the Spring of 2022 by 15 family members of participating students and 8 program staff.

Marsing Academies received $30,000 from the Idaho Out-of-School Network, which was combined with other resources to provide program services for participants during the 2021-22 school year.

Community Needs	Program Priorities	Program Services
District 4-day school week leaves most students without any instructional or enrichment services on Fridays.	Provide all K-8 students an additional day (Fridays) for instruction, enrichment, and nutritious meals.	Programming from 8:00 a.m.- 2:30 p.m. on Fridays; academic support, STEM activities, behavioral supports, enrichment activities (i.e., art, crafts, music).
Interrupted instruction and learning loss due to COVID-19.	Increase literacy skills for all K-8 students from fall 2021 reading inventory levels. Provide activities for families to promote literacy.	Certified teachers provide literacy instruction and supports on Fridays, creating cohesion and consistency from the traditional school week; program team also offered five family literacy nights during the year.

School Day Outcomes

According to program staff, students in the program…

…improved in homework and class participation
- Yes 100%
- No 0%
- I Don't Know 0%

…improved in student behavior
- Yes 88%
- No 0%
- I Don't Know 13%

…increased school day attendance
- Yes 75%
- No 0%
- I Don't Know 25%

Social-Emotional Learning Outcomes

Among program staff…

- 100% reported improvement in students' **responsible decision making**
- 100% reported improvement in students' **relationship skills**
- 100% reported improvement in students' **social awareness**
- 100% reported improvement in students' **self-awareness**
- 100% reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree 86%
- Disagree 14%
- I Don't Know 0%

Program Staff Perceptions
- Agree 100%
- Disagree 0%
- I Don't Know 0%

Most families agree that…

…attending this program helped their child **succeed academically** → **93%**

…their child has **made new friends** in this program → **93%**

…attending this program **provided new learning opportunities** for their child → **93%**
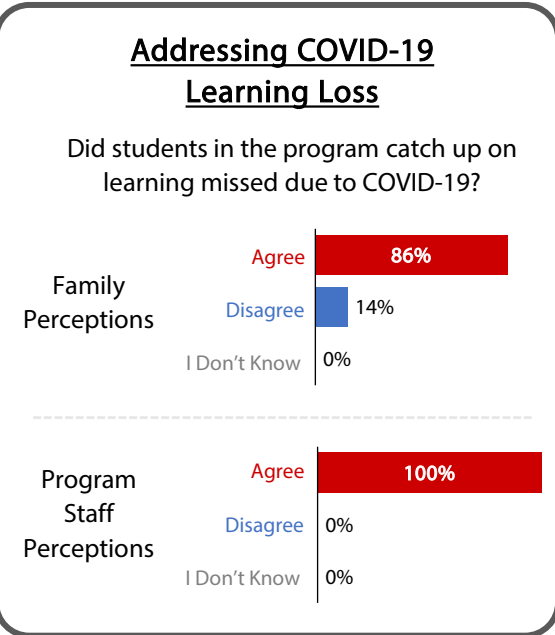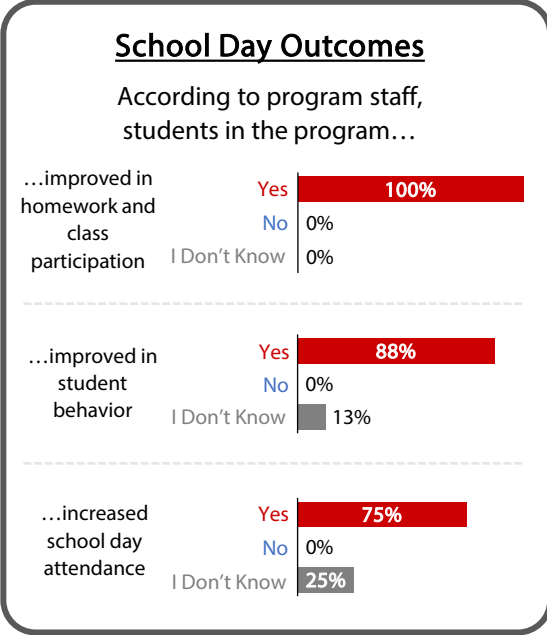
…their child **enjoys attending** the program → **93%**

93% Overall Family Satisfaction with the Marsing Academies Program

Pinehurst Afterschool Solutions/Kellogg School District
2021-22 Out of School Time Program
Data Summary

Idaho Out-of-School Network
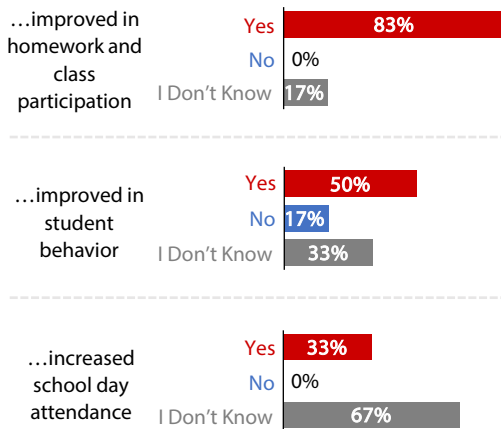
THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

The Pinehurst Afterschool Solutions Program (PASS) is located within Kellogg School District and serves students from kindergarten through fifth grade at Pinehurst Elementary School. During the 2021-22 school year they served an average of 31 students per day through academic support, enrichment activities (e.g., arts/crafts, STEM, music, cooking), and physical activities. All data provided here are based on surveys completed in the Spring of 2022 by 10 family members of participating students and 6 program staff.

The Pinehurst Program received **$45,000** from the Idaho Out-of-School Network to provide program services for participants during the 2021-22 school year and the following summer.

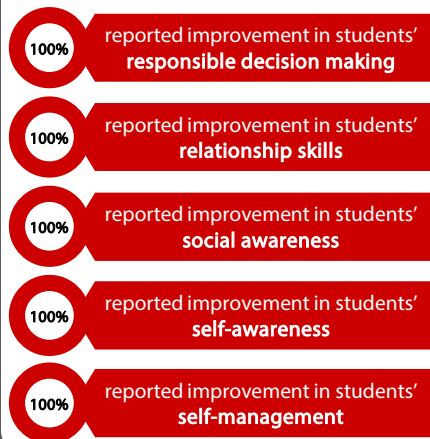| Community Needs	Program Priorities	Program Services
Interrupted instructional time during the COVID-19 pandemic.	Implement accelerated learning supports to mitigate learning loss caused by the COVID-19 pandemic.	Small group tutoring and homework assistance each afternoon. Targeted support for students needing additional assistance, such as reading aloud and math small group instruction.
Increase in student need for mental health supports in Kellogg School District.	Implement social-emotional resources and supports for program participants.	SEL activities focused on self-awareness and management, social awareness, relationship skills, and responsible decision making.

School Day Outcomes
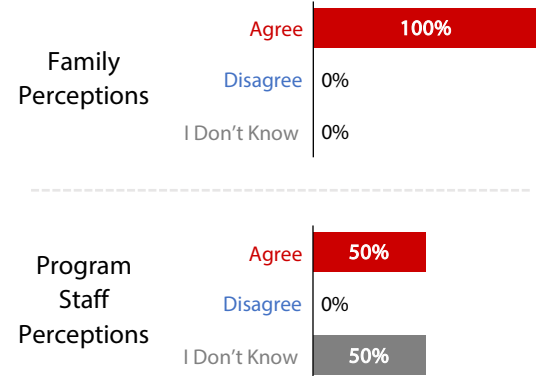
According to program staff, students in the program…

…improved in homework and class participation
- Yes **83%**
- No 0%
- I Don't Know **17%**

…improved in student behavior
- Yes **50%**
- No **17%**
- I Don't Know **33%**

…increased school day attendance
- Yes **33%**
- No 0%
- I Don't Know **67%**

Social-Emotional Learning Outcomes

Among program staff…

- **100%** reported improvement in students' **responsible decision making**
- **100%** reported improvement in students' **relationship skills**
- **100%** reported improvement in students' **social awareness**
- **100%** reported improvement in students' **self-awareness**
- **100%** reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree **100%**
- Disagree 0%
- I Don't Know 0%

Program Staff Perceptions
- Agree **50%**
- Disagree 0%
- I Don't Know **50%**

Most families agree that…

…attending this program helped their child **succeed academically** → 100%

…their child has **made new friends** in this program → 100%

…attending this program **provided new opportunities** for their child → 100%

…their child **enjoys attending** the program → 100%

…this program helped their child develop skills to **overcome challenges related to COVID-19** → 100%

100% Overall Family Satisfaction with the Pinehurst Program

Fired Up Program (American Falls School District)
2021-22 Out of School Time Program
Data Summary

Idaho Out-of-School Network

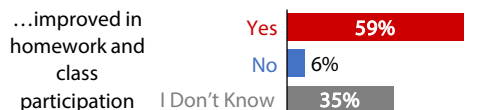THE UNIVERSITY OF UTAH
UTAH EDUCATION POLICY CENTER

The Fired Up Program in American Falls School District serves students in grades 2-8. During the 2021-22 school year, the program served an average of 45 students per day through academic support and enrichment activities such as STEM and cooking. All data provided here are based on surveys completed in the Spring of 2022 by 7 family members of participating students and 18 program staff.

The Fired Up Program received $45,000 from the Idaho Out-of-School Network to provide program services for participants during the 2021-22 school year.

Community Needs	Program Priorities	Program Services
Interrupted instructional time during the COVID-19 pandemic.	Implement accelerated learning supports to mitigate learning loss caused by the COVID-19 pandemic.	Small group tutoring and homework assistance for one hour each afternoon; one-on-one support for students needing specialized instruction.
Increasing awareness of the importance of STEM exposure for students.	Provide additional STEM resources and activities for students.	STEM lab equipment was purchased to increase the availability of supplies for hands-on student activities.

School Day Outcomes
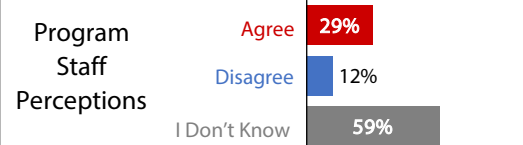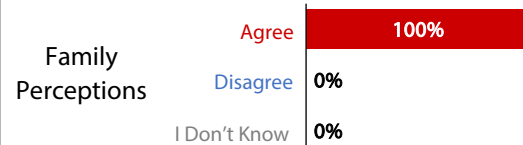
According to program staff, students in the program…

…improved in homework and class participation
- Yes: 59%
- No: 6%
- I Don't Know: 35%

…improved in student behavior
- Yes: 65%
- No: 12%
- I Don't Know: 24%

…increased school day attendance
- Yes: 24%
- No: 6%
- I Don't Know: 71%

Social-Emotional Learning Outcomes

Among program staff…

- 82% reported improvement in students' **responsible decision making**
- 100% reported improvement in students' **relationship skills**
- 82% reported improvement in students' **social awareness**
- 82% reported improvement in students' **self-awareness**
- 88% reported improvement in students' **self-management**

Addressing COVID-19 Learning Loss

Did students in the program catch up on learning missed due to COVID-19?

Family Perceptions
- Agree: 100%
- Disagree: 0%
- I Don't Know: 0%

Program Staff Perceptions
- Agree: 29%
- Disagree: 12%
- I Don't Know: 59%

Most families agree that…

…attending this program helped their child **succeed academically** → 83%

…their child has **made new friends** in this program → 100%

…attending this program **provided new learning opportunities** for their child → 100%

…their child **enjoys attending** the program → 100%

…this program helped their child develop skills to **overcome challenges related to COVID-19** → 100%

100% Overall Family Satisfaction with the Fired Up Program