



Every Hour Counts

PUTTING DATA TO WORK FOR YOUNG PEOPLE:
FRAMEWORK FOR MEASUREMENT AND CONTINUOUS IMPROVEMENT

----- 2019 -----

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Introduction

Every Hour Counts is a national coalition of local organizations that increases access to quality learning opportunities, particularly for underserved students. We have identified a longstanding need in our field to better utilize data to improve expanded learning systems and programs so that they in turn are better able to improve youth experiences, engagement, and outcomes. Builders of expanded learning systems, policymakers, and funders each have a role to play in addressing that need.

The expanded learning field, including after-school and summer programs, is rich in research that demonstrates the benefits youth derive from participating in high-quality programs. These programs engage children and youth in activities that provide the opportunity to explore interests, gain new experiences, and build skills critical to their development. However, building high-quality programs and ensuring that all youth can participate is not a simple task. Across the country, community-based intermediary organizations support the development of quality programs and help ensure equitable access to high-quality programs. Increasingly, these intermediary organizations work to measure the effects of their work and track citywide outcomes; yet, intermediary organizations, like

many other organizations, struggle with data collection and its use. To get the benefits of data collection, intermediaries need to consider what data to collect, how to collect it, and how to use it¹.

A decade ago, Every Hour Counts pioneered the development of a Measurement Framework to help organizations use data effectively for continuous improvement, with an intentional tri-level focus on a small set of system-, program-, and youth-level outcomes that we hoped to achieve as a result of building citywide expanded learning systems². This tri-level approach corresponds to the Every Hour Counts system-building theory of change, which posits that generating strong youth outcomes requires implementing high-quality programs and, in turn, implementing high-quality programs at scale requires a systems approach. In order to drive change for youth, all three levels must be addressed.

The Framework is a living, dynamic tool that Every Hour Counts has been updating as the field advances. In 2014, we developed the *Measurement Framework: How to Measure Success in Expanded Learning Systems*, with guidance from the American Institute for Research. To understand

intermediaries' experiences using the framework, Every Hour Counts engaged the RAND Corporation to conduct a developmental evaluation of three communities' experiences using the Framework. We partnered with Boston After School & Beyond, Providence After School Alliance, and Sprockets, St. Paul in the developmental evaluation. Our goal was to better understand how these three intermediaries collect, use and analyze data for system change and to use that information to make improvements to the framework. This updated version aims to guide intermediaries on how to use data to coordinate continuous improvement efforts, improve program efforts to guide youth outcomes, and how to identify system strengths and areas for improvement.

In the spirit of continuous improvement, it is our hope that this Framework will continue to evolve as we learn more and the field advances.

FOOTNOTES

¹ Yoo, P., Auger, A., and McCombs, J.S. *Putting Data to Work for Young People: A Ten-Step Guide for Expanded Learning Intermediaries*. RR- RR-2491-EHC, Santa Monica, CA: RAND Corp.

² McCombs, J.S., Auger, A., Yoo, P. (2017). *The Value of Out of School Time Programs*, PE-267-WF, Santa Monica, CA: RAND Corp. Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Chicago: Collaborative for Academic, Social, and Emotional Learning. Vandell, Reisner, Pierce Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal finding from the study of promising afterschool programs. Irvine, CA: University of California, & Washington, DC: Policy Studies Associates.



● **System Level**

System-level elements describe characteristics of well-coordinated systems that lead to improved quality, scale, and sustainability.

● **Program Level**

Program-level elements describe characteristics of high-quality expanded learning programs.

● **Youth Level**

Youth-level elements describe a set of educational, social, and emotional skills likely to drive student success.

The Links Between System, Program, and Youth Outcomes

Expanded learning systems are designed to replace a patchwork of fragmented service providers with a cohesive team that includes public agencies, service providers, businesses, funders and schools. This team engages young people in high-quality expanded-learning opportunities – academic support and enrichment through after-school, summer, and other initiatives.

Research demonstrates that intentional, high-quality programming with strong youth participation can improve outcomes targeted by program content, including supervision and safety, academic performance, and social and emotional skills.³ However, the expanded-learning field faces challenges to uniformly achieving those outcomes due to uncoordinated providers and funders, uneven program quality, and inequitable access to quality programs.

Expanded learning systems can address these core challenges⁴.

When programs are embedded in systems, the expanded learning system can support **cohesive strategies** by establishing communities of program providers, funders, and stakeholders, including families and schools, who work toward common goal. Systems develop city leadership’s interest in expanded learning to promote **sustainability**. Systems work to improve **program quality** by developing common program quality standards, measuring program quality, providing professional development, developing common data infrastructure, and supporting program improvement process. In addition to supporting stronger **youth outcomes** through improved programming, systems can also directly enhance **equitable access** to programming by generating additional resources for programs, identifying underserved populations, gaps and needs, and expanding the number of program slots available to underserved populations.

FOOTNOTES

³ See McCombs et al. (2017) for a summary of the research base.

⁴ Bodilly, S., McCombs, J.S., Orr, N., Scherer, E., Constant, L., Gershwin, D. (2010). Hours of Opportunity: Part I: Lessons from Five Cities on Building Systems to Improve After School, Summer School and Other Out of School Time Programs. Santa Monica, CA: RAND Corp.

An Updated Framework for Measurement and Continuous Improvement

We have learned a lot by studying the experiences of cities utilizing the Measurement Framework to drive systems improvement and by collecting feedback from other cities and agencies utilizing the framework. Most importantly, we learned that **the Framework is far more than a Framework for measurement**. Its greatest power is in helping expanded learning systems to set goals, conceptualize, and communicate the value of their work, and continuously improve support for program quality and youth outcomes. We also learned that:

- 1. One size does not fit all.** Expanded learning intermediaries vary in their goals, structure, level of funding, staffing, and development. Each of these factors has implications for which data intermediaries collect, use, and report.
- 2. Data use is the goal.** It is easier to collect data than to use it. System leaders find data most valuable when it can be used—to help prioritize activities, improve program quality, or communicate with stakeholders. Arguably, data that is collected and not used is a waste of time and money.
- 3. Capacity is key.** Data collection and utilization requires capacity, particularly staff time and data expertise. Some outcomes are more difficult to track and require greater capacity to use than others and some organizations may only have the

bandwidth to fully measure and use data from a small set of outcomes. As a result, the goal is not to measure everything, the goal is to measure wisely.

- 4. Systems work is holistic and expansive.** The citywide expanded learning systems in the developmental evaluation addressed a wide range of critical goals and activities such as youth skills and program quality, and beyond to include community engagement, advocacy and policy, and more.

Each of these lessons has informed the update of the Measurement Framework, now the Framework for Measurement and Continuous Improvement. It spurred the creation of a forthcoming companion practice guide that will provide concrete guidance regarding how to select and measure outcomes, and provides supplementary detail about available data collection tools, and how the data can be utilized to promote system improvement.

Like its earlier iterations, the revised Framework is organized by these three levels—system, program, and youth.

- At the **system level**, the Framework describes community-level outcomes necessary to galvanize a cohesive system of expanded learning programs that promote equitable access to high-quality experiences that support positive youth development. This level captures the work of expanded learning system

intermediaries in building buy-in for a community-wide vision and goals, communicating with key stakeholders, developing common infrastructure, supporting continuous improvement, and incubating innovation.

- At the **program level**, the Framework describes management and program quality indicators that can help ensure programs are structured to allow for continuous improvement to help achieve the best possible program experience for youth.
- At the **youth level**, the Framework identifies a set of intermediate outcomes that can be affected by quality programming and contribute to the ultimate desired outcome of youth developing into healthy, engaged, empowered, and productive adults.

For each level, the Framework presents a menu of desired outcomes or goals. For each outcome, the Framework lists a set of potential:

- **Indicators.** These are the factors that would signal if progress is being made towards the overarching outcome or goal. Each outcome has multiple potential indicators.

- **Data.** Data describes how to measure the indicators - what data would be collected to operationalize the indicators and tracked over time to measure progress. Note, the data category does not list the measurement tool that could be used to gather the data, but instead focused on the information that a data collection tool may produce. The accompanying practice guide provides information about commonly-used and free measurement tools and instruments.
- **Options and considerations regarding measurement and analysis.** This section provides a set of helpful tips or options for examining the data that emerged from the developmental evaluation about data analysis.

The Framework incorporates a set of **equity questions** to consider for each outcome. Creating equitable experiences and outcomes for children and youth has long been a key goal of systems and programs. However, there is increasing knowledge in the field that it is not possible to strive for those goals without embedding equity into the process of working toward those goals. The equity questions are presented after each outcome to support deep thinking about how the work is being approached, asking questions about who makes decisions, whether content is culturally responsive to youth, and who is benefiting from the system and programs.

How to Use the Framework for Measurement and Continuous Improvement

The Framework is not a checklist. It is a tool with a menu of options that can be utilized to drive systems development and continuous improvement. It can be used as a conceptual guide to help think about systems and program development and it can be used actively to frame systems work and a continuous improvement process. When working through the Framework, we encourage expanded learning intermediaries, programs, partners and funders to:

- 1. View the framework as a menu of options.** Not every system or program will or should measure every outcome and indicator on this Framework. System leaders should consider it a menu and select outcomes and indicators that meet system goals and capacity for data use. System leaders may also want to modify this menu and add outcomes not included in the Framework. Based on the experience of the expanded learning systems in developmental evaluation, using the Framework could lead to additional, reduced, or modified data collection activities.
- 2. Stage measurement over time.** We recognize that communities are at varying stages along a continuum in their system-building work and data capacity.

As such, we recommend staging measurement over time. The Framework can conceptually guide systems building even if not all outcomes are measured. Take the time to understand the priorities and goals of your system and capacity for collecting, analyzing, and using data. Newer systems might logically choose to focus on a couple system and program level indicators and youth attendance as a first step and build from there. More advanced and well-resourced systems with higher levels of data capacity, may add additional key systems outcomes and other youth outcomes. The baseline tool in the appendix can provide a starting point for assessing and reflecting on current system goals, data currently being collected, current use of existing data, and priorities for the future.

- 3. Tread cautiously with youth outcomes.** Systems are ultimately developed to support positive youth outcomes. Consequently, there is a natural desire for systems and funders to want to measure how their investments are influencing youth outcomes. The Framework lists a number of positive skills and beliefs, social and emotional and academic, which systems and programs

may seek to ultimately influence. However, these skills are difficult to measure and take significant resources and data capacity to gather and utilize. Further, many of those skills and beliefs develop through multiple experiences over a course of a lifetime and expanded learning programs run in very short increments of time, often 6-9 week sessions. Research has demonstrated that expanded learning programs can affect youth skills and beliefs tightly coupled to programming content when the programs are intentionally designed, high-quality, and youth participate at high rates⁵. Before spending resources measuring youth skills and beliefs, we recommend that systems and funders start by focusing on supporting and measuring the conditions that research has empirically demonstrated to improve youth outcomes: intentional program design, high-quality program implementation, and youth attendance.

- 4. Consider equity in process, not just outcomes.** Expanded learning systems have always focused on establishing equitable access to and participation in high-quality programming. As the world is expanding its understanding of

how to create equitable outcomes, we understand that to achieve these outcomes, we must also consider our process for trying to create them. We encourage users to use the equity questions that are embedded in the Framework as a resource for critical thinking about the equity and inclusion of the structures, processes, and outcomes we are creating with our systems work.

The ultimate goal for expanded learning systems, programs, and funders is to provide equitable access in participation in programs that give youth a set of experiences that help them develop into healthy, engaged, empowered, and productive adults. The Framework for Measurement and Continuous Improvement and its' accompanying resources are designed to help all these stakeholders think critically about how they approach that ultimate goal, track progress, and target resources.

FOOTNOTES

⁵ See McCombs et al. (2017) for a summary of the research base.

Desired Outcome: Community shares a common vision of expanded learning and its value



Equity questions: Who did you engage to establish your vision? Were those engaged representative of your community and youth? How did you engage youth in the process? Are system leaders systematically analyzing and collecting board/staff demographics? Are you encouraging cross-sector collaboration between expanded learning, schools, workforce, health and other systems that meet the holistic development needs of underserved youth?

Indicators	Data	Measurement and Analysis Options and Considerations
<p>Vision and goals established and publicized</p>	<p>Vision and goals on organization website</p> <p>Progress towards goals published on organization website</p> <p>Level of city leadership buy-in and support for goals</p> <p>Level of community stakeholders (e.g., program providers) buy-in for vision and goals</p>	<p>Buy-in can be evaluated through a qualitative self-assessment, survey, or interviews</p>
<p>Level of participation among programs in the community's network of providers</p>	<p>Number and percentage of expanded learning programs in the community that:</p> <ul style="list-style-type: none"> ● Participate in the network ● Should be in the network ● Are "active network participants" and provide data and attend training and events 	<p>Requires an understanding of expanding learning opportunities across the community (may need to approximate).</p>
<p>Level of engagement with key stakeholders in the community (e.g., other community organizations, local government, foundations, school district business leaders, youth)</p>	<p>Board composition</p> <p>Level of key stakeholder engagement</p>	<p>Engagement can be evaluated through a qualitative self-assessment, survey, or interviews</p>

Desired Outcome: Community establishes equitable access to and participation in expanded learning programs that meet the needs of children and youth



Equity questions: Is access and participation equitable across regions, demographics, and youth needs? Is system staff provided professional development on how to integrate equity in policies, practices, and governance? How are people most likely affected by system involved in the design and implementation of policies?

Indicators	Data	Measurement and Analysis Options and Considerations
Access to quality programming	Number and percentage of: <ul style="list-style-type: none"> • Programs offered in community • Youth participating in programs 	To address equity, consider examining by: <ul style="list-style-type: none"> • Region/neighborhood • Program type • Youth demographics (e.g., age, race/ethnicity, gender, family income,) • Youth needs (e.g., English language learners, learning needs) Consider periodically tracking to determine community progress
Programs for underserved youth supported	Number of new slots created Dollars raised to support programs Number of programs receiving financial support	
Attendance management information system to track youth attendance adopted for program use	Number and percentage of programs utilizing youth attendance system	
Best practices in recruiting youth and supporting strong attendance shared	Creation of best practice tip sheet/documents/training Number of downloads or distribution of content Number and percentage of programs and receiving training on recruiting best practice Expanded learning provider reports of utilizing best practices	

Desired Outcome: Families and youth express satisfaction with and connection to expanded learning programming



Equity questions: How do you know what families and youth want in terms of programming options?
Are levels of satisfaction equally distributed in the community?

Indicators	Data	Measurement and Analysis Options and Considerations
<p>Families and youth are aware of the importance of afterschool time and how to get involved</p>	<p>Number of distributed expanded learning program catalogues</p> <p>Number of hits/use of online expanded learning program finders</p> <p>Percentage of families and youth reporting being aware of offerings in the community</p>	<p>Tracking community-wide family data may require district administration or a research partner to administer a parent and/or youth survey</p> <p>To address equity, examine by factors listed above</p>
<p>Families and youth are satisfied with expanded learning programming options</p>	<p>Percentage of families and youth in the city reporting satisfaction with the supply of expanded learning opportunities in terms of quality, safety, content, and access</p>	

Desired Outcome: Community engages in continuous quality improvement for expanded learning



Equity questions: Are the quality standards culturally responsive and appropriate?
Who delivers professional development to providers?

Indicators	Data	Measurement and Analysis Options and Considerations
Shared definition of expanded learning program quality standards adopted and publicized	<p>Program quality standards publicized on website</p> <p>Number and percentage of expanded learning providers using program quality standards</p>	<p>Adoption of program quality standards can be assessed through a provider survey or be set as a condition of network membership</p>
Level of participation in program quality observation and assessment	<p>Program quality observation and assessment tool adopted</p> <p>Number and percentage of expanded learning providers using the program quality assessment (self-assessment; peer observation; external observation)</p>	<p>May want to assess by session and by year</p> <p>Requires system to track program quality observation data</p>
Level of management information system utilization and data sharing	<p>Number and percentage of programs and staff trained to use the management information system</p> <p>Number and percentage of expanded learning providers using management information system or uploading data</p>	<p>May want to examine by:</p> <ul style="list-style-type: none"> ● session ● year ● program type ● frequency of utilization (e.g., daily/weekly basis) <p>Requires a system for tracking professional development offering and attendance</p>
Aggregate data shared with and utilized by expanded learning providers for continuous improvement	<p>Number and percentage of expanded learning providers:</p> <ul style="list-style-type: none"> ● Receiving data reports ● Utilizing data reports 	<p>Data reports can include all indicators collected (e.g., youth attendance, demographics, and engagement; program quality indicators) and benchmark programs against the citywide averages.</p> <p>Utilization of data reports can be gathered through a provider survey.</p> <p>Informal feedback on usefulness can help direct improved reporting.</p>
High-quality professional development provided to expanded learning program staff, including workshops, coaching, and facilitated peer learning	<p>Number and percentage of:</p> <ul style="list-style-type: none"> ● Professional development opportunities provided, by type and content ● Expanded learning providers access professional development opportunities ● Expanded learning program staff attending professional development opportunities ● Professional development opportunities address quality assessment data <p>Level of participant satisfaction with quality, quantity, and content of professional development opportunities offered and taken</p>	<p>Requires a system for tracking professional development offering and attendance</p> <p>Participant satisfaction can be gauged through course feedback surveys given at the end of a professional development session</p>

Desired Outcome: System effectively advocates for supportive policies and funding to support equitable access to expanded learning programs



Equity questions: How is equitable access for all youth in your community built into your communication strategy and funding strategy?

Indicators	Data	Measurement and Analysis Options and Considerations
<p>Value of expanded learning opportunities to youth development promoted and communicated in terms of:</p> <ul style="list-style-type: none"> • Access • Participation • Quality • Youth outcomes • Value of the coordinating body 	<p>Number of reports/briefings created and shared</p> <p>Number of convenings focused on expanded learning in the community</p> <p>Number and type of policies and stakeholders influenced</p>	<p>Benchmarks and goals will need to be established by each community, depending on goals for the year</p>
<p>Expanded learning programs provided with materials on relevant policies and funding opportunities</p>	<p>Number of funding opportunities identified and communicated to network</p> <p>Number and type of outreach materials provided to expanded learning programs</p>	
<p>Systems-level funding is sustainable and diverse</p>	<p>Number of funders, by type of funder</p> <p>Amount of funding, by type of funder</p> <p>Average length of funding commitment</p>	

Desired Outcome: System fosters an environment that enables youth to have voice in the community



Equity question: Are the youth in leadership positions representative of the community?

Indicators	Data	Measurement and Analysis Options and Considerations
Youth demonstrate voice and leadership in the community	<p>Number and percentage of boards and leadership committees with youth members</p> <p>Number and percentage of boards and leadership committees with youth leaders</p> <p>Level of influence youth have on boards and committees</p>	<p>Level of influence may be a qualitative assessment. Suggest examining opinions of youth and adults.</p>

Desired Outcome: System incubates and generates new expanded learning programs/initiatives to benefit youth



Equity questions: What types of youth have access to new programs and initiatives?

Indicators	Data	Measurement and Analysis Options and Considerations
New expanded learning programs or quality initiatives established or supported through providing funding, professional development and/or other forms of guidance	<p>Number and type of initiatives incubated</p> <p>Funding raised for new initiatives</p> <p>Frequency lessons learned/best practices from new initiatives are shared with broader community</p>	<p>May want to examine by:</p> <ul style="list-style-type: none"> • Region/neighborhood • Program type • Youth demographics (e.g., age, race/ethnicity, gender, family income, needs)

Desired Outcome: Programs provide high-quality, equitable experiences to youth



Equity questions: Who is participating in high-quality programs? Are there groups of youth who have inequitable participation? Are racially diverse young people helping to develop quality indicators?

Indicators	Data	Measurement and Analysis Options and Considerations
<p>Programs meet quality standards (often established by states) in selected domains, such as:</p> <ul style="list-style-type: none"> • Supportive relationships between adults and youth • Positive emotional climate • Hands-on, inquiry-based learning opportunities • Culturally relevant content and activities • Youth engagement • Meeting needs of youth with special needs (e.g., English language learners, physical needs, learning needs) 	<p>Number and percentage of expanded learning programs meeting quality thresholds on program quality assessment (by indicator)</p> <p>Number and percentage of youth reporting quality experience (by indicator)</p>	<p>To track systematically and use information for continuous program improvement, consider adopting a program quality assessment tool (see https://www.childtrends.org/wp-content/uploads/2008/02/2008-10OSTProgramQuality.pdf for a list of commonly utilized tools)</p> <p>Indicators can also be gathered through surveys of youth</p> <p>To address equity, consider examining by:</p> <ul style="list-style-type: none"> • Region/neighborhood • Program type • Quality of program by youth population served
<p>Youth participation in each program session is high</p>	<p>Number of youth served in program</p> <p>Average daily attendance rate during session</p> <p>Number and percentage of youth who attend in the first week and do not return to the program</p>	<p>Examining youth attendance at the program level can provide a rough indicator of program quality</p> <p>Consider examining by:</p> <ul style="list-style-type: none"> • Region/neighborhood • Program type • Youth demographics (e.g., age, race/ethnicity, gender, family income, needs)
<p>Programs offer program activities that match desired youth outcomes</p>	<p>Number and percentage of expanded learning programs intentionally linking activities to specific skills</p>	<p>Indicators can be gathered during program quality assessments</p> <p>Can be gathered through youth surveys</p> <p>May want to examine by:</p> <ul style="list-style-type: none"> • Region/neighborhood • Program type • Youth demographics (e.g., age, race/ethnicity, gender, family income, needs)
<p>Opportunities for meaningful and authentic youth input and leadership provided</p>	<p>Number and percentage of youth:</p> <ul style="list-style-type: none"> • Serving on program governing body or decision-making teams • Reporting sufficient “voice” or opportunities for decision-making in program 	<p>Indicators can be gathered during program quality assessments</p> <p>Can be gathered through youth surveys</p> <p>May want to examine by:</p> <ul style="list-style-type: none"> • Region/neighborhood • Program type • Youth demographics (e.g., age, race/ethnicity, gender, family income, needs)
<p>Explicit connections made between expanded learning program design and school day</p>	<p>Number and percentage of:</p> <ul style="list-style-type: none"> • Programs that complement or reinforce program goals with school day • Aligned activities within programs 	<p>This indicator requires an understanding of school day goals and may not be applicable for all programs.</p>

Desired Outcome: Programs use management practices that enhance quality



Equity questions: Who is participating in programs utilizing quality management practices? Are there groups of youth who lack this access? Are programs mapping local landscape changes in our community that may influence quality (e.g., changes in financial resources available)?

Indicators	Data	Measurement and Analysis Options and Considerations
Daily individual student attendance accurately tracked at program level	Number and percentage of expanded learning programs accurately tracking individual-level student attendance data	To audit attendance data, look for programs with all 100% or 0% attendance and frequency of data entry

Desired Outcome: Program design is intentional and informed by community needs



Equity questions: Are programs conducting structural racial equity analysis of internal policies, practices that influence program design? Are programs examining board and staff leadership structures? Are we allocating sufficient financial resources to support the building the capacity of program leaders for equity work? Are program staff provided professional development that will enhance their understanding of racial equity? Is a diverse team leading the professional development?

Indicators	Data	Measurement and Analysis Options and Considerations
Program design is intentional, explicit, and conceptually links activities to desired youth outcomes	Number and percentage of expanded learning programs/offerings with: <ul style="list-style-type: none"> • Daily and weekly activity guides • Daily and weekly activity guides that link activities to desired youth outcomes 	To avoid the burden of gathering extensive documentation, systems can gather management indicators when conducting program quality observations, through surveys, through a MIS system, or signal the importance of them through standards and professional development.
Expanded learning program design informed by community needs	Number and percentage of expanded learning programs: <ul style="list-style-type: none"> • Receiving community input • Programming activities that meet identified community needs 	
Clear processes on how to train staff established	Number and percentage of expanded learning programs with articulated onboarding materials and plans	
Ongoing professional development of staff invested in and prioritized	Number and percentage of expanded learning programs: <ul style="list-style-type: none"> • Providing own professional development opportunities to staff • Attending intermediary-provided training • Paying staff to attend professional development opportunities 	
Clear plan for managing staff transitions	Number and percentage of expanded learning programs: <ul style="list-style-type: none"> • Reporting staff turnover rate • Developing an annual hiring plan 	
Continuous improvement process	Number and percentage of expanded learning programs engaged in continuous improvement process	
Family engagement strategies	Number and percentage of expanded learning programs with a family engagement plan (plan can include calls, newsletters, social media interactions, activities) Number and percentage of families reporting feeling engaged and connected	

Desired Outcome: Youth engage in activities and experiences that provide them exposure to new and developmental content



Equity questions: Are we intentional about serving indigenous, immigrant, racially and economically diverse youth to weigh in on what type of programming would respond to their needs?

Indicators	Data	Measurement and Analysis Options and Considerations
Expanded learning programs activities provide youth with opportunities for experiential learning, leadership, and access to new events or activities	Number and type of activities and field trips offered Percentage of youth reporting engaging in a novel experience Leadership experiences	Can be gathered through a management information system or through a youth survey May want to examine by: <ul style="list-style-type: none"> Youth demographics (e.g., age, race/ethnicity, gender, family income)

Desired Outcome: Youth have high rates of expanded learning program participation



Equity questions: Have we done an analysis of who is and is not coming to our expanded learning programs?

Indicators	Data	Measurement and Analysis Options and Considerations
Youth have consistent, high participation rates	Number of youth participating in programming Average daily attendance rate of individual youth Number and percentage of individual youth attending established and relevant thresholds (e.g., 50% or above, 75% or above)	Recommend providing a common management information system for tracking youth attendance and establishing common standards for tracking attendance. May want to examine by: <ul style="list-style-type: none"> Program type Youth demographics (e.g., age, race/ethnicity, gender, family income) Youth school indicators (e.g., chronic absenteeism, academic performance)
Youth participate in programming across years	Number and percentage of individual youth participating in consecutive years of expanded learning programming Number and percentage of expanded learning programs in which individual youth participate across multiple years	Requires the ability to track individual students over time

Desired Outcome: Youth develop and demonstrate positive skills and beliefs



Equity questions: Are diverse youth involved in determining appropriate skill and belief indicators?
 Are youth empowered to participate in meaningful ways in policy, governance and research discussions?

Indicators	Data	Measurement and Analysis Options and Considerations
<p>Expanded learning programs activities provide opportunity for youth to develop identified positive skills and beliefs such as:</p> <ul style="list-style-type: none"> • Establishing and maintaining healthy relationships • Happiness • Curiosity • Optimism • Engagement in learning in and out of school • Self-regulation • Perseverance • Communication • Growth mindset • Academic learning • Leadership 	<p>Number and percentage of youth:</p> <ul style="list-style-type: none"> • Reporting engaging in activities that would help them build identified skills • Demonstrating specified skills • Showing growth in specified skills 	<p>Recommend only tracking skills and beliefs directly linked to program content.</p> <p>Measurement of skills can be gathered from youth survey, instructor surveys, or school administrative data, depending on skill being measured</p>

Appendix: Data Use Assessment Tool

Outcome Within Framework	Measured (yes/no)	Data system storage	Frequency of data collection	For sample or entire population?	Tool used to measure (e.g., SAYO, YPQA, DESSA)?	Frequency of data analysis	Type of analyses run	Data shared with...	Use of data
SYSTEM LEVEL									
Community shares a common vision of expanded learning and its value									
Community establishes equitable access to and participation in expanded learning programs that meet the needs of children and youth									
Families and youth express satisfaction with and connection to expanded learning programming									
Community engages in continuous quality improvement for expanded learning									
System effectively advocates for supportive policies and funding to support equitable access to expanded learning programs									
System fosters an environment that enables youth to have a voice in the community									
System incubates and generates new expanded learning programs/initiatives to benefit youth									
PROGRAM LEVEL									
Programs provide high-quality, equitable experiences to youth									
Programs use management practices that enhance quality									
Program design is intentional and informed by community needs									
YOUTH LEVEL									
Youth engage in activities and experiences that provide them exposure to new and developmental content									
Youth have high rates of expanded learning program participation									
Youth develop and demonstrate positive skills and beliefs									



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