An Evaluation of After-School All-Stars Los Angeles

2023-2024

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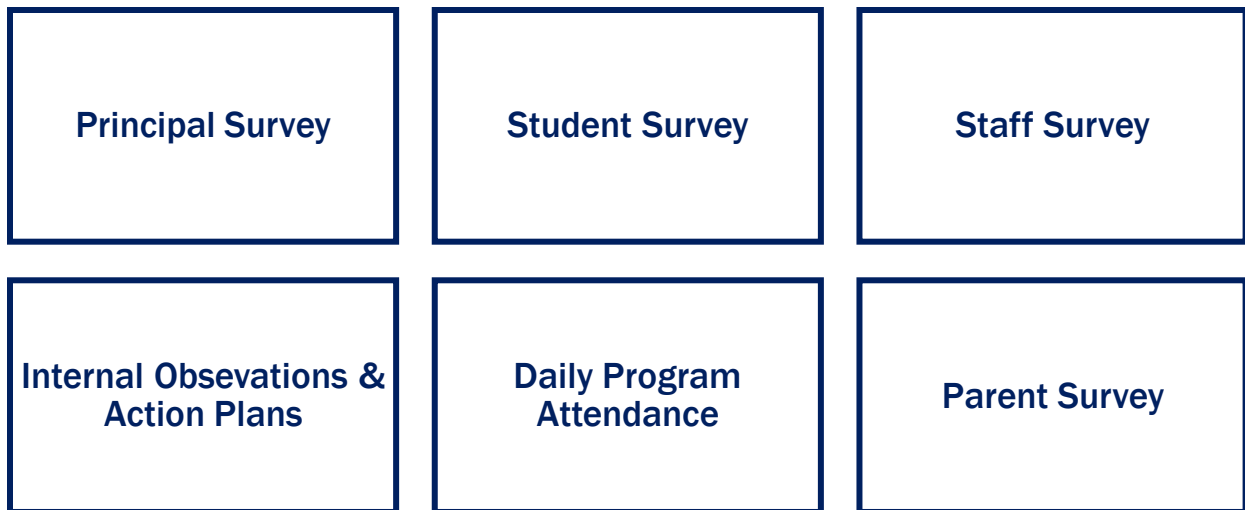Click these chapter titles to jump to that section!

EXECUTIVE SUMMMARY

Established in 2002, After-School All-Stars Los Angeles (ASAS-LA) serves over 20,000 elementary, middle and high school students living in some of the most impoverished communities in Los Angeles County. ASAS-LA provides youth with engaging after-school activities aimed at building academic and social skills to facilitate students' success both in school and day-to-day life. To ensure program goals are being met, ASAS-LA has contracted with Dr. Michelle Sloper at the Claremont Evaluation Center (CEC) to conduct formal, comprehensive evaluations. Specifically, the present evaluation examined:

- Quality of Implementation
- Participant Outcomes
- Continuous Quality Improvement

A number of data sources were utilized to better understand each of these variables and their impact on ASAS-LA programming. To ensure a more complete understanding of the program, data was collected from principals, students, staff, and internal observers. These data sources include:

Principal Survey	**Student Survey**	**Staff Survey**
Internal Obsevations & Action Plans	**Daily Program Attendance**	**Parent Survey**

These measures were implemented in the 2023-2024 program year, findings are detailed in this report. Additionally, notable findings are summarized below, divided into youth experiences and participation, staff and youth needs, youth outcomes, and program satisfaction and CQI.

Youth Experiences & Participation
(Chapter 2)

- Youth experiences were measured by the quality of their relationships with staff, their perceptions of a positive program community, and the frequency they experienced positive and negative emotions in the program. Overall, youth gave high ratings of their program experiences.
- Across all experience categories, high school youth reported more positive experiences than middle school youth or elementary school youth.
- Among youth at all age levels, those who joined the program for internal reasons reported better youth-staff relationships, a stronger sense of community, more positive emotions, and fewer negative emotions than those who joined All-Stars for external reasons.
- For middle and high school youth, boys reported better program experiences than girls across all measures of program experience.
- Parents/caregivers also gave high ratings when asked about their children's experiences in the All-Stars program.
- There was a wide range of program attendance (measured in cumulative days and duration in months), with high school youth attending the least and elementary students attending most often.

Staff & Youth Needs
(Chapter 3)

- Youth reported struggling academically, with their biggest challenges being schoolwork and staying focused. However, across all school levels there was a decrease in the number of youth who reported challenges with schoolwork and difficulty staying focused from Winter to Spring.
- The largest group of youth reported feeling very stressed "sometimes" and felt they could get help from All-Stars staff if needed, knowing that talking to a trusted adult could help them.
- Staff reported high levels of satisfaction with their jobs at ASAS-LA but requested more formal DEIA trainings for staff and students.

Youth Outcomes
(Chapter 4)

- Youth outcome categories were wellness, career exploration, STEM, and academic readiness.
- Youth who were intrinsically motivated to join All-Stars rated themselves higher on outcome measures than youth who were externally motivated to join All Stars.
- For elementary school youth, girls reported higher ratings of their resilience than boys.
- Middle and high school boys reported higher ratings across several program outcomes compared to girl participants
- Across all groups, higher ratings of All-Stars program experiences predicted better youth outcome ratings across multiple measure, meaning there was a link between how youth experienced the program and their perceived benefits.
- Parents/caregivers corroborated this finding, reporting that they child had higher levels of self-confidence, higher self-esteem, and academic improvements after attending All-Stars.

Program Satisfaction & CQI
(Chapter 5)

- Overall, youth participants were satisfied with the All-Stars program. Youth enjoyed activities and games, as well as the opportunities for social interaction. Youth suggested that ASAS-LA incorporate more engaging clubs and activities.
- Parents and caregivers were also highly satisfied with All-Stars, reporting they felt less stressed knowing their child was safe in the All-Stars program afterschool.
- Principals felt that All-Stars programming was high-quality and that their students felt safe. Their suggestions for program improvement included adding additional activities, increasing the number of staff, improving communication, and improving supervision and program safety.
- Staff reported high satisfaction with their jobs, regardless of how long they have worked at All-Stars. Staff were internally motivated to work at All-Stars because and reported that the work is fun, enjoyable, and rewarding.
- Regarding CQI, All-Stars staff reported high levels of engagement with CQI behaviors and a similar level of understanding about the bigger picture of organization wide CQI efforts.

CHAPTER 1: PROGRAM BACKGROUND & EVALUATION DESIGN

After-School All-Stars Los Angeles (ASAS-LA) has established itself as an industry-leading program aiming to support, cultivate, and foster the positive development of All-Stars youth participants across K-12 grades. This cumulative report aims to highlight the resilience and success of All-Stars youth and staff, while offering recommendations to improve the quality and efficacy of the All-Stars program for future years.

Launched by Arnold Schwarzenegger in 2002, the Los Angeles chapter of After-School All-Stars (hereafter referred to as All-Stars) provides participants with a safe and stimulating environment rich with opportunities to develop self-esteem, cultivate leadership skills, build positive peer relationships, and succeed in their academic and social lives. All-Stars provides academic assistance in their Countdown activities and a wide variety of enrichment activities under three primary pillars (see graphic below). In addition, All-Stars provides participants with opportunities to go on a variety of field trips, such as college campus visits and sporting events. Since its inception, All-Stars has expanded from 15 middle schools in 2007 to a total of 73 sites and more than 20,000 youth in 2023-2024 across the K-12 grades.

Countdown Activities

Homework Help & Academic Assistance
Academic activities designed to support and extend school-day learning, as well as provide additional support for standardized tests.

Blastoff Activities

Visual & Performing Arts
Enrichment activities such as dance, Photoshop, and arts and crafts.

Health, Nutrition, and Physical Fitness
Enrichment activities such as basketball, football, and cooking.

Leadership, Character Development, and Community Service Learning
Enrichment activities such as youth council and Entourage.

For the past seventeen years, All-Stars has contracted with Dr. Michelle Sloper, an Associate Professor of Practice at Claremont Graduate University (CGU) to conduct formal, comprehensive, summative evaluations to inform program improvements and expansion efforts. Evaluation findings have consistently revealed that All-Stars participants with higher attendance patterns report higher levels of social-emotional development (e.g., self-efficacy, autonomy, goal-directed behavior) and academic outcomes (e.g., knowledge of school requirements, academic aspirations).

The primary purpose of the 2023-2024 evaluation was to provide ongoing rapid feedback, provide continuous quality improvement (CQI) support to the All-Stars team, assess principal, staff, and parent experiences, assess the quality of programming, and measure student experiences, developmental outcomes, and program attendance over time, to maintain and create a safe and supportive environment and to support meeting youth, staff, parent/caregiver, and principal needs. Specifically, the 2023-2024 All-Stars evaluation was designed to address the following evaluation questions:

Quality of Implementation

- What is the quality of implementation at ASAS-LA sites?
- How do All-Stars' students perceive their experiences in the program?
- Are the needs of students, staff, parents/caregivers, and principals being met by the All-Stars program?

Program Attendance

- What are trends in attendance at ASAS-LA sites?
- How do site and participant characteristics relate to youth attendance?
- How do youth experiences and outcomes relate to youth attendance?

Participant Outcomes

- To what extent does ASAS-LA contribute to positive outcomes among youth participants?
- How does frequency of attendance in ASAS-LA and program quality relate to youth outcomes?
- What school-level, program-level, and student-level factors affect youth outcomes?

Continuous Quality Improvement

- How well is ASAS-LA implementing CQI processes at the agency and site levels?
- To what extent is ASAS-LA collecting data about program quality and using evaluation data to promote program improvement?
- What do ASAS-LA staff members need to engage in their work most effectively?

Evaluation Methodology

Both qualitative and quantitative measures were used to determine the effectiveness of the All-Stars program and answer the evaluation questions. The seven sources of data are discussed in **Table 1**.

Table 1. Crosswalk of Evaluation Data Sources by Report Sections

Report Sections	Evaluation Methods						
	Principal Survey	Student Survey	Staff Survey	Parent Survey	Internal Observations	Daily Program Attendance	CQI Action Plans
Chapter 2. Program Quality + Youth Experiences	✓	✓		✓	✓		
Chapter 3. Youth Attendance + Participation		✓				✓	
Chapter 4. Staff & Youth Needs		✓	✓				
Chapter 5. Youth Outcomes		✓		✓		✓	
Chapter 6. Program Satisfaction + CQI	✓	✓	✓	✓			✓

Student Surveys

To capture youth experiences, needs, their perceptions of program quality, mental health challenges, and their positive developmental outcomes, youth participants completed an online/paper and pencil survey twice during the academic year (January/February 2024: Winter Survey and May/June 2024: Spring Survey). All-Stars program staff administered the Winter and Spring surveys to 3rd-12th grade All-Stars' youth participants. The surveys included questions about youth characteristics, program participation patterns, program experiences, youth needs, and developmental outcomes. For analytical purposes, particular attention was paid to how youth characteristics (e.g., gender, reason for joining All-Stars) interacted with outcomes, as well as relationships between program experiences and youth outcomes.

Student Survey Responses:
Winter 2024:
65 sites
$N = 2,504$

Spring 2024:
53 sites
$N = 1,904$

328 Staff Survey Responses:
- 58 sites
- 256 Program Leaders
- 53 Program Coordinators
- 19 Leadership, OGMs, or PSSs

Staff Surveys

To capture staff practices, their perceptions of their training and professional development needs, their readiness and preparation for offering effective programming, their perceptions of All-Stars' commitment to and engagement in social and racial justice work, and their perceptions of the support received from All-Stars and their supervisors, staff completed an online survey in April/May 2024. The online survey was emailed to all All-Stars Staff.

Principal Surveys

Because principals play an essential role in facilitating All-Stars' offerings to youth at their school sites, principals were asked to participate in an online survey to assess their satisfaction with All-Stars, the impact All-Stars had at their schools, and their satisfaction with the communication and relationship with All-Stars staff. The online survey was sent to principals at all All-Stars sites via email in April of 2024.

53 Principal Survey Responses:
- 12 elementary schools
- 23 middle schools
- 20 high schools

Program Quality Observations

131 Program Quality Observations
- 48 sites total
- 39 observations at elementary schools
- 59 observations at middle schools
- 33 observations at high schools

Program quality observations were used to gain a deeper understanding of the quality of implementation of Blastoff activities across program sites. For the 2023-2024 evaluation, 131 internal observations were conducted at 48 sites by Program Coordinators (PCs). The All-Stars observation protocol aimed to examine activity quality such as student-staff interactions, youth engagement, youth autonomy and leadership, and peer interactions. The CGU evaluation team created an online system for the All-Stars Internal Observation Team to electronically enter the observational data, which was analyzed by the CEC evaluation team.

Parent/Caregiver Survey

New to this year's evaluation, parents and caregivers were asked to complete a paper survey to obtain crucial insights on their perceptions of student safety and thriving in the program, perceived benefits for youth, perceptions of staff, and the role of after-school programming. The survey was offered in both Spanish and English versions and completed by parents in-person via paper and pencil; a total of 572 parent/caregiver surveys were completed from parents with youth in 38 All-Stars sites.

572 Parent Survey Responses

CQI Action Plans

87 Action Plans at 34 Sites

Following observations, the observed Program Leader (PL) and Program Coordinator (PC) engaged in collaborative action planning to further promote continuous quality improvement (CQI) processes at the site and

agency level. Based on observation ratings, staff identified 1-3 target areas for program improvement including action steps, timeline, and progress checks. There were 87 action plans completed and entered into the online system across 34 sites.

Attendance Data

Attendance data were collected from All-Stars in September of 2024 and consisted of cumulative daily attendance for all All-Stars participants across all sites. Attendance for approximately 19,191 youth program participants was analyzed.

19,191 Youth Participants

Report Structure

The following report provides a comprehensive description of the evaluation goals, methods, measures, and findings for the 2023-2024 academic year. The chapter structure is outlined in the following graphic. The purpose of the 2023-2024 evaluation is to provide credible evidence to understand the effectiveness of All-Stars and help All-Stars identify core strengths and areas of improvement so that they can continuously improve the quality of their services and continue to make a difference in the lives of the youth being served.

Chapter 1: Program Background & Evaluation Design	Chapter 2: Program Quality & Youth Experiences	Chapter 3: Youth Attendance & Participation
Chapter 4: Staff & Youth Needs	**Chapter 5: Youth Outcomes**	**Chapter 6: Program Satisfaction & CQI**
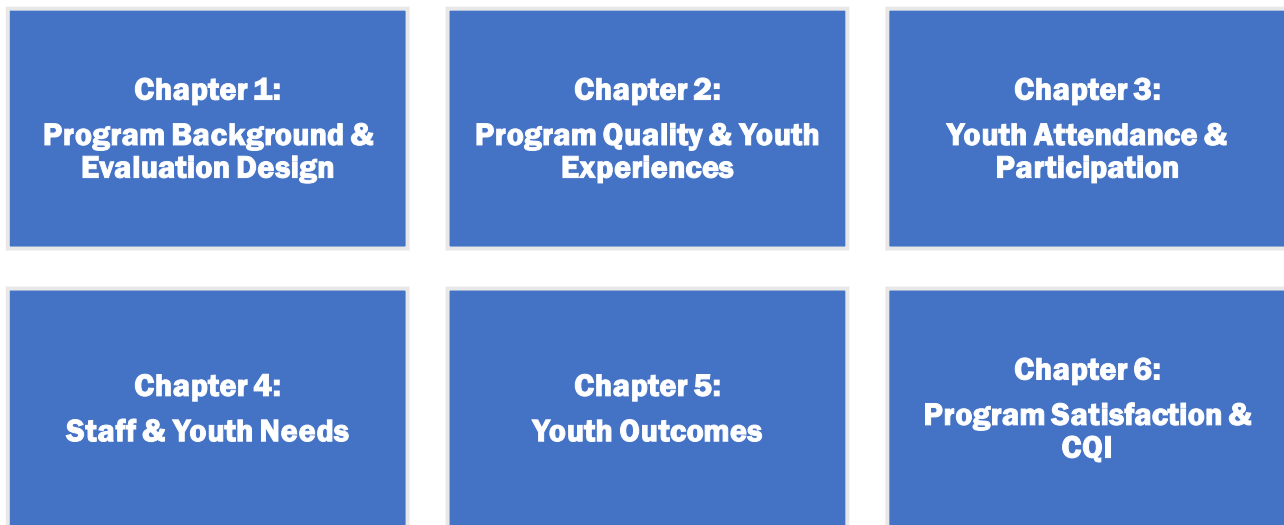
CHAPTER 2: PROGRAM QUALITY & YOUTH EXPERIENCES

A major focus of this evaluation was to consider both program quality and youth experiences across All-Stars sites from the perspective of youth, principals, and parents. Program quality observations, youth experience questions on the Student Survey, and satisfaction questions on the Principal Survey and Parent Survey were each utilized to answer the following questions about program quality and youth experiences:

> **What is the quality of programming across ASAS-LA sites?**

> **What are the strengths and areas needing improvement in the overall quality of programming offered?**

What is the quality of programming across ASAS-LA sites?

To answer this first question, data from internal observations, Parent Survey responses, and Principal Survey responses were utilized. Observations were conducted by All-Stars staff between April and May of 2024, with a total of 48 program sites observed across 131 observations (see **Table 2**). **Appendix A** shares the number of observations per site.

93.9% (*N* = 123) of the observations were conducted by Program Coordinators

Observations were conducted at 48 school sites: 39 elementary schools, 59 middle schools, and 33 high schools.

On average, there was one staff member/program leader present at ASAS-LA Activities [Range: 1 to 3 staff]
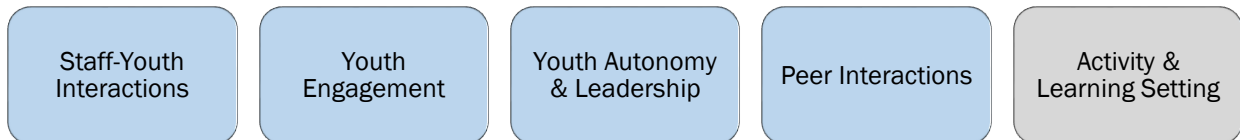
On average, there were fifteen youth present at ASAS-LA Activities [Range: 3 to 101 students]

Table 2. Types of Activities Observed by School Level

Grades	Activities	Example Descriptions
Elementary School: K – 5th Grade (*N* = 39 observations)	Physical Health (*N* = 12) Art (*N* = 12) Recreation (*N* = 11) Academic (*N* = 8) Cooking (*N* = 2)	*"Students began with choices on how to warm up either run or do jumping jacks. They followed with practicing their routine and adding new moves to their current routine. Students were engaged and loved inputting all the work to their dance."* – Physical Health
Middle School: 6th – 8th Grade (*N* = 59 observations)	Art (*N* = 18) Physical Health (*N* = 14) Recreation (*N* = 13) Cooking (*N* = 3) Academic (*N* = 3)	*"Today students had the opportunity to play a soccer scrimmage game as a team. Staff explained the rules of the game and gave each player a position to play in."* – Physical Health
High School: 9th – 12th Grade (*N* = 33 observations)	Recreation (*N* = 10) Physical Health (*N* = 9) Practical Skills (*N* = 6) Art (*N* = 5) Cooking (*N* = 3) Academic (*N* = 1)	*"PL has students looking at resume templates and helping them look through to fill out their resume."* – Practical Skills

The All-Stars observation protocol includes five primary categories to examine activity quality:

Staff-Youth Interactions	Youth Engagement	Youth Autonomy & Leadership	Peer Interactions	Activity & Learning Setting

Observers employed a scale of 0 (*not true*), 1 (*somewhat true*), and 2 (*very true*) to rate several indicators in each category of the protocol. Observers also had the option to report that an indicator was not applicable. Finally, observers provided open-ended reflections/notes about the activity and learning setting overall.

Across ASAS-LA sites, program quality was rated highly by observers across the domains of staff-youth interactions, youth engagement, youth autonomy & leadership, and peer interactions.

Overall, it was observed that youth participated in numerous developmentally important experiences during the All-Stars program. As **Figure 1** shows, average observation ratings across key indicators were at minimum a 1.38 out of 2.00. Staff-youth interactions received the highest overall ratings compared to other observation categories. Across categories, these observation ratings were consistently high across elementary, middle, and high school program sites. More details about the observations are provided to answer the second evaluation question in this Chapter regarding strengths and areas of improvement.

"Altogether, very impressed with the observation. I believe Program Leader is doing an excellent job with students and classroom management."
---Observation Note

Figure 1. Average Observation Ratings by School Level *[0 = Not True, 1 = Somewhat True, 2 = Very True]*
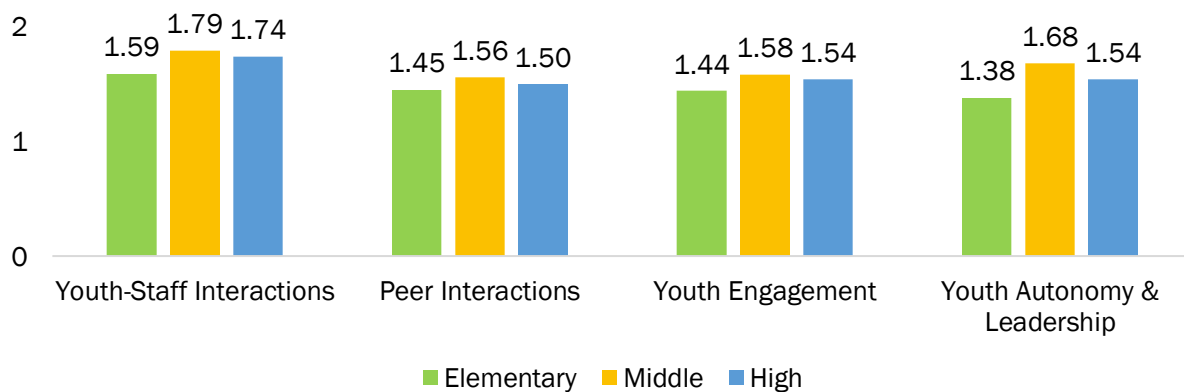
Principals from All-Stars school sites also reported that they believed the program quality at their All-Stars site was good or excellent.

Additionally, Principal Surveys (53 total responses) indicated that principals felt that the program quality was good (32.7%) or excellent (48.1%) and that they felt satisfied with their communication with the All-Stars program (92.0%). See **Chapter 6** for information regarding Principal Surveys.

Parents agreed that their child(ren) had positive experiences in the All-Stars program, noting that their child(ren) felt comfortable with staff and felt safe in the All-Stars program.

New to this year's evaluation, a Parent Survey was administered to parents and caregivers of All-Stars participants. Parent insights are especially valuable since their opinions have not been formally collected by the All-Stars program in several years. When asked about their child's experiences, parents reported that their child felt safe and comfortable in the program and with All-Stars staff. As shown in **Figure 2**, parents reported slightly lower agreement that their child had made more friends and learned leadership skills, pointing to areas of potential improvement. Taken together, these findings illustrate that the All-Stars program was implemented in a high-quality manner during the 2023-2024 academic year.

Figure 2. Parent Survey Responses about Youth Experiences in All-Stars

My child...
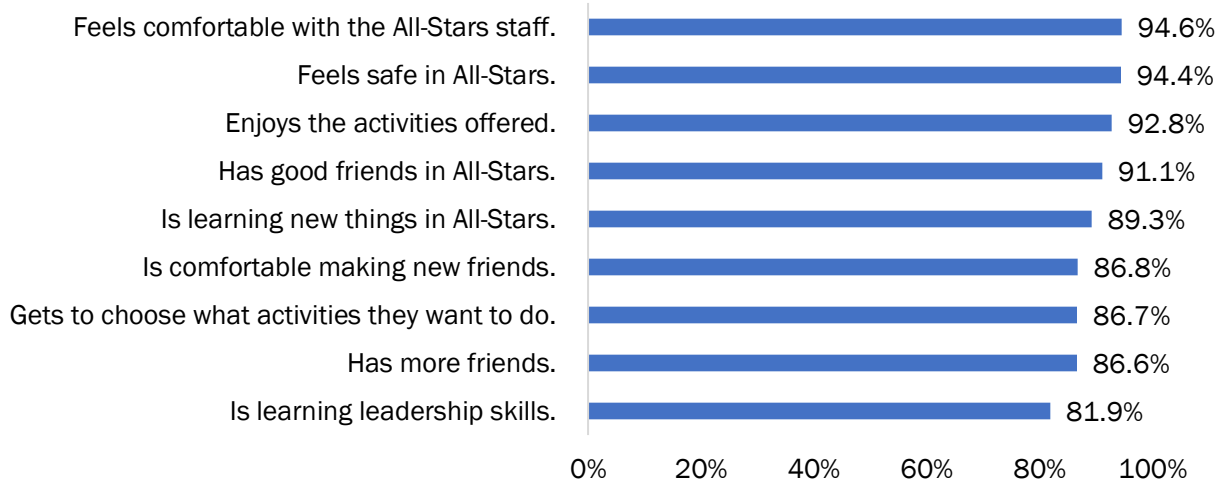
Feels comfortable with the All-Stars staff.	94.6%
Feels safe in All-Stars.	94.4%
Enjoys the activities offered.	92.8%
Has good friends in All-Stars.	91.1%
Is learning new things in All-Stars.	89.3%
Is comfortable making new friends.	86.8%
Gets to choose what activities they want to do.	86.7%
Has more friends.	86.6%
Is learning leadership skills.	81.9%

0%   20%   40%   60%   80%   100%

What are the strengths and areas needing improvement in the overall quality of programming offered?
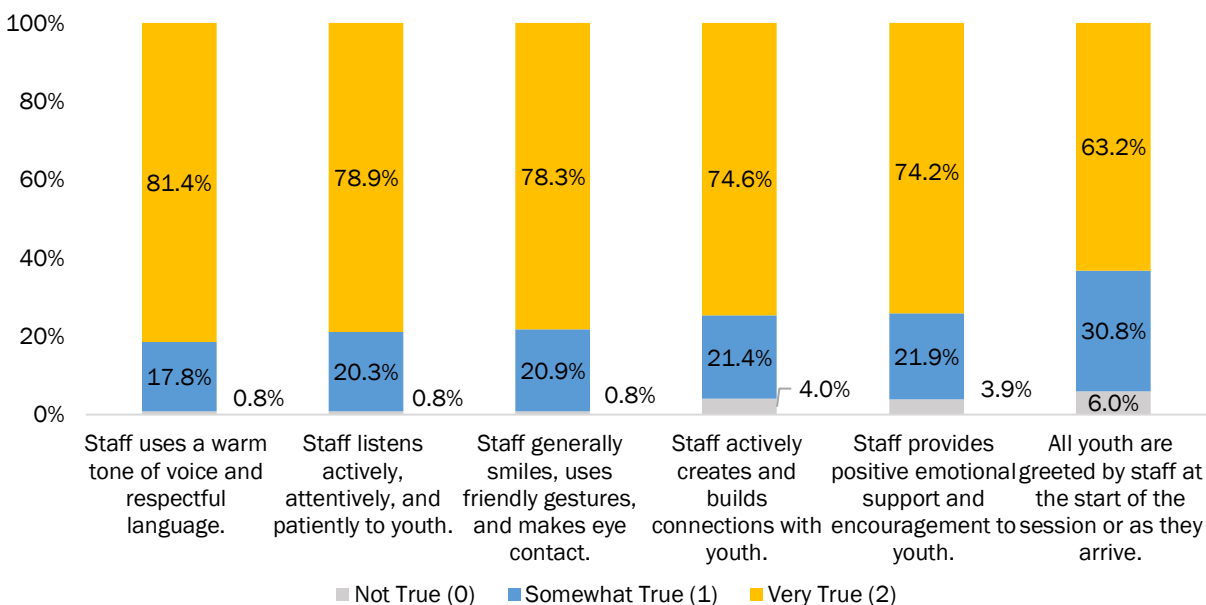
There are a number of strengths and areas for improvement across the domains of staff-youth interactions, peer interactions, youth engagement, and youth autonomy & leadership.

The following section summarizes the observation ratings by category to highlight program quality strengths and identify areas of improvement.

Staff-Youth Interactions

Staff-youth interactions were rated particularly high, with very few "not true" ratings across items (refer to **Figure 3**). Observers reported that staff used a warm tone (81.4% very true), actively listened to youth (78.9% very true), and frequently smiled and used friendly gestures (78.3% very true) during the observed activities. In open-ended responses, observers felt that staff created a safe and welcoming space and provided individual attention. As shown in **Table 3**, observers suggested that staff could encourage all youth to engage and participate in activities, improve their communication and support with youth, implement rules more consistently, and improve session logistics including organization, session timing, and preparation. This table describes themes noted in the observations, the number of observers who noted these themes, and sample notes from observers. Additionally, responses may be coded under multiple themes when appropriate.

Figure 3. Staff-Youth Interactions: Percentage of Observer Ratings *[0 = Not True, 1 = Somewhat True, 2 = Very True]*

Staff uses a warm tone of voice and respectful language.	Staff listens actively, attentively, and patiently to youth.	Staff generally smiles, uses friendly gestures, and makes eye contact.	Staff actively creates and builds connections with youth.	Staff provides positive emotional support and encouragement to youth.	All youth are greeted by staff at the start of the session or as they arrive.
Very True (2): 81.4%	78.9%	78.3%	74.6%	74.2%	63.2%
Somewhat True (1): 17.8%	20.3%	20.9%	21.4%	21.9%	30.8%
Not True (0): 0.8%	0.8%	0.8%	4.0%	3.9%	6.0%

■ Not True (0) ■ Somewhat True (1) ■ Very True (2)

Table 3. Staff-Youth Interactions: Internal Observer Reflections - Strengths & Improvements

Staff-Youth Interactions Strengths	
Staff created a safe and welcoming space (*N* = 74)	• *"PL presents themself in a positive and welcoming way. Staff engages in active listening. Staff engages students in friendly connections."*
Staff provided individual attention (*N* = 29)	• *"Staff communicated with all students and was walking around talking and checking in with students."*
Staff encouraged participation (*N* = 22)	• *"Staff did encourage students to try new stations and corrected them positively even if they did the task incorrectly."*
Staff-Youth Interactions Improvements	
Encourage all youth to participate in activities (*N* = 33)	• *"Have more conversations where the whole group can participate."* • *"Make sure you spread around your attention and make sure you are attentive to all students not just those you have strong connections with."*
Improve communication with youth (*N* = 30)	• *"Building community with more students and checking in after activities."* • *"Needs to communicate/check in with other students."*
Implement rules more consistently, address negative interactions among youth (*N* = 27)	• *"Staff was easily flustered and seemed to be impatient with students. Creating a consistent and structure and routine will decrease all the commotion, questions, etc."* • *"Redirecting students when they get distracted. Making sure that everyone is following along. Reminding students to stay in their areas and to raise their hands when they have questions. Asking students if they understood the assignment and/or asking for input."*

| Improve session logistics (e.g., organization, timing, preparation) (N = 14)	• "More team building activities. The students need to learn how to work as a team. They operate as individuals or only with certain dance members." • "PL should meet with students and go over activity and expectations with students at the beginning."

Youth Engagement

Overall, observers noted that youth were engaged in the observed activities. As shown in **Figure 4**, youth possessed the necessary resources to complete their activities (81.9% very true). The observations highlighted that youth show enthusiasm for their activities (63.8% very true) and that staff provided youth with structured opportunities to communicate about what they were doing and thinking (56.5% very true). In less than half of observations, observers noted that staff made use of open-ended questions (44.1% very true) indicating that staff could use open-ended questions to promote engagement more often. As shown in **Table 4**, observers explained that youth were focused on the activities, but there are ways to improve youth engagement like encouraging youth to interact and ask questions, adapting activities and utilizing engaging components to meet the needs of students, and asking more open-ended questions.

"You can tell students are really excited about attending this club. Students were very engaged in the activity, and they had opportunities to lead different parts of the activity. When this was taking place students were still engaged and respected others that were leading."
-Observation Note

Figure 4. Youth Engagement: Percentage of Observer Ratings *[0 = Not True, 1 = Somewhat True, 2 = Very True]*
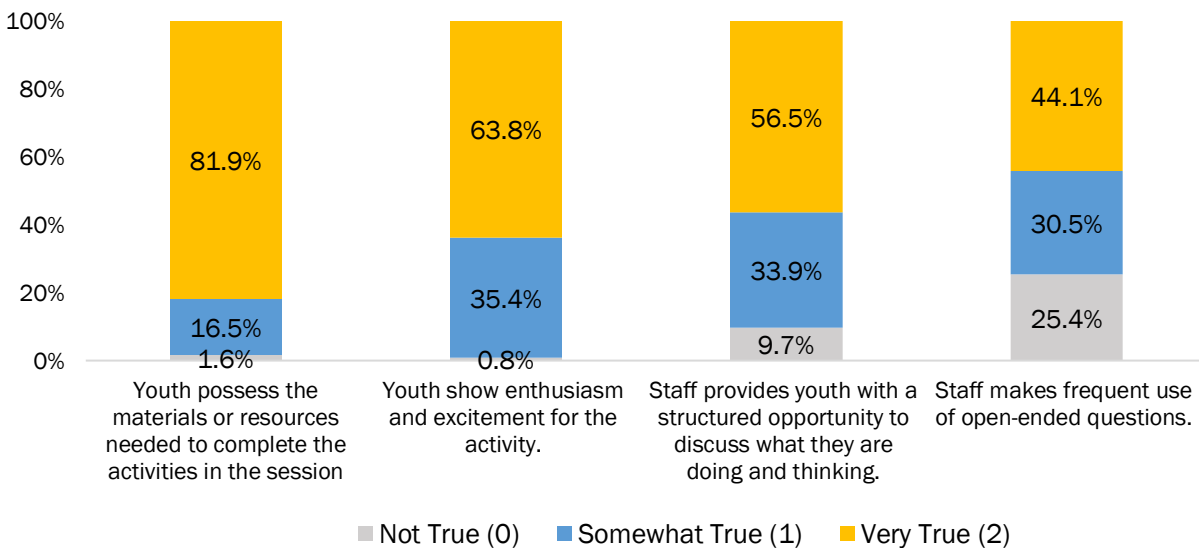
Table 4. Youth Engagement: Internal Observer Reflections - Strengths & Improvements

Youth Engagement Strengths	
Youth were focused and engaged (*N* = 71)	• *"You can tell students are really excited about attending this club. Students were very engaged in the activity and they had opportunities to lead different parts of the activity. When this was taking place students were still engaged and respected others that were leading. "*
Youth cooperation and collaboration (*N* = 25)	• *"Students working together to help build skills; students encourage one another; all students participate."*
Staff facilitated engagement (*N* = 20)	• *"Staff makes frequent use of open-ended questions."*
Adequate Materials and supplies (*N* = 9)	• *"Staff provides all necessary materials for students."*
Youth Engagement Improvements	
Encourage students to interact and ask questions (*N* = 25)	• *"Re-direct students to engaged in activity in entire duration not just sitting and talking."* • *"Encouraging all students to participate as well as learning to modify the activities for students."*
Adapt to activities to meet student's needs (*N* = 25)	• *"Accommodating to students who do not want to do the activity. Having a backup plan."*
Add more engaging components (e.g., other technology, icebreakers, check-ins) (*N* = 25)	• *"Spend more time as a team through ice breaker and debriefs."* • *"We can create structured games and tournaments so that more students decide to play outside and have youth more engaged in the competitive aspect of sports."*
Ask more open-ended questions (*N* = 24)	• *"Staff should give students an opportunity to talk about what they are doing and what has taken place. This can connect with open ended questions."*
Enforce rules more consistently (*N* = 14)	• *"Some students lose focus easily so they should be sat alone to prevent other students from finishing assignments."*

Youth Autonomy & Leadership

The observation indicators for youth autonomy and leadership examined whether the program provided and supported intentional opportunities for youth to play a meaningful role in designing program activities (e.g., choice) and access authentic leadership roles. Observers noted that staff provided opportunities for youth to work cooperatively in a team or group (76.9% very true) and that staff provided opportunities for youth to make choices in the activities they do (65.9% very true) and how they do them (60.5% very true) (refer to **Figure 5**). In open-ended responses (see **Table 5**), observers noted high levels of youth initiative but suggested that staff check in and ask for youth input and provide more leadership roles for them.

Figure 5. Youth Autonomy and Leadership: Percentage of Observer Ratings *[0 = Not True, 1 = Somewhat True, 2 = Very True]*
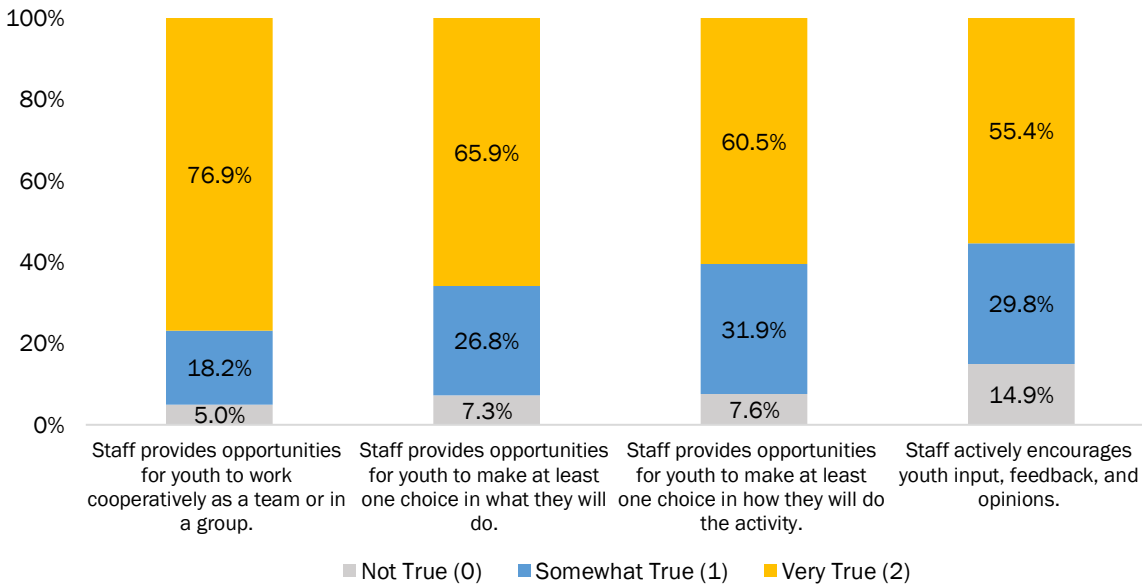
**Table 5.** Youth Autonomy & Leadership: Internal Observer Reflections - Strengths & Improvements

Youth Autonomy & Leadership Strengths	
Youth took initiative to choose activities, express opinions, ask questions, and lead (*N* = 59)	• *"Students were allowed to choose how they would do the activity and had different choices to pick from."* • *"Students took captain roles seriously."*
Staff supported and encouraged youth voice (*N* = 33)	• *"Staff actively encourages youth input, feedback, and opinions."*
Collaboration and teamwork (*N* = 22)	• *"Students worked well with each other and were heard complimenting each other."* • *"Students worked well together even with notice of small improvements that could be made. In addition, staff allowed students to kind of make a decision on who would run parts of the activity and gave them options on how it would be done."*
Youth Autonomy & Leadership Improvements	
Check-in with youth and ask for youth input (*N* = 26)	• *"Staff should give students an opportunity to give one another constructive feedback. This should be modeled for them so they understand what it should and sound like."*
Provide leadership roles for youth (*N* = 23)	• *"Give students more opportunity to lead. You are there to simply guide. For example, you give them three options on how they will complete a drill then they choose and complete. In addition, give them an opportunity to talk and give feedback on what they are doing. For example, if they are running a play, ask different roles*

	each player plays in the play, in addition to different options players have during the play."
Provide opportunities for youth to make choices in daily activities (N = 19)	• "Youth had no say in doing activity or how the activity can be done."
Encourage collaboration among youth (N = 19)	• "Staff providing opportunities for youth too work cooperatively as a team or in a group."
Provide clear goals, encouragement, and communication (N = 17)	• "Encouraging students during the activity and giving positive feedback and hearing students opinions."

Peer Interactions

The peer interaction observation items examined if youth were friendly with each other and cooperated, and if staff acknowledged these positive interactions. As seen in **Figure 6**, observers noted that youth cooperated often with each other (68.3% very true) and that staff acknowledged and encouraged positive interactions among youth (67.2% very true). In the open-ended reflections (see **Table 6**), observers noted that staff could encourage youth to work together more, provide feedback, and remind youth of rules during the activities.

Figure 6. Peer Interactions: Percentage of Observer Ratings *[0 = Not True, 1 = Somewhat True, 2 = Very True]*
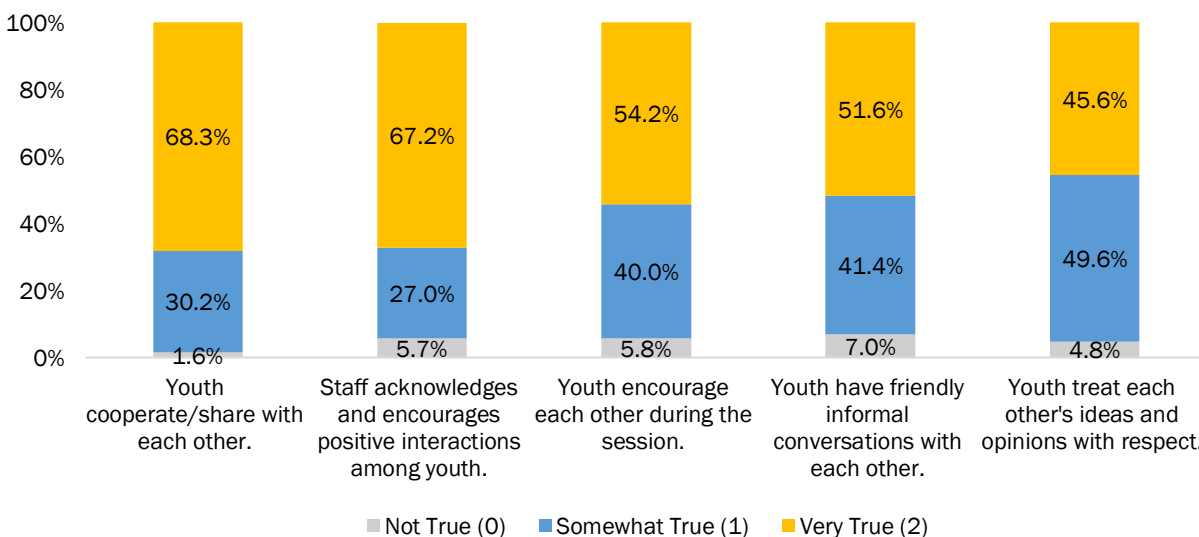
Table 6. Peer Interactions: Internal Observer Reflections - Strengths & Improvements

Peer Interactions Strengths	
Youth worked together and provided feedback to each other (N = 107)	• *"Students were extremely kind & respectful to one another. All students worked well together and were patient and kind to one another. The environment felt like a safe space for the students to participate in various activities."*
Staff facilitated friendly and comfortable youth interactions (N = 13)	• *"Staff offered the students the opportunity to share with each other and speak informally with each other as he gave the prompt "talk to the person on your left & right about something good and bad about your day"."*
Peer Interactions Improvements	
Encourage youth to work together and share ideas (N = 56)	• *"Even though student are interacting with each other, try to lead them to talk about the activity with each other. Or when you ask them a question, have them talk about it with a partner/group first and then share out."*
Address negative interactions between youth (N = 48)	• *"Just like every other teen middle schooler student should be reminder more to keep inappropriate language at a minimum and helping them come up with different way to express themselves."*

Activity & Learning Setting

The activity and learning setting portion of the observation protocol asked observers to reflect upon the strengths and areas of improvement in open-ended responses (as shown in **Table 7**). Observers praised the structure and organization of activities and suggested the need for improved staff preparedness and activity facilitation.

Table 7. Activity and Learning Setting: Internal Observer Reflections - Strengths and Improvements

Activity and Learning Setting Strengths	
Structured and organized activities (N = 44)	• *"Clarity in setting goals and providing clear instructions. Ability to clearly communicate the purpose and expectations of activities."*
Engaging and exciting content (N = 37)	• *"Students were visually excited about the activity. The activity was structured and students seemed to know the routine."*
Appropriate space and resources (N = 23)	• *"Great use of the room and resources available in the room like the projector and laptop."*
Encouraging interactions with youth (N = 22)	• *"Students were really engaged from start to finish of the activity. They seemed to enjoy the activity and enjoy the staff teaching the activity."*
Activity and Learning Setting Improvements	
Staff preparedness and facilitation (N = 41)	• *"Explicitly stating and bringing attention to the learning objective of the day."* • *"Setting the stage" setting up his class early on for success."*

Increase activity engagement and minimize distractions (*N* = 39)	• *"Involving all students and encouraging them to participate in the activity."* • *"Communicating to students and coaches get more students involved."*
Improve space, materials, resources (*N* = 19)	• *"The setting can still improve it has been changed as of last observation but continuing to change the setting like going outside more."*
Clarify rules and expectations (*N* = 17)	• *"The activity goal/intentions need to be shared verbally with students and reviewed for input and feedback."*

Compliance & Safety

Observers were also asked to comment on compliance indicators, as well as compliance and safety strengths and improvements noted during their observation. Results indicate that staff and sites were adhering to safety protocols, with all relevant findings summarized below (**Tables 8** and **9**). As shown in **Table 8** there were high levels of compliance and safety observed with the most compliant indicators being a stocked emergency backpack (97.7% yes), developmentally appropriate activities (96.2% yes), stocked first aid kits (96.1% yes), and a complete sign-in sheet (96.1% yes). The least compliant indicator observed was visible labor law postings (47.8% yes). The lowest rated compliance indicator was about the presence of distractions (e.g. cell phone use) (21.4% yes); for this indicator, the preferred response is 'no' because it means there are no distractions, thus a lower 'Percent Yes' here is a positive finding.

Table 8. Internal Observer Agreement on Site Compliance

Compliance Indicator	% Yes
Emergency Backpack Stocked	97.7%
Developmentally appropriate activity?	96.2%
First Aid Kits Stocked	96.1%
Sign-in Sheet Complete	96.1%
Space Appropriate? - Selected Choice	95.4%
Dress Code/Staff Shirt	95.3%
Each Staff Person has Radio	91.4%
Student to Staff Ratio Below 20 to 1	89.8%
Resources Sufficient? - Selected Choice	87.0%
Program Schedule Visible	77.5%
ASAS-LA Banners Posted	74.8%
Were youth without resources productively engaged?	74.7%
Outdoor Adequate Lighting	64.7%
Emergency Drill Calendar	60.7%
First Responders Chart Visible	60.2%
Labor Law Postings Visible	47.8%
Distractions which interfere?	21.4%

Table 9. Compliance & Safety: Internal Observer Reflections - Strengths & Improvements

Compliance and Safety Strengths	
Staff were prepared and supervised youth (*N* = 49)	• *"Program leader was actively supervising students as well as being as detail oriented in explaining cooking instructions."*
Staff followed site protocols (*N* = 43)	• *"Staff was in uniform, used the radio to communicate effectively, was in the correct students to staff ratio, and had a first aid kit in class."*
Staff reiterated and enforced rules (*N* = 23)	• *"Great at introducing rule that are set for the class room so behavior is managed well."* • *"Students are instructed properly on how to play the game in a safe manner."*
Compliance and Safety Improvements	
Reinforce safety/sanitary protocols (*N* = 52)	• *"Making sure all students are sitting down and are not running around."* • *"Reminding students of rules and expectations."*
Address logistical concerns (*N* = 32)	• *"Consider a larger classroom as the club continues to grow."*
Monitor student behavior (*N* = 22)	• *"Pay attention to your surroundings and student interactions with each other."*

In summary, program quality observations were conducted rating activities across the categories of staff-youth interactions, youth engagement, youth autonomy and leadership, peer interactions, activity and learning setting, and site compliance and safety. In each of these categories, observers described both strengths and areas for improvement to increase program quality at ASAS-LA. Overall, across ASAS-LA sites, program quality was rated highly by observers in the observed domains. Observers felt that the staff created a warm, welcoming, engaging, organized, and safe environment for the youth to be engaged, focused, and excited to participate and demonstrate collaboration with peers, and experience autonomy and leadership. However, some areas for ongoing program improvement included improving communication with and amongst the youth, checking in with the youth to get their input, engaging and encouraging all youth to participate, encouraging collaboration and teamwork, being prepared and reinforcing safety and rules. Additionally, Principal Surveys indicated that principals felt highly satisfied with the program quality and with their communication with the All-Stars program. Furthermore, surveys administered to parents and caregivers of All-Stars youth participants demonstrated that parents felt that their child was safe and comfortable in the program and with All-Stars staff. However, there was slightly lower agreement that their child had made more friends and learned leadership skills at All-Stars, pointing to an area of potential improvement around youth experiences. Overall, these findings illustrate that the All-Stars program was implemented in a high-quality manner during the 2023-2024 academic year, as informed by the perspective of observers, principals, parents, and youth participants.

CHAPTER 3: YOUTH EXPERIENCES & PARTICIPATION

In the context of after-school programs, research has found that positive experiences directly relate to behavioral, emotional, and cognitive gains (Bartko, 2005; Fredricks, 2011). Specifically, youth are likely to benefit from programs where they have strong relationships with program staff, experience high levels of social support, and they feel that attending the program is beneficial to them (Ullrich-French & McDonough, 2013). To better understand how youth experience and participate in the program, the following questions will be explored in this chapter:

> **What are youth experiences in the All-Stars program?**

> **How do site and youth characteristics relate to youth experiences?**

> **What are the trends in attendance at ASAS-LA sites?**

What are youth experiences in the All-Stars program?

Considering the importance of understanding youth experience, youth experiences were measured on both Student Surveys, and included the following categories:

- **Relationships with Staff:** Youth participants reported positive experiences and perceptions of their relationships with All-Stars staff members, feeling that they like the staff, feel that the staff accept them for who they are and care about them.

- **Community at All-Stars:** Youth participants reported high levels of agreement about the positive community at All-Stars. Participants generally felt a sense of community because they feel like they are part of a community and are understood as people. Youth also felt that participating in the All-Stars program would be useful to them in the future.

- **Positive/Negative Emotions:** Youth were asked how often they felt certain positive and negative emotions during the past week in the All-Stars program. Youth across all school levels experienced negative emotions much less often than positive emotions during All-Stars. For the positive emotions, feeling hopeful, safe, and loved were the most common, while feeling frustrated, angry, and lonely were the most common negative emotions.

Overall, elementary youth (see **Figure 7**) and middle and high school youth (see **Figure 8**) reported high levels of satisfaction with their experiences in the program.

Figure 7. Average Ratings of Youth Program Experiences for Elementary School Youth

Bar chart showing average ratings:
- Youth-Staff Relationships: 3.9
- Community at All-Stars: 3.8
- Positive Emotions: 3.7
- Negative Emotions: 2.4
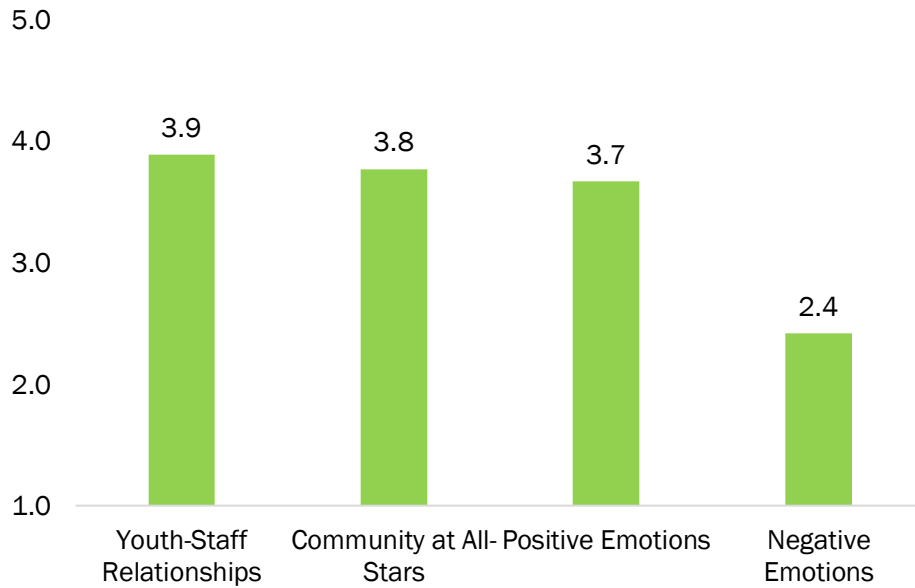
Figure 8. Average Ratings of Youth Program Experiences for Middle & High School Youth

Bar chart showing average ratings:
- Staff-Youth Relationships: 3.9
- Community at All-Stars: 3.6
- Positive Emotions: 3.6
- Negative Emotions: 2.2
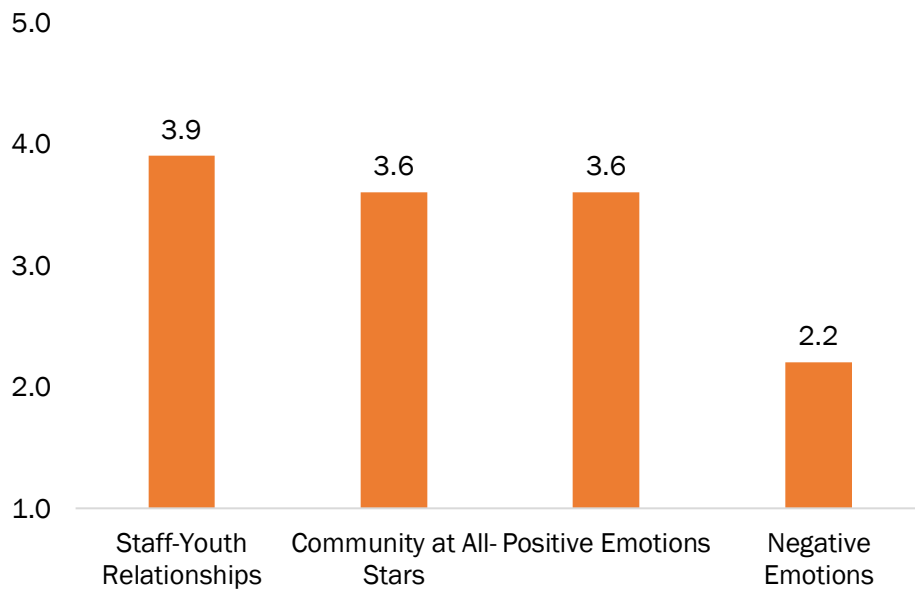
To better understand these experiences, the following section will summarize findings from the Spring 2024 student survey. For Winter 2024, these results can be found in the Winter 2024 Student Survey Snapshot. Additionally, this report will include a more nuanced exploration of student experiences in All-Stars disaggregated by youth characteristics.

Relationships with All-Stars Staff

Overall, youth in elementary, middle, and high school reported positive experiences and perceptions of their relationships with All-Stars staff members. Youth responded to items on a 5-point scale (1 = *Strongly Disagree* to 5 = *Strongly Agree*). The percentage of youth who agreed (sum of youth who selected *Agree* or *Strongly Agree*) on the statements are reported below (**Figure 9**). Youth across all school levels reported the highest level of agreement with the following statements: "Staff accept me for who I am" and "I like the staff". Results indicate that youth across all school levels appreciated and valued the positive relationships they have with the All-Stars staff. High school students appeared to rate their relationships with staff higher than middle and elementary school youth participants.

Figure 9. Percent Agreement: Relationships with All-Stars Staff in Spring 2024
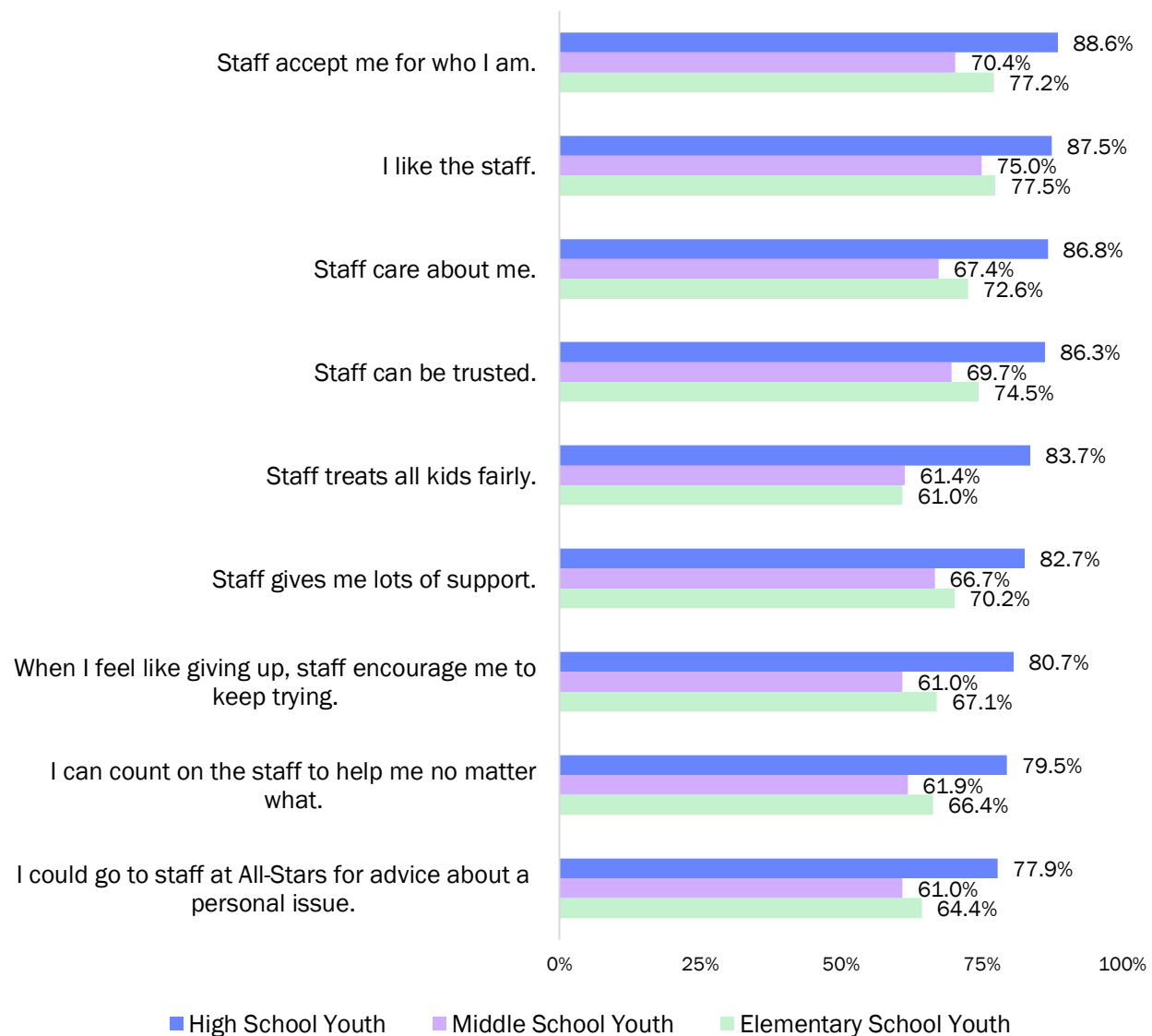
Community at All-Stars

Youth across school levels reported that there is a positive community in place at the All-Stars program. The percentage of youth who agreed (sum of youth who selected *Agree* or *Strongly Agree*) on the statements are reported below (see **Figure 10**). Across all school levels, youth reported high levels of agreement that they are understood as a person and feel like they are part of a community at All-Stars.

Figure 10. Percent Agreement: Community at All-Stars in Spring 2024
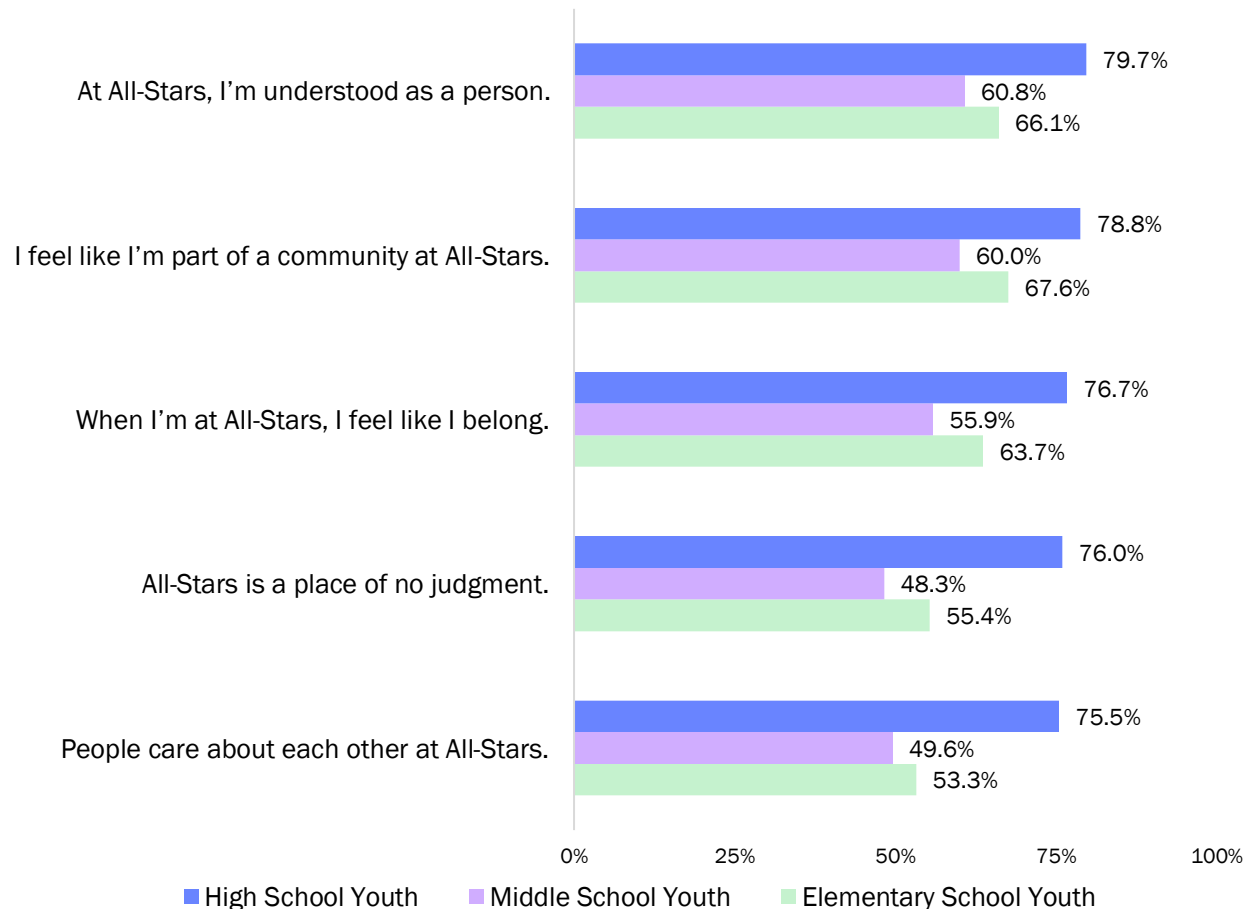
Positive/Negative Emotions

Youth were asked how often they felt positive and negative emotions during the past week in the All-Stars program. Youth responded to items on a 5-point scale (1 = *Almost Never* to 5 = *Almost Always*). **Figure 11** displays the percent of youth who noted they felt these emotions "frequently" or "almost always" in the past week at the All-Stars program. Overall, youth reported experiencing negative emotions much less often than positive emotions during their participation at All-Stars.

Figure 11. Percent Frequently + Almost Always: Positive/Negative Emotions in Spring 2024
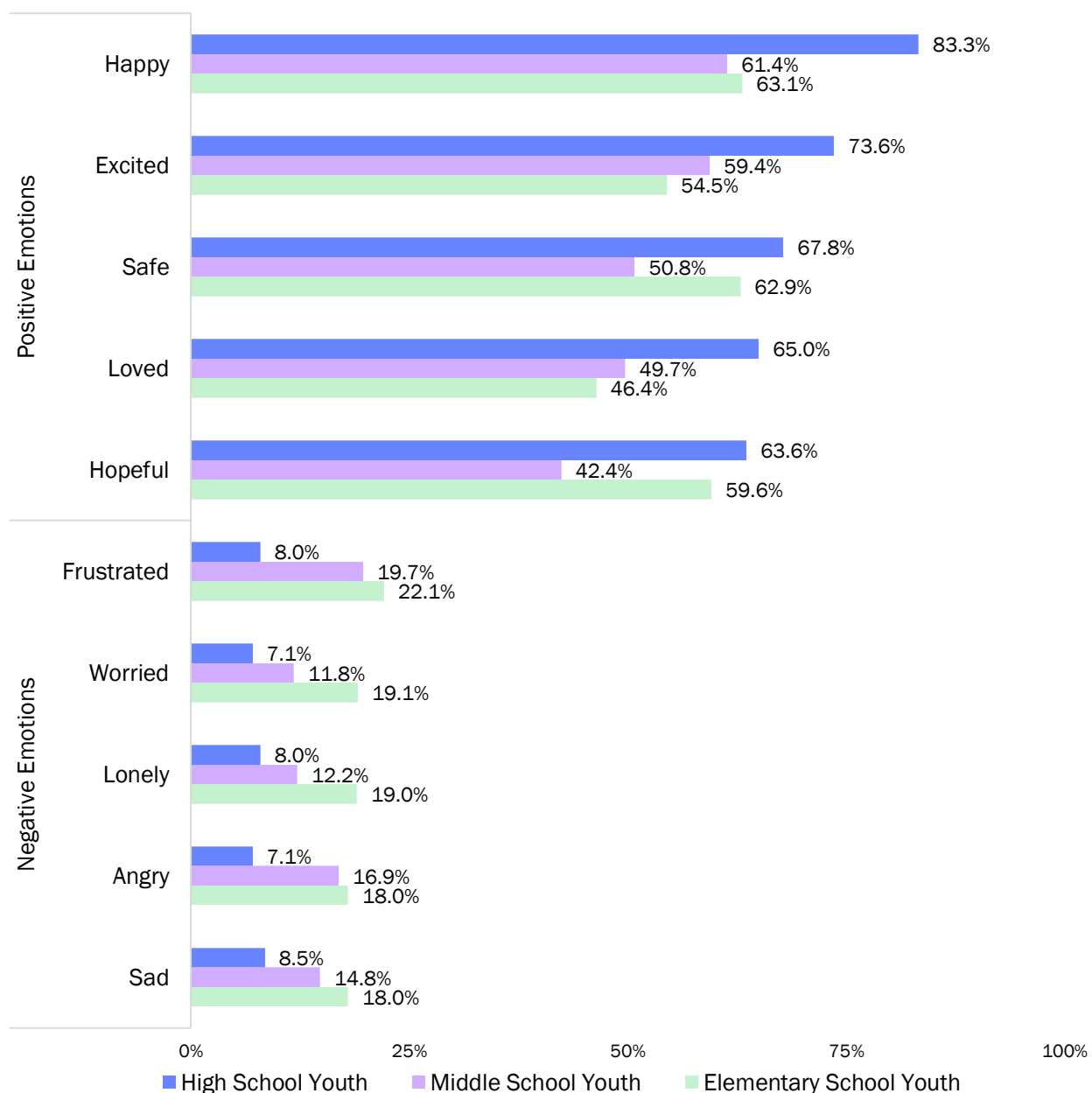
In summary, youth reported having positive experiences in the All-Stars program. Across all school levels, youth reported having strong relationships with staff, experiencing a positive community, and experiencing more positive emotions than negative during program participation.

How do site and youth characteristics relate to youth experiences?

In addition to program quality observations, our evaluation employed several youth experience indicators on the Student Survey. These survey items allow us to understand the perspective of youth in terms of how they were experiencing the program. These findings complement the program quality

observations conducted by All-Stars leaders by offering a glimpse into whether youth also found the program to be high-quality.

<u>Elementary School Findings</u>

Elementary school youth demonstrated differences in their program experiences based on their reason for joining the All-Stars program.

In reference to reason for joining, compared to elementary school youth who joined for external reasons (*N* = 254, 63.7%), youth who selected internal reasons for joining (*N* = 145 youth, 31.5%) reported more positive youth-staff relationships and experienced more emotions (refer to **Figure 12**) than elementary school youth who selected external reasons.[1]

Figure 12. Spring 2024 Average Ratings of Program Experiences for Elementary School Youth by Reason for Joining

Note. Bars in Figure 12 with stars (*) represent differences that were statistically significant.

<u>Middle & High School Findings</u>

High school youth demonstrated differences in their program experiences based on their self-reported gender.

For gender, middle and high school youth who identified as male (*N* = 677, 48.8%) reported significantly higher ratings across several measures of program experience than youth who identified as female (*N* = 658, 47.4%).[2] This suggests that male students experienced more positive community at All-Stars, more positive emotions, and fewer negative emotions than female students (refer to **Figure 13**).

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[1] Youth-Staff Relationships $t(396)$ = 2.188, p = .029, Cohen's d = .228
Positive Emotions $t(395)$ = 2.324, p = .021, Cohen's d = .242
[2] Community $t(1331)$ = 3.553, $p < .001$, Cohen's d = .195
Positive Emotions $t(1329)$ = 4.062, $p < .001$, Cohen's d = .057
Negative Emotions $t(1328)$ = 3.158, p = .002, Cohen's d = .150

Figure 13. Spring 2024 Average Ratings of Youth Program Experiences by Gender
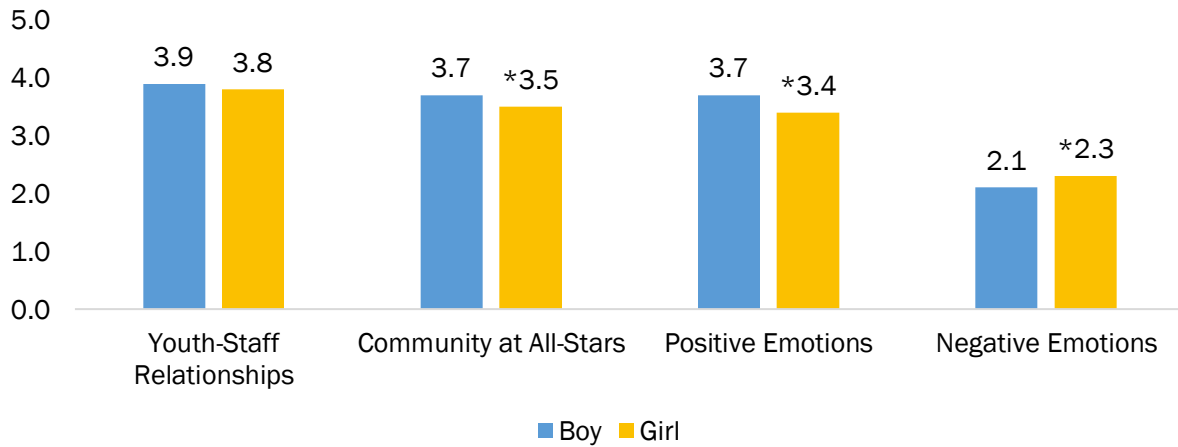
Note. Bars in Figure 13 with stars (*) represent differences that were statistically significant.

High school youth reported more positive program experiences than middle school youth.

When comparing average youth experiences across different program sites, differences emerged between middle school and high school program sites (as seen in **Figure 14**). Overall, high school youth reported better experiences in the program than middle school youth across all experience categories, except negative emotions (for which a lower score indicates experiencing fewer negative emotions). [3]

Figure 14. Spring 2024 Average Ratings of Youth Program Experiences by School Level
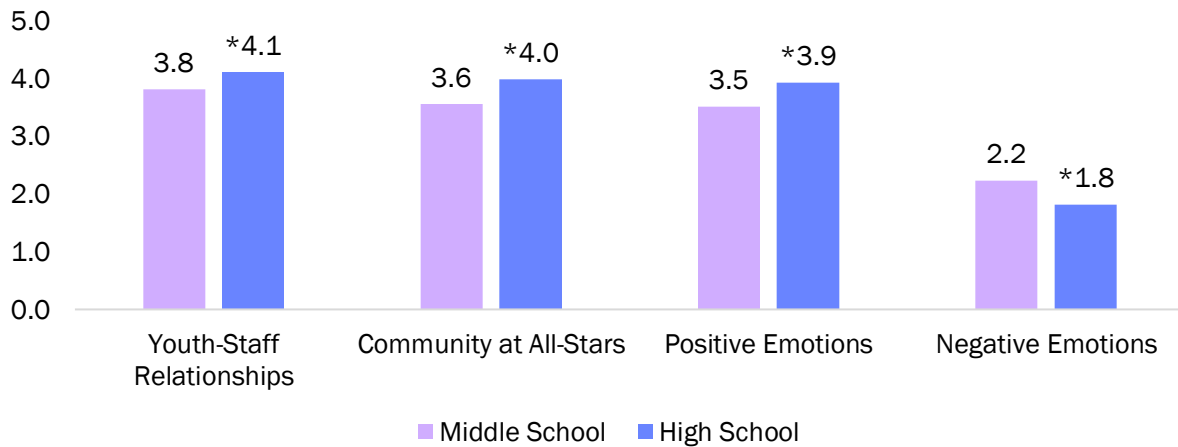
Note. Bars in Figure 14 with stars (*) represent differences that were statistically significant.

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[3]Youth-Staff Relationships $t(1333) = 4.960$, $p < .001$, Cohen's $d = .352$
Community $t(1334) = 6.370$, $p < .001$, Cohen's $d = .453$
Positive Emotions $t(1327) = 5.904$, $p < .001$, Cohen's $d = .422$
Negative Emotions $t(1326) = 6.015$, $p < .001$, Cohen's $d = .430$

Middle and high school youth with internal reasons for joining All-Stars reported better program experiences.

When considering the reason for joining ASAS-LA, participant responses were separated into categories: (1) external reasons for joining (e.g., "My parents wanted me to attend" or "My friends wanted me to attend) and (2) internal reasons for joining (e.g., "I joined because I enjoy All-Stars"). All-Stars participants reasons for joining the program are summarized below in **Figure 15.** For elementary and middle school youth, the largest group of youth reported that they had joined the program at the request of their parents. High school youth, on the other hand, have more autonomy in their after-school time and the largest group reported joining because they enjoy All-Stars.

Figure 15. Spring 2024 Youth Reason for Joining the All-Stars Program by School Level
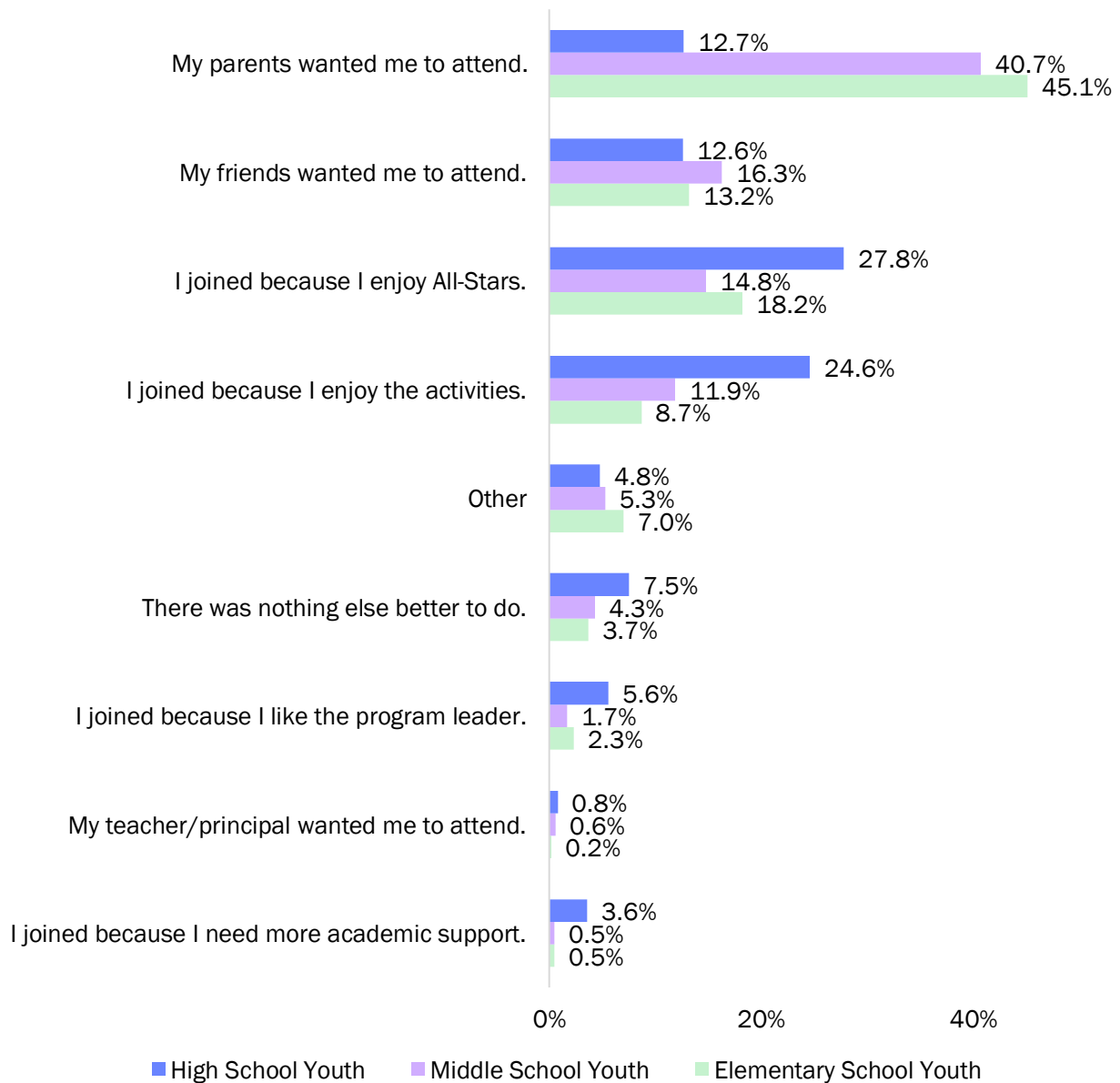
Compared to youth who joined for external reasons (a parent, friend, teacher, or principal wanted them to attend, *N* = 776 youth, 60.8%), youth who selected internal reasons for joining (*N* = 500, 39.2%) reported better relationships with All-Stars staff, a more positive community at All-Stars, and had more positive emotions and fewer negative emotions during their participation in the program (refer to **Figure 16**).[4]

Figure 16. Spring 2024 Average Ratings of Program Experiences for Middle and High School Youth by Reason for Joining
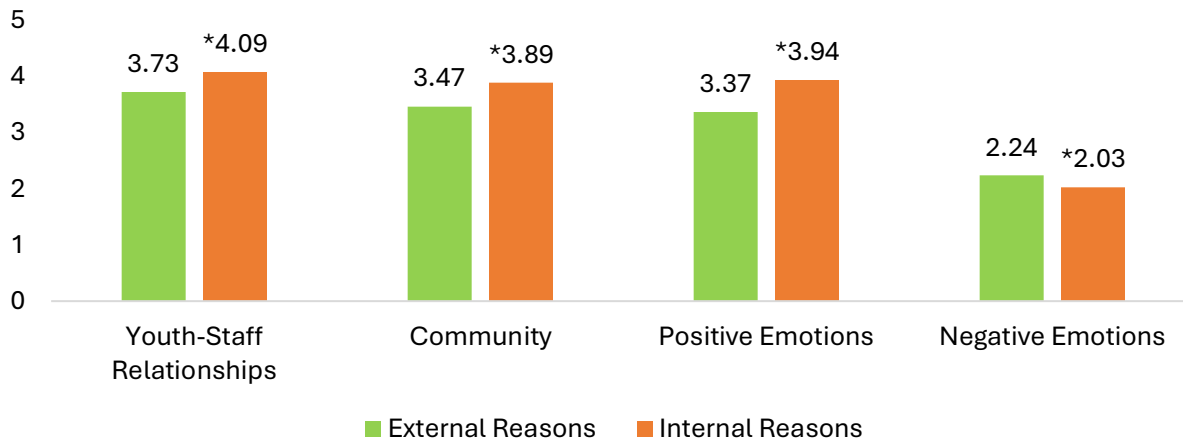
Note. Bars in Figure 16 with stars (*) represent differences that were statistically significant.

What are the trends in attendance at ASAS-LA sites?

Youth ranged in their levels of attendance, with most of the youth attending between 1 and 29 days and between 1 and 3 months.

As discussed throughout this report, ASAS-LA programming over the 2023-2024 school year was high-quality and offered a number of benefits to youth. However, research has found that youth must attend after-school programs regularly in order to attain the benefits associated with participation (Fredricks et al., 2017). Thus, ASAS-LA sites tracked attendance throughout the 2023-2024 program year, and attendance data was assessed in conjunction with student surveys looking at youth program experiences.

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[4]Youth-Staff Relationships $t(1219) = 7.149$, $p < .001$, Cohen's $d = .418$
Community $t(1254) = 7.971$, $p < .001$, Cohen's $d = .461$
Positive Emotions $t(1247) = 10.105$, $p < .001$, Cohen's $d = .587$
Negative Emotions $t(1246) = 3.630$, $p < .001$, Cohen's $d = .211$

To ensure a full understanding of attendance trends, attendance was measured in two ways:

Cumulative Attendance	• Total number of days youth participated in the 2023-2024 school year
Duration	• Total number of months youth participated in the 2023-2024 school year
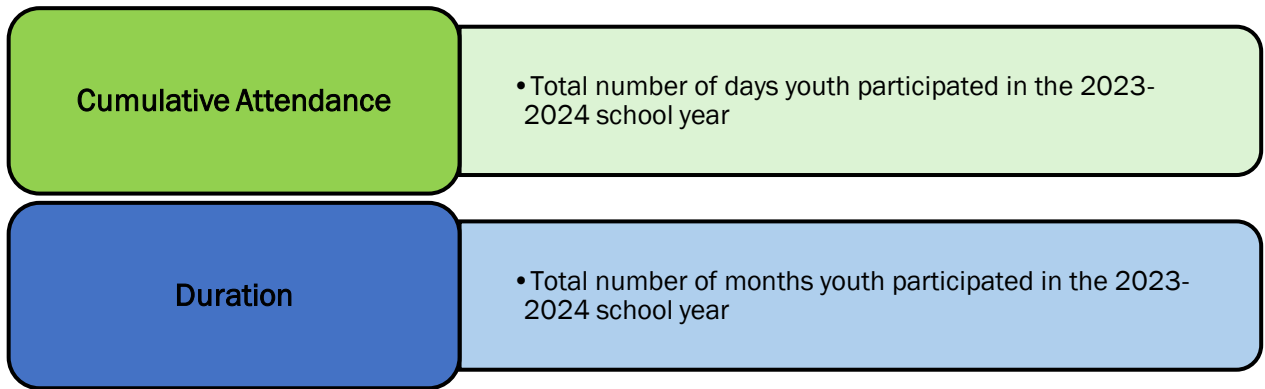
The following analyses present the trends in attendance for all youth who participated in at least 1 day of ASAS-LA programming during the 2023-2024 program year (N = 19,191) On average, youth attended 55 cumulative days and had an average duration of 6 months during the 2023-2024 school year. **Figure 17** demonstrates the levels of participation across youth.

Figure 17. Cumulative attendance and duration across the 2023-2024 school year.

Cumulative Attendance	52.20%	22.80%	25.00%

■ 1-29 days ■ 30-100 days ■ 101-230 days

Duration	37.10%	17.40%	14.10%	31.40%

■ 1 to 3 months ■ 4 to 6 months ■ 7 to 9 months ■ 10 to 12 months
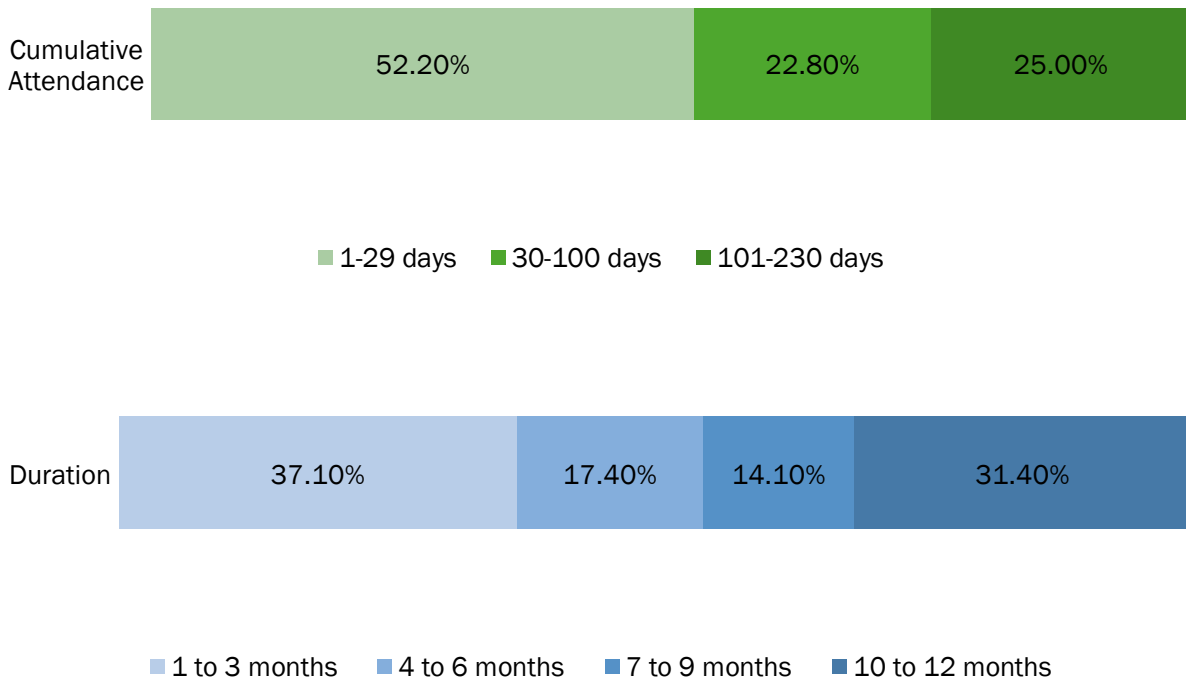
How do site and youth characteristics relate to youth attendance?

Attendance by Site Characteristics

Elementary youth attended the program more days and months on average than middle school youth, and middle school youth attended more than high school youth.

A number of site and participant characteristics were assessed to understand the variables that are related to youth attendance. Looking at site-level characteristics, school level emerged as a significant predictor of attendance. **Figures 18** and **19** demonstrate the differences in attendance across elementary school, middle school, and high school levels. Findings suggest that elementary school students attend more days and months than middle schoolers or high schoolers, and that high schoolers attend the All-Stars program the least often. This difference may be the result of elementary students having less autonomy or control of their after-school time, while middle school and high school students are often able to decide how to spend their time outside of school.

Figures 18 & 19. Average Cumulative Days & Duration by School Level

Cumulative Days

School Level	Value
Elementary	96
Middle School	62
High School	34

Duration in Months

School Level	Value
Elementary	8
Middle School	6
High School	6
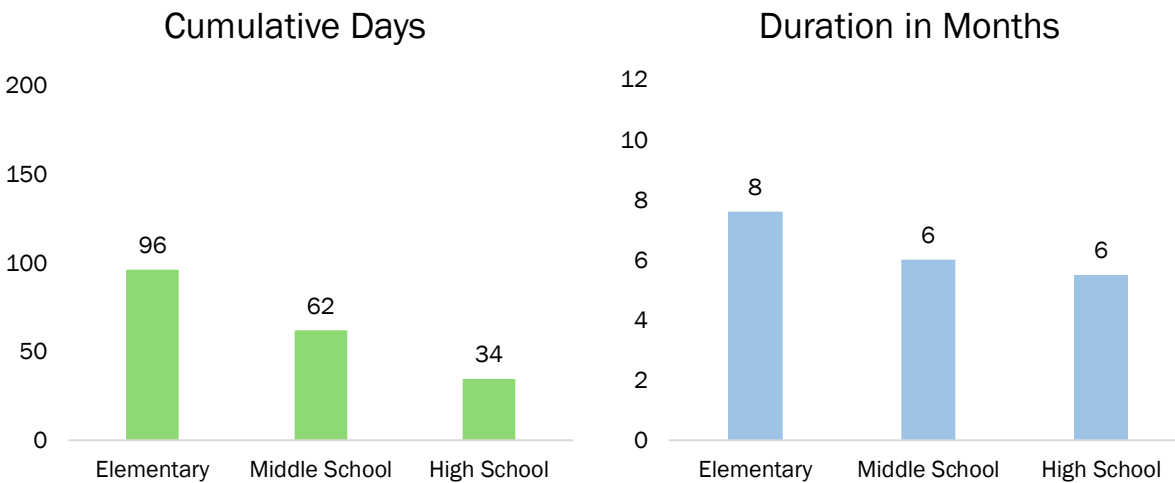
Attendance by Youth Characteristics

Elementary School Findings

There were no differences in attendance by youth gender, the number of years spent in All-Stars programming, or reason for joining for elementary school youth.

When assessing the relationship between youth characteristics and attendance for elementary youth, results suggest there is no significant difference in attendance by youth gender, the number of years spent in ASAS programming, or whether youth joined for internal or external reasons.

Middle and high school youth who joined the program for internal reasons (i.e. "I joined because I enjoy All-Stars") attended more days and months on average than youth who joined for external reasons (i.e. "My parents wanted me to attend").

Looking at participant characteristics that may affect attendance, both participant gender and the number of years spent in ASAS programming did not affect attendance. However, participants' reason for joining the All-Stars program did affect how many days on average they attended (see **Figure 20**).[5] Youth with internal reasons for joining All-Stars participated in almost 10 more days cross the academic year, on average, compared to youth who joined for external reasons.

Figure 20. Average Cumulative Attendance Days by Reason for Joining
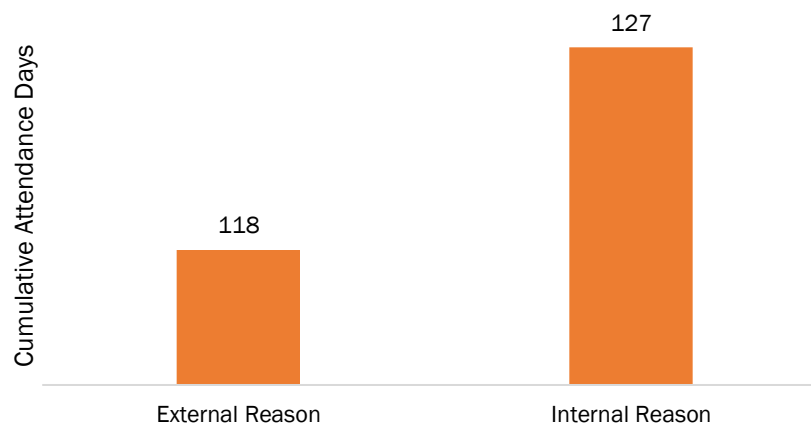
In conclusion, most youth attend the program regularly, but there are some differences in attendance based on youth's reason for joining the program.

How does All-Stars program attendance relate to youth experiences?

Results suggest that there is no significant relationship between attendance and youth experiences for elementary, middle, or high school youth.

When assessing the relationship between attendance and youth experiences across all school levels, no significant relationships were found. However, this finding does not mean that experiences do not relate to attendance. Rather, it is likely that students who participated in the Student Survey already attended the program regularly.

In summary, youth reported positive experiences across all school levels. These experiences were conceptualized by youth perceptions of their program satisfaction, youth-staff relationships, community at ASAS, peer relationships and the experience of positive/negative emotions. Several significant relationships emerged in these analyses. First, youth across all school levels who joined the

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[5] Cumulative Days: $t(867)$ = 2.363, $p < .001$, Cohen's d = .163

program for internal reasons reported better program experiences than those who joined for external reasons. For middle and high school youth, youth who self-identified as male reported better program experiences than youth who self-identified as female. Additionally, when comparing middle and high school youth, high school youth reported more positive program experiences than their middle school counterparts. Looking at attendance across the 2023-2024 program year, most youth attended between 1 and 29 days of All-Stars programming (55 days on average) across an average of 1 to 3 months (6 months on average). When comparing across school levels, findings indicate that elementary youth attend the most days and months of programming, while high school youth attend the least days and months. Youth experience data was then compared to corresponding attendance data, which found there was no significant difference in attendance by the number of years spent in All-Stars programming or by participant gender. For elementary school youth, findings suggest no difference in attendance days between youth who joined for internal reasons as compared to youth who joined for external reasons. For middle and high school youth, however, those who joined for internal reasons attended more days on average than those who joined for external reasons. Finally, findings suggest there was no significant relationship between attendance and program experience across all school levels.

CHAPTER 4: STAFF & YOUTH NEEDS

To further promote positive youth development, it is important to consider youth and staff needs as related to the All-Stars program during 2023-2024. It is particularly important to explore unmet needs of youth participants that could inform programmatic efforts to better support them. Additionally, it is essential to understand staff needs because their ongoing employment with All-Stars is integral to the success of this program; ensuring that staff are satisfied, healthy, and prepared for their jobs is critical. This chapter is comprised of multiple components answering two key questions:

> **Are the needs of youth being met by program offerings?**

> **What are the unmet needs of All-Stars program staff?**

Ensuring that youth feel valued and respected is critical for promoting their academic and social-emotional outcomes; youth needs were examined throughout the year via the winter and spring versions of the Student Survey. Staff Survey responses were used to identify findings related to their ongoing needs/challenges.

Are the needs of youth being met by program offerings?

When asked about their most pressing challenges, youth reported experiencing several academic challenges, with their biggest struggles being schoolwork, interpersonal challenges, and staying focused.

All-Stars' youth participants were asked to select one of the identified issues (e.g., schoolwork, staying focused, food, staying healthy, connecting to peers, housing, or other) that they needed help with the most at the time of the Winter and Spring 2024 surveys. Results from Spring 2024 are summarized in **Figure 21** below. Across all groups, the two highest areas of need reported for elementary, middle, and high school All-Stars' youth were schoolwork challenges and staying focused.

Figure 21. Percent of Youth who Reported Needs by School Level in Spring 2024
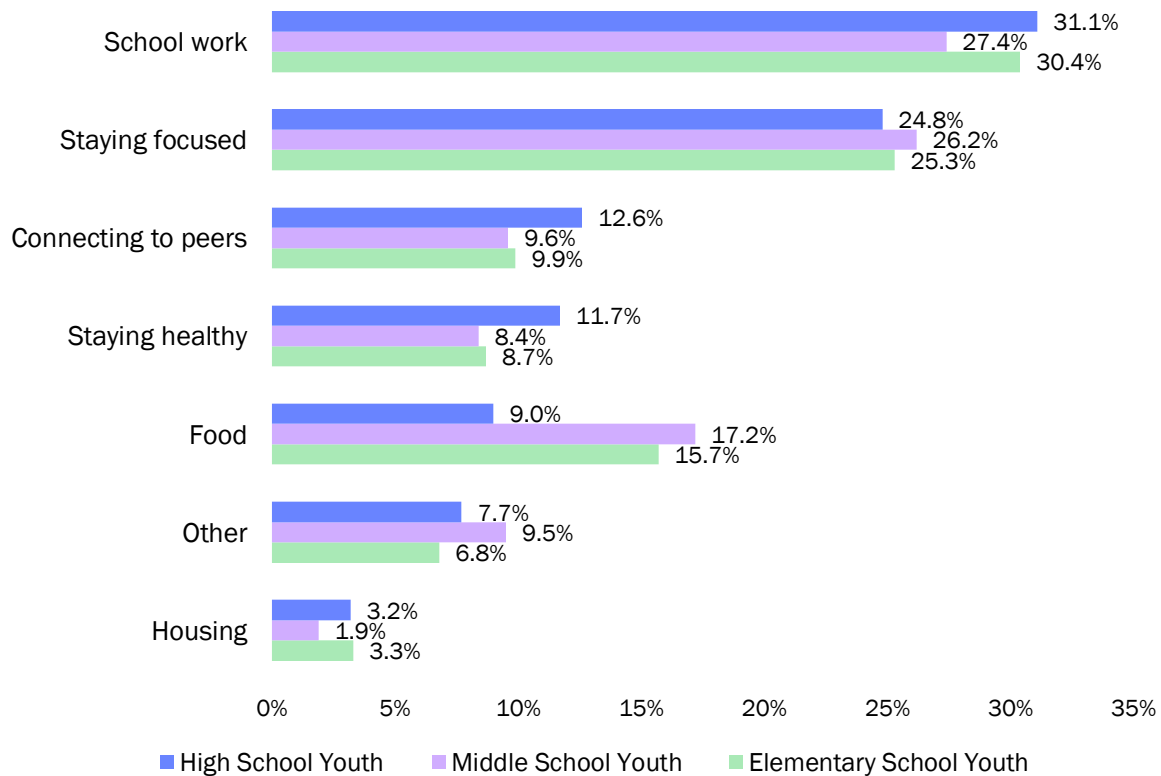
Throughout the 2023-2024 academic year, All-Stars' youth were rather consistent about the challenges in their lives. During both winter and spring, schoolwork challenges were more prominent for high school and elementary youth compared to middle school youth.

Across all three school levels there was a decrease in the number of youth who reported schoolwork challenges from winter to spring (see **Figure 22** below). Moreover, there was a similar trend in the number of youth who identified "staying focused" as a significant challenge in their life in winter compared to spring, but the distribution between the school levels was more evenly distributed. All-Stars should continue to support youth with completing their schoolwork and offering the types of self-care and mental health supports that can bolster youth concentration and focus.

Figure 22. Percent of Youth who Reported Academic Challenges from Winter to Spring

Academic Challenges: Winter
- Elementary = 37.9%
- Middle School = 29.9%
- High School = 32.2%

Academic Challenges: Spring
- Elementary = 30.4%
- Middle School = 27.4%
- High School = 31.1%
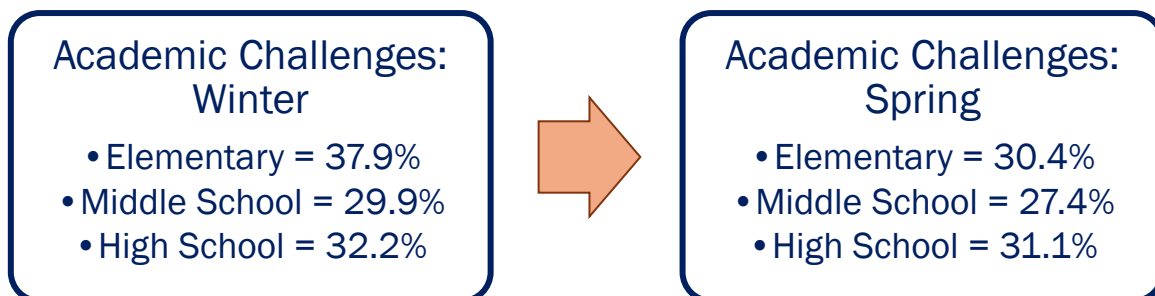
To gain a more detailed understanding of the needs of All Stars' youth participants, youth were given additional space to answer the question, *"What challenges, if any, are you experiencing in your life that you would like All-Stars to know about?"* The most common themes noted in youth responses are summarized in **Table 10** by school level. Example quotes further elucidate the challenges experienced by All-Stars' youth participants.

As demonstrated below, All-Stars' youth participants reported academic success and interpersonal challenges as critical challenges in their lives. The largest groups of both high school and elementary school youth reported academic challenges as the most impactful, sharing struggles with grades, academic progress, and college readiness. Notably, middle school youth differed slightly, citing interpersonal challenges in relationships and friendships most often. All-Stars should continue to address academic core challenges by supporting youth's academic goals and progress while creating more opportunities for tutoring and schoolwork assistance. Additionally, All-Stars can continue to support positive peer relationships and intervene in cases of bullying to help alleviate the interpersonal challenges reported by participants.

Table 10. Most Frequently Cited Challenges Faced by All-Stars Participants by School Level in Spring 2024

Theme	*Example Quotes*		
	High School Youth	**Middle School Youth**	**Elementary School Youth**
Academic challenges *(e.g., grades, progress, college readiness)*	<u>10 responses</u> • *"No challenges at the moment just going with the flow but if I could get help it would be regarding any guidance with college."* • *"The only challenge I have is math."* • *"Lacking in school work my time management is off."*	<u>23 responses</u> • *"I just need a lot of help with school work and that's it."* • *"I don't have enough motivation to do all my school work."* • *"Homework and my art still."*	<u>16 responses</u> • *"I am experiencing trouble with maintaining keep with my school work and keeping track of my grades."* • *"Stay on my grades is a challenge I am experiencing."* • *"Homework."*
Interpersonal challenges *(e.g., relationship issues, friendships)*	<u>7 responses</u> • *"A lot of emotional stress with school and personal life."* • *"Socializing with other students."* • *"Discrimination over my sexuality."*	<u>24 responses</u> • *"I struggle with communicating with people."* • *"Some challenges in life is being lazy and not having the energy to join a club outside of school."* • *"People don't get along and it starts beef."*	<u>11 responses</u> • *"I struggle with communicating with people."* • *"A lot of emotional stress with school and personal life."* • *"Some time I think no one likes me or cares about me."*
Challenges with sports and extracurricular activities	N/A	<u>16 responses</u> • *"Reaching high achievements in sports, and academy."* • *"Be better in soccer."*	<u>11 responses</u> • *"Dodgeball"* • *"That it is really hard to get better in soccer."*

		• *"Can we have a trip."*	• *"Clubs because they are hard to do."*
Health & fitness concerns *(e.g., sleep, nutrition, activity)*	<u>1 response</u> • *"Some challenges I was experiencing in my life that I would like All-Stars to know about is how to get in shape."*	<u>12 responses</u> • *"One problem is that I sometimes have trouble eating and skip out on most of my meals."* • *"Food."*	<u>5 responses</u> • *"Some challenges I was experiencing in my life that I would like All-Stars to know about is how to get in shape."* • *"Being fat."*
Challenges in the family and/or home	<u>1 response</u> • *"Going through challenges and difficulties."*	<u>8 responses</u> • *"I am in foster care."* • *"That my family dog might die soon."*	<u>11 responses</u> • *"That my parents are divorced and I am going through a lot of stress at home."* • *"What is happening at home."*
Mental health challenges *(e.g., depression, anxiety, self-esteem, stress)*	<u>1 response</u> • *"Handling stress."*	<u>5 responses</u> • *"I have been sleeping a lot and it's hard to do assignments and there's a chance I'm mentally challenged."* • *"My writing and my anxiety."*	<u>4 responses</u> • *"My anger."* • *"Lowkey helping me not be a people pleaser."*
Difficulty staying focused	<u>2 responses</u> • *"Mostly focusing on my work."*	N/A	<u>3 responses</u> • *"Hard staying focused."*

All-Stars' youth participants have enjoyed the program and felt it addressed their needs by offering opportunities to enhance their well-being, learning, and support. These survey responses demonstrated that youth's challenges, such as their need for schoolwork help and support with staying focused, have decreased slightly from winter to spring. That said, youth participants particularly struggled with their academic success. All-Stars should further alleviate their challenges by creating more opportunities for academic support, such as additional tutoring. Furthermore, All-Stars should continue to create a program space that addresses and supports the challenges reported by youth.

While most All-Stars youth reported few mental health challenges, a small group of youth participants were experiencing stress often and did not know which adults could support.

New to this year's evaluation, the Winter 2024 Student Survey[6] included questions around student mental health. In previous years, youth have consistently reported mental health as a challenge. Consequently, the present evaluation sought to give special attention to constructs surrounding youth mental health. To do so, participants were asked about their experience of stress, where they may

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[6] Mental health questions were not included on the Spring 2024 Student Survey.

seek help, and their abilities to cope. As shown in **Figure 23**, most All-Stars participants reported feeling stressed out "sometimes" or "never."

Figure 23. Frequency of Feeling "Very Stressed" by Youth Participants in Winter 2024

In the past month, how often did you feel very stressed?
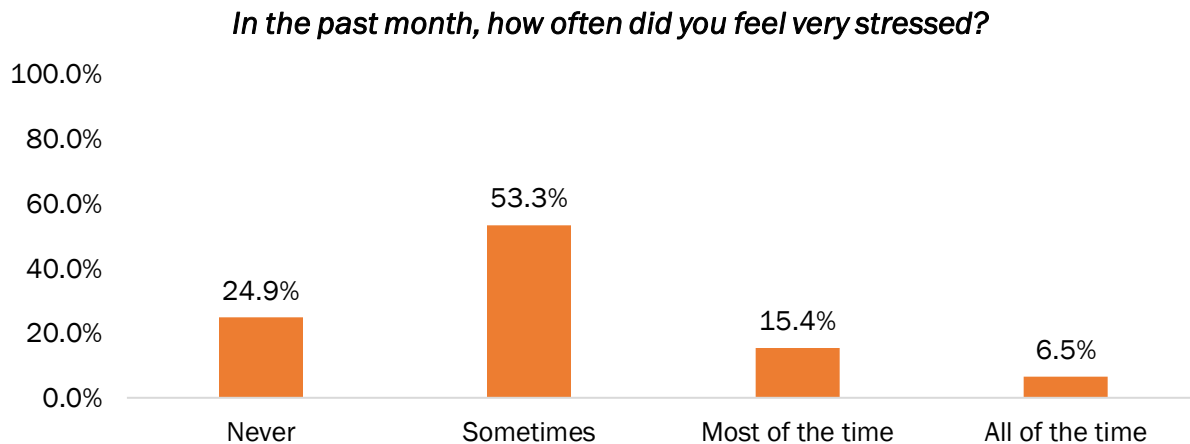
In the next set of questions, youth were asked how they helped themselves feel better when they were sad, stressed, lonely, or depressed. As shown in **Figures 24** and **25**, most youth knew who to get help from and believed that talking to an adult would help them feel better. Notably, approximately 10% of youth reported that they didn't know who to get help from nor if talking to an adult would help them.

Figures 24 & 25. Youth Support for Mental Health from Winter 2024 Student Survey

Do you know who to get help from at All-Stars when you feel very sad, stressed, lonely, or depressed?

6.8%
19.5%
73.7%

■ Yes ■ No ■ I don't know

If you felt very sad, stressed, lonely, or depressed, could talking to an adult help you feel better?

8.9%
26.9%
64.2%

■ Yes ■ No ■ I don't know
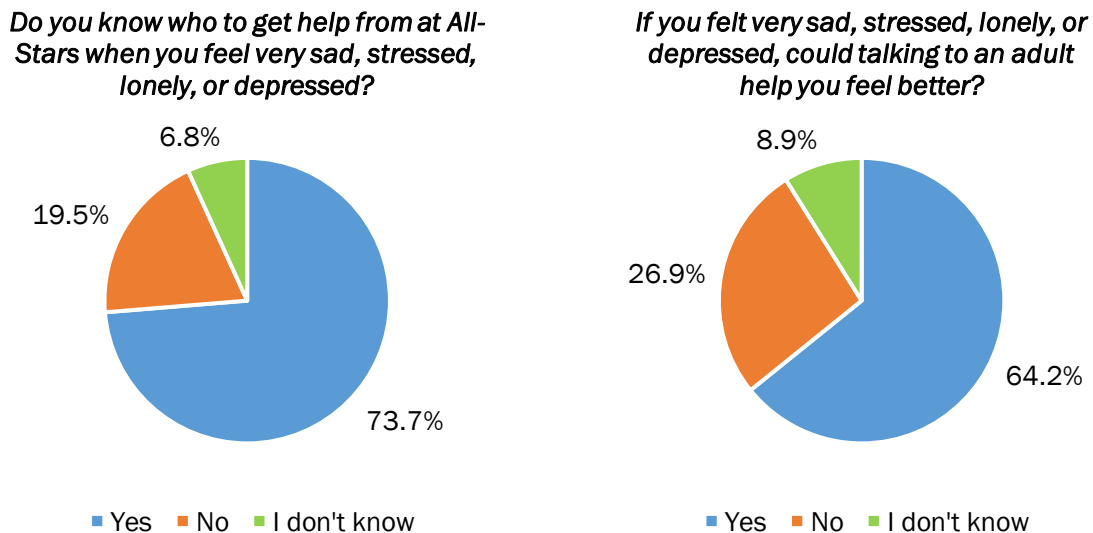
In the final set of questions around mental health, youth were asked to reflect upon their ability to handle frustration, express their feelings, and whether they felt good about themselves. Youth responded to items on a 5-point scale (1 = *Strongly Disagree* to 5 = *Strongly Agree*). The percent of youth who selected "*Agree*' or "*Strongly Agree*" across these items can be found in **Figure 26**.

Figure 26. Percent Agreement on Items Around Mental Health from Winter 2024 *[1 = Strongly Disagree to 5 = Strongly Agree]*
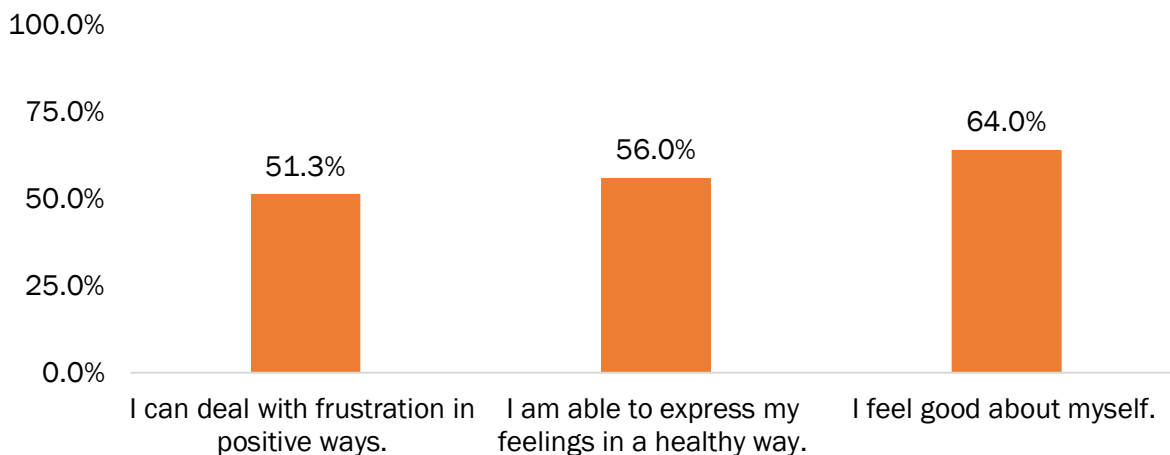
Although these scores indicate that most youth are not experiencing substantial struggles with their mental health, support around mental health is essential. All-Stars staff should continue to support youth in daily programming and provide additional attention to issues around mental health. For those who reported mental health struggles or frequent stress, such support is needed.

What are the unmet needs of All-Stars program staff?

Staff reported high levels of satisfaction with their jobs at ASAS-LA but requested additional support from their supervisors, a greater focus on staff growth, and more effective communication with their supervisors.

Staff play a pivotal role in fostering positive youth development for All-Stars' youth participants, so it is important for staff to like their jobs, feel supported, and feel they have a voice in All-Stars. Staff across all sites completed an online survey about: (1) their perceptions of the training opportunities at All-Stars, (2) their perceptions of support for social and racial justice efforts, (3) their perceptions of All-Stars organizational transitions, and (4) support from their supervisors.

Staff gave high ratings about the quality of trainings and the application of training content/skills; however, staff were less satisfied with the amount of training received.

On the Staff Survey, All-Stars' staff reported being satisfied with the quality of training provided. Overall, the All-Stars program did a stellar job with offering relevant and applicable trainings to build their skills and competence for offering the highest-quality program. As shown in **Figure 27**, staff reported high levels of agreement that they can apply knowledge learned from trainings to their jobs, trainings improved their job skills, and trainings were relevant to their current professional needs. However, staff reported slightly lower agreement that they were satisfied with the amount of trainings received, suggesting that more frequent high-quality trainings may be beneficial.

Figure 27. Percent Agreement about Training Opportunities for Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*

I am able to apply the knowledge that I gained from trainings into my job. — 85.9%

The training I have received has improved my job skills. — 83.2%

The training I have received is relevant to my current professional needs. — 79.0%

I am satisfied with the quality of the training that I have received for my current position. — 78.7%

I am satisfied with the amount of training that I received for my current position. — 73.7%

Staff gave moderately high ratings about the support for social and racial justice.

All-Stars is strongly committed to promoting the values of diversity, equity, inclusivity, and access within its staff and in the communities it serves. These values lay the foundation for respecting what makes each person unique, creating a sense of belonging for all, providing fair and just opportunities for all to succeed, and ensuring that all voices are heard. Across all the survey items, All-Stars' staff reported moderately high ratings (approximately 64%-86% agreement) of All-Stars' efforts to promote racial and social justice (see **Figure 28**). Scores on these items are somewhat lower than in previous years, suggesting that All-Stars staff may benefit from additional focus on issues of social justice. However, staff did report high agreement that ASAS-LA works to ensure that students experience the program in a fair and just way (85.6% agreement).

Figure 28. Percent Agreement about Social Justice at ASAS-LA from Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*

Statement	Percent
ASAS-LA works to ensure students experience the program in a fair and just way.	85.6%
I feel comfortable speaking my truth at ASAS-LA.	73.7%
ASAS-LA takes meaningful action to address issues of race and social justice among its staff.	67.6%
ASAS-LA takes meaningful action to address issues of race and social justice in the community.	66.3%
ASAS-LA is committed to ongoing learning about issues of race and social justice.	65.1%
When I speak about issues related to race and social justice at ASAS-LA, I feel heard.	65.8%
ASAS-LA encourages conversations about race and social justice in a safe space.	63.9%

Although All-Stars' staff appreciated the commitment All-Stars has made to creating a safe and inclusive program space for all staff and youth, most staff shared additional thoughts about diversity, equity, inclusion, and access (DEIA) efforts. Staff reported a desire for formal DEIA trainings for staff and youth participants, lessons and activities to facilitate greater cultural awareness among students, opportunities to engage in discussions about DEIA, and ways to involve and support the community to strengthen DEIA.

> *"I think ASAS-LA is inclusive but could use more space/time to verbally discuss this topic among the students and/or staff."*
> -Staff Survey

> *"We frequently have trainings about the employee handbook but rarely have trainings about cultural competency, mindful equity and inclusion. It would be great to have more dialogues about best practices when it comes to DEI work."*
> - Staff Survey Response

A potential area for growth around promoting DEIA is to create more consistent and formal opportunities for staff to engage in DEIA trainings and to build formal and ongoing DEIA opportunities for youth, as well. Currently, staff attend several trainings throughout the year, but many staff have expressed a need to involve youth participants, as well as their caregivers and the community, to promote inclusion and awareness.

Newer employees felt the most supported and satisfied with their training opportunities.

Staff Survey findings were also explored by groups of staff depending on how long they had been employed by All-Stars. Newer employees (those who worked at All-Stars for less than a year) were more

satisfied with the training opportunities, as well as the support for social and racial justice, compared to staff who have worked at All-Stars for more than one year. Refer to **Figure 29** for more information on the average differences between these groups on key survey constructs.

Figure 29. Differences in Staff Perceptions Based on Length of Employment *[1 = Strongly Disagree to 5 = Strongly Agree]*
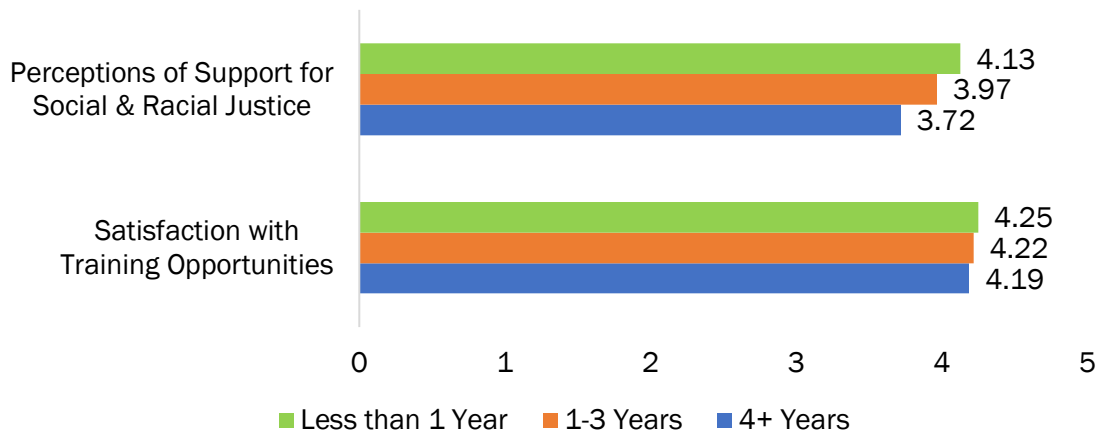
Staff were satisfied with how much they communicate with affiliated school sites.

Staff were asked to rate their satisfaction with how often they communicated with the school sites they served. As shown in **Figure 30**, staff reported high levels of agreement across all items. Staff agreed that ASAS-LA had good relationships with their school site (88.2% agreement), and when problems emerged, they are resolved quickly and efficiently (86.4% agreement).

Figure 30. Percent Agreement about School Communication from Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*
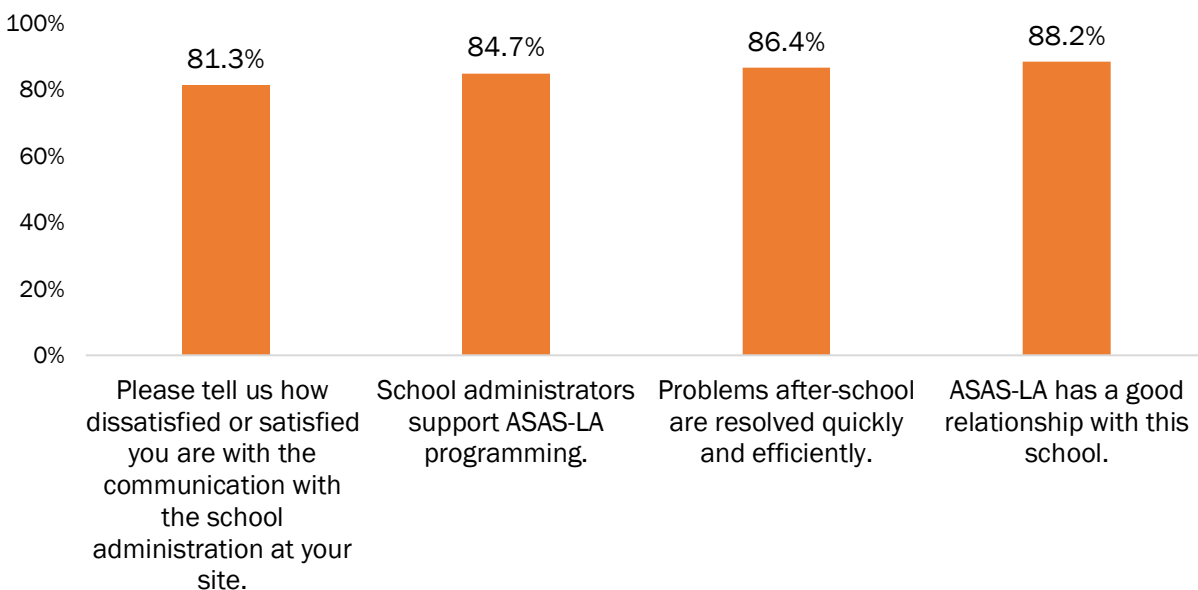
Staff felt that they received support from all departments at ASAS-LA.

 Staff were also asked to reflect on how often they received support from other departments at ASAS-LA. Of all departments listed, staff reported receiving the highest levels of support from their PSS, OGM, and the Creative department as shown in **Figure 31**. Staff reported less frequent support from other departments, including Data, Arts, Human Resources, Fund Development, and the Business Office.

Figure 31. Percent Sometimes or Always about Support from All-Stars Departments from Staff *[1 = Never to 5 = Always]*
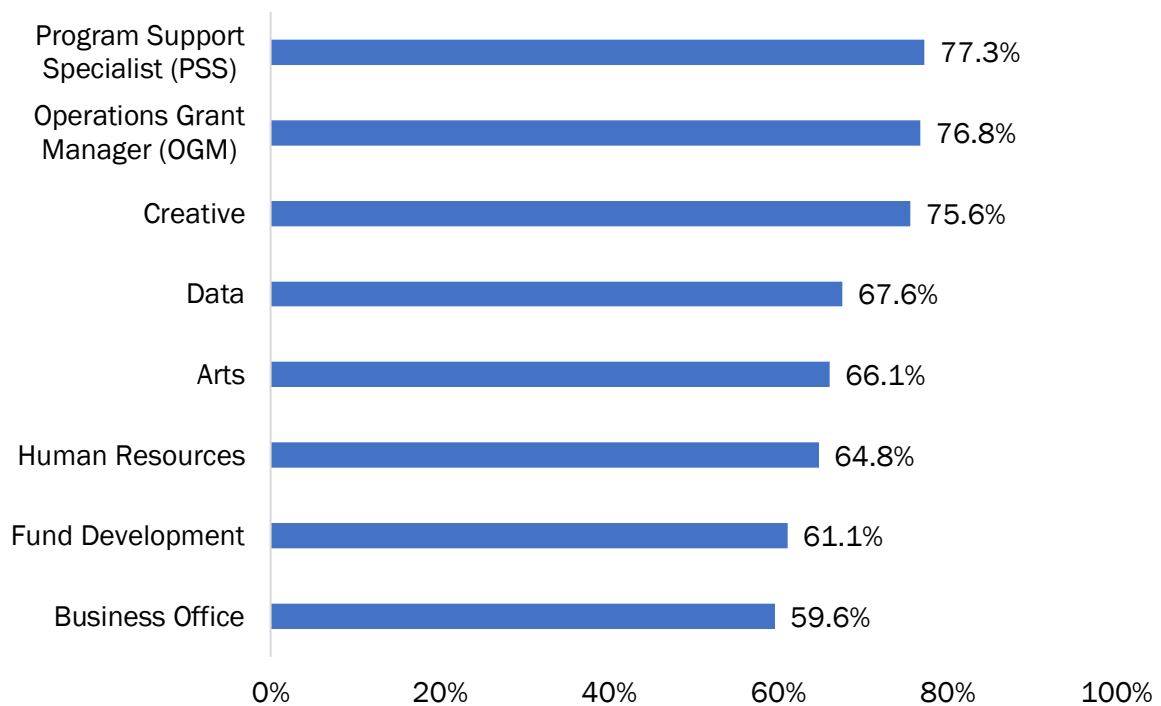
Most All-Stars staff felt supported by their supervisors across all different supervisor types.

All-Stars' staff were also asked to rate their perceptions of support from the All-Stars' leadership who oversee their work. All-Stars' staff reported positive views of the support provided by their general supervisors (if the staff member did not work at a school site) or specific supervisors (Operations and Grants Managers [OGMs], Program Support Specialists [PSSs], and Program Coordinators [PCs]). **Figure 32** displays high levels of agreement across all the items pertaining to the perceptions of support. All-Stars' staff felt that all supervisors fulfilled their core roles and responsibilities, were available for meetings, and offered high levels of support (e.g., care, willingness to help).

Figure 32. Percent Agreement about Supervisor Support from Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*

Horizontal bar chart showing percent agreement by role group (PC, OGM, Supervisor, PSS):

Statement	PC	OGM	Supervisor	PSS
My supervisor helps me to be a more effective program leader.				73.4%
I am satisfied with the resources and tools provided by my supervisor.			80.6%	76.4%
The meetings hosted by my supervisor are valuable for my work.	86.0%	73.6%	89.5%	
I am satisfied with how often we have meetings with our supervisor.	86.0%	70.7%	78.9%	
My supervisor at ASAS-LA cares about my opinions.	87.2%	74.8%	84.2%	77.5%
My supervisor at ASAS-LA is willing to help me.	89.2%	78.1%	94.8%	80.6%

Legend: PC, OGM, Supervisor, PSS

> *"As a newer member to the team; it would be helpful for the team to get to know me a little bit more. To understand my work style and learning style."*
> --Staff Survey Response

Staff were given additional space to comment about the leadership provided by All-Stars. Most All-Stars' staff felt that their supervisors were helpful, accessible, and supportive which helped them to ensure the program ran smoothly. However, some staff members reported the need for additional support, a greater emphasis on staff development from their supervisors, and a need for more effective communication with their supervisors.

Overall, it is important to acknowledge and commend the efforts of All-Stars staff and leaders for supporting youth's well-being. Staff felt that the program offered relevant and applicable trainings, made continuous efforts to promote racial and social justice, and they appreciated the support offered by their supervisors. A potential area of growth is to improve the professional development with more formal diversity, equity, inclusion, and access (DEIA) trainings for both staff and youth participants. All-Stars should continue to support their staff to uphold these positive staff perceptions, so that youth participants feel valued and cared for by All-Stars staff.

CHAPTER 5: YOUTH OUTCOMES

Student Surveys were administered twice during the academic year (end of Winter 2024 and Spring 2024) to explore student needs and outcomes for program quality improvement. Item-level findings from Winter 2024 were summarized in the Winter Student Survey Snapshot (delivered in May of 2024) and findings from Spring 2024 are summarized below. Using the All-Stars National Survey items as well as additional items to assess emotion management, All-Stars' youth participants' developmental outcomes were examined in Spring of 2024. The following outcomes measured by several items were explored on the surveys, which are summarized in the graphic below.[7]

Youth Outcomes	
Academic Readiness	Goal Orientation School Value Academic Confidence
STEM	Problem Solving
Career Exploration	Career Pathway Confidence
Wellness	Social Support Emotion Management Growth Mindset Community Efficacy Leadership Resilience

This chapter aims to answer the following questions:

To what extent does ASAS-LA contribute to positive outcomes among youth participants?	How do youth and site characteristics relate to Spring Survey findings?	To what extent does attendance in the All-Stars program contribute to positive youth outcomes?

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[7] Analyses comparing outcomes across school levels were not conducted due to unequal sample sizes for middle and high school youth.

To what extent does ASAS-LA contribute to positive outcomes among youth participants?

Elementary School Findings

Academic Readiness, STEM, & Career Exploration

In the Spring of 2024, elementary school youth reflected on their academic readiness (e.g., goal orientation, school value, and academic confidence), STEM, and career exploration with survey items on a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree*). Goal orientation, career pathways, and academic confidence were given the highest ratings in this section of outcomes. Youth reported high levels of agreement about career pathways and goal orientation (see **Figure 33**). Relatively fewer youth reported agreement with questions about their problem-solving abilities. Although elementary youth seem to be academically ready in general and were somewhat confident about what they wanted to be when they grow up, youth might benefit from learning how to tackle challenges in their lives using effective problem solving.

Figure 33. Percent Agreement from Elementary School Youth: Academic Readiness + STEM + Career Exploration
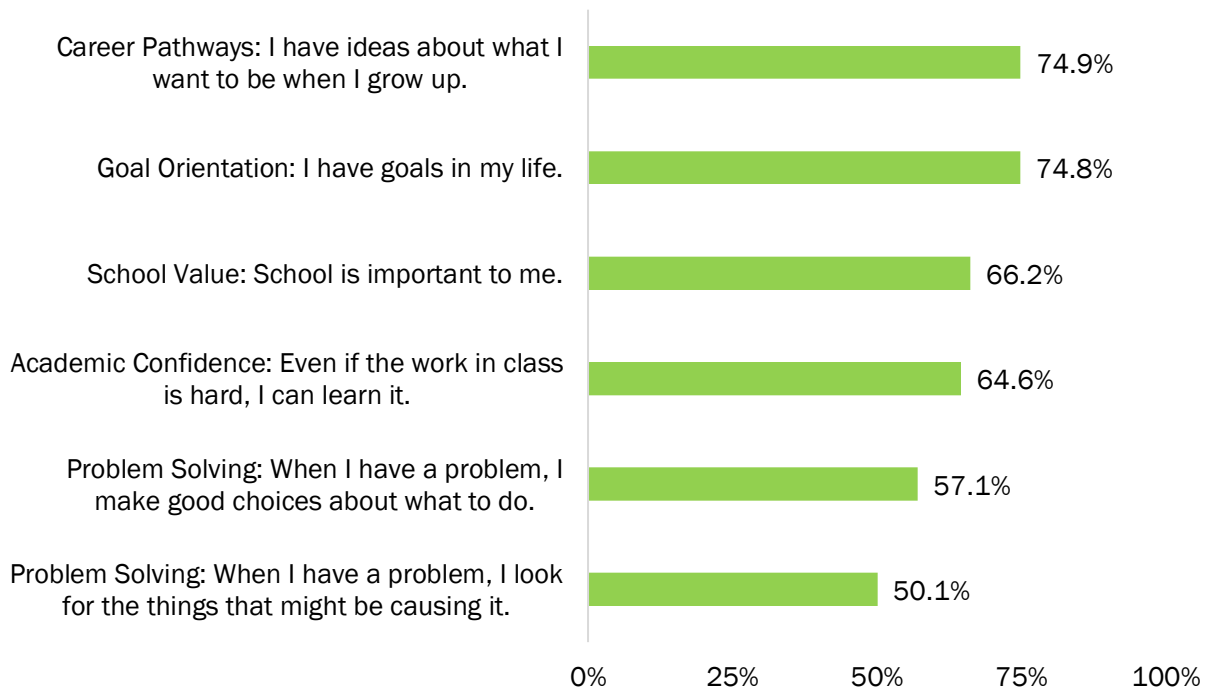
Wellness

Elementary school youth reflected on their wellness with survey items on a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree*), including items related to social support, growth mindset, community efficacy, leadership, and resilience. As shown in **Figure 34**, youth reported the highest levels of agreement about social support and community efficacy. Youth reported lower levels of agreement

about leadership and resilience. Although youth seem to have high social support (albeit less so from friends), community efficacy, and growth mindset, leadership and resilience are possible areas to direct program resources.

Figure 34. Percent Agreement with Elementary School Youth: Wellness
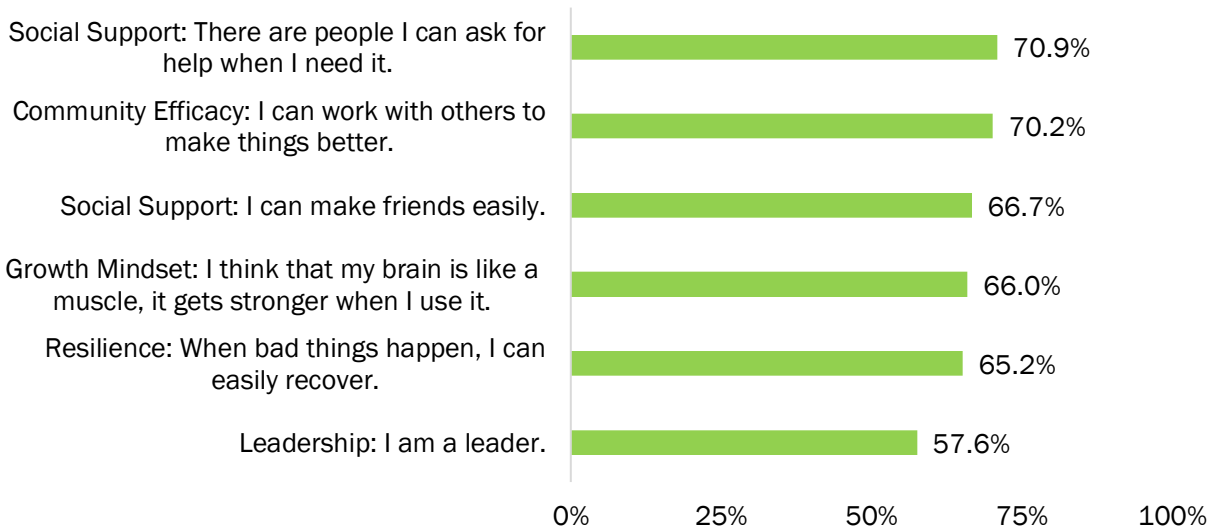
Emotion Management

Elementary school youth also reflected on their emotion management skills during the past 30 days with survey items on a 5-point scale with varying response options. In general, elementary school All-Stars' participants were still learning how to manage, control, and recover from challenging emotions. The most selected responses from elementary youth to the survey items are highlighted in **Table 11** below in light blue. As this table shows, the largest group of youth typically did not select the "almost always" or most confident responses about their abilities. Youth gave slightly higher ratings to their abilities to stay relaxed when they get upset and control their emotions when needed.

Table 11. Frequency + Mean Responses from Elementary School Youth: Emotion Management

	Elementary School Youth (*N* = 192)					Mean
How often are you able to pull yourself out of a bad mood?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.31
	11.5%	14.7%	27.2%	24.6%	22.0%	
When everybody around you gets angry, how relaxed can you stay?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.35
	10.4%	13.0%	25.0%	34.4%	17.2%	
How often are you able to control your emotions when you need to?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.55
	8.3%	10.4%	22.4%	35.4%	23.4%	
Once you get upset, how often can you get yourself to relax?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.47
	7.3%	9.9%	31.9%	29.8%	20.9%	
When things go wrong for you, how calm are you able to stay?	% Not calm at all	% Slightly calm	% Somewhat calm	% Quite calm	% Extremely calm	3.34
	8.9%	13.5%	30.2%	29.7%	17.7%	

Middle & High School Findings

Academic Readiness, STEM, & Career Exploration

Middle and high school youth reflected on their academic readiness, STEM, and career exploration with survey items on a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree*). Academic readiness includes items related to goal orientation, school value, and academic confidence. There was not much variability in youth responses across this set of survey items, however middle school youth did report lower agreement consistently across most survey items, compared to their high school counterparts, as shown in **Figure 35**.

Figure 35. Percent Agreement for Middle and High School Youth: Academic Readiness, STEM, & Career Exploration

| Category	Item	High School	Middle School
Career Pathway Confidence	I know what school subjects are needed for my dream career.	68.0%	57.1%
	I have ideas about what I want to be when I grow up.	70.4%	62.6%
Academic Confidence	I can master the skills taught in class.	72.4%	58.1%
	Even if the work in class is hard, I can learn it.	79.7%	61.9%
School Value	School is important to me.	80.3%	60.9%
Goal Orientation	I develop step-by-step plans to reach my goals.	69.0%	59.2%
	I have goals in my life.	80.0%	67.6%
Problem Solving	I look ahead and try to prevent problems before they happen.	78.5%	58.0%
	I try to get all the facts before trying to solve a problem.	72.7%	51.9%
	I look at a problem from many different viewpoints (my own, my friends', my parents', etc.).	67.4%	50.3%

■ High School ■ Middle School

Wellness

Middle and high school youth reflected on their wellness with survey items on a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree,* refer to **Figure 36***)*. Wellness includes items related to social support, community efficacy, growth mindset, leadership, and resilience. Youth reported moderate agreement across all items, with slightly lower agreement about being a leader and making friends easily. Consequently, there is room for growth on all items measured under the category of wellness, with special attention to support middle school youth, in particular.

Figure 36. Percent Agreement for Middle and High School Youth: Wellness
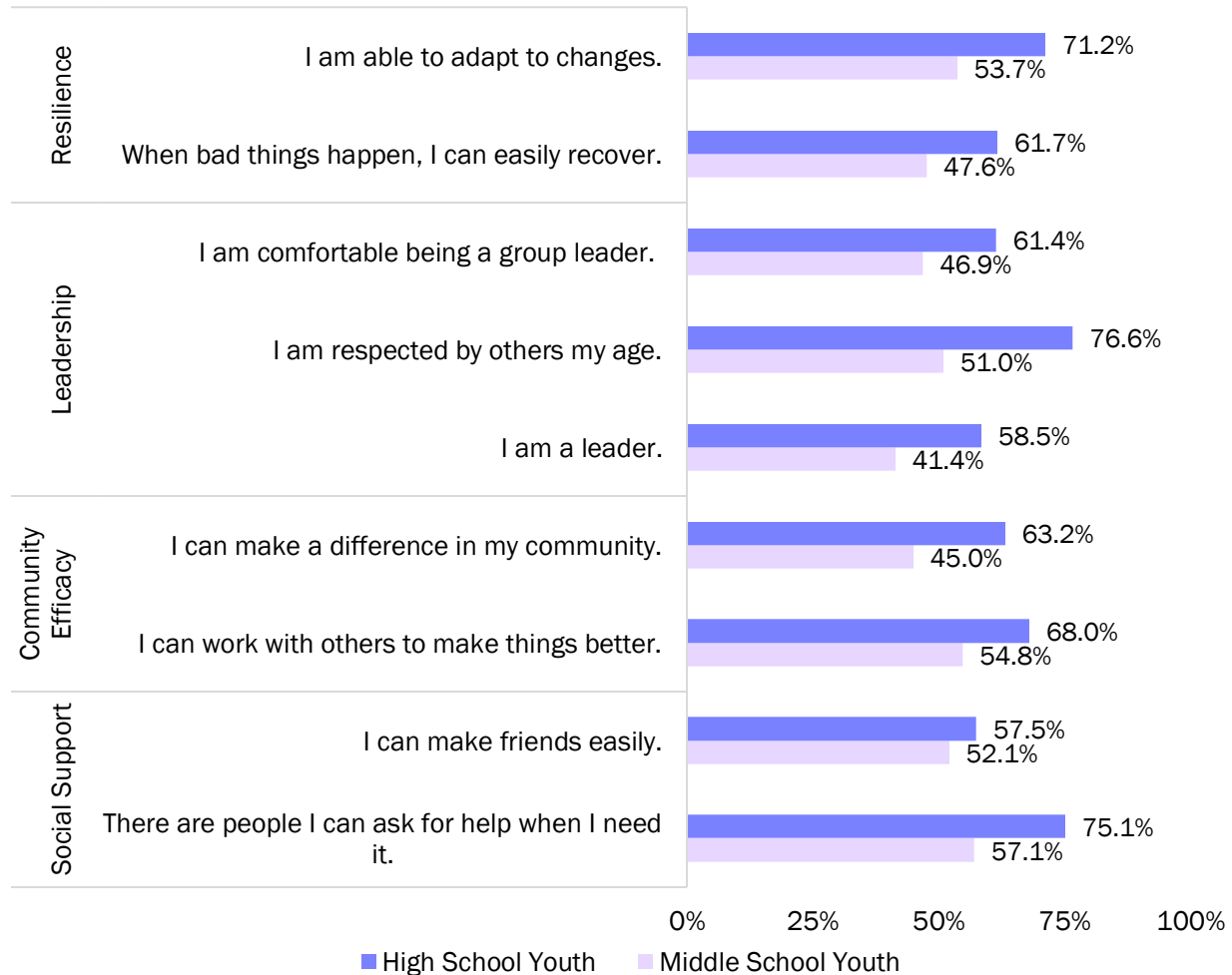
Middle and high school youth also responded to two items about growth mindset on a 5-point scale (*1 = Not at all likely to 5 = Extremely likely*). In a scenario aimed at understanding youth levels of growth mindset, youth were asked to react to receiving a bad grade on a science assignment. Over 50% of middle and high school youth responded that they would likely believe that they can get a higher score on a science assignment after a bad grade if they find a better way to study (see **Figure 37**), thereby demonstrating a growth mindset. Fewer students demonstrated a fixed mindset by suggesting their bad grade was a result of their intelligence, rather than their effort.

Figure 37. Percent Agreement for Middle and High School Youth: Growth Mindset
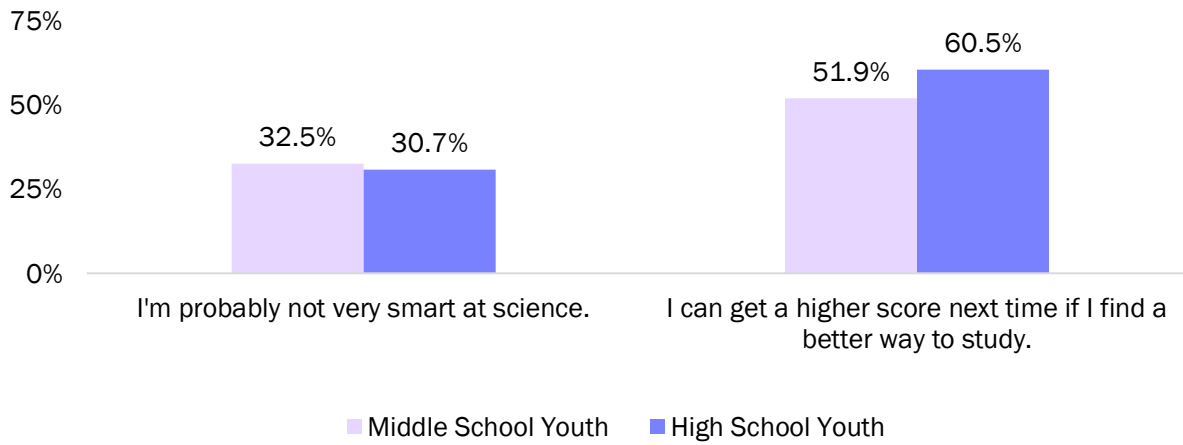
Emotion Management

Middle and high school youth also reflected on their emotion management during the past 30 days with survey items on a 5-point scale with varying response options. Refer to **Table 12** and **Table 13** for responses from middle and high school All-Stars' participants, respectively. Like elementary school youth, the largest group of both middle and high school youth typically did not select the "almost always" or most confident responses about their abilities (most frequent responses are highlighted in light blue).

Table 12. Frequency + Mean Responses from Middle School Youth: Emotion Management

	Middle School Youth (*N* = 793)					Mean
When you are feeling pressured, how easily can you stay in control?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.16
	12.0%	12.6%	37.1%	24.3%	14.0%	
How often are you able to pull yourself out of a bad mood?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.14
	11.1%	13.9%	38.1%	23.6%	13.3%	
When everybody around you gets angry, how relaxed can you stay?	% Not calm at all	% Slightly calm	% Somewhat calm	% Quite calm	% Extremely calm	3.22
	9.6%	12.6%	36.5%	28.3%	12.9%	
How often are you able to control your emotions when you need to?	% Not easily at all	% Slightly easily	% Somewhat easily	% Quite easily	% Extremely easily	3.34
	8.7%	11.1%	35.1%	27.5%	17.6%	
Once you get upset, how often can you get yourself to relax?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.28
	7.8%	13.0%	36.9%	27.9%	14.4%	
When things go wrong for you, how calm are you able to stay?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.27
	8.3%	14.1%	35.7%	26.2%	15.7%	

Table 13. Frequency + Mean Responses from High School Youth: Emotion Management

	High School Youth (*N* = 170)					Mean
When you are feeling pressured, how easily can you stay in control?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.54
	3.5%	8.8%	38.8%	27.6%	21.2%	
How often are you able to pull yourself out of a bad mood?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.53
	3.0%	11.2%	37.9%	26.0%	21.9%	
When everybody around you gets angry, how relaxed can you stay?	% Not calm at all	% Slightly calm	% Somewhat calm	% Quite calm	% Extremely calm	3.51
	5.3%	11.2%	30.8%	32.0%	20.7%	
How often are you able to control your emotions when you need to?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.73
	2.4%	6.5%	34.1%	30.0%	27.1%	
Once you get upset, how often can you get yourself to relax?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.66
	1.2%	7.6%	37.6%	30.6%	22.9%	
When things go wrong for you, how calm are you able to stay?	% Not easily at all	% Slightly easily	% Somewhat easily	% Quite easily	% Extremely easily	3.64
	2.4%	10.6%	30.0%	35.3%	21.8%	

How do youth and site characteristics relate to Spring Survey findings?

Across all school levels, analyses were conducted to determine how youth and site characteristics related to youth outcomes. Specifically, the present evaluation considered how attending a charter school (versus a public school), participants' reason for joining (internal versus external reasons), and gender (male versus female) may affect their self-reported outcomes in Spring 2024. Findings are summarized below by school level. Notably, across all school levels there was no statistically significant difference in youth outcomes for youth who attended charter schools.

Elementary School Findings

There were no differences in youth outcomes for elementary school youth based on their reason for joining or by gender, except for resilience. Youth who self-identified as girls reported higher levels of resilience than youth who self-identified as boys.

Analyses explored whether Student Survey responses for Spring 2024 differed based on two important youth characteristics, their gender and reason for joining All-Stars. For elementary school youth, there were no differences in youth outcomes by reason for joining (internal, external groups). Looking at differences by gender, there were no statistically significant differences in youth outcomes for most outcome measures, with only resilience differing for males and females. As shown in **Figure 38**, participants who self-identified as girls reported higher scores on resilience than those who self-identified as boys.[8]

Figure 38. Average Spring 2024 Ratings Resilience for Elementary School Youth by Gender *[1 = Strongly Disagree to 5 = Strongly Agree]*
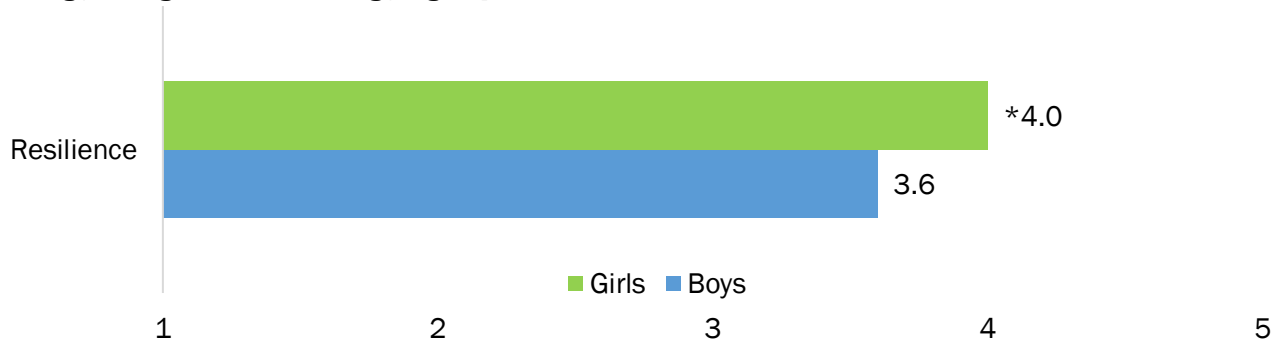
Note. Bars in Figure 38 with stars (*) represent differences that were statistically significant.

Middle & High School Findings

Middle and high school youth who joined the program for internal reasons had better outcomes than youth who joined for external reasons, and youth who self-identified as boys rated several outcomes more highly than girls.

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[8] $t(179) = 2.479$, $p = .014$, Cohen's $d = .369$

Across all youth outcomes, youth reported higher levels of outcomes if they joined the All-Stars program for internal reasons (e.g., I joined because I enjoy All-Stars) than external reasons (e.g., my parents wanted me to attend). For example, youth who joined All-Stars for internal reasons reported significantly higher scores on school value, with a mean of 4.1 out of 5.0 compared to youth who joined for external reasons, with a mean of 3.6 out of 5.0. As **Figure 39** demonstrates, this trend held true for all outcomes related to wellness, career exploration, STEM, and academic readiness. [9]

Figure 39. Average Spring 2024 Ratings for Youth Outcomes for Middle School and High School Youth by Reason for Joining *[1 = Strongly Disagree to 5 = Strongly Agree]*

Note. Bars in Figure 39 with stars (*) represent differences that were statistically significant.

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[9] Resilience $t(831) = 5.323$, $p < .001$, Cohen's $d = .374$
Leadership $t(1162) = 6.194$, $p < .001$, Cohen's $d = .372$
Community Efficacy $t(1160) = 7.303$, $p < .001$, Cohen's $d = .439$
Growth Mindset $t(1161) = 2.879$, $p = .004$, Cohen's $d = .173$
Social Support $t(1163) = 6.389$, $p < .001$, Cohen's $d = .383$
Career Pathways Confidence $t(1166) = 5.553$, $p < .001$, Cohen's $d = .333$
Problem Solving $t(1208) = 5.796$, $p < .001$, Cohen's $d = .343$
Academic Confidence $t(1167) = 6.456$, $p < .001$, Cohen's $d = .386$
School Value $t(1167) = 6.892$, $p < .001$, Cohen's $d = .413$
Goal Orientation $t(1163) = 7.067$, $p < .001$, Cohen's $d = .424$

When analyzing youth outcomes based on gender, only the relationships displayed below were statistically significant. The relationships between gender and the following outcomes: problem solving, goal orientation, school value, academic confidence, and growth mindset were not statistically significant, meaning there were no notable differences between the responses of boys compared to girls. However, the relationship between gender and resilience[10], leadership[11], community efficacy[12], social support[13], career pathways confidence[14], and problem solving[15] were all statistically significant, favoring boy participants over girl participants (see **Figure 40**). All-Stars youth who identified as males had significantly higher ratings of their resilience, leadership, community efficacy, social support, career pathways confidence, and problem solving compared to youth participants who identified as female.

Figure 40. Average Spring 2024 Ratings for Youth Outcomes for Middle School and High School Youth by Gender *[1 = Strongly Disagree to 5 = Strongly Agree]*

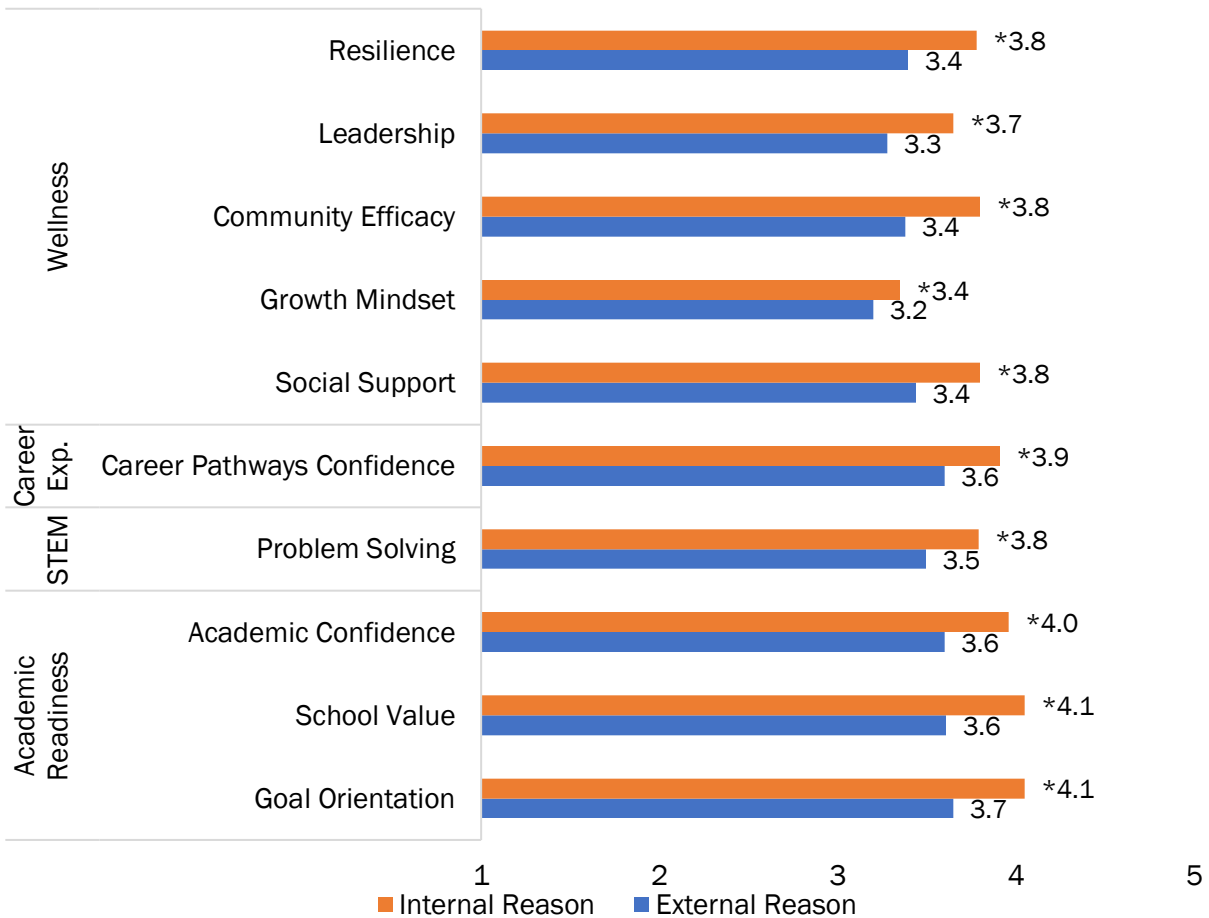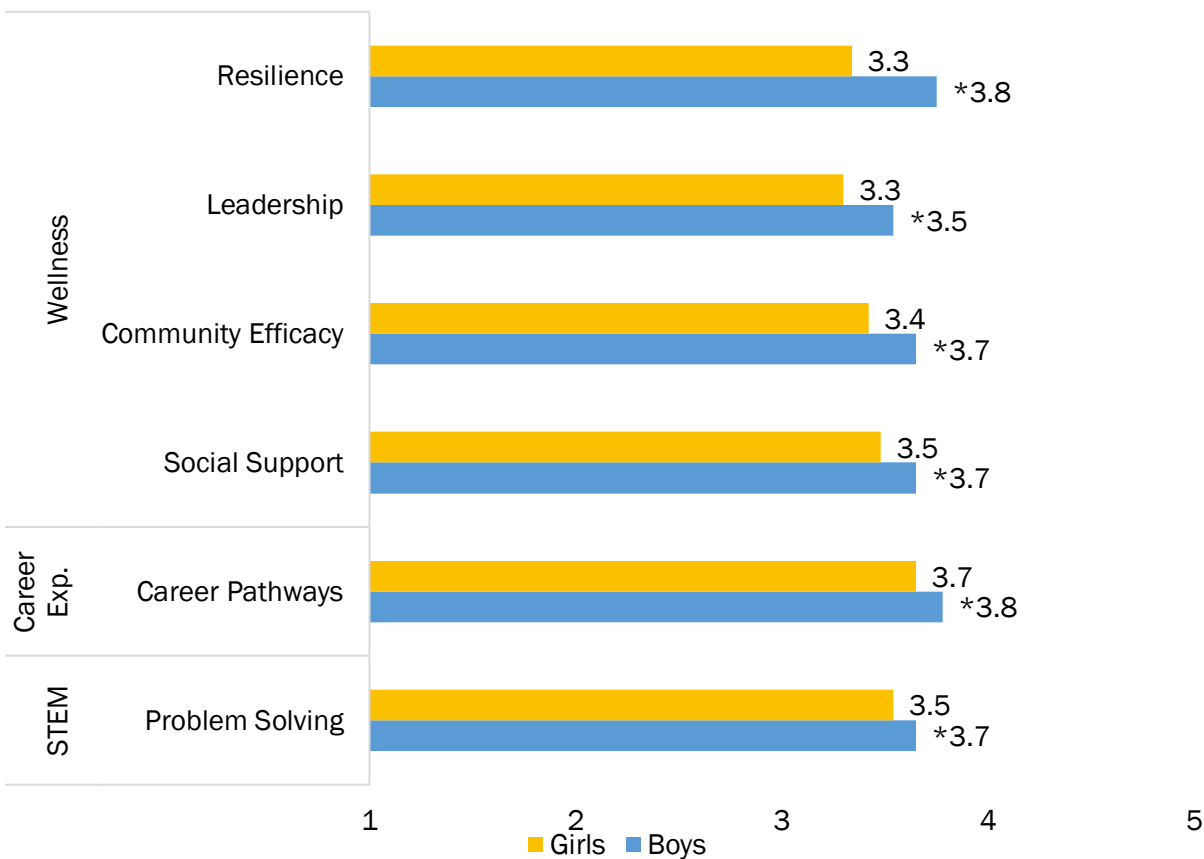*Note. Bars in Figure 40 with stars (*) represent differences that were statistically significant.*

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[10] *t*(922) = 6.289, *p* < .001, Cohen's *d* = .414
[11] *t*(1276) = 4.388, *p* < .001, Cohen's *d* = .245
[12] *t*(1273) = 4.234, *p* < .001, Cohen's *d* = .237
[13] *t*(1276) = 3.404, *p* < .001, Cohen's *d* = .190
[14] *t*(1274) = 2.369, *p* = .018, Cohen's *d* = .133
[15] *t*(1314) = 2.270, *p* < .001, Cohen's *d* = .125

To what extent does attendance in the All-Stars program contribute to positive youth outcomes?

Program attendance did not predict differences in youth outcomes for elementary, middle, or high school youth.

To better understand the relationship between All-Stars program attendance and youth outcomes, Student Survey data from Spring 2024 was merged with attendance data (*Elementary N* = 379, *Middle/High School N* = 990). Youth responses were linked to their attendance data through their unique ID numbers to allow us to consider each participants' experiences, outcomes, and program attendance together. However, a substantial amount of participant data were excluded from these analyses because we were unable to match ID numbers across the attendance and student survey data files. Additional attention should be given to how student ID numbers are entered into attendance systems to prevent such loss of data in future evaluations.

Across all grade levels, there were no statistically significant differences in youth outcomes on the Spring 2024 Student Survey (e.g., emotion regulation, problem solving, academic readiness, wellness) by attendance groups: low (1-120 days), medium (121-160 days), and high (161+ days) attendance. While it would be our hope that program attendance would have an influence on youth outcomes, whereby youth who attended more often would end the program year with higher ratings of their outcomes, we know there are many factors that influence how youth rate their outcomes in the All-Stars program.

Did program experiences and program satisfaction predict youth outcomes, beyond school-level and student-level factors?

Elementary School Findings

Higher levels of program satisfaction experienced during program participation were associated with better outcomes for elementary school youth.

One evaluation priority was to explore how program experiences (e.g., staff-youth relationships, community at All-Stars, positive emotions, and negative emotions) and program satisfaction related to youth outcomes in the Spring. To assess the extent to which these experiences were predictive of youth outcomes, we employed linear regression models for each outcome, adding school characteristics (e.g., school type) and youth characteristics (e.g., gender, reason for joining) as control variables.

Although not all outcomes were related to program experiences, program satisfaction was predictive of higher ratings of goal orientation, academic confidence, problem solving, social support, and growth mindset (see **Table 14**). Additionally, youth-staff relationships and the experience of positive emotions each significantly predicted higher ratings of goal orientation. These positive relationships suggest that the more satisfied youth are with their program experiences, the higher they also rate their outcomes.

Specifically, those who experienced more positive emotions reported higher levels of goal orientation. Unexpectedly, the relationship between youth-staff relationships and goal orientation was negative, meaning that higher scores on youth-staff relationships were associated with lower scores on goal orientation.

Table 14. Beta-Weights for Significant Predictors of Youth Outcomes, Program Experiences and Program Satisfaction for Elementary School Youth[16]

Youth Outcomes		Program Experiences				Program Satisfaction
		Youth-Staff Relationships	Community at All-Stars	Positive Emotions	Negative Emotions	
Academic Readiness	Goal Orientation	☑ -.411**		☑ .313*		☑ .261*
	Academic Confidence					☑ .256*
STEM	Problem Solving					☑ .339*
Wellness	Social Support					☑ .246*
	Growth Mindset					☑ .305**
	Community Efficacy					☑ .270*

Middle & High School Findings

The sense of community at All-Stars and the more positive emotions experienced during program participation were consistent predictors of better outcomes for middle and high school youth.

Like elementary school youth, we explored how program experiences (e.g., staff-youth-relationships, community at All-Stars, positive emotions, and negative emotions) and program satisfaction related to youth outcomes in the spring for middle and high school youth. To do so, we employed linear regression models for each outcome, adding school characteristics (e.g., school type, school level) and youth characteristics (e.g., gender, reason for joining) as control variables. Indeed, many of the program

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[16] *Note. * p < .05, ** p < .01, *** p < .001*

experiences were statistically significant predictors of the youth outcomes of interest (as shown in **Table 15**). Above and beyond the school and student characteristics, the sense of community at All-Stars, their reports of positive emotions during the program, and program satisfaction were predictive of almost all the youth outcomes explored. These positive relationships suggest that the more a young person feels that there is a sense of community in the program and the more they experience positive emotions in the program, the higher they also rated their outcomes. Additionally, youth-staff relationships predicted several of the youth outcomes, although the relationships were less consistent. Lastly, experiencing more negative emotions was predictive of lower scores on wellness. Taken together, it is positive that having better experiences in the All-Stars program is related to higher levels of youth outcomes.

Table 15. Beta-Weights for Significant Predictors of Youth Outcomes, Program Experiences and Program Satisfaction for Middle and High School Youth[17]

Youth Outcomes		Program Experiences				Program Satisfaction
		Youth-Staff Relationships	Community at All-Stars	Positive Emotions	Negative Emotions	
Academic Readiness	Goal Orientation	☑ .092*		☑ .180***		☑ .215***
	School Value			☑ .151***		☑ .264***
	Academic Confidence		☑ .171***	☑ .192***		☑ .169***
STEM	Problem Solving	☑ .126**	☑ .117**	☑ .184***		☑ .186***
Career Pathway Confidence			☑ .129**	☑ .176***		☑ .227***
Wellness	Social Support	☑ .114**	☑ .237***	☑ .230***	☑ -.069**	
	Growth Mindset		☑ .128**	☑ .109***	☑ .062*	
	Community Efficacy		☑ .260***	☑ .280***	☑ -.063**	

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[17] *Note. * p < .05, ** p < .01, *** p < .001*

	Leadership		☑ .275***	☑ .287***	☑ -.055*	
	Resilience		☑ .311***	☑ .283***	☑ -.074**	

Parent Perspectives on Youth Outcomes

Parents reported high agreement that participation in All-Stars has led to a number of positive outcomes for their child, including greater self-confidence and higher self-esteem.

Because a Parent Survey was added to this year's evaluation, we also could explore parent perceptions of their child's outcomes in the All-Star's program. Looking at parents' perspectives on youth outcomes, parents reported high agreement that their child(ren) have benefitted from attending the All-Stars program. As shown in **Figure 41**, parents reported the highest agreement that their child has greater self-confidence and greater self-esteem after attending All-Stars.

Figure 41. Parent/Caregiver Percent Agreement about Youth Outcomes

My child...

Has greater self-confidence.	86.1%
Has higher self-esteem.	83.0%
Is improving academically.	81.3%
Has fewer problem behaviors.	74.2%

0%   20%   40%   60%   80%   100%
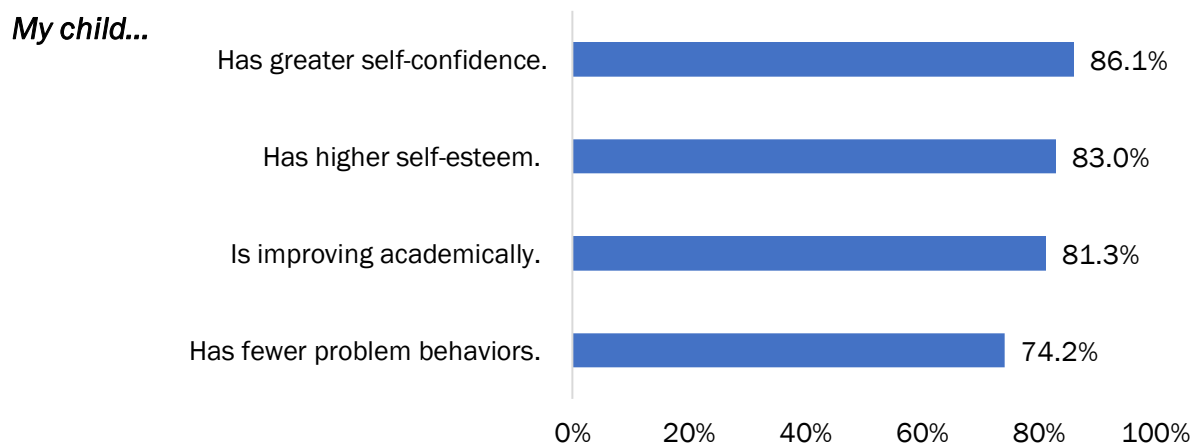
CHAPTER 6: PROGRAM SATISFACTION & CQI

As discussed throughout this evaluation report, All-Stars has implemented high-quality programming where youth have positive experiences, are motivated to attend, and build important skills and competencies. In addition to these elements, program satisfaction is a noteworthy construct that can provide a deeper understanding of youth, principal, parents/caregivers, and staff perspectives of the program. This chapter answers the following questions to better understand program satisfaction and continuous quality improvement:

How satisfied are youth participants with All-Stars?

How satisfied are parents with All-Stars?

How satisfied are principals with All-Stars?

How satisfied are staff with All-Stars?

How is All-Stars engaging in Continuous Quality Improvement (CQI)?

How satisfied are youth participants with All-Stars?

Youth reported high levels of satisfaction with their experiences in the program, noting that they enjoy the activities/games and the opportunities for social interaction. Youth also suggested that ASAS-LA incorporate more engaging clubs and activities.

Overall, youth participants reported high levels of program satisfaction; they enjoyed participating in All-Stars and thought the activities were interesting and fun. In the Spring of 2024, youth across all school levels rated their satisfaction with the All-Stars program overall, responding to items on a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree*). As shown in **Figure 42**, youth reported high agreement that they feel safe in and like coming to the All-Stars program. Youth reported lower levels of agreement that they could share their thoughts, ideas, and feelings and that they were part of the decision-making process at All-Stars.

Figure 42. Percent Agreement: Program Satisfaction in Spring 2024

I feel safe in the All-Stars program.
- High School Youth: 85.1%
- Middle School Youth: 63.5%
- Elementary School Youth: 69.4%

I like coming to the All-Stars program.
- High School Youth: 84.4%
- Middle School Youth: 66.6%
- Elementary School Youth: 71.8%

The activities that All-Stars offers are fun.
- High School Youth: 82.3%
- Middle School Youth: 69.4%
- Elementary School Youth: 69.6%

I believe All-Stars will be useful to me in the future.
- High School Youth: 81.7%
- Middle School Youth: 63.0%
- Elementary School Youth: 77.4%

There are interesting activities in the All-Stars program.
- High School Youth: 80.6%
- Middle School Youth: 68.7%
- Elementary School Youth: 69.3%

I learn about new things at All-Stars.
- High School Youth: 75.6%
- Middle School Youth: 54.6%
- Elementary School Youth: 64.4%

At All-Stars, I can share my thoughts, ideas, and feelings.
- High School Youth: 72.1%
- Middle School Youth: 49.4%
- Elementary School Youth: 52.9%

I am part of the decision-making process in the All-Stars program.
- High School Youth: 57.2%
- Middle School Youth: 40.9%
- Elementary School Youth: 50.6%

■ High School Youth ■ Middle School Youth ■ Elementary School Youth

To explore youth experiences in greater detail, youth participants were given space to share what they liked most about their participation in the All-Stars program. As shown in **Table 16** below, the most common themes were that youth participants liked the exciting, interactive activities and games (e.g., sports, arts, games, clubs), as well as the opportunities for social interaction.

Table 16. Themes + Example Responses about What They Liked Most About the All-Stars Program

Theme	Example Quotes		
	High School Youth	**Middle School Youth**	**Elem School Youth**
The program offered exciting, interactive activities/ games/clubs	**72 responses** ▪ *"I like all the different activities I can come in and out of."* ▪ *"I like participating most in the activities like open gym."* ▪ *"I liked the different variety of games they have for us to play."* ▪ *"Being in the clubs."*	**483 responses** ▪ *"What I most liked about the All-Stars program is that they do lots of fun activities that I love to do."* ▪ *"What I liked the most about doing the activities was that all the memories I made."* ▪ *"I have liked the activities and sports that All-Stars have provided."*	**216 responses** ▪ *"I liked the different variety of games they have for us to play."* ▪ *"The staff is nice and I love the sports that they do like basketball and soccer."* ▪ *"I love the activities."* ▪ *"The sports."* ▪ *"Soccer and when we watch movies with our friends."*
Opportunities for social interactions with peers	**46 responses** ▪ *"Hanging out with friends and meeting new people."* ▪ *"I like that the program gives me an opportunity to socialize with adults."* ▪ *"I like that you get the chance to socialize with your friends after school."*	**171 responses** ▪ *"I can hang out with my friends in clubs."* ▪ *"I like the people and the staff."* ▪ *"Spending time with friends."* ▪ *"That I spend time with people."*	**60 responses** ▪ *"Having fun with my friend and with staff they are very nice! :)."* ▪ *"Meeting new people."* ▪ *"I can hang out with my friends in clubs."*
Relationships with All-Stars Staff	**22 responses** ▪ *"The staff are hands on and all they want to do is help the students."* ▪ *"The staff are friendly and kind, they are willing to help with any homework that we may have trouble with, and they make it a safe space."* ▪ *"The staff are very kind and cool to talk with. :)"*	**55 responses** ▪ *"I liked how the staff treat all of the students equally, and with respect. I also liked how we get many options for things to do in the All-Stars."* ▪ *"The staff treat us well."* ▪ *"Staff is fun."*	**38 responses** ▪ *"The staff are hands on and all they want to do is help the students."* ▪ *"I like the staff because they get me and understand me."* ▪ *"The staff is nice."*
Enjoyment, engagement, and fun	**12 responses** ▪ *"I played video games with friends and also gotten help with my project and ideas."* ▪ *"It's fun."*	**50 responses** ▪ *"Well in my opinion I love everything about this program ever since I join the school they provide a lot for us students."* ▪ *"The fun I have."* ▪ *"Having fun."*	**44 responses** ▪ *"I liked being able to bond with the staff, make friends, and do fun activities."* ▪ *"The activities they do and how the staff cares about our safety mentality and physically."*
Sense of Community	**13 responses** ▪ *"The opportunity to help my community."*	**14 responses**	**30 responses** ▪ *"I have enjoyed making memories, making*

characterized by support, care, and connection	▪ *"How the staff cares about our safety mentality and physically."*	▪ *"They treat me like I belong and they teach me new things and new skills."* ▪ *"That I feel loved here and I can tell people my thoughts."*	*friends, and being able to get the support I need."* ▪ *"The environment, safe and understandable."*
Special Events/Field Trips	<u>13 responses</u> ▪ *"The major activities and field trips."* ▪ *"Enjoying the events you guys offer, going to field trips with amazing people."* ▪ *"I liked the events they had."*	<u>76 responses</u> ▪ *"That we get to do events in school."* ▪ *"Field trips and activities."* ▪ *"I like going to the field trips."*	<u>27 responses</u> ▪ *"Going on field trips because its very fun to hang out with my friends and my favorite staff."* ▪ *"What I like most about all- stars Is they take us to fun field trips."*
Opportunities to learn new things	<u>3 responses</u> ▪ *"Exploring new things."*	<u>13 responses</u> ▪ *"What I like most about is that I can learn more things."* ▪ *"What I like most is that I get to learn cool art ideas."*	<u>5 responses</u> ▪ *"Exploring new things."* ▪ *"I liked learning new things/"*
Opportunities to Be Outside	*N/A*	<u>11 responses</u> ▪ *"I liked staying outside and hanging with my friends."* ▪ *"We're able to go outside."*	<u>11 responses</u> ▪ *"Playing outside and doing clubs is the best thing."* ▪ *"Going outside."*
Opportunities for academic help and homework support	<u>8 responses</u> ▪ *"I have liked that I do all of my homework in the program everyday after school during the year."*	<u>9 responses</u> ▪ *"I liked the activities and the staff because they have helped me do my homework and if I was ever angry."*	<u>7 responses</u> ▪ *"I do homework there."* ▪ *"That you can get help from your homework."*
Food/Supper	<u>3 responses</u> ▪ *"The food and playing uno."*	<u>21 responses</u> ▪ *"Free food."* ▪ *"I get yummy food."*	<u>5 responses</u> ▪ *"Free food."* ▪ *"The people and the food."*

Although youth reported several program strengths, they were also given the space to suggest improvements to All-Stars. The most common themes noted in youth responses are summarized in **Table 17**, with the most common themes mentioned first. Example quotes elucidate the suggested improvements offered by All-Stars' youth participants. As demonstrated below, All-Stars' youth participants asked that All-Stars add or improve clubs and activities. These opportunities are particularly important because youth may not have these experiences in other spaces in their lives. All-Stars should continue to brainstorm ways to enhance and increase program offerings, while incorporating youth voice and choice throughout program activities.

Table 17. Themes + Example Responses from Youth about Suggested Program Improvements

Theme	Example Quotes from Youth
Add or improve club/activities *(305 responses)*	• *"More clubs should've been made after school because they only had clubs in the morning but some people don't come to school that early."* • *"You can improve by bringing more activities and games."* • *"They could host some of the activities twice a week. Such as having jewelry club twice a week."*
Improve the Food *(143 responses)*	• *"Get snacks for high school and more trips."* • *"They can improve in their food."* • *"I think more games and food to improve my experience more enjoyable."*
Add More Sports Opportunities *(117 responses)*	• *"I think more sports should be added after school, like soccer."* • *"I think all-stars can improve making my experience more enjoyable by having more sports."*
Add More Events/ Field Trips *(90 responses)*	• *"Add frequent field trips like to themes parks each seasons like six flags or Disneyland or knots berry farm or universal studios."* • *"More field trips."* • *"More programs or field trips!"*
Address Interpersonal Challenges *(64 responses)*	• *"We could be nice to each other then it will make all-stars enjoyable."* • *"Treat people fairly."* • *"Prevent bullying."*
Improve Staff-Student Interactions *(58 responses)*	• *"Having more staff."* • *"They need to get better care for people. Also make them feel like they are safe there. And maybe hearing what people say."*
More Choice of Activities *(41 responses)*	• *"More free time."* • *"I think maybe take ideas from us."* • *"Maybe actually give me the choice if I want to do an activity or not instead of forcing me to."*
Upgrade Facilities, Equipment, or Processes *(33 responses)*	• *"Better equipment."* • *"Something that All-stars improve to make my experience more enjoyable is the get more materials that we need."* • *"Make the sign-in and sign-out easier."*
Add More Time Outside *(28 responses)*	• *"More free time outside."* • *"Being able to play outside."* • *"More outside activities."*
More Opportunities for Academic Help *(17 responses)*	• *"An area for just studying or quietness without having to be in a class with another activity."* • *"My homework."* • *"Tutor the students."*

Recruit More Youth *(14 responses)*	• *"Promote the Program openly in the school for more students to join the program."* • *"There could definitely be more students at the All-Stars program, I understand that this is out of their control, but it would make it more enjoyable since we could have more activities."*
Allow Youth to Use Phones *(14 responses)*	• *"We shouldn't lock our phones."* • *"Let us use our phones."* • *"Not let us lock our phones up."*

How satisfied are parents with All-Stars?

Parents and caregivers were highly satisfied with All-Stars, noting that they have decreased stress knowing their children were safe after school and that the All-Stars staff treated them with respect.

Within the Parent Survey, parents and caregivers were asked to rate how satisfied they were with the All-Stars program. Across all survey items, parents reported high levels of agreement that having their child(ren) participate in the All-Stars program has been beneficial to them. As shown in **Figure 43**, parents reported lower levels of stress because they knew their children were safe after school and that they were able to comfortably work outside of their homes because of All-Stars.

Figure 43. Percent Agreement about Parent Satisfaction *[1 = Strongly Disagree to 5 = Strongly Agree]*

Because of All-Stars…

- I have decreased stress knowing my child is safe after school. — 92.5%
- I am able to work outside my home. — 89.7%
- I miss less work than if my child was not in All-Stars. — 87.4%
- I have been able to attend more school events. — 79.2%
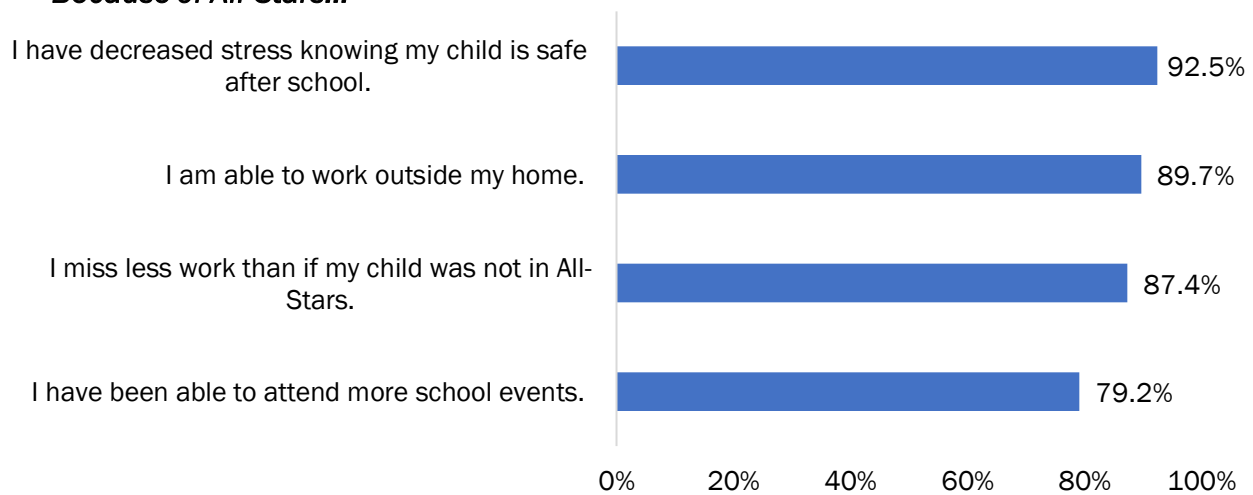
In the next section of the Parent Survey, parents and caregivers were asked to reflect upon their relationships with ASAS-LA staff. Overwhelmingly, parents felt that staff treated them with respect (96.8% agreement), were friendly and helpful (96.2% and 94.8% agreement), and that they felt comfortable talking to staff about their child (94.3% agreement) (see **Figure 44**). These responses were given by virtually all the parents surveyed, suggesting that All-Stars staff has established excellent relationships with parents of youth participants.

Figure 44. Percent Agreement about Parent-Staff Relationships Satisfaction *[1 = Strongly Disagree to 5 = Strongly Agree]*

The All-Stars staff treat me with respect.	96.8%
The All-Stars staff are friendly.	96.2%
The All-Stars staff are helpful to me.	94.8%
I feel comfortable talking to the All-Stars staff about my child.	94.3%
The All-Stars staff take my concerns seriously.	92.0%
I feel well-informed about what happens at the All-Stars program.	90.9%
I feel welcome to participate in the All-Stars program.	90.7%
The staff make an effort to build a relationship with me.	87.3%
The All-Stars program welcomes my input.	87.0%

0%   20%   40%   60%   80%   100%

In the final section of the Parent Survey, parents and caregivers were asked if they had any feedback or suggestions to share with All-Stars. Their responses are summarized in **Table 18** below, with the largest group of parents requesting that All-Stars offer additional activities.

Table 18. Parents' Feedback and Suggestions for Improving ASAS-LA Programming

Feedback	Parents' Written Notes
Offer Additional Activities *(15 responses)*	• *"More opportunities for my child to explore new and unusual trips and learning experiences."* • *"My child will be more engaged if all stars had more field trips for the students."* • *"My son would like baseball to be added as a sport."*
Additional Academic Support *(8 responses)*	• *"Creating a system to ensure kids are completing homework/ unfinished classwork."* • *"My son never does homework at all stars. This is an issue he will say he doesn't have any but he has work to do."*
Improve Communication *(6 responses)*	• *"All star program should be more social such as answering the phone right away, have good communication with students."* • *"I would like there to be more communication whether its via email, a letter or talking in person."*

Improve Staff Training and Hire Additional Staff *(6 responses)*	• *"I feel the staff hired are very young and have quite the vocabulary. (bad words) please remind your staff they are the role model to these children. My son complains the staff never listen to him about bullying complaints. I appreciate all stars though."* • *"I just hope they have more staff to help their work easier the current staff are very nice and they're the reason my kids love after school."*
Improve Snacks *(3 responses)*	• *"Better snacks and drinks."*

In addition to these suggested improvements, a total of 104 parents (of 572 total) used this space to express gratitude towards All-Stars. These comments are summarized below in **Figure 45**, and clearly demonstrate the positive impact the All-Stars program has on youth, their families, and the school community.

Figure 45. Notes of Gratitude from All-Stars Parents/Caregivers

"Thank you for creating a safe fun and learning experience for my child in your program. Your program makes a huge difference and impact on the lives of the children and their parents."

"On behalf of myself and other parents I want to extend our sincere gratitude for providing such a wonderful and supportive after school program for our children."

"All staff are very friendly and helpful with my child. She enjoys being there, very thankful of this program."

"We are so grateful for all stars and the wonderful staff- [Staff] is amazing! Both our kids are happy and thriving. Love seeing fun projects come home. Our kids love the cooking too!"

"You are making a great impact in my child's life as well as in our household. Having to be worry free afterschool hours is just an amazing feeling."

"Thank you to all stars program, I wouldn't be able to work and support my family without them."

"Thank you team for all the support you provide to my child. I appreciate you. My child loves all the activities, arts and crafts, special events."

"The program is amazing! The program has helped me so much especially being a single parent. Staff is amazing and so welcoming. Thank you to the staff for all that you do for the kids."

"I love the program. My daughter constantly talks about all the fun things she gets to do. She seems more motivated and has learned so much."

"My child enjoys participating in all stars I as well am glad and relived that my child is in a safe place while I am at work."

"This is a great after school program it gives the kids different activities to choose from keeps them busy and interested in new things as well as helps them academically."

"Continue to keep improving the program! I love what you've done with optional programs to keep the kids interested."

How satisfied are principals with All-Stars?

Most principals felt that the quality of All-Stars' programming was good or excellent and felt that All-Stars made a positive impact on their school community.

Principal perspectives and insights are integral to the success of the All-Stars program because they are experts on the emerging needs of youth and families at their schools. Ongoing and effective collaboration with school principals enables All-Stars to provide and meet the needs of their communities (a full accounting of the Principal Survey findings was delivered in the Principal Survey Snapshot in June of 2024). Principals were asked to reflect on their overall satisfaction with the All-Stars program. Additionally, principals were asked two open-ended questions: In what ways has All-Stars made a difference in your school community? In what ways can All-Stars improve their resources, supports, and programs to serve your school better?

Principals noted a variety of ways that the All-Stars program made an impact on their school community this year. Most principals reported that All-Stars provided a safe and enriching place for youth participants and gave youth access to activities that were not available elsewhere. All-Stars should continue to support their principals to best serve youth at their schools.

Principal Perceptions of All-Stars' Impact
• Provided a safe and enriching place for youth
• Access to activities that were not available elsewhere
• Offered a high quality + impactful program
• Built important staff-youth relationships

To further bolster the impact of the All-Stars program, principals made several suggestions to improve the resources, supports, and offerings. Most principals recommended that the All-Stars program offer additional activities, increase the number of staff members present and the amount of training given to staff members, and improve their communication with schools. Since principals have a myriad of responsibilities with jam-packed schedules, All-Stars should increase their efforts to schedule regular meetings with school leadership to plan events and coordinate support for youth that involve both the school and the All-Stars program.

Principal Suggested Improvements
• Provide additional activities
• Increase the number of staff present during ASAS-LA programming and the amount of training given to staff
• Improve communication
• Improved supervision and program safety

How satisfied are staff with All-Stars?

Overall, staff reported high levels of satisfaction with their jobs, regardless of how long they have worked at ASAS-LA.

Los Angeles County (and beyond) is facing workforce issues that emphasize the need for All-Stars to understand what motivates staff to work and how satisfied they are with their jobs. It is critical to assess staff's job satisfaction and motivation because it influences youth participant experiences in the program, especially since youth value their relationships with All-Stars staff. Across all items on the

Staff Survey, staff were highly satisfied with their roles at All-Stars as demonstrated in **Figure 46**. Staff reported they were able to share their ideas with other staff (88.4% agreement), liked their coworkers (87.4% agreement), and felt free to express their ideas and opinions at work (86.1% agreement).

Figure 46. Percent Agreement about Staff Job Satisfaction *[1 = Strongly Disagree to 5 = Strongly Agree]*
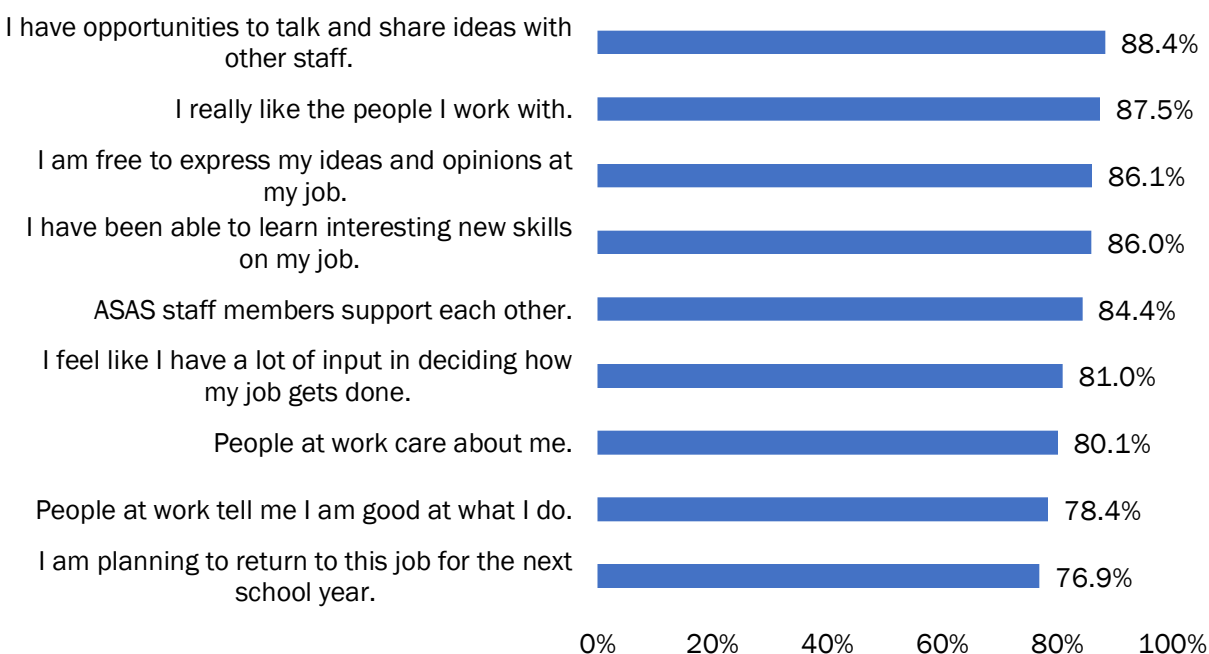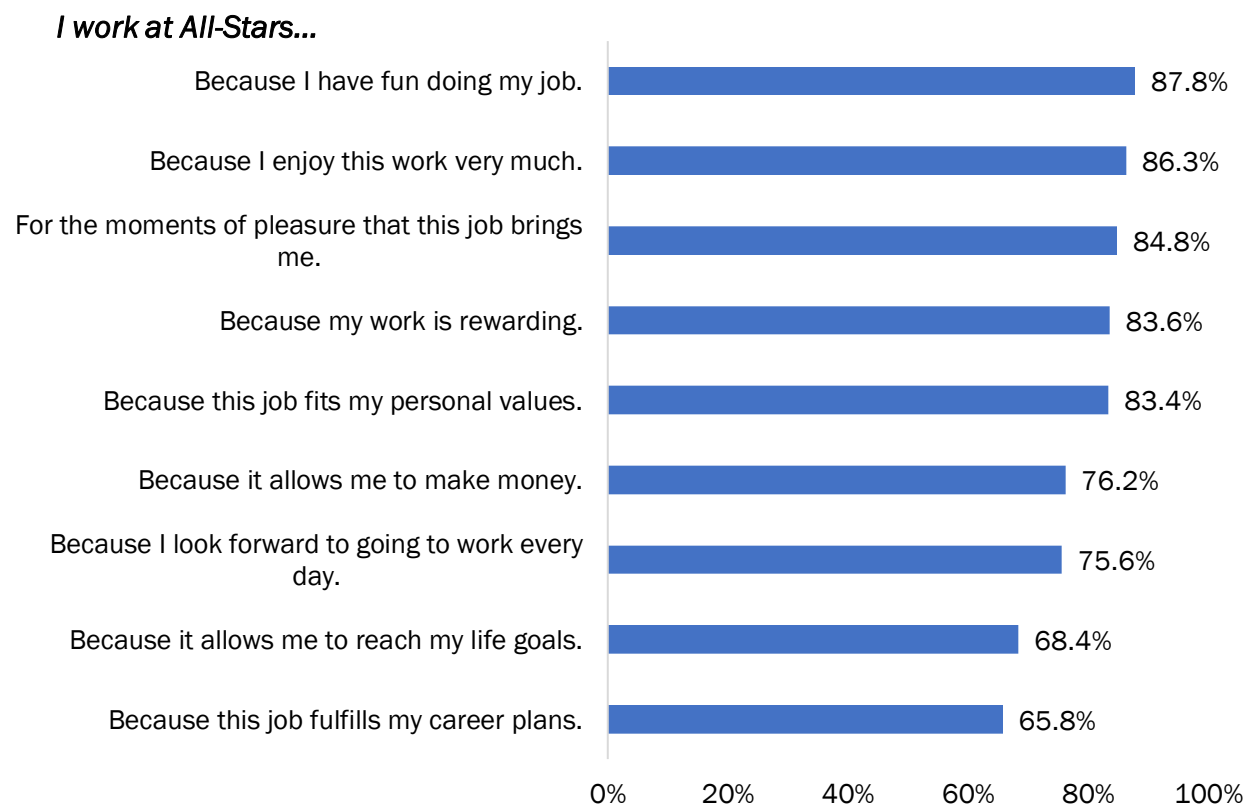

Regardless of how long staff had worked at the program, they reported similar levels of job satisfaction. Following the organizational transitions that took place at All-Stars in the 2022-2023 academic year, staff were asked to reflect upon their experience with these transitions. Most staff (81.5%) agreed that these transitions were handled extremely well, very well, or moderately well. When given the opportunity to share additional feedback, staff requested clearer communication about these changes, to be notified of changes in a timely manner, and for changes to be discussed with site-level site to allow for their input.

Staff were motivated to work at All-Stars because it is fun, enjoyable, and rewarding.

In addition to job satisfaction, the All-Stars staff were highly motivated to work at All-Stars (see **Figure 47**). The highest number of staff members reported that they work at All-Stars because it is fun, enjoyable, and for the moments of pleasure they experienced at work. These responses reveal that most of the All-Stars' staff were internally motivated to work at All-Stars, as opposed to being extrinsically motivated to work.

Figure 47. Percent Agreement about Staff Job Motivation *[1 = Strongly Disagree to 5 = Strongly Agree]*

I work at All-Stars…

Because I have fun doing my job.	87.8%
Because I enjoy this work very much.	86.3%
For the moments of pleasure that this job brings me.	84.8%
Because my work is rewarding.	83.6%
Because this job fits my personal values.	83.4%
Because it allows me to make money.	76.2%
Because I look forward to going to work every day.	75.6%
Because it allows me to reach my life goals.	68.4%
Because this job fulfills my career plans.	65.8%

0%   20%   40%   60%   80%   100%

## How is All-Stars engaging in Continuous Quality Improvement (CQI)?

The All-Stars staff reported high levels of engagement with CQI behaviors and a similar level of understanding about the bigger picture of organization wide CQI efforts.

In addition to exploring program satisfaction in a holistic way, we also want to understand the roles and processes for continuous quality improvement (CQI) that are currently taking place in the All-Stars program. To conceptualize staff's CQI behaviors and understanding, data from the Spring Staff Survey were analyzed. Staff were asked to indicate their agreement on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*) about both their knowledge of CQI and their engagement in several key CQI behaviors during the 2023-2024 academic year. As shown in **Figure 48,** staff had relatively high levels of agreement on their CQI understanding and behaviors. This is a change from previous years when staff reported greater engagement in CQI behaviors but less CQI understanding, on average.

Figure 48. Average Staff Ratings of CQI Behaviors & Understanding from Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*
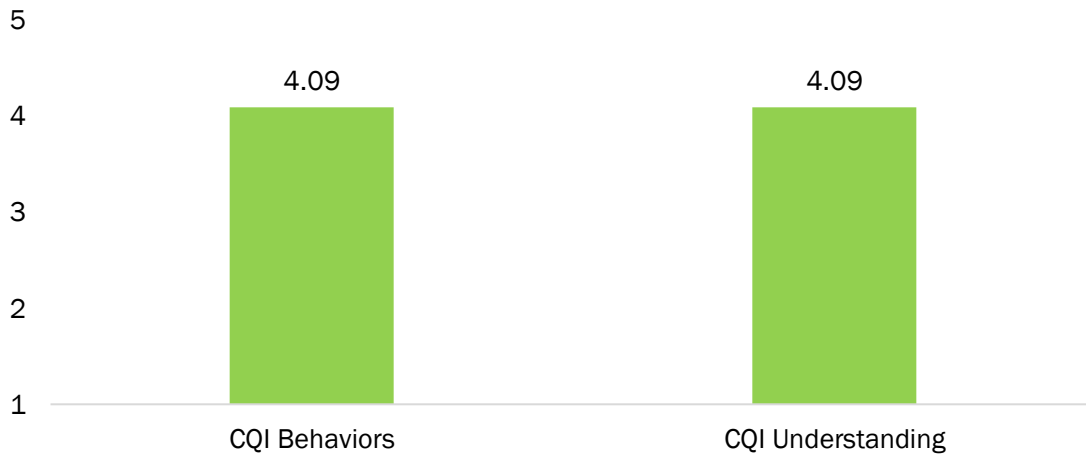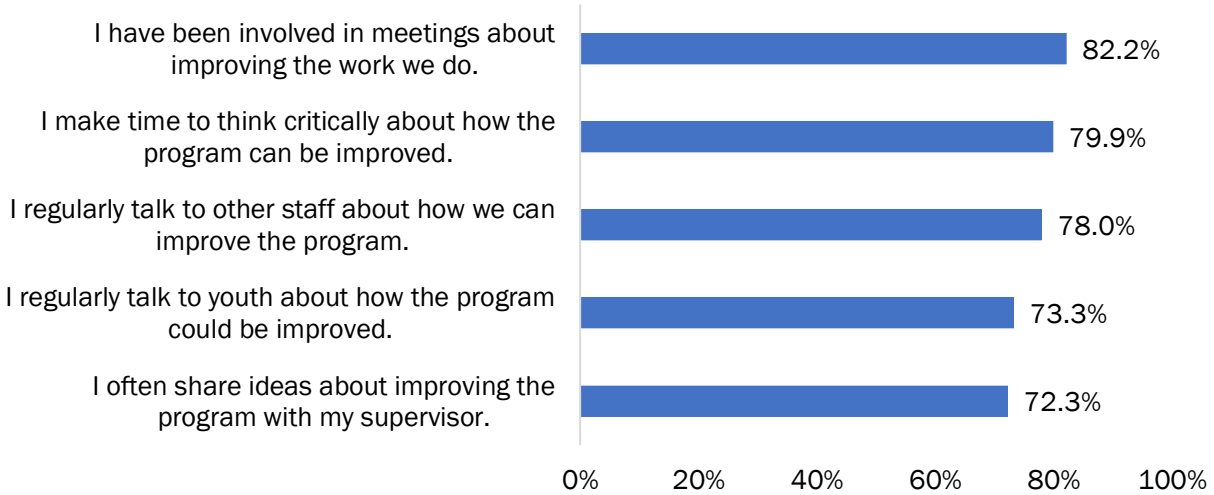

Looking at these results more closely, staff reported being aware of the quality standards (82% agreement) and understanding CQI practices (75% agreement) (see **Figure 49**). About 70% of staff were aware of the CQI plan and had heard people at work talk about CQI; ideally, both of these indicators would be closer to 100% of staff.

Figure 49. Percent Agreement about Staff CQI Understanding *[1 = Strongly Disagree to 5 = Strongly Agree]*
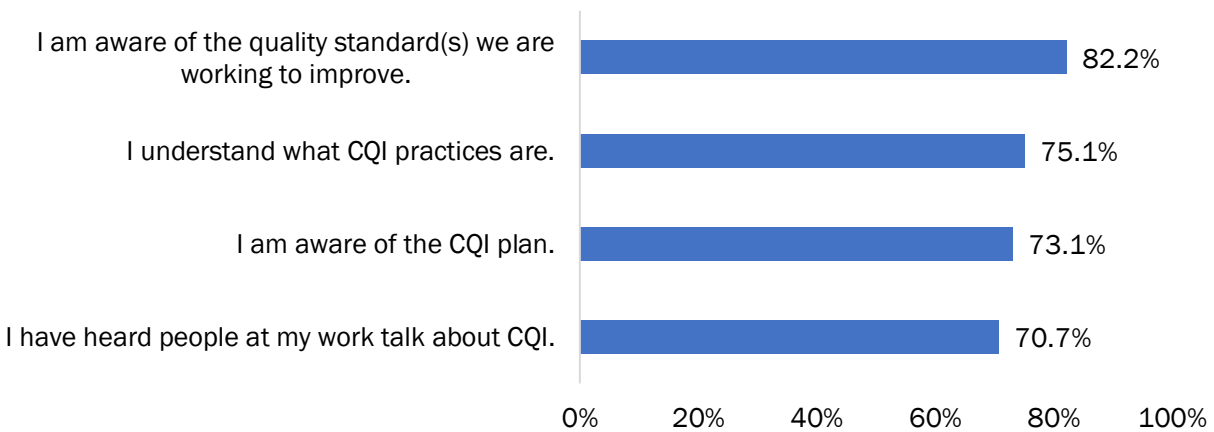
For CQI behaviors, staff reported that they had been involved in meetings about program improvement (82% agreement), and that they had made time to think critically about program improvement (80% agreement). As shown in **Figure 50**, fewer staff reported agreement about talking to youth about program improvement (73% agreement) and about sharing ideas with their supervisor about CQI (72% agreement).

Figure 50. Percent Agreement about Staff's CQI Behaviors *[1 = Strongly Disagree to 5 = Strongly Agree]*

I have been involved in meetings about improving the work we do.	82.2%
I make time to think critically about how the program can be improved.	79.9%
I regularly talk to other staff about how we can improve the program.	78.0%
I regularly talk to youth about how the program could be improved.	73.3%
I often share ideas about improving the program with my supervisor.	72.3%

0%   20%   40%   60%   80%   100%

A total of 87 actions plans were submitted into the online system to create CQI plans after program observations.

For this year's evaluation, we continued the process created during last year's evaluation that involved site observations, followed by

Activity Quality Observation → Action Plan → Follow-Up Observations
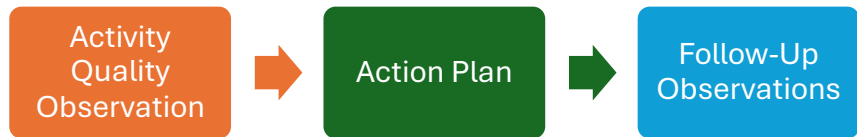
action planning, and then another follow-up observation. This process allowed for systematic action planning at All-Stars sites as a direct follow-up to program quality observations. It was our intention that Site Coordinators would conduct activity observations and then follow-up with the program leader (within the next week or so) to discuss their observation findings and engage in collaborative action planning to address identified challenges/issues.

There was a total of 131 activity quality observations that were conducted this year (up from 119 observations last year). However, there were 87 total action plans submitted in our online data entry system (up from 76 last year). These action plans were completed at 34 sites, meaning that many sites had more than one action plan, with a range of 1-6 action plans per site. All but eight of these action plans were completed by Program Coordinators (N = 77, 90.6%), five were completed by another staff member, and three were completed by a program leader. Additionally, we explored the number of days between the date of the observation at each site and the date of the action plan; action plans were completed anywhere from the same day as the observation to 43 days later, meaning an average of 13.92 days after the observation. Ideally, action plans would happen within one-week of the observation to ensure that the action planning process is timely and relevant to the site.

> **87 Action Plans at 34 Sites**
> - 9 elementary schools
> - 14 middle schools or intermediate schools
> - 11 high schools
> - Range = 1-6 action plans per site
> - Completed by Program Coordinators

On the action planning form, Program Coordinators selected up to three targets for action planning and then created a plan to address each target. The plans included a space to record action steps, timeline, progress check, measure of success, and other notes. For these analyses, we explored the targets and the action steps selected, ignoring the other elements of the action planning form in our analyses because they were tailored and specific to each site.

Classroom management, youth engagement, and lesson/activity planning were the key program quality targets for action plans submitted this year.

To understand the core issues that Program Coordinators were aiming to improve via action planning, we analyzed which targets were selected by the Program Coordinators for action planning at sites. The most popular targets selected were classroom management, youth engagement, and lesson/activity planning, meaning these were areas of greatest challenges noted during observations. As **Table 19** below shows, program coordinators created action plans for topics both on the observation protocol (e.g., youth engagement), as well as unique topics, venturing beyond those that were included on activity quality observation protocol.

Table 19. Most Common Targets for Action Planning[18]

Targets	Action Plan Number			
	#1	#2	#3	Total
Classroom Management	17	13	6	36
Youth Engagement*	14	15	6	35
Lesson/Activity Planning	12	14	9	35
Staff-Student Interactions*	13	5	7	25
Peer Interactions*	8	10	6	24
Activity/Learning Setting*	13	5	2	20
Youth Autonomy + Leadership*	4	3	11	18
Compliance + Safety*	3	5	2	10
Unknown	1	2	1	4
	85	72	50	

It should also be noted that not every action plan included identifying three target areas for improvement. Only 50 of the submitted action plans identified three targets/strategies, 22 action plans had only two targets/strategies, and 13 action plans had only one target area.

The All-Stars staff might consider exploring the clarity, relevance, and actionable nature of action steps identified during the action planning process.

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[18] *Note. Starred topics (*) are included on the All-Stars Observation Protocol.*

Maybe even more important than the targets selected are the actual action steps that Program Coordinators noted as concrete strategies to address program quality concerns. Action plans are only as good as the strategies identified and the execution of these strategies to lead to real program improvement. As such, these action steps should be:

```
                          ┌─────────────────────┐
                          │    Strong Action    │
                          │    Steps are...     │
                          └─────────────────────┘
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| Specific (versus broad), concrete, and detailed | Relevant to target set for improving program quality, rather than compliance or something else entirely | Action-oriented, not planning for future action or discussion |

Table 20 below offers a summary of some of the strong and weak strategies that were identified by target. Consistent with the criteria for effective action steps above, these represent action steps that are either clear, actionable, and relevant (*strong action steps*) versus those that are unclear, vague, and relate to some future planning (*action steps requiring improvement*). We hope this table will serve to illustrate what strong strategies might look like depending on the target of interest in this action planning process; some action plans were more aligned with the intention of this process than others.

Table 20. Summary of Action Steps: Strong Strategies & Strategies Requiring Improvement

Targets	Proposed Action Steps	
	Strong Strategies	Strategies Requiring Improvement
Activity/ Learning Setting	• "Implementing different cooking stations and use wide space your advantage." • "Offer a energizer to integrate and inspire students to keep going. More specifically, team huddles, stretch breaks, blook. it and kahoots."	• "Padlet." • "Move student who get distracted easily."
Classroom Management	• "Going over the rules/expectations before starting an activity. Stop the game or any activity once staff hears them say a bad word and proceed after reviewing the rules once again." • "Establish Clear Expectations: Clearly communicate behavioral expectations and consequences to students, ensuring they understand what is and isn't acceptable behavior. Implement Active Supervision: Actively monitor student behavior in the classroom, intervening promptly to address any instances of inappropriate conduct and redirecting students as needed. Provide Consistent Feedback: Offer positive reinforcement for desired behaviors and provide consistent consequences for rule violations, maintaining fairness and accountability	• "Create 3 tier system." • "All students must be at a working area once their activity starts."

|		
	throughout. Develop Relationships: Build positive relationships with students based on trust and respect, fostering a supportive environment where students feel comfortable adhering to behavioral expectations."	
Compliance + Safety	• "Grab all necessary first aid materials during prep time."	• "Organizing items in their appropriate locations"
Lesson/ Activity Planning	• "Moving forward seeing the student stretch together would make practice run smoother and they would already be in the momentum of listening to one leader which could the pass on the attention to whatever you would have to teach."	• "Give students extra time to finish activity instead of rushing." • "Have room ready with materials."
Peer Interactions	• "Modifying the activity so students can work together and have a role in doing the activity. Even allowing reflection share-outs within each other." • "Pair up students so that they're not working independently and switch groups from time to time and introduce them to new peers."	• "Creating group activities and making sure that students are working with one another." • "Team building activities, staff commenting on students behavior."
Staff-Student Interactions	• "[Staff] will create an ice breaker/check in activity to get a feel for how the day has been with students so far, will also greet them by name as they are signing in."	• "Gathering all students at the same time" • "Listen to students first, guide, and then report to coordinator."
Youth Autonomy + Leadership	• "Staff will assign a second person in charge, like a captain, before practice starts. He will choose them based on random. Staff will explain responsibilities to captain. Staff will alternate captains every practice by choosing new students each time."	• "Staff ask youth for ideas, suggestions for changes."
Youth Engagement	• "Staff can be prepared & have a list of open-ended questions to ask the students after completing an activity. These questions should be reflective and open-ended questions to get the youth to critically think of their experience in the activity."	• "Create more opportunities for small group discussions." • "Setting the stage and class for success / thinking of exciting activities to offer youth" • "Getting to know what the students are really into."

Overall, we are thrilled with the continuation of the action planning process at All-Stars. Compared to the 2022-2023 program year, more action plans were submitted with more detailed targets. However, not all action plans were submitted according to the suggested timeline (one week after observations). It is possible that with more training and support these action plans can be completed in a timely manner after each observation, be aligned to actual improvements in program quality (selection of appropriate targets rather than compliance efforts), and that plans will be executed by site-based program leaders to improve the opportunities being provided to youth.

Answering the Evaluation Questions

Quality of Implementation

### What is the quality of implementation at ASAS-LA sites?

Internal observations found that that ASAS-LA programming is high-quality across the domains of staff-youth interactions, youth engagement, youth autonomy and leadership, and peer interactions, with youth-staff interactions receiving the highest overall ratings. Results from each of these observation sections revealed that ASAS-LA programming is being delivered in a high-quality manner across all grade levels. Observers noted that the staff created a warm, welcoming, engaging, organized, and safe environment for the youth. This finding was corroborated by data from the Parent/Caregiver Survey. Parents reported that their children had positive experiences in the All-Stars program, noting that their children felt comfortable with staff and felt safe in the All-Stars program. Additionally, most Principals believed that program quality was good or excellent. High program quality is essential to ensure that youth achieve optimal benefits from participating, so this finding is especially noteworthy. Additionally, principals recommended that the All-Stars program offer additional activities, increase the number of staff members present, improve their communication with schools, and improve overall program safety and supervision. Based on observers' feedback, there are a number of suggestions for improvement in each of the observed quality categories listed throughout Chapter 2. These suggestions can be considered for future program years to ensure that ASAS-LA responds to feedback and further strengthens its already high quality of program implementation.
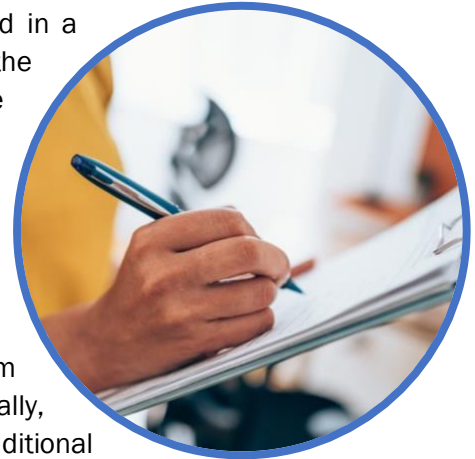
How do All-Stars' students perceive their experiences in the program?

Youth rated their experiences in the All-Stars program highly, with high ratings of having positive emotions during the program, program satisfaction, the positive community at All-Stars, and youth-staff relationships, and low scores on having negative emotions during participation. Like observation ratings, youth rated their relationships with staff the most highly across the program experiences. There were differences by school level, with high school youth reporting higher scores on program experience measures than middle school youth. Additionally, youth across all school levels who joined the program for internal reasons reported better program experiences than youth who joined for external experiences. Finally, middle and high school youth who self-identified as male reported better program experiences (in some areas) than youth who identified as female. Overall, youth perceived their All-Stars' program experiences positively and this was relatively consistent across groups of youth participants. Research has found that youth who have positive program experience are more likely to have positive outcomes, meaning that ASAS-LA youth are likely to benefit from their participation given their positive ratings of their experiences (Durlak et al., 2010; Katoaka & Vandell, 2020).

Are the needs of students, staff, parents/caregivers, and principals being met by program offerings?
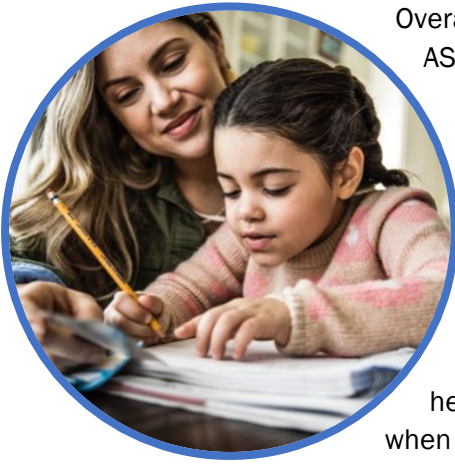
Overall, youth and staff reported that their needs are being met by the ASAS-LA program. Youth survey results suggest that youth would like more help with schoolwork and staying focused; however, across all three school levels there was a decrease in the number of youth who reported schoolwork challenges and difficulty staying focused from winter to spring. When asked directly, All-Stars' youth participants reported academic challenges (e.g., grades, progress, college readiness) and interpersonal challenges with relationships and friendships as critical challenges in their lives. New to this year's evaluation, youth were asked about their mental health and whether they believe All-Stars staff can provide support when they are struggling. Youth reported that they do feel very stressed sometimes but agree that talking to All-Stars staff could help. Looking at Staff Survey results, staff requested additional support from their supervisors, a greater focus on staff growth, and more effective communication with their supervisors. Additionally, staff asked for more opportunities for diversity, equity, inclusion, and access (DEIA) trainings for themselves and strategies for creating lessons and activities that build cultural awareness among youth. Considering these findings on a larger scale, All-Stars should continue to provide additional academic support for those who are struggling academically and also integrate DEIA into student curriculum. With respect to parents/caregivers needs, parents reported lower levels of stress because they knew their children were safe in All-Stars and that they were able to comfortably work outside of their homes because of All-Stars. Most principals reported that All-Stars provided a safe and enriching place for youth participants and gave youth access to activities that were not available elsewhere. In general, parents, staff, youth, and principals had positive things to say about All-Stars and its impact on youth.
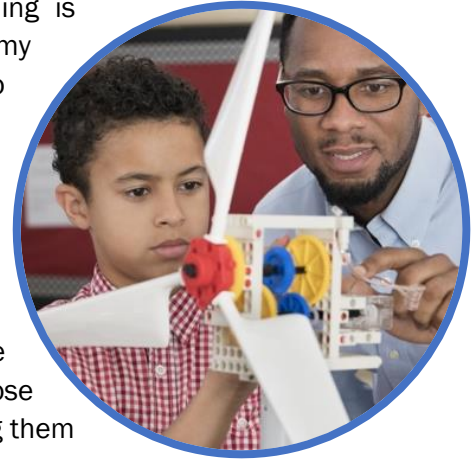
Program Attendance:

What are trends in attendance at ASAS-LA sites?

Youth ranged in their levels of All-Stars program attendance, with a majority of participants attending the program for 1 to 29 days and between 1 and 3 months. On average, youth attended 55 cumulative days and had an average duration (months of participation across the year) of six months during the 2023-2024 school year. This is a slight decrease in the cumulative days from the 22-23 academic year when the average was 61 cumulative days. It is worth considering ways that All-Stars program attendance can be bolstered to ensure that youth have enough participants to truly benefit from these positive experiences. Additionally, All-Stars should review the attendance entries in the Cityspan system; there appears to be many issues related to incomplete ID numbers and inaccurate information being entered in the system that may be impacting the validity and completeness of these findings.

How do site and participant characteristics relate to youth attendance?

When assessing the relationship between youth/site characteristics and attendance, several trends emerged. When comparing attendance across school levels, elementary youth attended the most often and high schoolers attended the least often. This finding is expected, as youth in elementary school likely have less autonomy and will attend the program because their parents require them to participate if they cannot pick them up afterschool. High school youth, on the other hand, have more autonomy and can choose how to spend their after-school time. For elementary school youth, there were no differences in attendance by youth gender, the number of years spent in All-Stars programming, or their reason for joining. Looking at middle and high school youth, those who joined the program for internal reasons (i.e. joining because they enjoy the program) attended more days on average than those who joined the program for external reasons (i.e. parents wanting them to join).

How do youth experiences and outcomes relate to youth attendance?

Results from our evaluation this year suggested that there were no statistically significant relationships between All-Stars program attendance (groups of youth by cumulative days) and youth experiences for elementary, middle, or high school youth. However, this finding does not necessarily mean that experiences are not related to attendance. It is likely that those who attend the program regularly are the same participants who completed the Spring Student Survey. Additionally, our analyses were significantly limited by those with correct identification numbers in both attendance and survey files; the matched sample of participants (those with both attendance data and survey data) was a smaller sub-sample of All-Stars' youth participants.

Participant Outcomes:

To what extent does ASAS-LA contribute to positive outcomes among youth participants?

The lack of an experimental design or comparison group makes it difficult to determine the extent to which ASAS-LA contributes to positive outcomes among youth participants. Furthermore, matched pre-test to post-test response analyses were not conducted because our Winter Student Survey excluded of youth outcome indicators by design. However, when examining youth outcomes from the Spring Student Survey, youth across all school levels gave high ratings of their academic confidence, goal orientation, and school value. Youth reported moderate levels of social support, community efficacy, and

growth mindset. Although youth reported they are "sometimes" able to regulate negative emotions, future program years could focus on improving emotion management. Additionally, analyses were conducted to analyze how program experiences and program satisfaction predict youth outcomes. Higher program satisfaction, a more positive sense of community at All-Stars, and more positive emotions (and fewer negative emotions) experienced during program participation were associated with better outcomes among elementary, middle, and high school youth. Furthermore, parents agreed that their child(ren) had more self-confidence, higher self-esteem, and had improved academically in the All-Stars program.

How does frequency of attendance in ASAS-LA and program quality relate to youth outcomes?

Program attendance did not predict differences in outcomes for elementary, middle, or high school youth. Across all grade levels, there were no statistically significant differences in outcome scores by the number of days or months youth attended. While it would be our hope that program attendance would have an influence on youth outcomes, whereby youth who attended more often would end the program year with higher ratings of their outcomes, we know there are many factors that influence how youth rate their outcomes in the All-Stars program. In relation to program quality (as explored via youth's perceptions of their program experiences), program satisfaction was predictive of higher ratings of goal orientation, academic confidence, problem solving, social support, and growth mindset for elementary youth. Additionally, youth-staff relationships and the experience of positive emotions each significantly predicted higher ratings of goal orientation. For middle/high school youth, the sense of community at All-Stars, their positive emotions during the program, and program satisfaction were predictive of almost all the youth outcomes explored. These positive relationships suggest that the more satisfied youth are with their program experiences, the higher they also rate their outcomes.

What school-level (i.e. school level) and student-level (i.e. gender, reason for joining) factors affect student outcomes?

Our analyses revealed that school-level and student-level factors were related to the youth developmental outcomes assessed among elementary, middle, and high school youth. When looking at school level, high school youth reported higher average ratings than middle school youth across the following youth outcomes: social support, community efficacy, resilience, leadership, growth mindset, emotion management, problem solving, and academic confidence, although these differences were not statistically significant. Looking at student-level factors, reason for joining and gender were not related to youth ratings of their outcomes, except for resilience for elementary school youth. Specifically, elementary youth who self-identified as female reported higher scores on resilience than youth who self-identified as males. For middle and high school youth, reason for joining had a significant impact across all youth developmental outcomes, with youth who joined All-Stars for internal reasons reporting significantly higher average ratings than middle and high school youth who

joined for external reasons. However, there were no significant differences in outcome scores by gender for middle and high school youth.

Continuous Quality Improvement

How well is ASAS-LA implementing CQI processes at the agency and site levels?

All-Stars should be proud of their ongoing commitment to CQI at the agency and site levels. Through their collaboration with the CEC team and internal evaluation efforts, much of the necessary infrastructure for high-quality evaluation and CQI currently exists within the All-Stars organization. When asked about CQI, staff reported high levels of agreement that they engage in CQI behaviors and had similarly high levels of CQI understanding. Additionally, this year the number of observations conducted, and action plans submitted were noticeably higher than last year. This suggests that the systems implemented to facilitate CQI are being utilized. Although these systems exist and there is forward momentum, integrating evaluation, data use, and CQI into the daily inner-working of staff roles is a remaining challenge. While these goals are important, it is also worth considering staff capacity at this current time--managing the program experiences of youth and supporting All-Stars families is and should remain the number one priority as folks grapple with persistent racial injustice, global conflicts, chronic poverty and other economic challenges, and so on. Although capacity might be limited, it would be ideal for All-Stars to employ evaluation and CQI to identifying the greatest and most pressing areas of need for youth, staff, families, and communities to prioritize resources and effort – rather than seeing CQI as another work hurdle taking time away from their direct engagement with youth and families. It is our hope that the All-Stars program continue to rely and lean on the Claremont team as a partner in this important work so that we can support the integration, buy-in, critical thinking, and professional development required to ensure a strong uptake of CQI throughout the organization in future years of the evaluation, regardless of how the staff and world evolves.

To what extent is ASAS-LA collecting data about program quality and using evaluation data to promote program improvement?
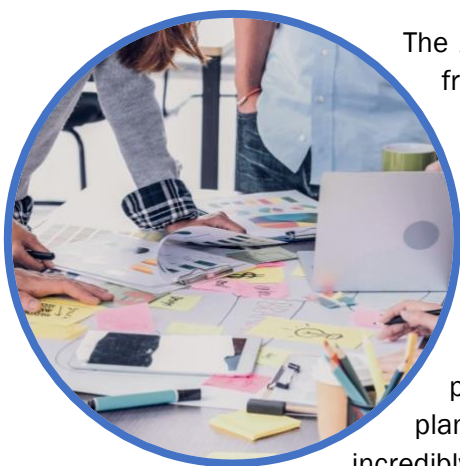
The All-Stars program currently has systems in place to collect data from program quality observations, CQI action plans, and youth/staff/parent/principal surveys; through our collective work, we have also provided timely reporting of these data and translated findings to support the CQI process. More specifically, All-Stars leaders and staff have collaborated with the CEC team to train staff to use the existing observation protocol (and make consistent revisions to this protocol to ensure it captures actionable data), an online data entry system for uploading program quality observation ratings/notes and intended plan/timeline for program quality observations – all of which are incredibly important for an effective CQI process. This observational

structure was first established in the 2021-2022 academic year and has been implemented at a greater number of school sites in the current evaluation. This system was used to uncover many actionable trends in program quality (as outlined in Chapter 2 of this report) and to make plans for program improvement (as outlined above in this chapter). Specifically, classroom management, youth engagement, and lesson/activity planning were the key program quality targets for action plans submitted this year. It is our hope that these action plans led to actual change in program quality, but we do not yet have data to make these claims.

What do ASAS-LA staff members need to engage in their work most effectively?

During the 2023-2024 academic year, the All-Stars staff reported that they were often thinking critically about how the program could be improved and engaging in meetings around these topics. However, some staff reported not knowing there was a CQI plan at All-Stars and not hearing folks talking about CQI at their work. It seems that a culture of CQI and evaluation has not necessarily infiltrated the All-Stars organizational culture as a whole; this finding could also be because newer staff had less awareness of these broader organizational priorities. Regardless, our evaluation findings suggest that to engage most effectively in this CQI work, the staff would benefit from: (1) increased knowledge of the broader, organization wide CQI goals/plan and the expectations around how each staff role will contribute to this plan (e.g., CQI behaviors, practices), and (2) more feedback about their work to inform program improvement. Although more observations and action plans were submitted this year than last, not all action plans were submitted according to the specified timeline, and not all included appropriate targets for improvement. More immediate and useful feedback could be provided by supervisors immediately following their observations of program activities and in the CQI planning process, as developed. Additionally, All-Stars staff should continue to participate in meaningful opportunities to engage with and use evaluation findings to improve their work, rather than completing the processes for compliance. Hosting these data use and interpretation convenings is part of the CEC's role in this process but thinking critically about program improvement can also be accomplished in less formal ways when evaluation data, findings, or reports are shared and discussed with staff in all roles.

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APPENDICES

Appendix A: Number of Program Quality Observations by Site & School-Level

Elementary School (*N* = 26)	
Bandini Elementary School	1
Dearborn Elementary School	6
Extera 2nd St.	2
Extera Eastman	2
Portrero Elementary School	4
Short Elementary School	3
Soleil Academy Rosa Parks	2
Valor Elementary School	6
Middle School (*N* = 62)	
Alliance Mark & Eva Stern Math and Science School	3
Armstrong MS	2
Belvedere Middle School	6
BGI Middle School	7
CRMA 8 Middle School	3
CRMA4 Middle School	2
Edison Middle School	2
Frost Middle School	2
GALS Middle School	1
Hale Middle School	3
Kory Hunter Middle School	1
Merkin Middle School	5
Mt Gleason Middle School	3
Mulholland Middle School	1
Porter Middle School	3
Skirball Middle School	1
Southeast Middle School	1
Suva Middle School	5
TEACH Middle School	5
Virgil Roberts Middle School	3
Westbrook Academy Middle School	3
High School (*N* = 35)	
Anahuacalmecac Prep	5
ATC High School	4
Bell Gardens High School	2
Bloomfield High School	1
Burton Tech High School	1
LALA High School	3
Leichtman High School	2
Luskin High School	2
MIT Marine High School	1

Montebello High School	2
Ouichi High School	2
Schurr High School	3
Simon Teach High School	1
Stella Charter High School	1
TEACH High School	2
Valor High School	3
Multiple School Levels (i.e. K-8) (N = 8)	
DVS K-8	1
Extera Breed	3
Synergy Charter	4