EXHIBIT G1

ARKANSAS OUT OF SCHOOL NETWORK

THE ARP ESSERIII AFTERSCHOOL & SUMMER GRANT PROGRAM FINAL EVALUATION REPORT: KEY FINDINGS

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Mission

Arkansas Out of School Network

AOSN is committed to creating safe, healthy, and enriching experiences for Arkansas youth during out-of-school times by helping to strengthen, expand and sustain Arkansas's school-based and school-linked services to children and youth ages-5-19.

AOSN is one of the 50 State Afterschool Networks (SANs) supported by the Charles Stewart Mott Foundation along with other state and national partners. We serve all programs in Arkansas.

The Arkansas Out of School Network (AOSN)

Our Goals:

- Expand access to high quality Out-of-School Time (OST) opportunities
- Provide high-quality training and development
- Develop cross-sector partnerships to support programs statewide

Since 2005, AOSN has been a sponsored initiative of Arkansas State University, housed in the College of Education and Behavioral Sciences, Department of Childhood Services.

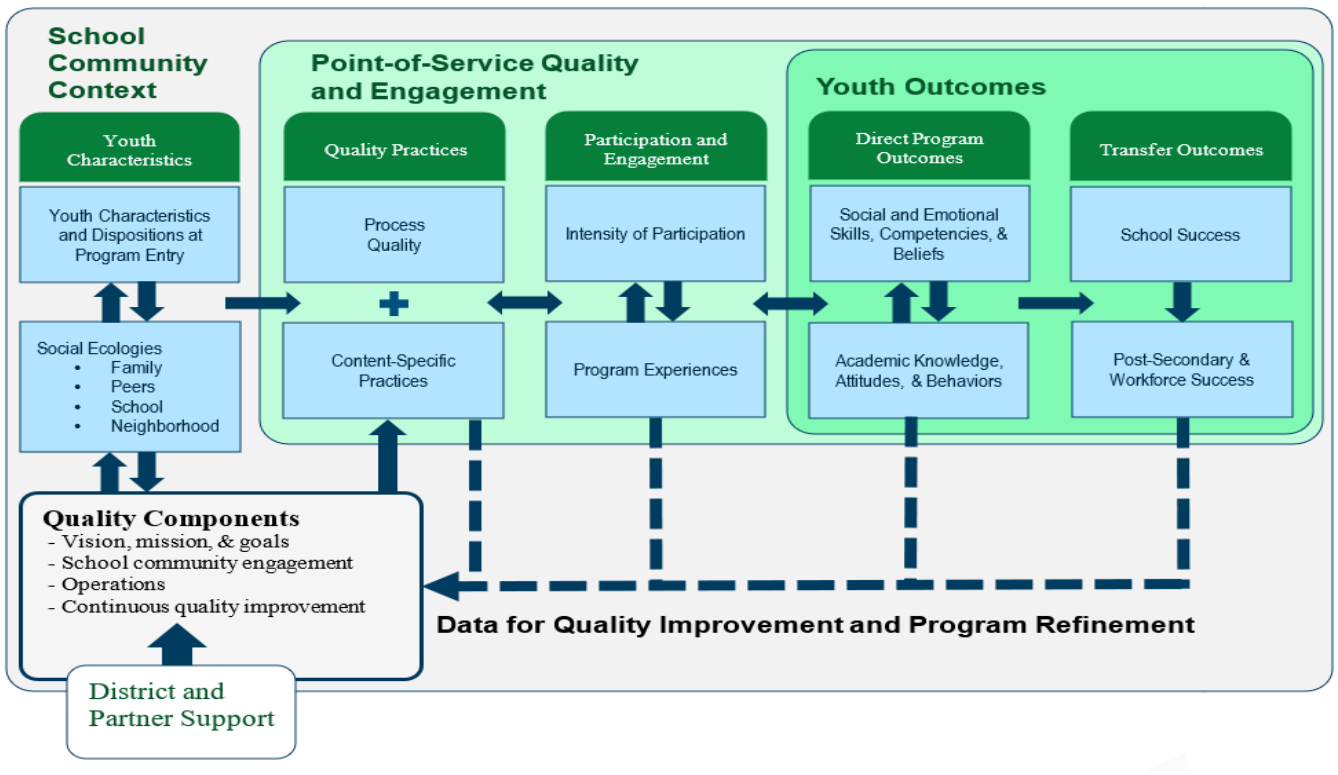
The ARP ESSERIII Partnership

- Beginning in 2021, the Arkansas Out of School Network (AOSN) and its fiscal sponsor, A-State University, were tasked by the Arkansas Department of Education Division of Elementary and Secondary Education (DESE) with administering the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III funds to eligible afterschool and summer programs in Arkansas.
- AOSN utilized the Positive Youth Development Grant Program Act {166) framework and its Rules and Regulations as a guide in developing the ARP ESSERIII Afterschool and Summer Grant Program.

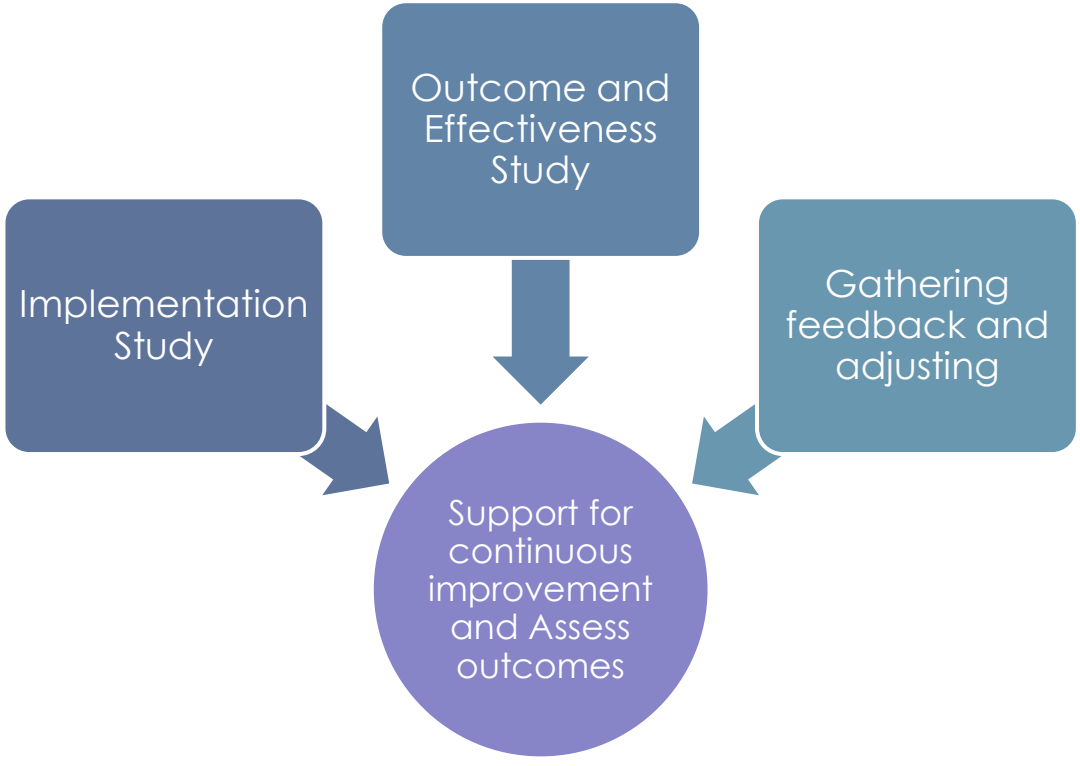
The ARP ESSERIII Partnership

- AOSN enlisted the support of the American Institutes for Research® (AIR®) to conduct a comprehensive third-party evaluation that examined the implementation of, and outcomes related to, the Arkansas ARP ESSER III Afterschool and Summer Programs Initiative (hereafter, the initiative).
- The overarching goal was to offer additional supports to schools and communities to address the issue of student learning loss and the disruption that occurred as a result of the COVID-19 pandemic.

Conceptual Framework



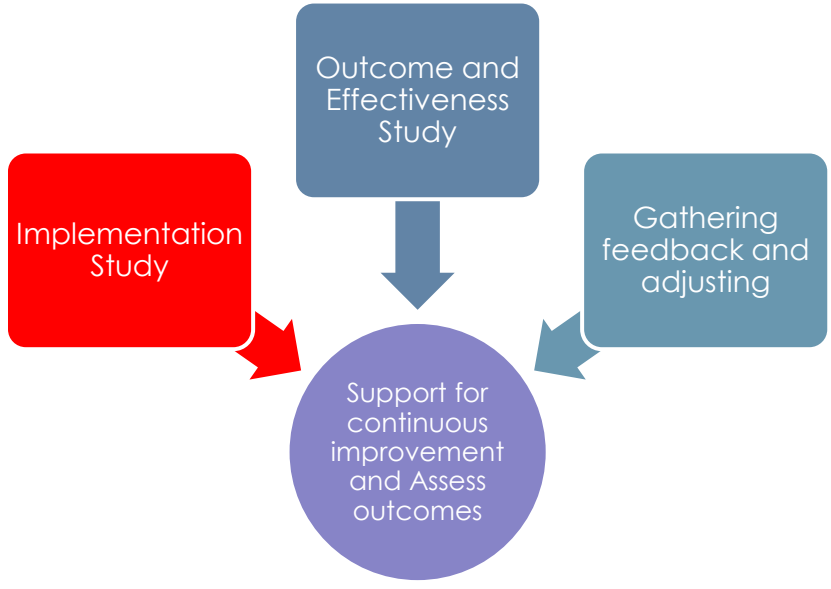
A mixed methods approach



Implementation Questions

Implementation Questions

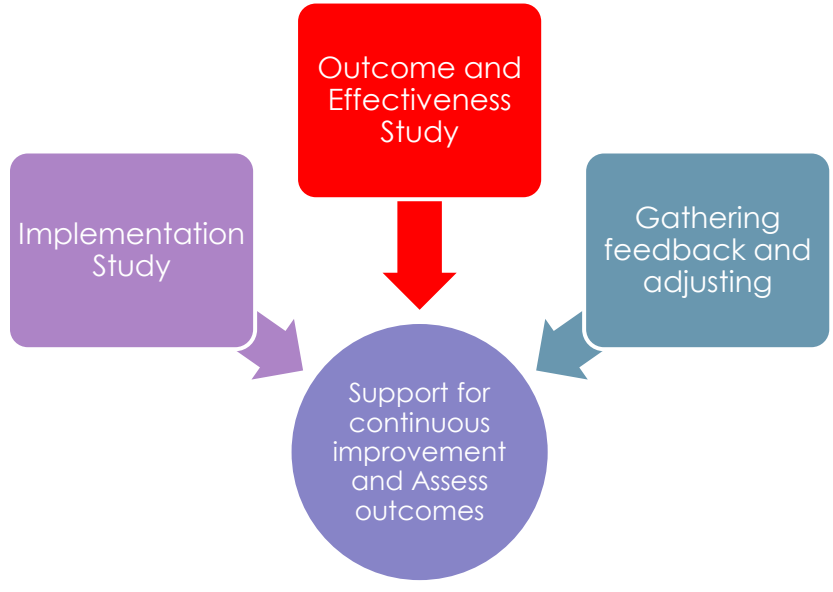
1. What is the landscape of programming in Arkansas with respect to this new source of funding?
2. To what extent are youth having program experiences that are associated with positive youth development? How can programs ensure youth have these experiences?
3. What evidence is there that programs are using practices that research suggests are connected to positive youth outcomes? What practices appear to be driving quality program implementation?



Outcome and Effectiveness Questions

Outcome and Effectiveness Questions

1. How are programs performing with respect to metrics of interest to the Network? How does performance on these metrics change over time?
2. From the perspective of stakeholders, how is participation in programming supporting youth outcomes? What factors help explain variation in these perceptions, both between individuals and between programs?
3. What effect does participation in programming have on key youth outcomes?



Data Collection Activities

AIR Data Portal

- Program operations
- Staffing
- Schools served
- Activities
- Partners
- Youth enrollment
- Attendance tracking
- Access to DESE data

Youth and Parent Surveys

- Program experiences
- Motivation to participate
- Development of positive youth development and school-related outcomes
- Satisfaction with program offerings

Interviews and Focus Groups

- Project directors
- Site coordinators
- Students
- Parents
- Sample of programs
- Document program variation and support identification of best practices and positive outcomes

Observations

- Utilization of a validated, point-of-service observation tool
- Coordinate efforts with the technical assistance provider
- Collect data in a sample of programs

Evaluation Questions

- EQ1. What primary characteristics were associated with the initiative-funded programs and sites? 1
- EQ2. What characteristics were associated with the student population served by initiative-funded programs? 2
- EQ3. To what extent did students attending initiative-funded programming have experiences associated with positive youth development? 3
- EQ4. What did attendance to initiative-funded programs look like? How did student characteristics relate to students' levels of program attendance? 4
- EQ5. What effect did participation in initiative-funded programs have on key student outcomes? 5
- EQ6. From the perspective of stakeholders, how did initiative-funded programs benefit students, family members, and communities?

Student Characteristics

- Across all program periods, the initiative served at least 20,201 unique, unduplicated students.
- Students in Grades K–5 comprised more than half (at least 54%) of all students served in initiative programs across all program periods.
- Most students served during each program period identified as either non-Hispanic White (at least 33%) or Black (at least 31%) and the majority of students (at least 61%) received free or reduced-price lunch.
- English learners comprised more than 20% of the students served at the start of the initiative; however, their prevalence decreased during subsequent program periods, which could be a result of the population characteristics of the communities in which programs were funded in later years of the initiative.

Number of Funded Programs

Exhibit 3. The number of programs and sites varied, based on interest and ESSER III funds available, during each program period, with the highest number of funded sites in the 2022–23 school year and summer 2023 programming periods.

Program period	Number of funded programs	Number of funded sites
School year 2021–22	53	110
Summer 2022	62	102
School year 2022–23	81	137
Summer 2023	72	128
School year 2023–24	60	98
Summer 2024	51	88

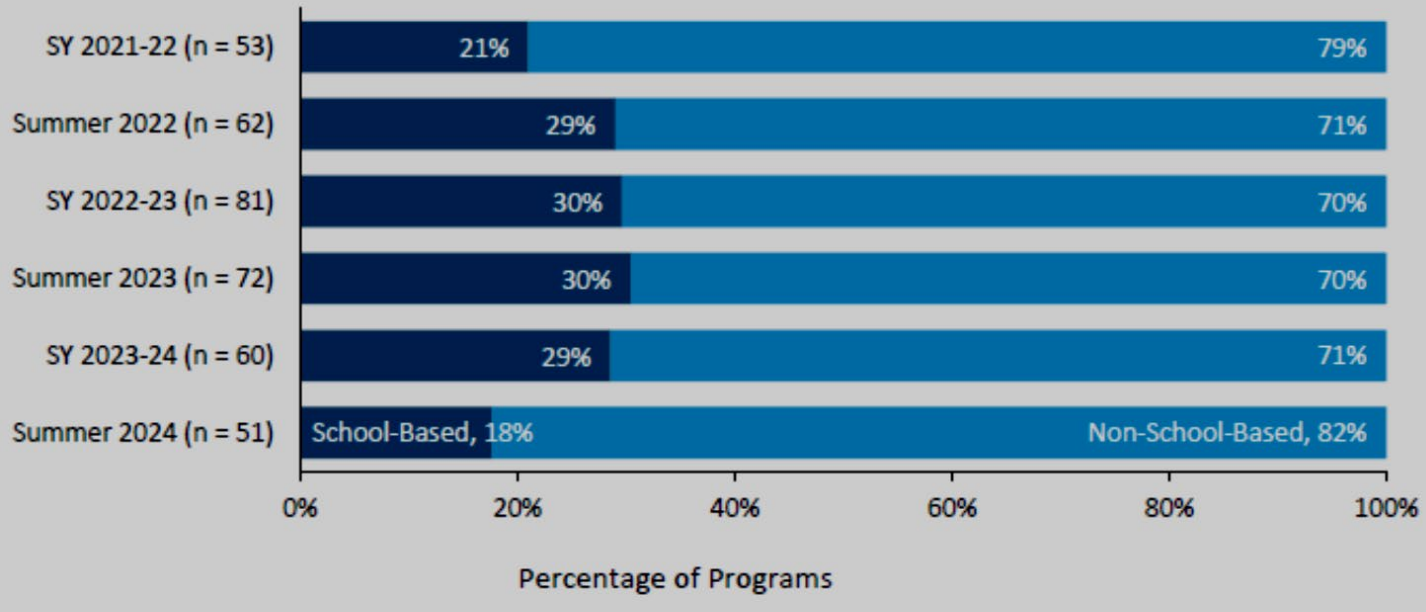
Source. AOSN program contact information.

Program & Site Types

- Between the 2021–22 school year and summer 2024, 110 programs representing 252 sites were funded throughout Arkansas.
- Across all program periods, at least 70% of the organizations that administered programming were non-school-based organizations. Notably, local education agencies comprised only 18% of the organizations that provided programming in summer 2024.
- Consistent with most program providers in Arkansas being community-based, at least a majority of programming occurred in non-school sites across all years of the initiative. This percentage increased to approximately two thirds during the last year of the initiative (SY 2023–24 and Summer 2024).

Characteristics of Program Types

Exhibit 4. Across all program periods, 70% or more of programs were non-school-based organizations.



Source. AOSN program contact information.
Note. SY = school year.

Site Staffing

Traditionally, afterschool programs employ a variety of staff, including school-day teachers, other nonteaching school staff, college and high school students, parents and community members, and other subcontracted staff with a wide array of backgrounds and training. Volunteers also can play a large role in supporting afterschool programs, which was especially true in the 2023–24 school year, during which volunteers comprised nearly half (45%) of all program staff (Exhibit 11).

Exhibit 11. Across all initiative programming periods, more than half of the total program staff were paid.

	Program staff		
	Staff	% Paid	% Volunteer
SY 2021–22	**1,025**	62%	38%
Summer 2022	**1,200**	69%	31%
SY 2022–23	**1,944**	63%	37%
Summer 2023	**1,668**	73%	27%
SY 2023–24	**1,231**	55%	45%
Summer 2024	**1,647**	67%	33%

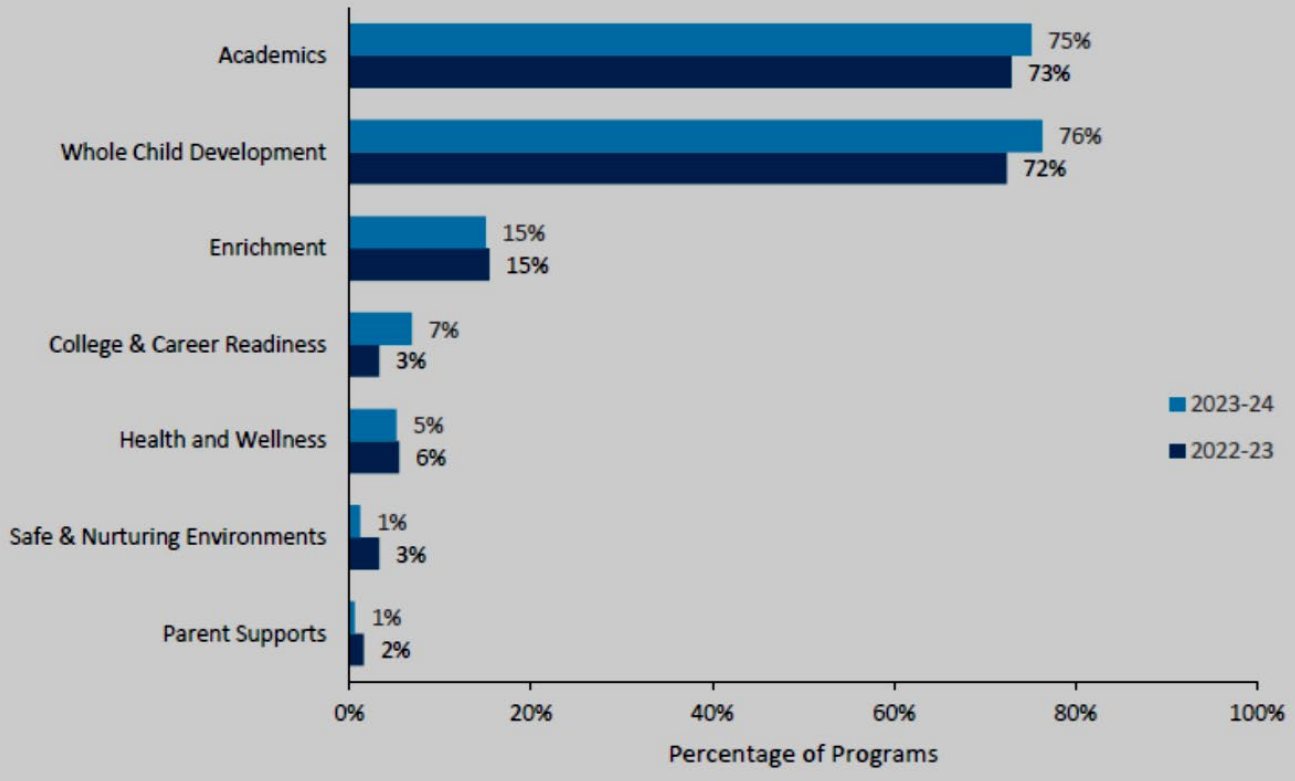
Source. Data Portal.

Note. SY = school year. *N* = 69 sites in SY 2021–22. *N* = 81 sites in summer 2022. *N* = 128 sites in SY 2022–23. *N* = 128 sites in summer 2023. *N* = 98 sites in SY 2023–24. *N* = 88 sites in summer 2024.

Program Goals, Design, and Delivery

- In both the 2022–23 and 2023–24 program years, at least 73% reported that academics was among their top three goals. At least 72% reported that whole child development was among their top three goals.
- Based on survey data, program staff from 74 sites indicated that academic reading (55%) and mathematics (50%) activities, small-group tutoring (55%), and group homework help (49%) were very important to their overall strategies for supporting student learning and development.
- Across both school year and summer program periods, at least 60% of the sites offered activities related to academic and career development, and at least 40% offered activities related to personal and social development. Activity types were not mutually exclusive – programs sites

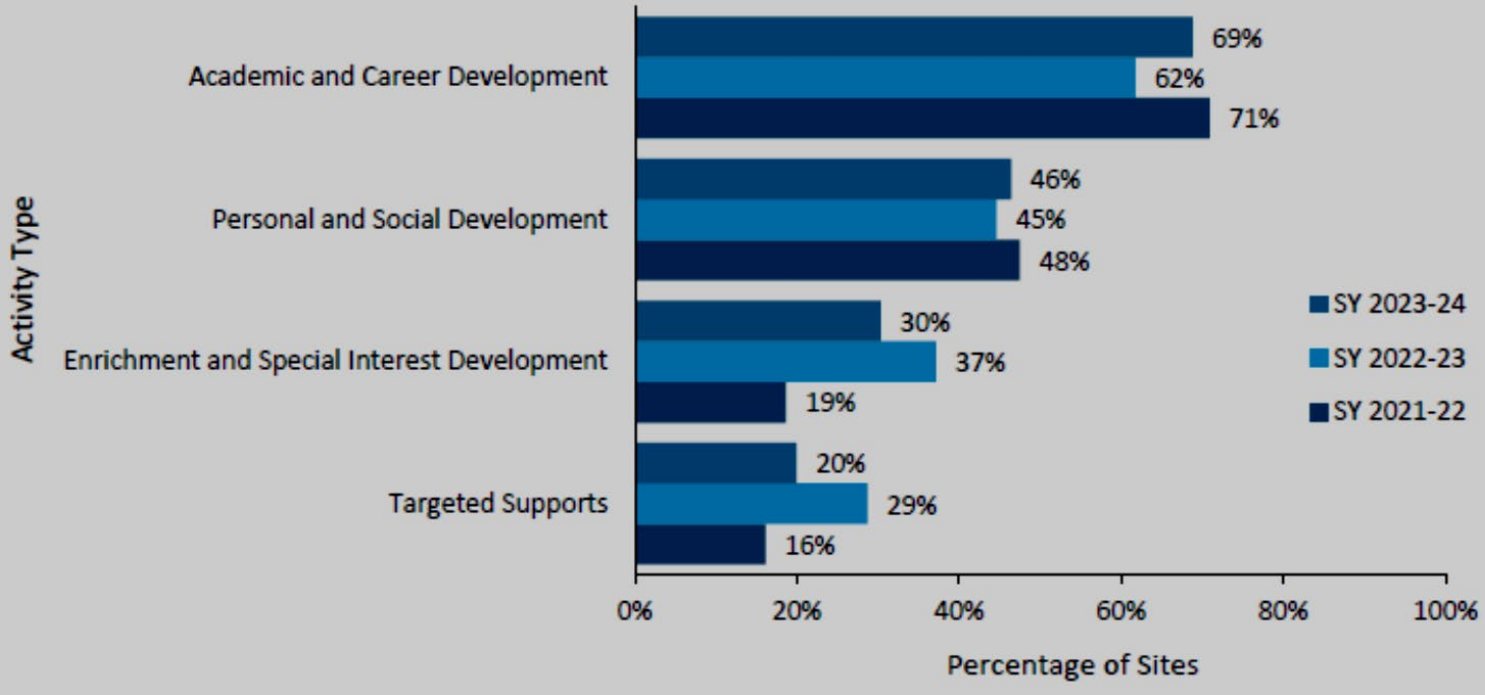
Exhibit 6. At least 70% of programs operating in program years 2022–23 and 2023–24 reported offering students programming that supported academic growth and/or whole child development as one of their top three goals.



Source. Data Portal.

Note. Ninety-three programs representing 181 sites in the 2022–23 program year and 107 programs representing 173 sites in the 2023–24 program year. Categories are not mutually exclusive.

Exhibit 7. Across all school-year programming periods, more than 60% of the sites offered activities related to academic and career development.



Source. Data Portal.

Note. SY = school year. *N* = 75 sites reported student activities in SY 2021–22. *N* = 135 sites reported student activities in SY 2022–23. *N* = 96 sites reported student activities in SY 2023–24.

Student Outcomes

- Beginning in summer 2022, most students across all grade bands (at least 60%) earned A's or B's in English language arts (ELA) and mathematics. The proportion of students at risk of failure in ELA rose during the 2023–24 school year and summer 2024 but were still lower than at the start of the initiative.
- The proportions of students in Grades 9–11 with low cumulative grade point averages were generally higher in the summer programming periods versus the school year, suggesting that these summer programs may have targeted students needing extra academic support.
- Approximately 75% of the students served during the first half the initiative were not chronically absent from school; beginning in the 2023–24 school year, the proportion of students who were not chronically absent decreased to nearly a two thirds (at most 68%).
- Across all program periods, the majority of students served (at least 78%) had no recorded disciplinary incidents, whereas between 15% and 22% experienced one or more incidents.

Findings on Student Program Attendance and Related Characteristics

Chapter 4: Student Program Attendance and Related Characteristics

Student Program Attendance

- The average days of program attendance during school-year programming periods ranged from 43 days to 59 days, and the average days of program attendance ranged from 16 days to 18 days during summer programming periods.
- More than half of the participants (at least 54%) during each school-year programming period were regular attendees, with at least 30 days of total program attendance.
- A quarter of the participants in the 2022–23 school year (25%) and nearly a third in the 2023–24 school year (31%) attended at least 90 days of programming in total.

Student Program Attendance and Student Characteristics

- White students comprised nearly half of the nonregular attendees (at least 48%) during each school-year programming period, whereas Black students comprised nearly half of the regular attendees (at least 44%).
- During each school-year programming period, a majority of both regular attendees (at least 80%) and nonregular attendees (69%) received free or reduced-price lunch.

Student Program Attendance and Program Characteristics

- Program participants in both years tended to concentrate their time in STEM (at least 27% of students) and arts activities (at least 23%) for 3 or more months. When examining student activity participation for 6 or more months, these percentages decreased for both STEM (at least 14%) and the arts (at least 12%).
- During both program years, most participants with the highest attendance across 3 or more months tended to concentrate their time in STEM (at least 56%) and arts (at least 54%) activities compared with sports and leadership activities.

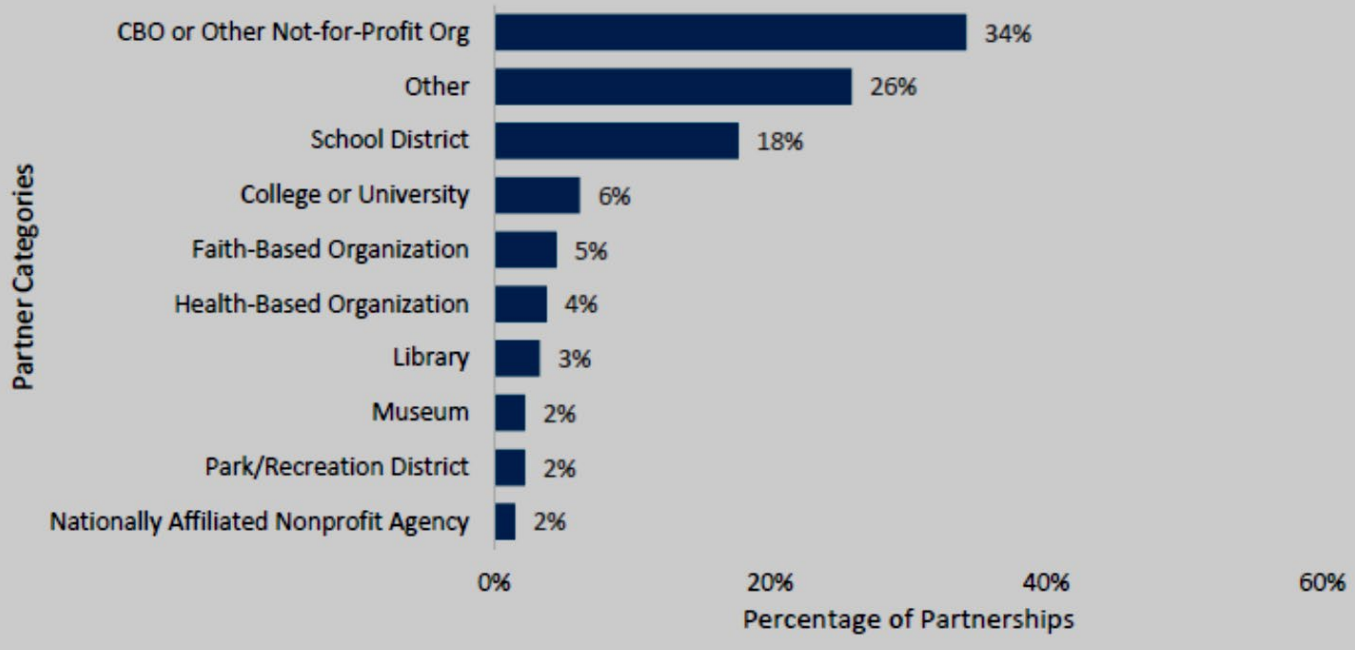
Collaborative Partnerships

Program director and partner interviews conducted in 2022–23 and the site visits in 2023–24 helped the evaluation team further understand how these key partners were supporting the initiative-funded sites. Program partnership information aggregated on the Data Portal suggested that fewer than 20% of the programs partnered with school districts during the initiative (see Exhibit 14). However, the majority of program staff interviewed in 2022–23 reported that they partnered with local schools, and those interactions were predominantly positive. The top supports they received from school-based partners included

- identifying student needs, including communication about how specific students are doing;
- recruiting and retaining students, including referring students to the program and reminding them to attend the program during the school day;
- informing the design of programming, including sharing trends on overall student body interests or needs;
- providing staff for the program, including hiring teachers to serve as program staff; and
- providing program space or supplies, including offering classroom space for programming, meals, or transportation.

Promotive Partnerships

Exhibit 14. Across all programming periods, more than a third of partnerships were with community-based organizations and at least one quarter were with other organizations.



Source. Data Portal.

Note. CBO = community-based organization. *N* = 183 partnerships for 60 sites in the 2021–22 school year. *N* = 284 partnerships for 96 sites in the 2023–24 school year. Other partnerships included entities such as banks, local government agencies, local businesses, police and fire departments, and individual vendors.

Stakeholder Perspectives

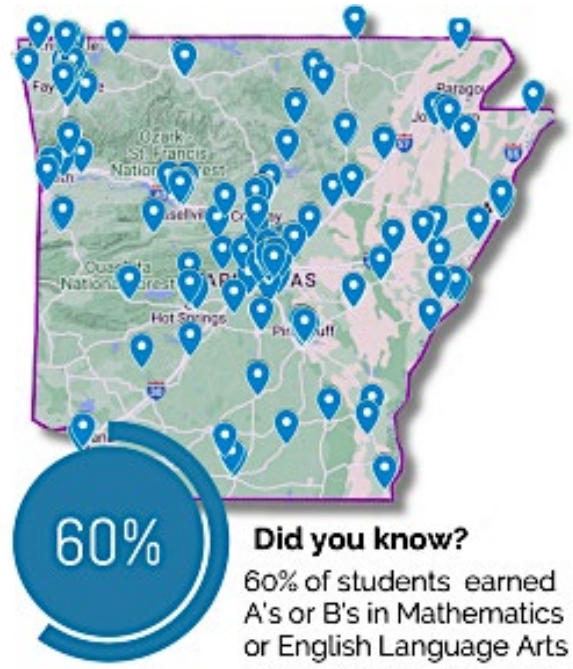
- Stakeholders highlighted increased opportunities for family and community engagement, such as frequent informal touchpoints between program staff and family members, as well as formal activities such as family nights and services for family and community members (e.g., parenting classes, job skills training).
- Stakeholders shared how initiative-funded programming exposed students to new opportunities. These opportunities included access to sports programming, opportunities to spend time outside, and going on field trips. Students also were able to make new friends and develop their interests.
- Stakeholders noted that initiative-funded programs provided safe spaces for students, both physically and emotionally, specifically citing the importance of the trusting student-adult relationships that are developed in the programs.

Afterschool & Summer Learning Programs Are Effective.

The ARP ESSERIII Program Impacts

252	$23.5M	110	20,201
Proposals Funded	Total Funds Awarded	Programs Supported	Arkansas Youth Served

- Beginning in 2022, 60% of the students across all grade levels earned A's or B's in Mathematics
- Beginning in 2022, 60% of the students across all grade levels, earned A's or B's in English Language Arts (ELA)
- 78% of students had no recorded school -day disciplinary incidents. 15-22% had one or more recorded incidents
- By the end of the combined program periods, 68% of students were not chronically absent from school
- The proportion of students at risk for academic failure in ELAs dropped from nearly a third to less than 15%
- The proportion of students at risk for academic failure in Mathematics decreased to less than 20%



State of Afterschool

Report Released October 2025



Afterschool by the numbers in Arkansas

41,417
Number of children in an afterschool program

6.5
Average hours per week

71%
Parents reporting that their child's afterschool program is located in a public school building

3.9
Average days per week

$96.40*
Average cost per week

**Among parents who pay for afterschool programs*

Afterschool Alliance
AFTERSCHOOL FOR ALL

AOSN

STATE ARKANSAS STATE UNIVERSITY
Childhood Services

Demand For Afterschool

Afterschool in Arkansas

Programs in Demand, But Out of Reach for Many

Arkansas After 3PM

OCTOBER 2025

Demand for programs is enormous.

In Arkansas, the demand for afterschool programs is incredibly high. But just a fraction of Arkansas families who want afterschool programs have them.

Parents value the benefits afterschool programs provide for young people—keeping them safe, helping them build life skills, and getting them excited about learning—and say afterschool programs help parents keep their jobs and provide peace of mind.

Parents of

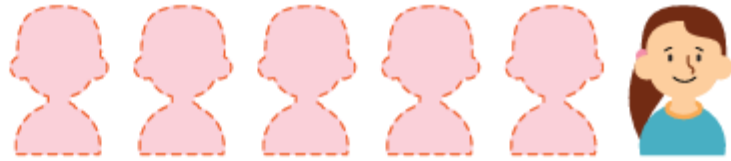
255,955 children

want afterschool programs

✓ **41,417** children are in afterschool programs

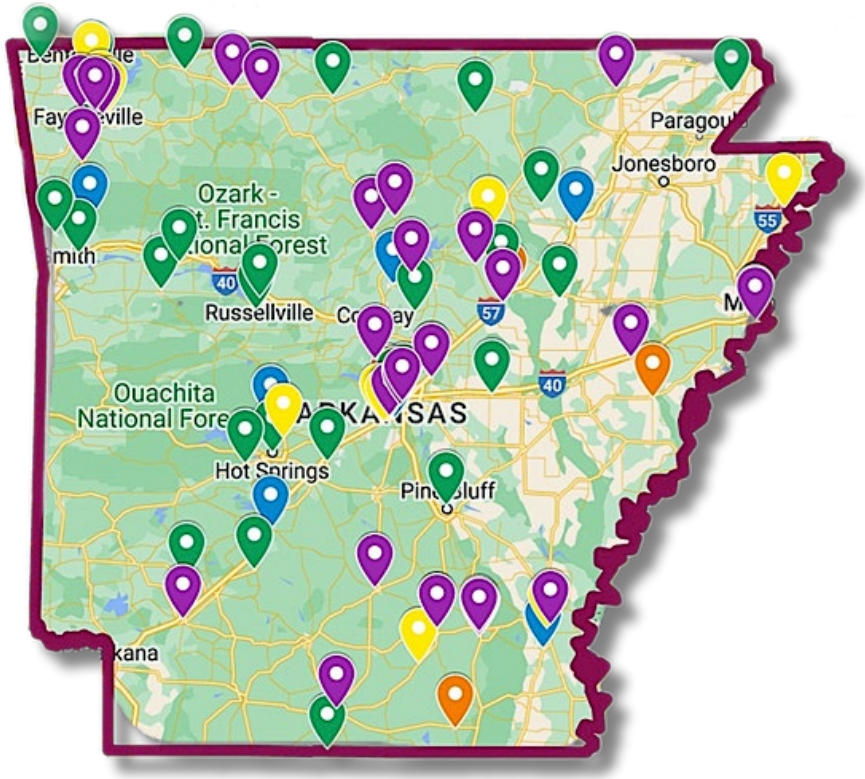
✗ **214,539** children are **not** in programs, but would be if a program were available

Approximately 5 in 6 Arkansas children are missing out.



Demand For Afterschool

Where are Arkansas's 21CCLC Programs Located?



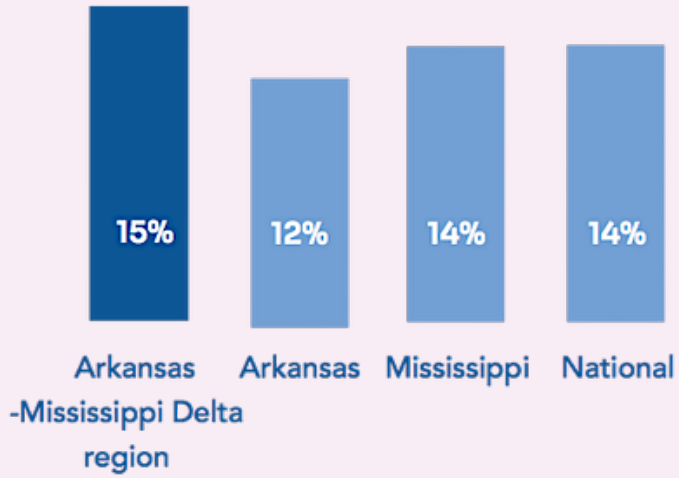
There are currently 71 21CCLC programs in Arkansas, which serve **12,653** youth.

Most of the federally-funded 21CCLC programs are in Central and Northwest Arkansas. Pulaski and Benton Counties currently have the most programs per county.

Under the current funding model, many rural communities and those with the highest poverty levels are left underserved.

The Need is Great

Closing the Participation Gap For Arkansas Families





DID YOU KNOW?

Every $1 invested in afterschool programs saves at least $3 by increasing learning potential, improving school performance. and reducing crime and juvenile delinquenc

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