EXHIBIT G2

American Rescue Plan Elementary and Secondary School Emergency Relief Fund III Arkansas Afterschool and Summer Programs

Final Report to Arkansas State University and Arkansas Out of School Network for Submission to the Arkansas Department of Elementary and Secondary Education

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Executive Summary

Beginning in 2021, the Arkansas Out of School Network (AOSN) and its fiscal sponsor, A-State University, led the administration of the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) III funds to eligible afterschool and summer programs in Arkansas. Funds were allocated to expand access to quality afterschool and summer programs, with the goal of mitigating learning loss and supporting positive personal development after the COVID-19 pandemic. 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. AOSN contracted the American Institutes for Research® (AIR®) to evaluate the implementation of, and outcomes related to, the afterschool and summer programming funded by the Arkansas ARP ESSER III Afterschool and Summer Programs Initiative during a 3-year time frame.

This summative evaluation report presents AIR's multiyear findings about the types of funded programs that operated in Arkansas; their approach to service delivery; the populations of students they served; perceptions of how participation in programming benefited students, parents, and communities; and quasi-experimental analyses of how program participation affected select student academic and behavioral outcomes. Key findings are as follows.

Findings on Program Characteristics

Chapter 1: Program Characteristics

Program and 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).

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.

Chapter 1: Program Characteristics

- 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 could have offered academic and career development activities as well as activities related to personal and social development.
- During summer program periods in particular, nearly a third of the sites (at least 31%) offered activities related to enrichment and special interest development.
- Among the 41 sites that facilitated activities for the parents and adult family members of program participants during the initiative, the most common offerings were other types of academic supports (31%) and "other" activities, such as physical fitness, arts programming, and mental health services (27%).

Program Partnerships

- Program sites in Arkansas leveraged community partnerships to more effectively address the needs of students and families served and to optimize program delivery and infrastructure.
- The most common types of partnerships across all program periods were with community-based or other not-for-profit organizations (34%); such "other" organizations as local businesses, government agencies, and police or fire departments (26%); and school districts (18%).

Program Staffing

- The majority of staff working in programs during the initiative (at least 55%) were paid. During the first half of the initiative, school-day teachers comprised nearly a third or more of paid program staff. Beginning in summer 2023, the proportions of school-day teachers as paid program staff declined, and the proportions of college students and administrators rose.
- Among volunteer program staff, community members were a consistent presence across all programming periods (at least 20%), whereas proportions of parents as volunteer program staff began to increase during the latter half of the initiative (from 17% in the 2021–22 school year to 31% in summer 2023).

Findings on Student Characteristics

Chapter 2: 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.
- 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

Chapter 2: Student Characteristics

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 and Parent Experiences

Chapter 3: Student and Parent Experiences

Student Survey

- Seventy-nine percent of student survey respondents in the 2022–23 school year and 72% in the 2023–24 school year affirmed their interest in attending similar afterschool activities—if they were offered in the next year.
- During both the 2022–23 and 2023–24 school years, more than 90% of the respondents reported that, in some capacity, they tried new things or did things that positively challenged them while attending programming.
- A majority of 2022–23 respondents reported that, on all or most programming days, they did things that they enjoyed (82%) and felt connected with adults who cared about them (78%). In 2023–24, 72% of respondents reported consistently doing things they enjoyed, and 70% reported feeling connected to adult staff members.
- Across both years, more than two thirds of the respondents (at least 68%) reported receiving additional support with reading/language arts and mathematics while attending programming.
- More than 40% of the respondents in both 2022–23 and 2023–24 reported that making new friends was an area in which attending programming helped them the most. Thirty-nine percent of the respondents in 2022–23 also reported that attending programming helped them the most with self-confidence compared with 29% of the respondents in 2023–24.
- More than half of the respondents in 2022–23 (56%) reported greater interest in sports, and nearly half reported greater interest in computers/technology (46%) and art (43%) compared with how they felt at the start of programming. In 2023–24, 42% were more interested in art, whereas only 45% were more interested in sports and 31% in computers/technology.
- During both years, nearly a third of the respondents (at least 32%) reported decreased interest in politics and government compared with how they felt at the start of programming.

Parent Survey

- A majority of parent survey respondents in both 2022–23 (77%) and 2023–24 (80%) reported that their child really looked forward to attending afterschool programming.
- In 2022–23, respondents indicated that improving school performance (53%), having fun (54%), and having a safe place to go (51%) were the primary reasons for participating in programming.

The proportions of respondents reporting each of these same reasons for their child's participation decreased to 45% or fewer in 2023–24.

- A majority of the respondents in 2022–23 reported that their child mentioned doing interesting activities (73%), making new friends (63%), feeling good about new skills or accomplishments (62%), and trying new things during programming (60%). In 2023–24, fewer than half cited that their child mentioned doing interesting activities (45%), feeling good about new skills or accomplishments (47%), or trying new things (45%).
- Across both school years, respondents consistently reported (37% or more) that they saw major improvement in their child's happiness and school performance since the start of programming.
- A vast majority of the respondents in both 2022–23 (90%) and 2023–24 (92%) felt that their child benefited either a lot or a moderate amount from participating in programming.
- Ninety-three percent of the respondents in 2022–23 and 95% in 2023–24 indicated they would like their child to, if they could, attend afterschool programming again in the next year.

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.

Chapter 4: Student Program Attendance and Related Characteristics

- A plurality of participants with the highest attendance across 6 or more months also tended to concentrate their time in STEM (at least 41%) and arts activities (at least 40%) during both program years.
- During both program years, elementary school students who received intensive reading and mathematics supports attended programming more regularly. For example, at least 15% of elementary school students who received intensive mathematics supports demonstrated the highest levels of program attendance each year, whereas 5% or less were in the lowest attendance quartile group.
- Across all grade bands, students with discipline incidents in the 2022–23 program year attended programming more regularly. For example, 20% each of middle and high school students with at least two discipline incidents demonstrated the highest levels of program attendance, whereas 3% or less were in the lowest attendance quartile group.
- In aggregate, centers with higher percentages of school-day teachers as staff in 2022–23 (at least 68%) and 2023–24 (at least 30%) tended to have lower levels of attendance in all grade bands.

Findings From the Effectiveness Analysis

Chapter 5: Effectiveness Analysis

- Students with high levels of participation in initiative programming demonstrated larger gains in ELA and mathematics assessment scores from 2021–22 to 2023–24 than their nonparticipating peers, with the difference in scores between these groups narrowing by nearly two thirds by 2023–24.
- High-participating English learners demonstrated gains in ELA and mathematics assessments from 2021–22 to 2023–24 that were essentially twice the size of gains for the overall population of high-participating students.
- High-participating students from lower income families demonstrated larger gains in ELA and mathematics scores than lower income students who did not participate, resulting in a negligible difference in scores between these two groups by 2023–24.
- The evaluation team did not find effects of high initiative participation on ELA and mathematics assessment scores relative to students with low participation.
- The evaluation team did not find effects of high initiative participation on the number of school-day absences or disciplinary incidents. This was true overall and for each subgroup in our analysis.

Findings on the Perceived Benefits of the Initiative

Chapter 6: Perceived Benefits of the Initiative

- Stakeholders indicated that initiative-funded programs helped address student, family, and community needs, such as providing academic supports (homework help, tutoring, academic enrichment), promoting positive personal development (improving confidence and self-regulation), and making connections to basic needs services (mental health, food access).

Chapter 6: Perceived Benefits of the Initiative

- 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.