AFTER-SCHOOL ALL-STARS
LOS ANGELES

An Evaluation of After-School All-Stars Los Angeles

2024-2025

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EXECUTIVE SUMMMARY

Established in 2002, After-School All-Stars Los Angeles (ASAS-LA) serves **over 20,000 K-12 students across 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.

About the Evaluation

To ensure program goals are being met and support ongoing quality improvement, ASAS-LA has contracted with Drs. Tiffany Berry and Michelle Sloper at the Claremont Evaluation Center (CEC) to conduct formal, comprehensive evaluations for the past 18 years. The 2024-2025 evaluation of ASAS-LA's after-school program builds on themes of prior years and includes new explorations that are responsive to the evolving needs of ASAS-LA. **At its core, the focus of this evaluation is to measure the quality of program implementation, track trends in program attendance and youth outcomes, analyze progress for continuous quality improvement, report trends in program satisfaction, and uplift program needs and areas for growth.** New this year is: (1) a deeper analysis of trends in evaluation over time (since 2020), (2) additional analysis of written parent responses to new survey questions about their needs, and (3) an assessment of staff's feelings about the mission, vision, and values of ASAS-LA and their role in contributing to that mission.

Student Survey Responses: Fall 2024 – *N* = 3,689 Spr 2025 – *N* = 1,861	**453** Staff Survey Responses
830 Parent Survey Responses	**164** Action Plans at 58 Sites
53 Principal Survey Responses	**210** Program Quality Observations

During the 2024-2025 year, the CEC team created the following deliverables to summarize evaluation findings as they became available. New to this year, the CEC team also delivered site-level reports, which offer individual summaries of findings from the surveys that are specific to each ASAS-LA site.

Principal Survey Snapshot	Staff Survey Snapshot	Fall 2024 Student Survey	2024-2025 Site-level Reports

This executive summary is focused on the Final Report of the 2024-2025 school year, which contains findings from across the data sources noted above and highlights the voices of several interest holders across the ASAS-LA program, including parents/caregivers, principals, youth participants, and staff.

Key Facts & Findings from the 2024-2025 Evaluation Report

ASAS-LA provides high quality programming to youth across all grade levels, as informed by the perspective of staff observers, principals, and parents.

Program quality was measured by Activity Observations and the satisfaction of principals and parents. This year, ASAS-LA staff conducted 210 activity observations at 66 program sites across school levels.

To measure quality, staff observed the following features of program activities: staff-youth interactions, youth engagement, youth autonomy & leadership, and peer interactions. **The highest rated domain across all grade levels was staff-youth interactions.** Staff were welcoming towards youth, listened to youth voices, and provided encouragement. **Youth autonomy and leadership, as well as peer interactions, received slightly lower average observation ratings – these areas are ripe for program improvement.** In addition to the domains of quality, having a high-quality learning setting is also a vital component of quality. Over 95% of observations provided a developmentally appropriate activity with sufficient resources and space for youth to engage. In addition to observations, 85% of principals rated ASAS-LA program quality as 'good' or 'excellent' and more than 90% of parents agreed that their child felt safe, enjoyed the activities, and learned new things in the ASAS-LA program.

See Chapter Two for more information about program quality.

> *"...this staff is exceeding. Staff ensures to greet all students and is always in the best mood and speaks to students with a nice tone of voice. He makes sure to support and encourage students when trying out new exercises and working on their goals."*
> *–Observation Note: High School Physical Health Activity*

Youth had positive experiences at ASAS-LA; their relationships with staff were the strongest component of their program experience.

The 2025 Student Survey found that:
- *63% of youth felt like they were part of a community at ASAS-LA.*
- *58% of youth enjoyed doing things with their peers at ASAS-LA.*
- *63% of youth felt safe either frequently or almost always.*

The Student Survey, administered in both the Fall and Spring, asked youth about their program experiences including their relationships with staff, the community at ASAS-LA, peer relationships, and the positive and negative emotions they felt during participation. In alignment with findings from the Program Quality Observations, **youth-staff relationships were rated as the strongest component of youth's experiences.** Youth agreed that staff accepted them for who they are, that staff could be trusted, and that overall, they liked the ASAS-LA staff. **Positive peer relationships received slightly lower ratings from youth.**

High school youth had the most positive ratings of their experiences, with middle and elementary school youth reporting slightly lower agreement. This could be because high school youth were more likely to attend the program because they enjoyed ASA-LA (internal reasons) compared to elementary/middle school youth who joined because their parents were working after-school (external reasons). Indeed, youth's reason for joining did predict their program experiences; **youth who joined for internal reasons, were more likely to report better program experiences, compared to those who joined because of external pressure** from parents, teachers, or principals.

Like previous years, youth on average attended the ASAS-LA program for 58 days across an average of 6.5 months.

Attendance **varied based on school-level**. Elementary youth attended more than middle school youth who attended more than high school youth.

Attendance **did not vary based on youth gender or reason for joining**.

See Chapter Three for more information about youth experiences and program attendance.

Across ASAS-LA sites, youth positively rated their outcomes in Academic Readiness, STEM, Career Exploration, and Wellness domains.

The Spring Student Survey found that across all school-levels, the average self-reported youth ratings of their academic readiness, problem solving skills, career pathway confidence, and wellness were between 3.00 and 4.00 on a 5-point scale (1 = *strongly disagree,* 5 = *strongly agree*). This indicates that most youth agreed with statements about the development of outcomes that ASAS-LA intends to impact. While this evaluation does not measure outcomes for youth who did not participate in ASAS-LA to see if the outcomes can be attributed to their ASAS-LA program participation, ASAS-LA should be proud of the benefits that youth experienced while engaging in the program.

> **Parent's Agreed!**
> The majority of parents reported that their child had greater self-confidence, self-esteem, and was improving academically in ASAS-LA.

Analysis was also conducted to see if youth and site characteristics related to youth outcomes:
- Elementary and middle school youth who joined for internal reasons reported higher levels of youth outcomes.
- At elementary school sites, youth who identified as girls reported higher levels of goal orientation and career pathway confidence than youth who identified as boys.
- For elementary school youth, higher levels of program satisfaction and positive peer relationships experienced during ASAS-LA were associated with better outcomes.
- For middle and high school youth, the sense of community, experiencing positive emotions and fewer negative emotions, positive peer relationships, and program satisfaction were associated with better outcomes.

See Chapter Five for more information about youth outcomes.

The ASAS-LA program received high satisfaction ratings across all interest holders including youth, parents, principals, and staff.

When asked about their satisfaction with the ASAS-LA program…
- **Youth** reported feeling safe, learning new things, and participating in fun activities at ASAS-LA.
- **Parents** reported having lower levels of stress because their children were safe after-school and that they had positive relationships with the ASAS-LA staff.
- **Principals** reported being satisfied or extremely satisfied with the partnership with ASAS-LA and being satisfied with ASAS-LA site staff.
- **Staff** reported high levels of job satisfaction, regardless of their tenure at ASAS-LA.

Notes of Gratitude from ASAS-LA Parents:

> *"All Stars is an incredible experience for my child and for our family. We are so grateful for the care and skills the staff bring every day."*

> *"I just want to thank everyone for their great work with all the children and for the activities they offer."*

> *"The only thing I can say is that All-Stars is the best program a parent could have for their kids."*

See Chapter Six for more information about program satisfaction.

Meeting the Moment

How can ASAS-LA continue to improve their after-school offerings to support youth, staff, families, schools, and communities?

ASAS-LA can meet youth needs by continuing to support their academic goals and overall wellbeing.

When youth were asked to select an area where they need the most support, they most frequently reported **schoolwork and staying focused**. Despite being less frequent, youth also reported needing help with food, staying healthy, and connecting to peers. **An emerging theme was mental health challenges,** with many youth writing that as a specific need. When asked if youth had someone they could talk to about negative feelings or if talking to an adult would help them feel better, 10-25% of youth (depending on school level) responded "*no*" or "*I don't know*". Thus, **staff should be attentive to youth mental health challenges and overall well-being, in addition to supporting their academic pursuits.**

Youth and parents also provided several suggestions to add to ASAS-LA's existing programming:

Youth Suggested…	Parents Suggested…
• Additional activities (like sports & gaming) • More field trips • Improving the food	• Additional physical activities and art activities for their child during ASAS-LA • Improved communication with families • Parent engagement events and activities

ASAS-LA can support staff by offering additional training and supporting their relationships with school leaders.

Despite high levels of job satisfaction, **staff offered some suggestions for improving their overall experiences working at ASAS-LA:**

Training: Overall, staff agreed that trainings were relevant, useful, and high quality. Staff would be interested in participating in more behavior/classroom management and emergency preparedness trainings. Specifically, staff requested training to prepare them for knowing what to do in the case of lockdown procedures and ICE presence on or near their sites.

School Partnerships: There were varying levels of communication between ASAS-LA staff and school leaders with about 25% of staff responding that they had never met with school leadership. While most staff agreed that they have good relationships with their school leaders, the percent agreement has decreased by approximately 5-8% since last year's evaluation.

Organizational Culture: More than 80% of All-Stars staff understood and agreed with the mission/vision and iCARE values. They also felt equipped to carry out this mission and exemplify these values. Staff felt that recent organizational transitions and changes to the organizational culture at ASAS-LA were handled well. For staff who had worked with ASAS-LA for more than three years, 62% reported that the organizational culture was better than when they were hired.

See Chapter Four for more information about both staff/youth needs and Chapter Six for program suggestions from youth and parents.

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 effectiveness 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 youth 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 (Berry et al., 2008) to a total of 71 sites and more than 22,000 youth in 2024-2025 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 eighteen years, All-Stars has contracted with Dr. Tiffany Berry, a Research Full Professor at Claremont Graduate University (CGU), Dean of the School of Social Science Policy & Evaluation (SSSPE), and Associate Director at the Claremont Evaluation Center (CEC), 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, and standardized test scores).

Evaluation Questions

The primary purpose of the 2024-2025 evaluation was to provide ongoing rapid feedback, support continuous quality improvement (CQI), assess principal, staff, and parent experiences, assess the quality of programming, and measure youth experiences, developmental outcomes, and program attendance over time, to maintain a safe and supportive program environment and to support meeting youth, staff, parents/caregivers, and principal needs. The 2024-2025 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' youth perceive their experiences in the program?
- Are the needs of youth, staff, parents/caregivers, and principals being met by the All-Stars program?

Program Attendance

- What are trends in youth 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 relate to youth outcomes?
- What school-level and youth-level (i.e., gender, reason for joining, program experiences) 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	Youth Survey	Staff Survey	Parent Survey	Activity Observations	Daily Program Attendance	CQI Action Plans
Chapter 2. Program Quality	✓			✓	✓		
Chapter 3. Youth Experiences + 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 (December 2024: Fall Survey and May/June 2025: Spring Survey). All-Stars program staff administered the Fall and Spring Student 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**
> Fall 2024 – 66 sites
> *N* = 3,689
> Spring 2025 – 57 sites
> *N* = 1,861

Staff Surveys

To capture staff practices, job satisfaction, their perceptions of their training and professional development needs, their readiness and preparation for offering effective programming, their perceptions of recent staff initiatives, their engagement in CQI, as well as their perceptions of the support received from All-Stars and their supervisors, staff completed an online survey in March/April 2025. The online survey was emailed to all All-Stars Staff.

453 Staff Survey Responses
- 361 Program Leaders
- 65 Program Coordinators
- 27 Leadership, OGMs, or PSSs

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 March of 2025.

53 Principal Survey Responses
- 9 elementary schools
- 25 middle schools
- 20 high schools

Program Quality Observations

Program Quality Observations were used to gain a deeper understanding of the quality of implementation of Blastoff activities across program sites. For the 2024-2025 evaluation, 210 internal observations were conducted at 66 sites by Program Coordinators (PCs). The All-Stars observation protocol aimed to examine activity quality, such as youth-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 observation data, which was analyzed by the CEC evaluation team.

210 Program Quality Observations
- 62 elementary school observations
- 97 middle school observations
- 51 high school observations

Parent/Caregiver Survey

During the Spring of 2025, parents and caregivers were also asked to complete a survey to obtain crucial insights into their perceptions of youth safety and thriving in the program, perceived benefits for youth, their relationships with staff, and the role of after-school programming. The survey was offered in both Spanish and English and completed by parents in-person via paper and pencil; a total of 830 parent/caregiver surveys were completed by parents with children across 26 All-Stars sites.

830 Parent Survey Responses at 26 Sites

CQI Action Plans

Following program quality 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

164 Action Plans at 58 Sites

identified 1-3 target areas for program improvement including action steps, timeline, and progress checks. There were 164 action plans completed and entered into the online system across 58 sites.

Attendance Data

Attendance data were collected from All-Stars in September of 2025 and consisted of cumulative daily attendance for all All-Stars participants across all sites. Attendance for approximately 22,791 youth program participants was analyzed.

> **22,791 Youth Participants**

Report Structure

The following report provides a comprehensive description of the evaluation methods, measures, and findings for the 2024-2025 academic year. The purpose of the 2024-2025 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	**Chapter 3:** Youth Experiences & Participation
Chapter 4: Staff & Youth Needs	**Chapter 5:** Youth Outcomes	**Chapter 6:** Program Satisfaction & CQI
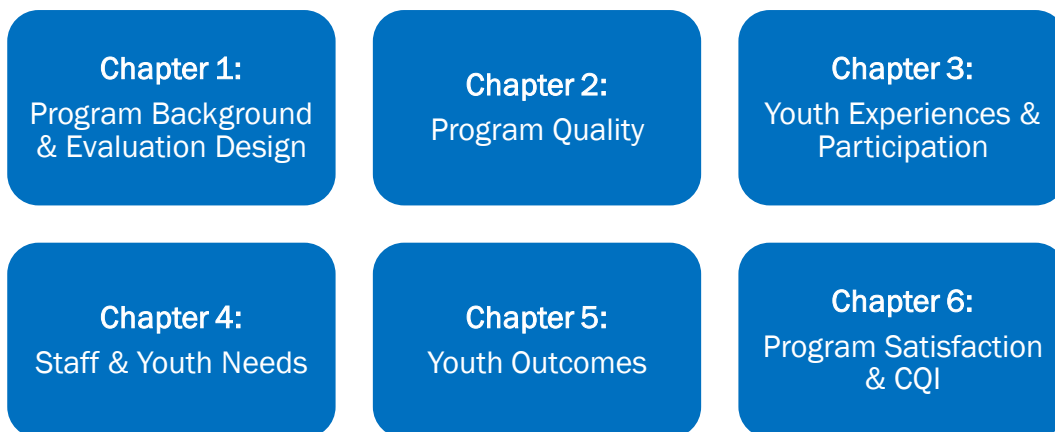
This report also includes three appendices:

> *Appendix A. Number of Program Quality Observations by Site & School-Level*
> *Appendix B. Yearly Trends in Evaluation Data*
> *Appendix C. Student Survey Response Counts by School Site*

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CHAPTER 2: PROGRAM QUALITY

A major focus of this evaluation was to consider the quality of activity across All-Stars sites. Program Quality Observations 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?

Internal Program Quality Observations were conducted by All-Stars staff between April and May of 2025, with a total of 66 program sites observed across 210 observations (see **Table 2**). **Appendix A** shares the number of Program Quality Observation by site.

Program Coordinators conducted 92.4% (*N* = 194) of the observations.

On average, **3 observations were conducted per site** [Range: 1 to 8 observations]. A total of 62 observations were conducted at elementary schools, 97 at middle schools, and 51 at high schools.

On average, there was one staff member/program leader present at ASAS-LA Activities [Range: 1 to 2 staff].

On average, there were **fifteen youth** present at ASAS-LA Activities [Range: 1 to 80 youth].

Table 2. Types of Activities Observed by School Level

Grades	Activities	Example Descriptions
Elementary School: K – 5th Grade (*N* = 62 observations)	Academic (*N* = 17) Physical Health (*N* = 13) STEM (*N* = 13) Art (*N* = 10) Character & Leadership (*N* = 3) Cooking (*N* = 2)	*"Students use their creativity to create art out of scribbles. Staff allowed for students to pick a color of their choice to create the art of their choice based from their scribbles and imagination."* – Art

Middle School: 6th – 8th Grade (*N* = 97 observations)	Physical Health (*N* = 42) Art (*N* = 21) STEM (*N* = 11) Cooking (*N* = 10) Cosmetology (*N* =4) Character & Leadership (*N* = 3) Academic (*N* = 2)	*"PL led an activity called 'What Leadership Means to Me.' Students participated in a guided brainstorming session about leadership qualities and role models, followed by the creation of visual posters."* -Character & Leadership
High School: 9th – 12th Grade (*N* = 51 observations)	Physical Health (*N* = 25) Art (*N* = 8) Cooking (*N* = 4) Cosmetology (*N* = 5) STEM (*N* = 3) Character & Leadership (*N* = 2) Driver's Ed (*N* = 1)	*"The activity is a running club that trains students for long distance running competitions such as the Marathon and other races of varying distances. Staff greeted students, gave them an opportunity to change clothes and shoes, stretched, and then left campus to go on the run."* – Physical Health

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
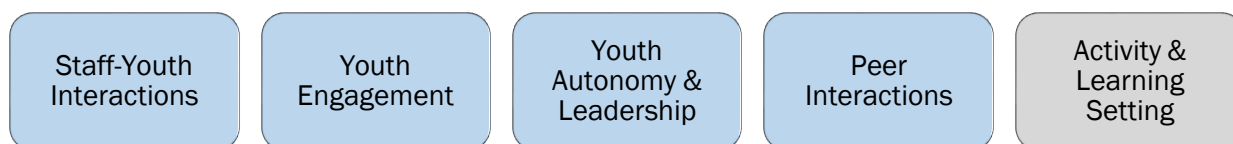
Observers employed a scale of 0 (*not true*), 1 (*somewhat true*), and 2 (*very true*) to rate several indicators in each category of the protocol. Observers also had the option to report that an indicator was not applicable. Finally, observers provided open-ended reflections/notes about the activity and learning setting overall. Key findings from 24-25 are presented below and **Appendix B** can we referenced to see Yearly Trends in Program Quality Observation data since the 20-21 academic year.

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 1.37 out of 2.00. Staff-youth interactions received the highest overall rating compared to other observation categories, and youth autonomy and leadership received the lowest overall ratings. Across categories, 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.

"Overall the Program Leader really has a clear understanding of the quality standards and connects it to every activity planned." **–Observation Note: High School Character & Leadership Activity**

Figure 1. Average Observation Ratings by School Level
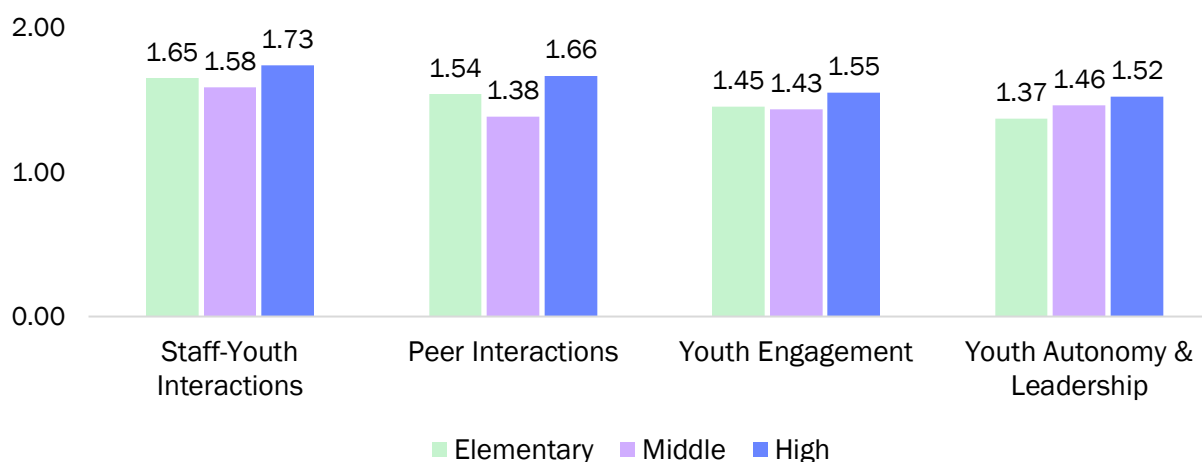
Principals from All-Stars school sites also reported that they believed the program quality at their All-Stars site was good or excellent.

Additionally, Principal Surveys (53 total responses) indicated that principals felt that the program quality was good (35.8%) or excellent (49.1%) and that they felt satisfied with their communication with the All-Stars program (90.2%). Additional information regarding Principal Surveys can be found in **Chapter 6**.

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.

In 2023-2024, a Parent Survey was launched to obtain insights into how parents and caregivers perceived their children's experiences in the All-Stars program. Parent agreement about their child's experiences was high overall, with the lowest agreement scores still exceeding 84% agreement (see **Figure 2**). Parents reported that their child felt safe and comfortable in the program and with All-Stars staff. Parents reported slightly lower agreement that their child learned leadership skills, chose what they wanted to do, and had more friends after participating in the program. From the perspective of parents/caregivers, the All-Stars program offered high-quality experiences during the 2024-2025 academic year. Further discussion about Parent Survey results can be found in **Chapters 5** and **6.**

Figure 2. Parents' Percent Agreement about Youth Experiences in All-Stars

My child...

Feels safe in All-Stars.	95.5%
Feels comfortable with the All-Stars staff.	95.1%
Enjoys the activities offered.	91.9%
Has good friends in All-Stars.	91.2%
Is learning new things in All-Stars.	90.2%
Is comfortable making new friends.	87.7%
Has more friends.	86.5%
Gets to choose what activities they want to do.	86.4%
Is learning leadership skills.	84.3%

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

There are several 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

The indicators that comprise staff-youth interactions were rated particularly highly, with very few "not true" ratings across items (refer to **Figure 3**). Observers reported that staff used a warm tone of voice (80.7% very true), frequently smiled and used friendly gestures (72.5% very true), and actively listened to youth (71.0% very true) during the observed activities. In open-ended responses, observers shared that staff created a safe and welcoming space and provided individual attention.

Figure 3. Staff-Youth Interactions: Percentage of Observer Ratings
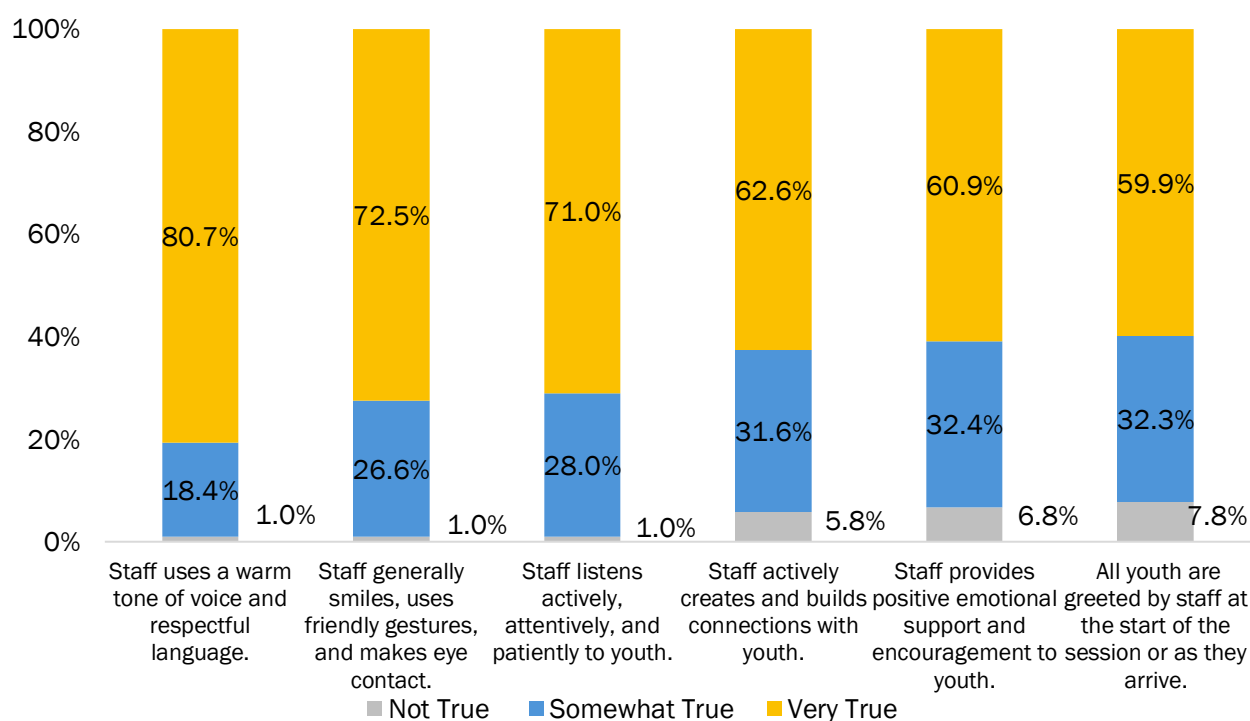
As shown in **Table 3** below, observers suggested that staff could encourage all youth to engage and participate in activities, specifically youth who were often disengaged. One strategy staff could use to increase engagement and improve interactions is to better utilize informal time. Staff could also 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 are coded under multiple themes when appropriate.

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

Staff-Youth Interactions Strengths	
Staff created a safe and welcoming space (*N* = 67)	• *"Staff consistently used affirming language, praised students' efforts, and created a supportive environment that made students feel comfortable trying new things, even if they weren't confident in their artistic abilities."*
Staff encouraged participation (*N* = 30)	• *"Staff was extremely attentive to students. Asking questions like 'do you need more paint?' & 'that painting looks really good!' She encouraged students and facilitated a great art club."*
Staff provided individual attention (*N* = 28)	• *"Staff made time to check in with students individually, offering guidance and encouragement tailored to each student's needs. This helped build trust and supported student confidence."*
Staff promoted emotional awareness (*N* =10)	• *"Staff helped deescalate and calm down a student who was upset about a game."* • *"Staff provides positive emotional support and encouragement to youth."*

Staff-Youth Interactions Improvements	
Improve communication with youth (*N* = 47)	• *"Staff should greet students by name upon entrance."* • *"Staff should actively engage with students by providing positive feedback, initiating conversations, and making an effort to build relationships while circulating the room."*
Encourage all youth to participate and engage in activities (*N* = 24)	• *"Staff needs to acknowledge youth effort more for both engaged and disengaged students."* • *"Staff is not interacting with ALL students. Only the ones that are interested and complying with doing the activity."*
Improve session logistics (organization, timing, preparation) (*N* = 19)	• *"When talking to a group maybe position yourself better to view entire room."* • *"Allow more room for peer discussion during the activity so they can provide themselves feedback."*
Implement rules consistently and address negative youth interactions (*N* = 17)	• *"Expand the use of verbal praise, reward systems, or classroom incentives to reinforce desired behaviors."* • *"Staff needs to call out students for the use inappropriate language; even if language was indirect."*
Improve use of informal time (*N* = 8)	• *"Staff can have more informal interactions with students."*

Youth Engagement

Overall, observers noted that youth were engaged in the activities. As shown in **Figure 4**, youth possessed the necessary resources to complete the activities (86.1% very true) and showed enthusiasm for the activities (67.0% very true). Observation ratings also identified areas where staff could bolster youth engagement. For example, in less than half of observations, staff provided youth with structured opportunities to communicate about what they were doing and thinking (48.1% very true) and made use of open-ended questions (32.0% very true).

> *"Very interactive and motivating, instructed hands on experiences and captured curiosity and attention. Provided them with choice and agency to help feel more responsible and invested in learning. Very inclusive and all students were able to relate to the activity."*
> **-Observation Note: Elementary Arts & Crafts Activity**

Figure 4. Youth Engagement: Percentage of Observer Ratings
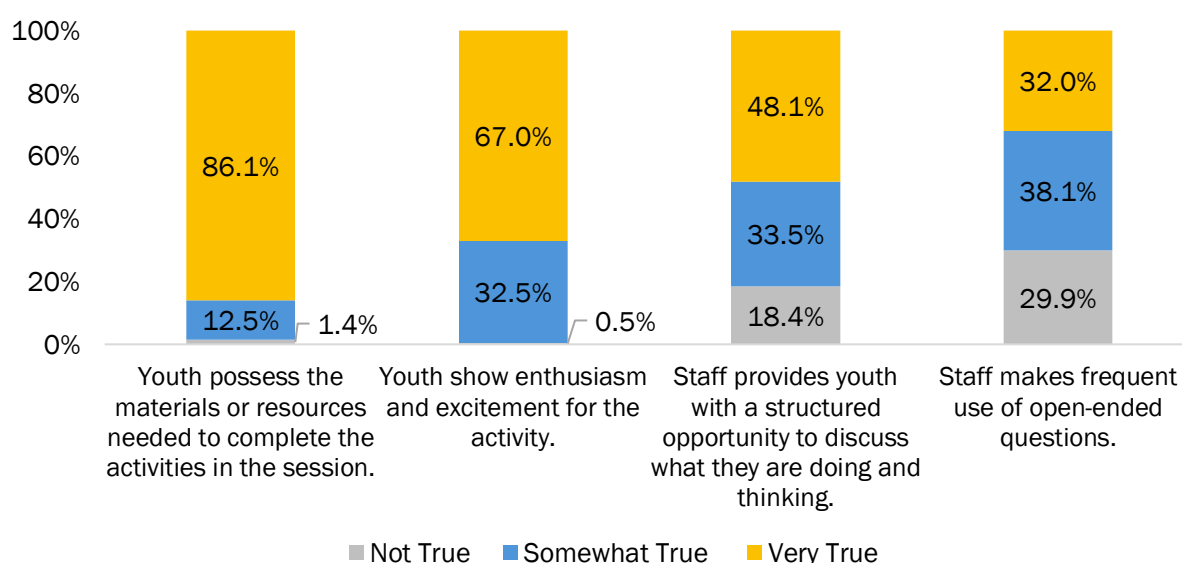
As shown in **Table 4**, observers noted that youth were focused on the activities but suggested ways to improve youth engagement. These ideas included encouraging youth to interact and ask questions, adapting activities and utilizing engaging components to meet the needs of youth, and asking more open-ended questions.

**Table 4.** Youth Engagement: Observer Reflections - Strengths & Improvements

Youth Engagement Strengths	
Focused and engaged youth (*N* = 108)	• *"All students are engaged, frequent open-ended questions and student involvement in sharing their thoughts, feeling, and expressions with students leading to a positive environment."*
Youth cooperation and collaboration (*N* = 30)	• *"Students have positive interactions with each other. Students encourage each other. Students cooperate with the activity. Each student picks up and puts away extra materials. Students share with each other."*
Adequate materials and supplies (*N* = 30)	• *"All students had materials and resources they needed for the activity."*
Staff facilitated engagement (*N* = 26)	• *"Staff provides youth w/ structured opportunity to discuss what they are doing and thinking (staff interacted w/students while they were trying how to make their pizzas into a ball. They also talked to each other about easier methods)."*
Youth Engagement Improvements	
Ask more open-ended questions (*N* = 52)	• *"Staff should have a time allocated for students to have meaningful discussions either as an ice breaker or reflection in form of open-ended questions and gather ideas and opinions."*
Encourage youth to interact and ask questions	• *"More collaboration and leadership opportunities. Enhance participation to encourage all students who may not be as vocal to get more involved."*

(N = 41)	• *"I would've liked to observe students discuss their work and reflect together."*
Add more engaging components (e.g., technology, icebreakers) (N = 25)	• *"Students need more activities other than coloring sheets to get more involved in the classroom."* • *"Needs to include ice breakers, music, etc. to get the kids engaged before starting a lesson."*
Adapt activities to meet youth needs (N = 11)	• *"Staff can check input see if they are feeling just the right amount of challenge when learning new drills."*
Improve classroom management (N = 11)	• *"Shift conversations or actions when inappropriate to improve behavior."*

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. Overall, the percent of 'very true' ratings in this section were generally lower than the other observation categories. Observers noted that staff provided opportunities for youth to work cooperatively in a team or group (68.2% very true) and that staff provided opportunities for youth to make choices in the activities they did (56.4% very true) and how they did them (52.2% very true) (refer to **Figure 5**).

Figure 5. Youth Autonomy and Leadership: Percentage of Observer Ratings
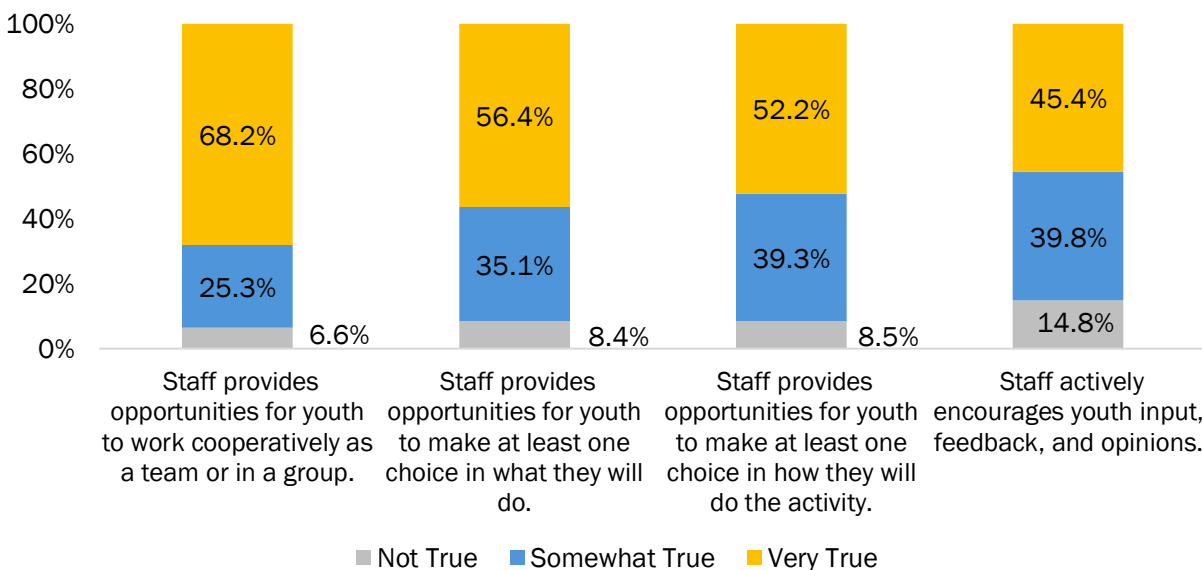
In open-ended responses (see **Table 5**), observers expanded on youth autonomy and leadership, noting that high levels of youth initiative were present in observed activities. To improve this area,

observers suggested that staff check in and ask for youth input, as well as provide more leadership roles for youth.

Table 5. Youth Autonomy & Leadership: Observer Reflections - Strengths & Improvements

Youth Autonomy & Leadership Strengths	
Youth took initiative to lead (e.g. voicing thoughts, choosing activities) (*N* = 71)	• *"Youth seem very confident and safe in activity, taking initiative, speaking up, making their own decisions."* • *"It's a student led club, president of the club ensures he ask students if any support is needed and checks in on how they're feeling."*
Staff supported and encouraged youth voice (*N* = 39)	• *"Staff allows students to work as a team/groups. Allowing students to make a choice what they will do."*
Collaboration and teamwork (*N* = 22)	• *"Students are assigned partners and are able to practice in pairs of two. Staff has two lead students who are helping pairs learn their moves. Staff offers 1 on 1 support to students."* • *"Students motivate and encourage each other, give coach feedback on what to do next or feelings about current activity and plan."*
Youth Autonomy & Leadership Improvements	
Provide more leadership roles (*N* = 37)	• *"Diversify leaders; don't lean on your captains to lead activities every day. Push other students who may be timid to come out of their comfort zones."*
Provide opportunities for youth to make choices (*N* = 36)	• *"Students were told what to do instead of given opportunities to make decisions themselves."*
Check in with youth and ask for input (*N* = 30)	• *"Staff should give students the opportunity to voice any new ideas to bring to their club."*
Provide clear goals, encouragement, and communication (*N* = 20)	• *"Having a structure to different options. Feedback! Encourage more student-to-student encouragement. Give students positive feedback when providing instructions/constructive criticism."*
Encourage collaboration among youth (*N* = 14)	• *"Staff should provide a structured grouping activity to get students to interact with other students other than their friends."*

Peer Interactions

The peer interaction observation section 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 (64.0% very true) and that staff acknowledged and encouraged positive interactions among youth (59.2% very true).

Figure 6. Peer Interactions: Percentage of Observer Ratings
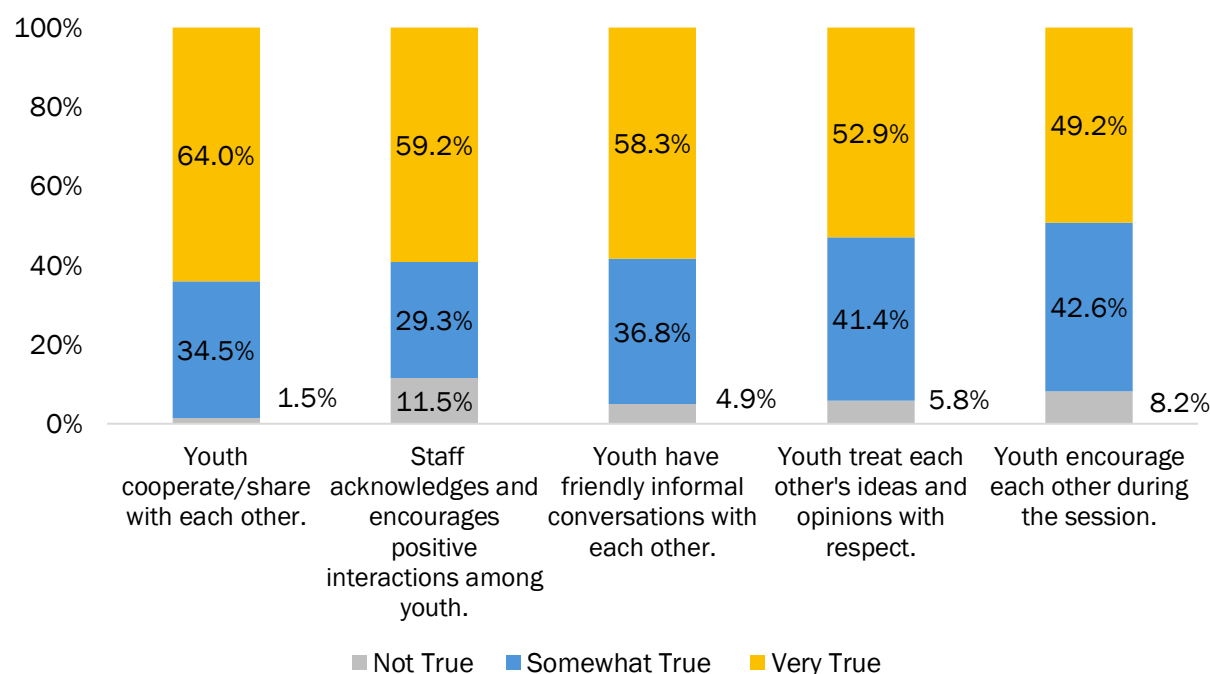
In the open-ended reflections (see **Table 6**), observers noted that staff could encourage youth to work together more and redirect youth when negative peer interactions occurred. This includes being proactive—providing reminders of the group expectations before the start of the session —and reactive—addressing negative behaviors as they occur.

Table 6. Peer Interactions: Observer Reflections - Strengths & Improvements

Peer Interactions Strengths	
Youth worked together and provided feedback to each other (*N* = 140)	• *"When club started all students interacted with each other and stretched without staff having to instruct them."* • *"The team was cheering each other and if someone made a mistake they would correct each other."*
Staff facilitated friendly and comfortable youth interactions (*N* = 25)	• *"Staff acknowledges student effort by giving them a "good job!" Staff actively tries to engage disengaged students by bringing them back into the activity…"*
Peer Interactions Improvements	
Encourage youth to work together and share ideas (*N* = 76)	• *"Increase structured social opportunities by planning more small-group activities that promote teamwork and communication."* • *"The coach should provide more space and time to facilitate these positive conversations, encouraging better communication and stronger relationships among students."*
Address negative interactions between youth (*N* = 40)	• *"Go over club expectations with students as necessary. Correct student behavior and help them understand to be mindful of the other students playing."*

Activity & Learning Setting

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

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

Activity and Learning Setting Strengths	
Appropriate space and resources (*N* = 70)	• *"PL had the room divided into segments where the gaming kids had their own space to play video games and work on the airbrush kit safely."* • *"The activity setting is very well filled with the equipment they need to get their work outs done efficiently. There is also ample space to safely work out around the room."*
Structured and organized activities (*N* = 52)	• *"The activity was well designed in a way that stimulates the team to go hard and perfect their stance + execution while serving."* • *"There are structured activities that enhance skill building."* • *"Staff had an intentional lesson plan that was followed through. Staff had all supplies ready and created an appropriate space to lead club."*
Engaging and exciting content (*N* = 39)	• *"Supports diverse learning styles, Encourages collaboration."* • *"Students were engaged and wanted to do the actual cooking and prep work."*
Welcoming and encouraging interactions with youth (*N* = 29)	• *"…Clear instructions and support, provided clear guidance and encouragement, helping students understand the task and stay focused…"* • *"Staff is warm and listens to her students, Staff answers every question the class has."*
Activity and Learning Setting Improvements	
Minimize distractions (*N* = 56)	• *"Students who get ahead and finish early, having something for them to do or having them support."* • *"Redirecting students when they are having side conversations to make sure that everyone's on the same page."*
Staff preparedness and facilitation (*N* = 43)	• *"Staff should explicitly state the goal of the activity so students are engaged throughout the training."* • *"Staff needs to plan accordantly, set a goal for the activity, add a reflection."*
Improve space, materials, resources (*N* = 37)	• *"Introduce rotating centers or breakout tables to support small group learning and independent exploration."* • *"Maybe having practice outside so they won't be too crowded inside the classroom."*
Clarify learning objectives and guidelines (*N* = 11)	• *"Having a lesson plan accessible to students that have goals, agreements, expectations for the club."*

Observers were also asked to answer questions to understand the observation. The questions focused on if the space was appropriate, if distractions interfered, if resources were sufficient, and if the activity

was developmentally appropriate. Observers responded 'yes' or 'no' to these indicators and had space to describe the setting if expectations were not met. As shown in **Table 8**, a large majority of observed activities met these indicators. Activities were developmentally appropriate (98.6% yes), the space was appropriate (96.2% yes) and had sufficient resources (94.3% yes). The lowest-rated compliance indicator was about the presence of distractions (23.0% 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. Ratings for Indicators of High-Quality Learning Settings

High-Quality Learning Settings	% Yes	% No
Is the activity developmentally appropriate?	98.6%	1.4%
Is the space appropriate?	96.2%	3.8%
Are the resources sufficient?	94.3%	5.7%
Are there distractions which interfere?	23.0%	77.0%

Table 9 shows examples of the written reflections offered when the activity did *not* meet the expectations for a high-quality learning setting. The largest set of written responses were regarding the types of distractions in the observed environment. Distractions were caused primarily by other youth in the area, several activities sharing the same physical spaces, and activity organization (i.e., materials handed out too soon or in the way).

Table 9. High-Quality Learning Settings Indicators: Observer Reflections

Theme	Written Responses
Developmentally Appropriate? (*N* = 3)	• *"Students were just given the video games, no explanation in why it was given."*
Space Appropriate? (*N* = 8)	• *"Students practice on a paved parking lot as opposed to a grass field which is most appropriate for soccer practice."* • *"shared gym with volleyball."*
Resources sufficient? (*N* = 12)	• *"we need more equipment for soccer. I ordered supplies they haven't been delivered."* • *"…materials to keep student attention and participation could use some work."*
Distractions which interfere? (*N* = 44)	• *"Students had materials in front of them and were using them as the staff member was giving a presentation."* • *"Multiple programs using the yard can create some distractions among the younger youth."* • *"At times students would just walk in or try to join in late. PC would have to step away from observation due to be short staffed."*

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 indicated that staff and sites were adhering to safety protocols, with all relevant findings summarized below (**Tables 10** and **11**). As

shown in **Table 10**, indicators with the greatest compliance were adequate outdoor lighting (99.3% yes), staff wearing staff shirts (96.7% yes), and first aid kits stocked (96.6% yes). Less compliance was observed for having a visible First Responders Chart (59.1% yes).

Table 10. Internal Observer Agreement on Site Compliance

Compliance Indicator	% Yes
Outdoor Adequate Lighting	99.3%
Dress Code/Staff Shirt	96.7%
First Aid Kits Stocked	96.6%
Sign-in Sheet Complete	96.5%
Emergency Backpack Stocked	96.0%
Each Staff Person has Radio	93.7%
Student to Staff Ratio Below 20 to 1	90.4%
Staff know where to access labor law posters on ADP	84.7%
Program Schedule Visible	82.2%
ASAS-LA Banners Posted	79.4%
Emergency Drill Calendar	69.2%
First Responders Chart Visible	59.1%

Table 11. Compliance & Safety: Observer Reflections - Strengths & Improvements

Compliance and Safety Strengths	
Staff followed site protocols (*N* = 93)	• *"Staff is following safety compliances such as attendance sheets and uniform being visible. The general safety of the students is also very well done."* • *"Staff had the uniform and proper clothing, Materials ready including walkie and ratio lower than 20 students."*
Staff were prepared and supervised youth (*N* = 42)	• *"All students are visible and within her vision. She is not distracted and actively watching the kids."* • *"Had everything ready to go."*
Staff reiterated and enforced rules (*N* = 26)	• *"Rules were explained before and during the session."* • *"Staff made sure she was the only one that handles the oven."*
Compliance and Safety Improvements	
Address logistical concerns (*N* = 47)	• *"Provide program schedule for students to know what days club will run and the activities for those days."* • *"Emergency drill schedule was not visible nor the site directory phone numbers."* • *"Staff needs to know where to access labor law on ADP."*
Reinforce safety/sanitary protocols (*N* = 34)	• *"Staff will be encouraged to implement cool downs after practice in order to prevent injuries."*

	• *"A quick safety reminder at the beginning about using tools respectfully (no pointing, sharing without permission, etc.) can help reinforce good habits, especially with new or younger students."* • *"Incorporate short lessons or role-plays on personal safety, emergency response, and respectful behavior."*
Monitor student behavior and maintain supervision (*N* = 27)	• *"Students may fool around when using materials, staff should monitor more closely to those students or limit the amount of materials they receive."* • *"Make sure you are aware of all students where abouts and ensure you scan the area for safety purposes."*

In summary, activity observations were conducted to assess 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. Overall, program quality was rated highly by observers across the observed sites. Observers felt that the staff created a warm, welcoming, engaging, organized, and safe environment for youth. This setting allowed youth to be engaged, focused, and excited to participate, collaborate with peers, and experience autonomy and leadership. However, some areas for ongoing program improvement included improving communication with and amongst youth, checking in with youth to get their input, engaging and encouraging all youth to participate, offering youth leadership roles, encouraging collaboration and teamwork, being prepared with activity plans, and reinforcing safety and rules. In addition to high program quality observation ratings, principals and parents felt highly satisfied with the program quality at ASAS-LA sites. Parents felt that their child was safe and comfortable in the program and with All-Stars staff. Overall, these findings illustrate that the All-Stars program was implemented in a high-quality manner during the 2024-2025 academic year, as informed by the perspective of staff, principals, and parents.

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 for youth (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:
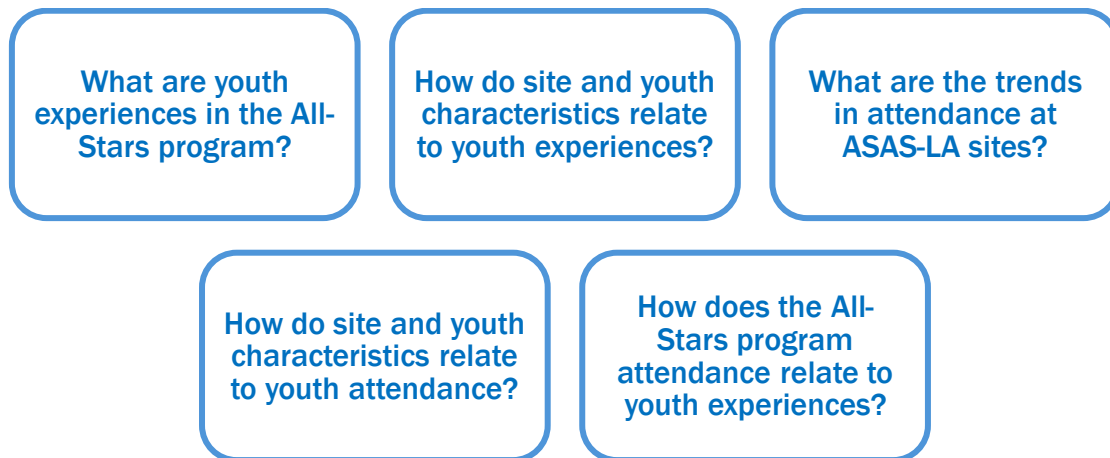
What are youth experiences in the All-Stars program?

How do site and youth characteristics relate to youth experiences?

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

How do site and youth characteristics relate to youth attendance?

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

Key findings from 24-25 are presented below and **Appendix B** can we referenced to see Yearly Trends in youth experiences since the 20-21 academic year.

What are youth experiences in the All-Stars program?

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 experienced 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. Considering the importance of understanding youth's program experiences, youth experiences were measured on both Student Surveys (fall and spring), and included the following categories:

- **Relationships with Staff:** Youth participants reported positive experiences and perceptions of their relationships with All-Stars staff members, sharing that they liked the staff, the staff accepted them for who they are, and they can be trusted.

- **Community at All-Stars:** Youth participants reported moderate to high levels of agreement about the positive community at All-Stars. Youth generally felt a sense of community because they felt like they were part of a community and were understood as people.

- **Peer Relationships:** Youth participants felt less positively about their relationships with their peers in the All-Stars program compared to their relationships with staff. Although youth agreed that they

had more friends because of All-Stars, there was less agreement about youth treating each other with respect and care.

- **Positive/Negative Emotions:** Youth participants 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. Youth felt safe and happy the most and felt angry and worried the least.

Overall, elementary, middle, and high school youth reported high levels of agreement about their experiences in the All-Stars program (see **Figure 7**) during the Spring Semester of 2025. Elementary school youth reported slightly lower average levels of agreement than their middle and high school counterparts. Youth-staff relationships received the most agreement from youth, followed by community at All-Stars, and positive peer relationships.

Figure 7. Average Ratings of Youth Program Experiences for Elementary, Middle, & High School Youth
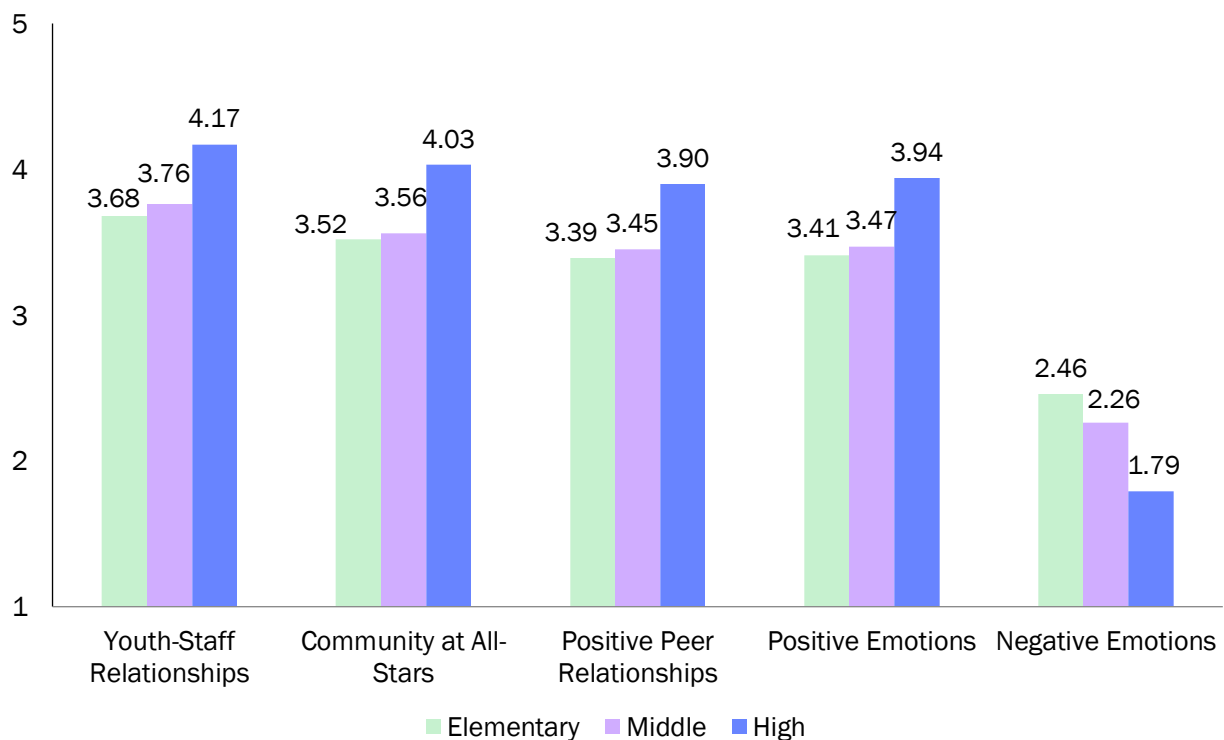
To better understand these youth experiences, the following section summarizes findings from the Spring 2025 Student Survey. For Fall 2024, these results can be found in the Fall 2024 Student Survey Snapshot. Additionally, this report will include a more nuanced exploration of youth experiences in All-Stars disaggregated by youth characteristics.

Relationships with All-Stars Staff

Overall, most 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*') for the statements are reported below (**Figure 8**). Youth across all school levels reported the highest level of agreement with the following statements: "I like the staff" and "Staff accept me for who I am". High school youth rated their relationships with staff slightly higher than middle and elementary school youth participants. Although youth across all school levels generally valued the positive relationships they have with the All-Stars staff, less elementary school youth felt that staff treat all youth fairly.

Figure 8. Percent Agreement: Relationships with All-Stars Staff in Spring 2025
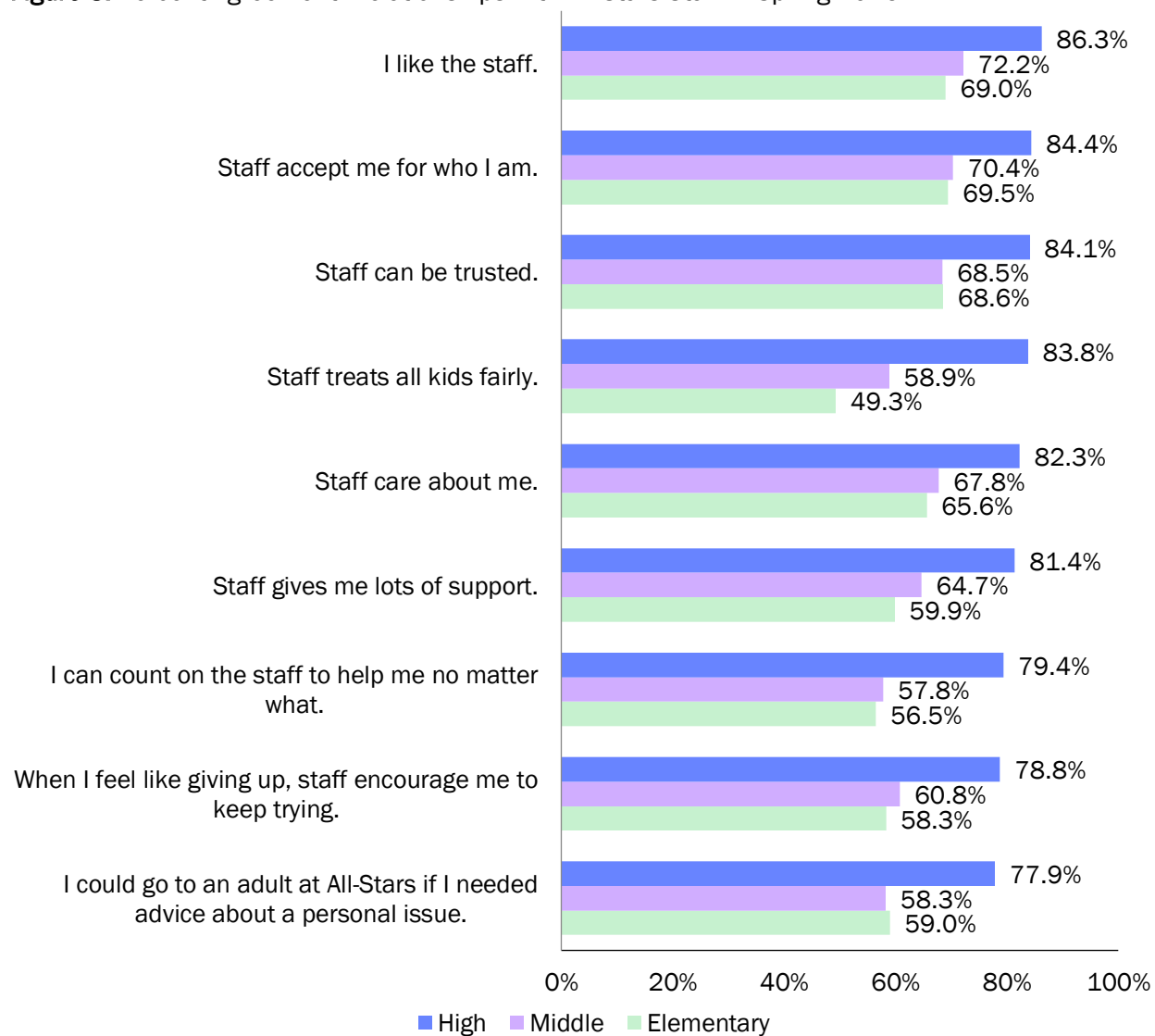
Community at All-Stars

Many youth across all school levels reported that there was 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*') for the statements are reported below in **Figure 9**. High school youth rated their community at All-Stars more positively than middle and elementary school youth participants. Across all school levels, youth reported high levels of agreement that they feel like they are part of a community at All-Stars and are understood as a person. Less elementary and middle school youth agreed that All-Stars is a judgement-free environment.

Figure 9. Percent Agreement: Positive Community at All-Stars in Spring 2025
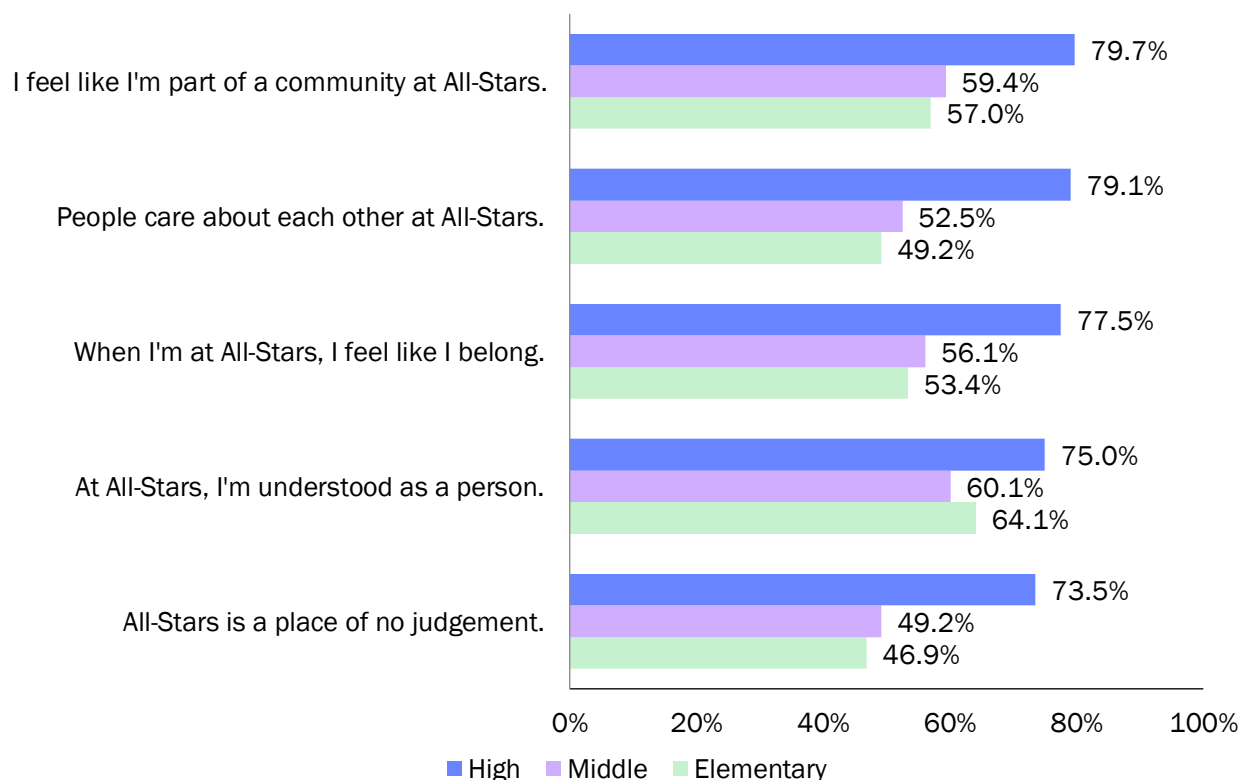
Positive Peer Relationships

Based on this year's survey responses, peer relationships are a place for focused program improvement given the lower range of agreement for these items compared to other youth experiences. The percentage of youth who agreed (sum of youth who selected '*Agree*' or '*Strongly Agree*') on the statements are reported below in **Figure 10**. High school youth rated their peer relationships at All-Stars more positively than middle and elementary school youth participants. There was quite a bit of variability about which survey items showed the most agreement from youth. For high school youth, they enjoyed doing activities together and enjoyed working together at All-Stars. For middle school and elementary school youth, the greatest agreement was for staff helping when there were peer conflicts and having more friends because of All-Stars. The lower-rated items for peer relationships were for youth treating each other with respect and for youth caring about each other.

Figure 10. Percent Agreement: Positive Peer Relationships at All-Stars in Spring 2025

Students enjoy doing things with each other in All-Stars activities.
- HS: 79.1%
- MS: 55.5%
- ES: 51.6%

Students enjoy working together on projects in All-Stars.
- HS: 73.4%
- MS: 49.3%
- ES: 50.5%

All-Stars staff help when there are conflicts between students.
- HS: 73.0%
- MS: 57.7%
- ES: 58.9%

Students care about each other.
- HS: 71.0%
- MS: 42.1%
- ES: 39.5%

Students treat each other with respect.
- HS: 70.9%
- MS: 38.9%
- ES: 35.8%

At All-Stars, I learn how to work well with other students.
- HS: 66.7%
- MS: 51.7%
- ES: 46.7%

Because of All-Stars, I have more friends.
- HS: 65.8%
- MS: 57.4%
- ES: 57.0%

■ HS ■ MS ■ ES

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 across all school levels reported experiencing negative emotions much less often than positive emotions during their participation in All-Stars. Generally, youth across all school levels felt safe and happy the most and felt worried and angry the least. High school youth reported experiencing positive emotions more frequently and negative emotions less frequently than middle and elementary school youth.

Figure 11. Percent Frequently + Almost Always: Positive/Negative Emotions in Spring 2025
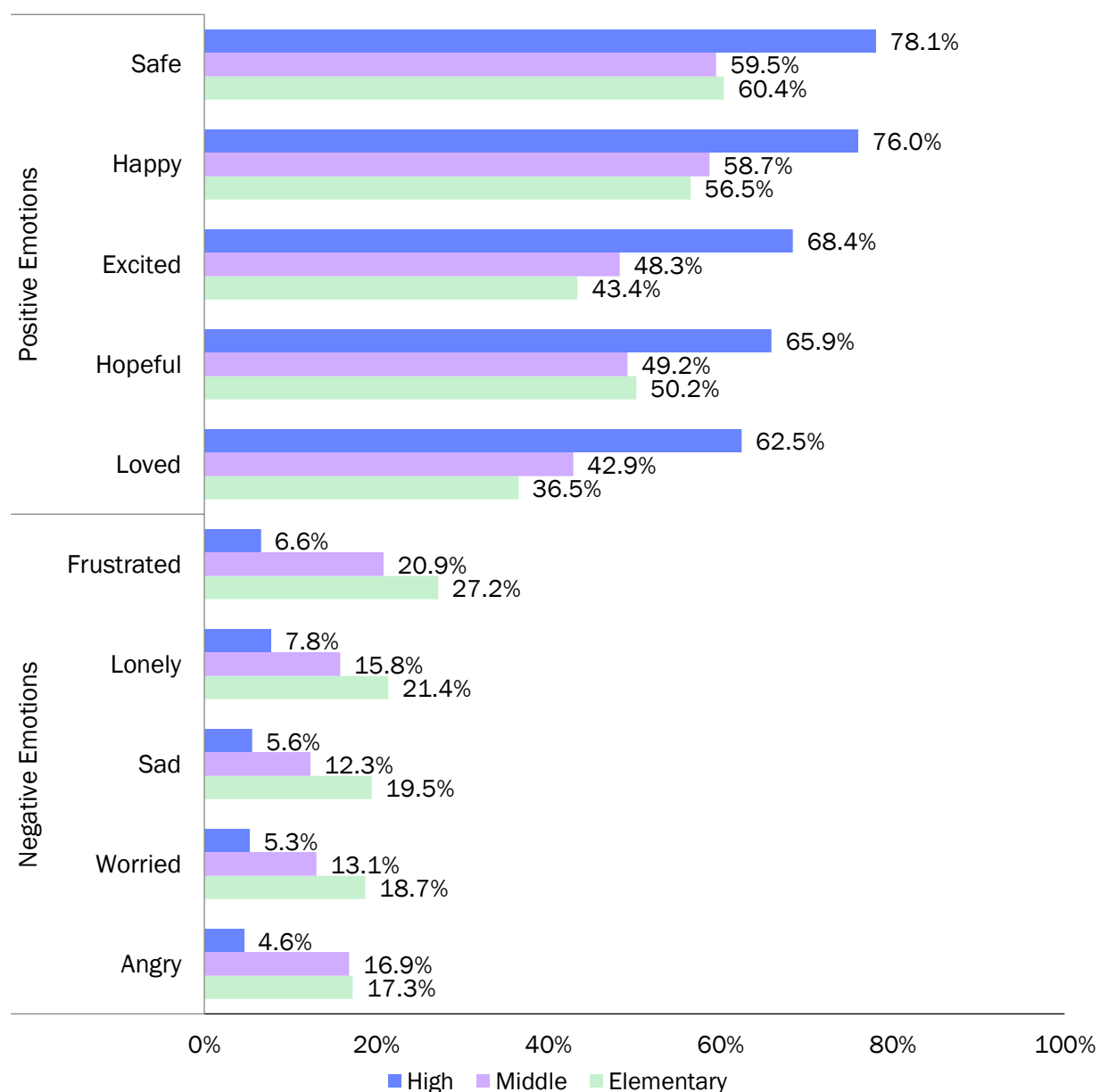
In summary, youth reported having positive experiences in the All-Stars program. Across all school levels, youth reported having strong relationships with staff, experiencing a positive community, and experiencing more positive emotions than negative emotions during program participation.

How do site and youth characteristics relate to youth experiences?

During the Spring of 2025, Student Surveys were administered by program staff to 1,861 youth, ranging from 3rd to 12th grade, across 63 ASAS-LA school sites. The table in **Appendix B** displays the surveyed schools and the number of youth survey respondents per site for Spring 2025.

Youth Survey Demographics

In the survey sample, there were slightly more females (n = 839, 45.1%) than males (n = 753, 40.5%). The sample included youth in grades 3-12 with the largest group of youth from middle schools (n = 1045, 56.2%), followed by elementary schools (n = 469, 25.2%), and finally high schools (n = 345, 18.5%). Many youth participants were in 6th grade (n = 444, 23.9%), while 12th grade (n = 69, 3.7%) had the least youth participants surveyed. Most youth participants were Hispanic or Latinx (n = 1323, 71.1%). The remaining youth were Black of African American (n = 175, 9.4%), White (n = 156, 8.4%), Asian or Asian American (n = 105, 5.6%), American Indian or Alaska Native (n = 66, 3.5%), Native Hawaiian or Other Pacific Islander (n = 28, 1.5%), or Other (n = 80, 4.3%). Refer to **Table 12** for a complete summary. See **Appendix C** for Spring 2025 Student Survey response counts by school site.

Table 12. Spring 2025 Student Survey Sample Characteristics

Gender	Number
Boy	753
Girl	839
Prefer to Self-Describe	25
Prefer Not to Answer	133

School Level	Number
Elementary	469
Middle	1045
High	345

Grade	Number
3	143
4	179
5	155
6	444
7	321
8	201
9	78
10	121
11	73
12	69

Race/Ethnicity	Number
American Indian or Alaska Native	66
Asian or Asian American	105
Black or African American	175
Hispanic or Latinx	1323
Native Hawaiian or Other Pacific Islander	28
White	156
Other	80

When considering the reason for joining ASAS-LA, participant responses were mainly separated into two 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 12.** 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 12. Spring 2025 Youth Reason for Joining the All-Stars Program by School Level
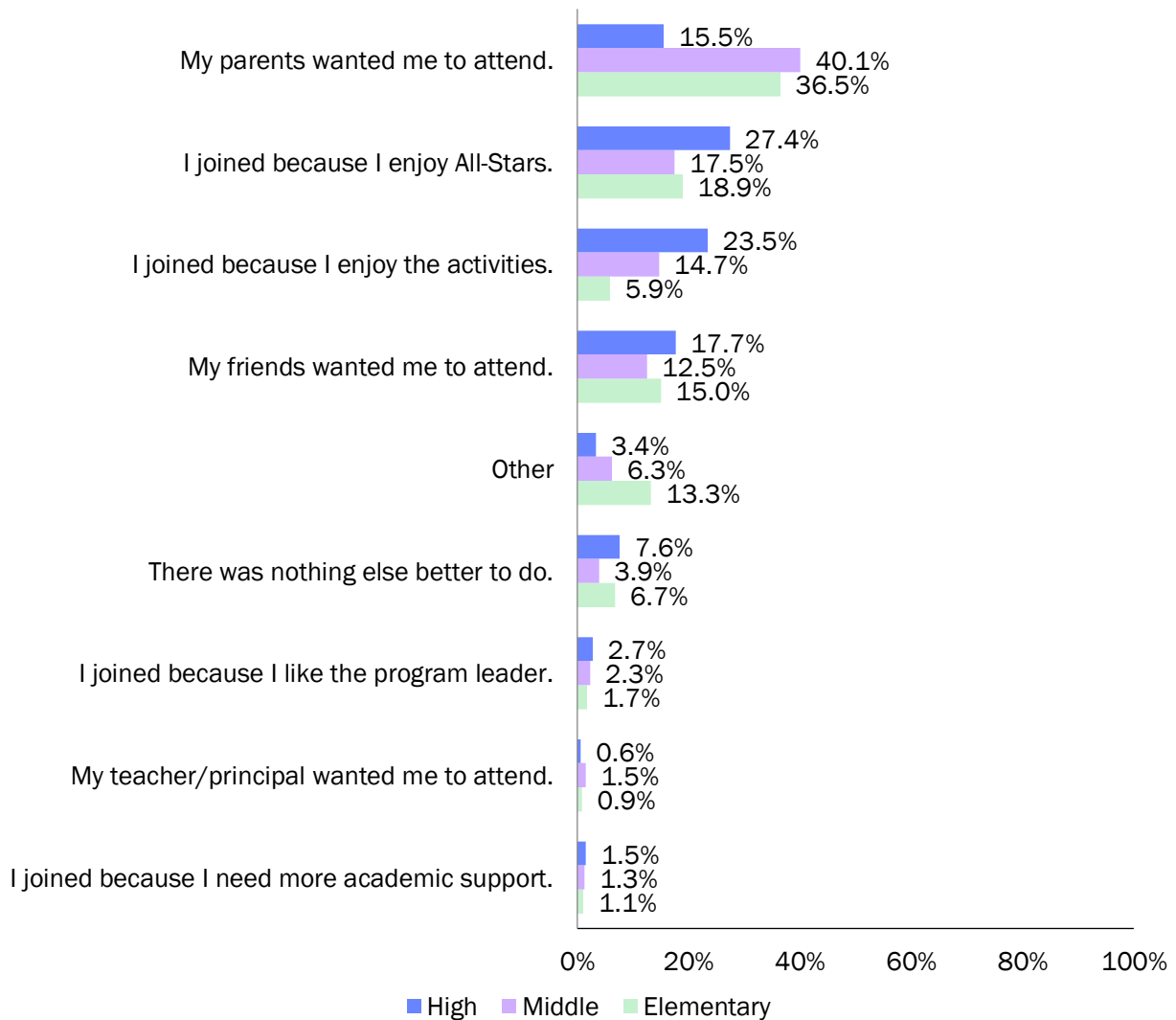
Across all school levels, analyses were conducted to determine how youth characteristics related to youth program experiences. Specifically, this section shares how school level (elementary, middle, high), youth participants' reason for joining (internal, external reasons), and gender (male, female) may have affected their self-reported program experiences in Spring 2025. Findings are summarized below focusing on statistically significant findings. If findings were not statistically significant or meaningful, they were excluded from this summary.

Youth Experiences by Site Characteristics

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

When comparing average youth experiences across school levels, differences emerged between youth in elementary, middle, and high school (**Figure 13**). Overall, high school youth reported significantly better experiences in the ASAS-LA program than middle school and elementary school youth across all experience categories.[1] In addition, middle school youth also reported experiencing fewer negative emotions than elementary school youth.

Figure 13. Spring 2025 Average Ratings of Youth Program Experiences by School Level

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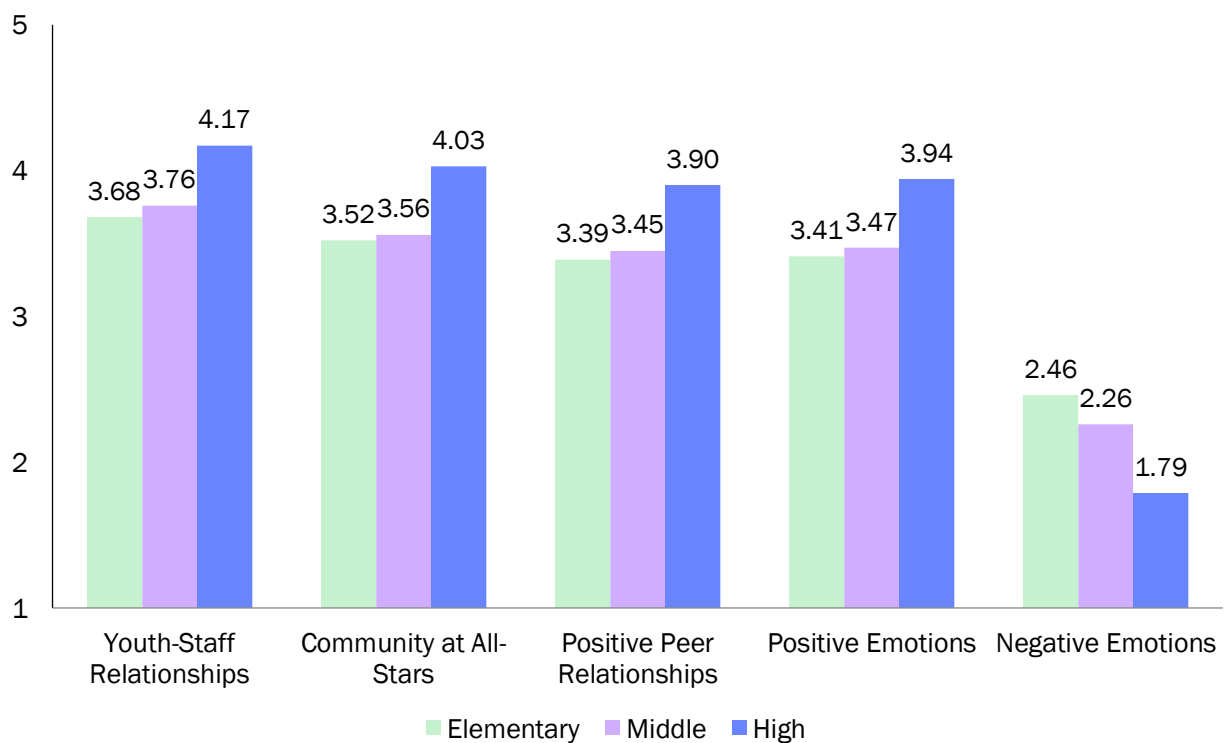
[1]Youth-Staff Relationships: $F(2, 785.49) = 42.01$, $p < .001$, $\eta^2 p = .04$.
Community: $F(2, 799.34) = 47.29$, $p < .001$, $\eta^2 p = .04$.
Peer Relationships: $F(2, 1718) = 39.47$, $p < .001$, $\eta^2 p = .04$.
Positive Emotions: $F(2, 819.30) = 46.78$, $p < .001$, $\eta^2 p = .04$.
Negative Emotions: Youth-Staff Relationships: $F(2, 783.51) = 50.53$, $p < .001$, $\eta^2 p = .05$.

Youth Experiences by Youth Characteristics

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

Elementary youth who joined for internal reasons (*n* = 127, 27.6%) reported experiencing more positive youth-staff relationships, a stronger sense of community at All-Stars, more positive peer relationships, and more positive emotions than elementary youth who joined for external reasons (*n* = 241, 52.4%).[2] Middle school youth who joined for internal reasons (*n* = 360, 35.7%) reported better program experiences across all experience categories compared to middle school youth who joined for external reasons (*n* = 545, 54.1%).[3] High school youth who joined for internal reasons (*n* = 181, 55.2%) reported experiencing better relationships with staff, more positive peer relationships, more positive emotions, and less negative emotions than those who joined for external reasons (*n* = 111, 33.8%; refer to **Figure 14**).[4]

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[2] Youth-Staff Relationships: $t(354) = 4.23$, $p < .001$, Cohen's *d* = .47
Community: $t(353) = 4.17$, $p < .001$, Cohen's *d* = .46
Peer Relationships: $t(387) = 2.734$, $p < .01$, Cohen's *d* = .29
Positive Emotions: $t(349) = 4.11$, $p < .001$, Cohen's *d* = .46
[3] Youth-Staff Relationships: $t(827.51) = 6.44$, $p < .001$, Cohen's *d* = .43
Community: $t(807.86) = 8.42$, $p < .001$, Cohen's *d* = .57
Peer Relationships: $t(853) = 7.913$, $p < .001$, Cohen's *d* = .55
Positive Emotions: $t(882) = 7.65$, $p < .001$, Cohen's *d* = .52
Negative Emotions: $t(882) = 3.09$, $p = .002$, Cohen's *d* = .21
[4] Youth-Staff Relationships: $t(281) = 2.48$, $p = .01$, Cohen's *d* = .30
Peer Relationships: $t(273) = 2.423$, $p < .01$, Cohen's *d* = .30
Positive Emotions: $t(280) = 4.11$, $p < .001$, Cohen's *d* = .50
Negative Emotions: $t(282) = 2.01$, $p = .045$, Cohen's *d* = .25

Figure 14. Spring 2025 Average Ratings of Program Experiences by Reason for Joining

	Internal/External	Elementary	Middle	High
Negative Emotions	Internal Reasons	2.30	2.13	1.67
	External Reasons	2.41	2.34	1.88
Positive Emotions	Internal Reasons	3.77	3.81	4.15
	External Reasons	3.34	3.31	3.80
Positive Peer Relationships	Internal Reasons	3.58	3.74	4.04
	External Reasons	3.33	3.28	3.82
Community at All-Stars	Internal Reasons	3.85	3.89	4.15
	External Reasons	3.45	3.39	3.98
Youth-Staff Relationships	Internal Reasons	4.01	3.99	4.31
	External Reasons	3.59	3.63	4.09

Middle school boys demonstrated lower levels of negative emotions than middle school girls.

When analyzing the relationship between gender and youth experiences, youth across elementary, middle, and high school levels generally reported experiencing similar positive relationships with staff, positive community at All-Stars, and levels of positive emotions regardless of their gender. Elementary and high school boys and girls also reported experiencing similar levels of negative emotions at All-

Stars. However, middle school boys (*n* = 421, 42.7%) reported experiencing significantly fewer negative emotions than middle school girls (*n* = 472, 47.9%; refer to **Figure 15**).[5]

Figure 15. Spring 2025 Average Ratings of Youth Program Experiences by Gender
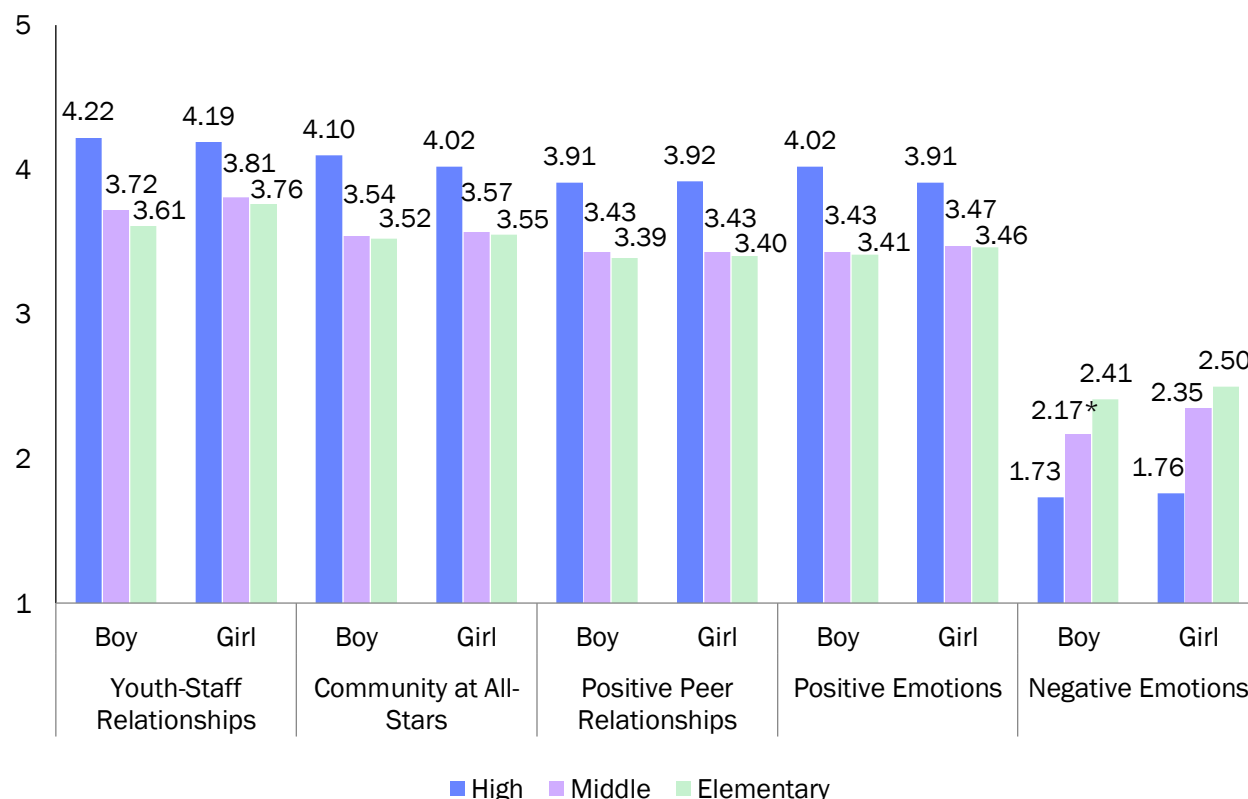
Note. Bars in Figure 15 with stars (*) represent differences that were statistically significant.

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

Youth attendance levels ranged from 1 to 262 days with an average of 58 days over 6.5 months in the All-Stars after-school program.

As discussed throughout this report, ASAS-LA programming over the 2024-2025 school year was high-quality and offered several benefits to youth. However, research has found that youth must attend after-school programs regularly to attain the benefits associated with participation (Fredricks et al., 2017). ASAS-LA sites tracked attendance throughout the 2024-2025 program year, and attendance data was assessed in conjunction with Student Surveys looking at youth program experiences. To ensure a full understanding of attendance trends, attendance was measured in two ways:

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[5]Negative Emotions: *t*(863) = 2.65, *p* = .01, Cohen's *d* = .18

Cumulative Attendance Days	• Total number of days youth participated in the 2024-2025 school year
Attendnce Duration in Months	• Total number of months youth participated in the 2024-2025 school year
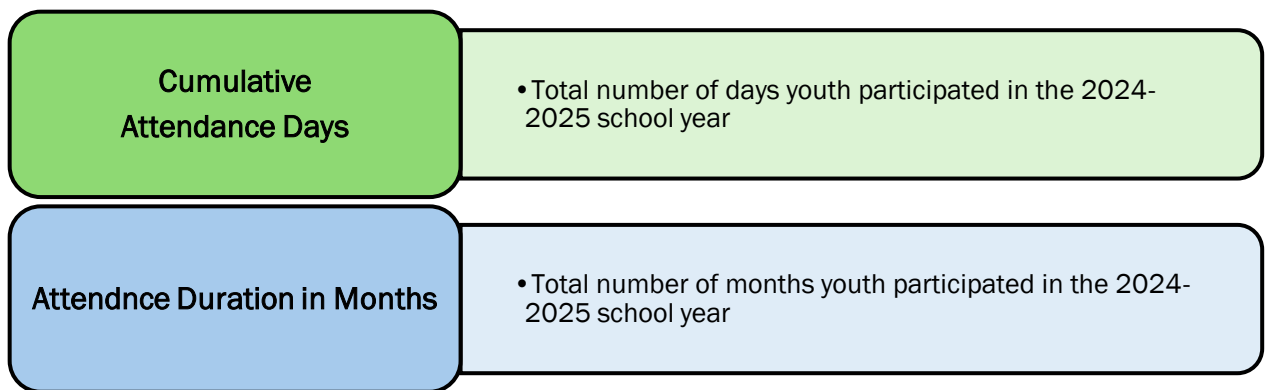
The following analyses present the trends in attendance for all youth who participated in at least 1 day of ASAS-LA programming during the 2024-2025 program year (N = 22,787). On average, youth attended 58 sessions (*Mean = 57.91, Range = 1 day to 262 days*) across an average of 6.5 months during the 2024-2025 school year (*Mean = 6.45, Range = 1 month to 12 months*). **Figure 16** demonstrates the levels of participation across youth. These values were very similar to the previous academic year (2023-2024) when youth participated 55 days across 6 months, on average.

Figure 16. Cumulative Attendance Days & Duration across the 2024-2025 school year

Cumulative Attendance Days

1-29 days 49.9%	30-100 days 24.2%	101-230 days 25.7%

Attendance Duration in Months

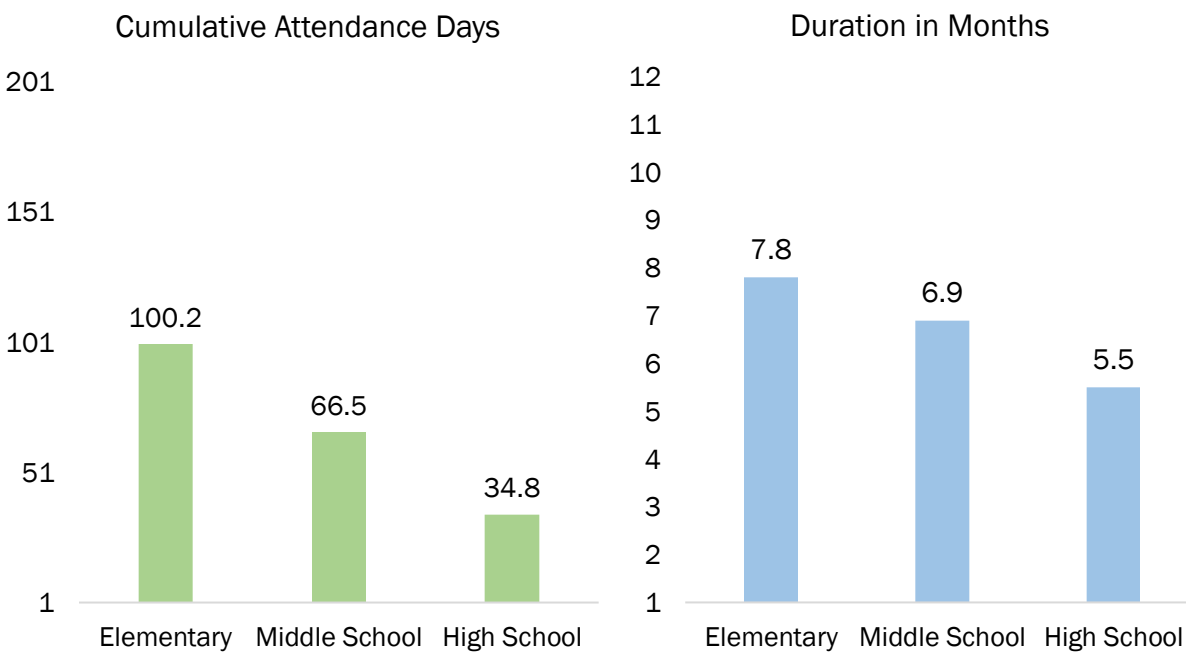| 1 - 3 months 33.5%	4 - 6 months 16.2%	7 - 9 months 14.2%	10 - 12 months 36.2%
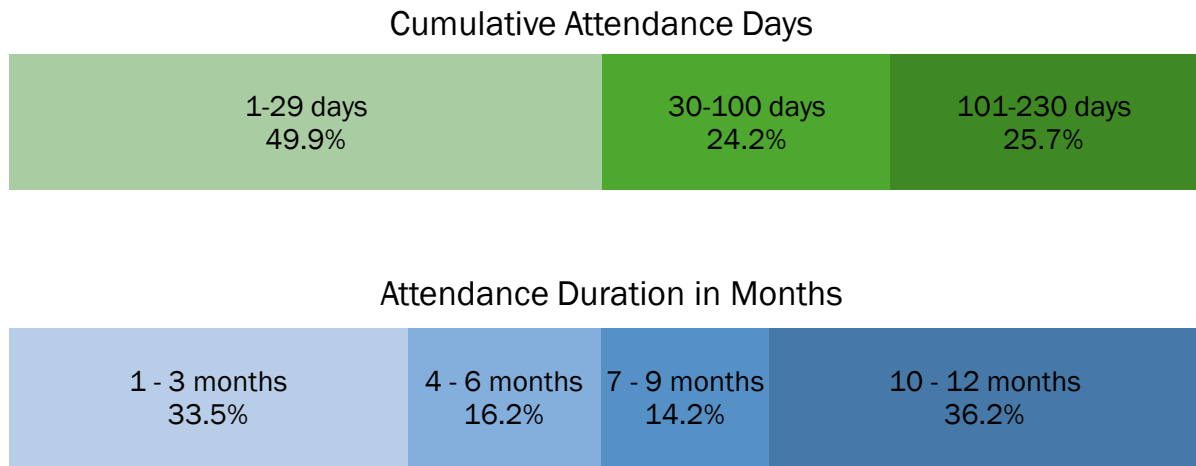
How do site and youth characteristics relate to youth attendance?

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.

Several site and youth-level characteristics were assessed to understand whether these variables were influencing youth attendance. Looking at site-level characteristics, school level emerged as a significant predictor of attendance. **Figure 17** demonstrates the differences in attendance across elementary school, middle school, and high school levels. Findings suggest that elementary school youth attended more days and months than middle school and high school youth, and that high school youth attended the All-Stars program the least often. This difference may be the result of elementary school youth having less autonomy or control of their after-school time, while middle school and high school youth are often able to decide how to spend their time outside of school.

Figure 17. Average Cumulative Days & Duration by School Level

Cumulative Attendance Days

Elementary	100.2
Middle School	66.5
High School	34.8

Duration in Months

Elementary	7.8
Middle School	6.9
High School	5.5

Attendance by Youth Characteristics

There were no differences in attendance days by youth gender, or reason for joining.

When assessing the relationship between youth characteristics and attendance at each school level individually, results suggest there is no significant difference in attendance days by youth gender (male youth compared to female youth) or whether youth joined the ASAS-LA program for internal or external reasons.

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

Results suggest that there was 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. This would suggest that frequency of participating in the program is not related to how youth experience the program. However, this finding does not mean that experiences do not relate to attendance. Rather, it is likely that youth who participated in the Student Survey already attended the program more regularly. Indeed, we found that youth in elementary, middle, and high school who completed the Spring Student Survey attended an average of about 60 more days than the complete sample of youth who had All-Stars attendance this year (ES = 56.1 more days, MS = 67.0 more days, HS = 60.9 more days, on average).

In summary, youth reported positive experiences across all school levels. These experiences were conceptualized by youth perceptions of youth-staff relationships, the positive community at ASAS, positive peer relationships, and the experience of positive/negative emotions. Youth experience data was then compared to corresponding attendance data, which found that there was no significant relationship between attendance and program experience, although this finding may be limited by the sample of students who were surveyed this year.

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 2024-2025. 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?**

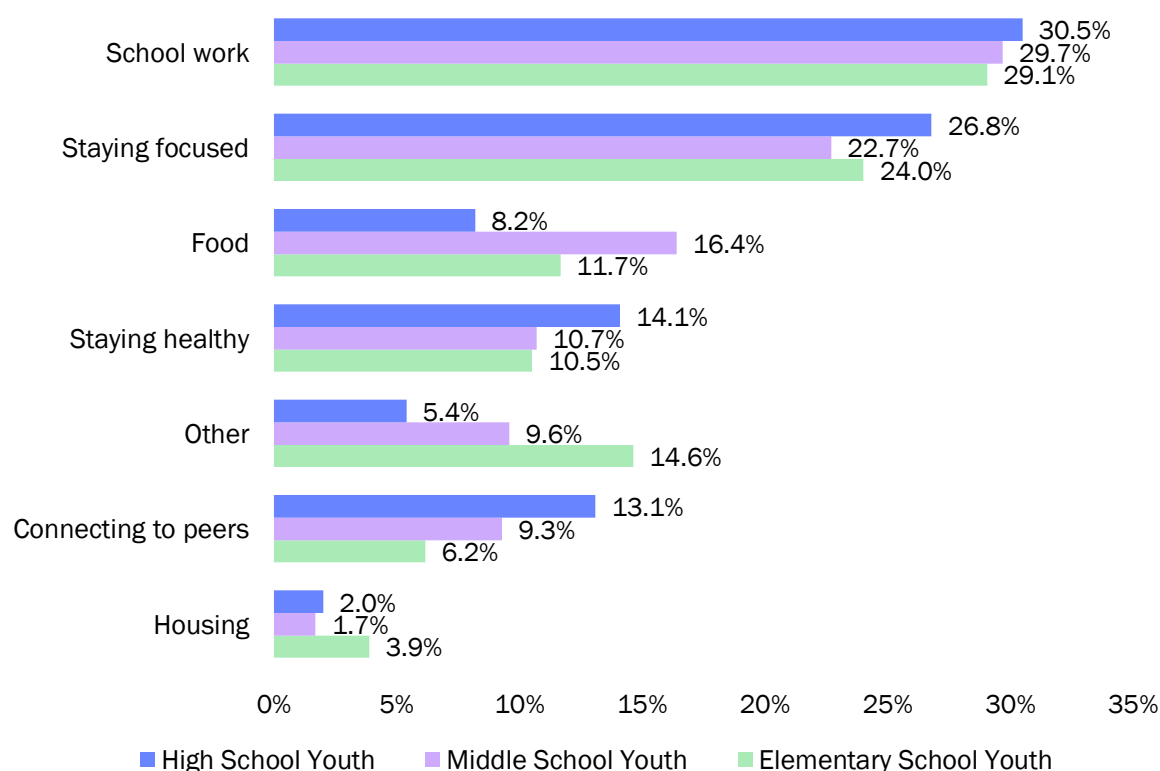> **What are the unmet needs of All-Stars program staff?**

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 Fall 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 and staying focused. Some youth also struggled with food challenges.

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 most at the time of the Fall 2024 and Spring 2025 surveys. Results from Spring 2025 are summarized in **Figure 18** 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. Approximately 10-15% of youth in all school levels were also challenged by access to food and staying healthy. Throughout the 2024-2025 academic year, All-Stars' youth were rather consistent about the challenges in their lives. During both Fall and Spring, schoolwork challenges and staying focused were the most prominent challenges for youth across all school levels.

Figure 18. Percent of Youth who Reported Needs by School Level in Spring 2025

Need	High School Youth	Middle School Youth	Elementary School Youth
School work	30.5%	29.7%	29.1%
Staying focused	26.8%	22.7%	24.0%
Food	8.2%	16.4%	11.7%
Staying healthy	14.1%	10.7%	10.5%
Other	5.4%	9.6%	14.6%
Connecting to peers	13.1%	9.3%	6.2%
Housing	2.0%	1.7%	3.9%

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 13** 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 the key critical challenges in their lives. The largest groups of both high school and middle school youth reported academic challenges were the most impactful, sharing struggles with grades, academic progress, and homework. Notably, elementary school youth differed slightly, citing challenges with activities and sports most often, followed by interpersonal challenges. All-Stars should continue to address academic 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. Also notable, mental health challenges were more prominent this year, compared to the previous academic year (10 total responses in 23-24 and 44 total responses in 24-25).

**Table 13.** Youth-Reported Challenges in Their Lives by School Level

Theme	Example Quotes		
	High School Youth	Middle School Youth	Elementary School Youth
Academic challenges *(e.g., grades, progress)*	<u>7 responses</u> • *"Failing classes."* • *"Final exams."* • *"How to learn math and chemistry."*	<u>22 responses</u> • *"Big assignments."* • *"I need help with school work and grades."* • *"LEARNING ENGLISH STILL."* • *"Trying to get my grades up."*	<u>23 responses</u> • *"Help me read."* • *"I need more help with my homework."*
Interpersonal challenges *(e.g., relationship issues, friendships)*	<u>1 response</u> • *"Connecting with others and their goals."*	<u>22 responses</u> • *"I need more friends."* • *"Loneliness."* • *"People here are so so so rude and they are the reason I cry when I come to all stars."*	<u>29 responses</u> • *"Bullying."* • *"Life is unfair. People are mean to me and I do not like unfair rules."* • *"sometimes I feel excluded by my friends"*
Challenges with sports & extracurricular activities	N/A	<u>20 responses</u> • *"Be a good soccer player."* • *"Jumps in cheer."* • *"There are no challenges I am experiencing besides not fully learning how to play guitar."*	<u>35 responses</u> • *"How can hit the ball farther."* • *"The art project because the steps are kind of tricky."* • *"The challenges I faced being benched the whole day."*
Challenges in the family and/or home	<u>1 response</u> • *"Its hard for me to stay healthy because my family is having a rough time with money."*	<u>11 responses</u> • *"Feeling sad because my grandma died."* • *"I'm grounded."* • *"Trying to cope with the loss of my grandpa and family conflicts."*	<u>22 responses</u> • *"I am experiencing my parents not getting along a lot."* • *"My family is struggling with money and it makes me stressed."* • *"One of my cats are sick."*
Mental health challenges *(e.g., depression, anxiety, self-esteem, stress)*	<u>5 responses</u> • *"I want All-Stars to know about the severe toll that stress has taken on me and how it's affecting my wellbeing."* • *"Occasional decrease in motivation and confidence."*	<u>20 responses</u> • *"Anxiety and nervousness."* • *"I am always stressed and worried because I am doing a lot."* • *"Overthinking."* • *"Stress."*	<u>19 responses</u> • *"Helping me to feel like myself."* • *"I feel worried, scared, and lonely."* • *"Mental health and overthinking."*
Health & fitness concerns *(e.g., sleep, nutrition)*	<u>2 responses</u> • *"Cooking."*	<u>7 responses</u> • *"Staying healthy."* • *"I want to sleep."*	<u>5 responses</u> • *"I'm experiencing leg pain."* • *"I'm really tired."*

Difficulty staying focused	6 responses • *"Trying to stay focused in school."*	5 responses • *"Being able to concentrate."*	2 responses • *"That I get a big worry wave and I can't focus."*
Political/ macro issues	2 responses • *"The real world."*	1 response • *"Racism and be made fun of."*	1 response
Achieving future goals	1 response	1 response • *"Probably wanting to reaching my goal in life."*	3 responses • *"Being a professional soccer player."*

While the majority of 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.

For the second year in a row, the Fall and Spring version of the Student Survey included questions around youth mental health. Youth participants were asked about their experience of stress, where they seek help, and about their abilities to cope. Youth were asked questions about their mental health and their thoughts around seeking help from All-Stars staff. As shown in **Figure 19**, most All-Stars participants reported feeling stressed out "sometimes" or "never" across school levels. Approximately 3-8% of youth across school levels were experiencing stress "*all of the time*". These values did not change much between the Fall and Spring semesters of this academic year.

Figure 19. Frequency of Feeling "Very Stressed" by Youth Participants in Spring 2025

In the past month, how often did you feel very stressed?
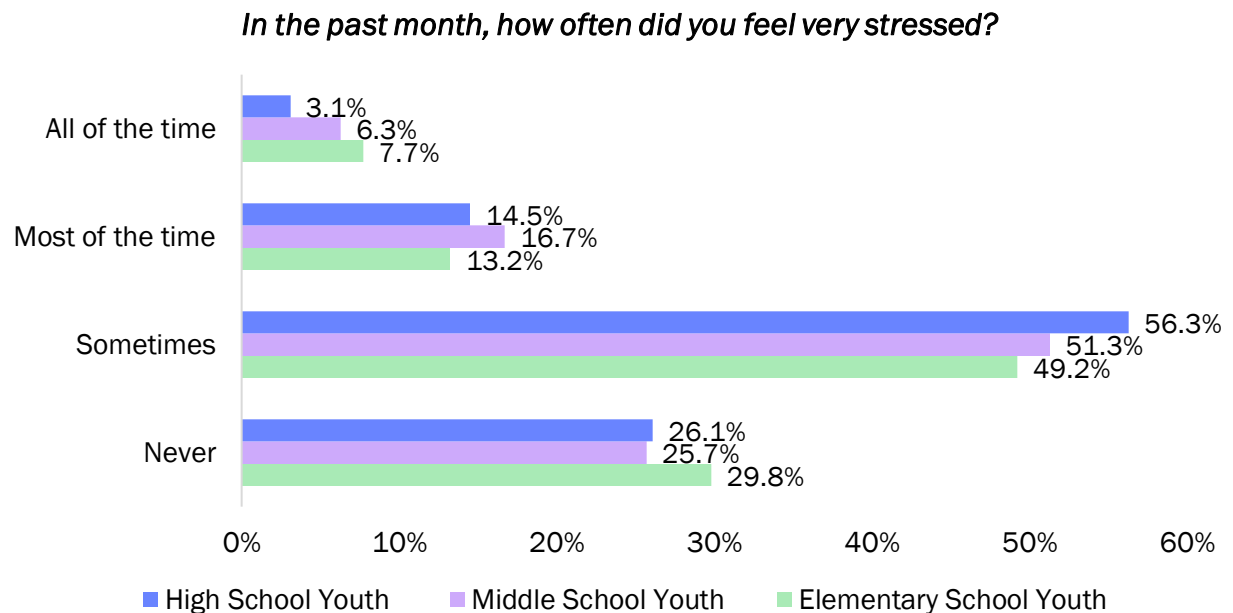
In the next set of questions, youth were asked to reflect upon how they helped themselves feel better when they are very sad, stressed, lonely, or depressed. When asked about who can provide them help when struggling with mental health challenges, most youth agreed that they know who to talk to and

that talking to an adult could help. Youth responded to items with either *"yes"*, *"no"*, or *"I don't know"*; The percentage of youth who responded *"yes"* summarized below in **Figure 20** by school level. Most youth knew who to get help from and believed that talking to an adult would help them feel better. Notably, approximately 10-25% of youth (depending on school level) reported that they didn't know who to get help from or if talking to an adult would help them feel better.

Figure 20. Percent "Yes": Support for Mental Health Challenges
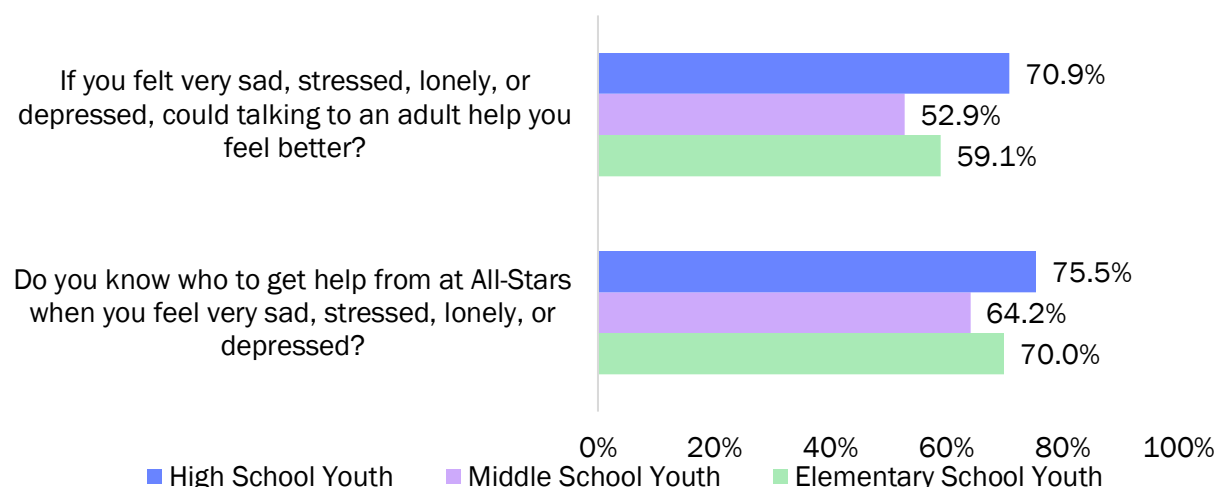
In the final set of questions around mental health, youth were asked to reflect upon their ability to handle frustration, express their feelings, and whether they felt good about themselves. Youth responded to items on a 5-point scale (1 = *Strongly Disagree* to 5 = *Strongly Agree*). The percent of youth who selected *"Agree'* or *"Strongly Agree"* across these items can be found in **Figure 21**, reported by school level. High school youth reported the highest level of agreement with these survey items (responses ranging from 65-69% agreement), less than half of middle and elementary school youth agreed with these survey items, generally.

Figure 21. Percent Agreement on Items Around Mental Health from Spring 2025
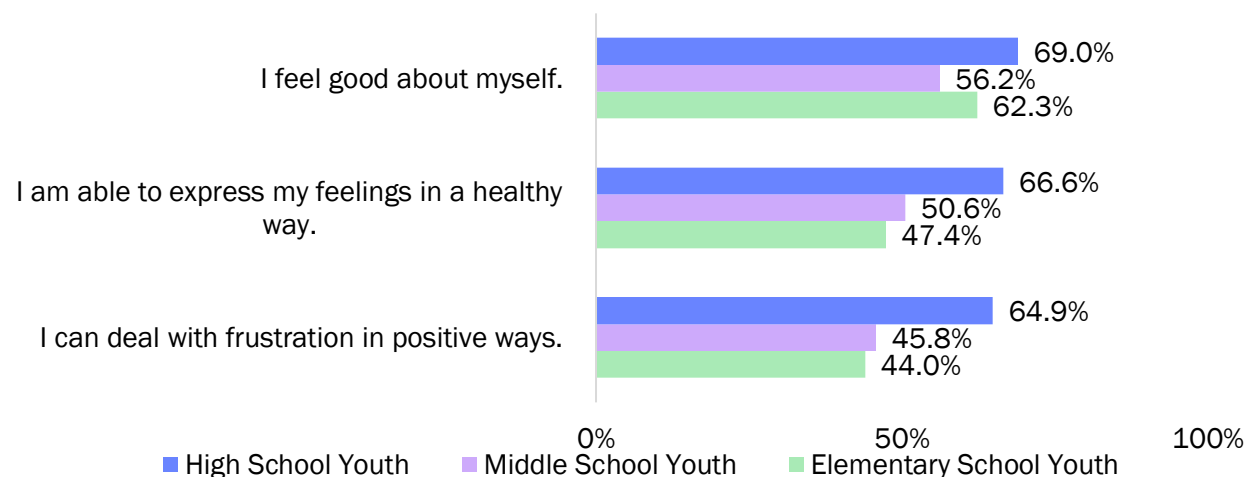
Although these responses indicate that most youth were not experiencing substantial struggles with their mental health, support around mental health is essential. All-Stars staff should continue to support youth in daily programming and provide additional attention to issues around mental health. For those who reported mental health struggles or frequent stress, such support is needed. All-Stars' youth participants have enjoyed the program and felt that it addressed their needs by offering opportunities to enhance their well-being, learning, and support. That said, youth participants particularly struggled with their academic success, interpersonal relationships, and mental health issues. All-Stars should further alleviate their challenges by creating more opportunities for academic and social-emotional support. Furthermore, All-Stars should continue to create a program space that addresses and supports the challenges reported by youth.

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

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 from their supervisors & All-Stars Departments, (3) collaboration with schools, (4) leadership perceptions of organizational changes and culture, and (5) their perceptions of All-Stars values and mission/vision.

Staff rated the quality of internal and external trainings and the application of training content/skills highly.

On the Staff Survey, All-Stars' staff reported being satisfied with the quality of training provided. On this year's survey, staff were asked to report about their perceptions of both internal and external training opportunities. This section will start with a summary of the internal trainings, offered by All-Stars, before discussing staff perceptions of external trainings.

Overall, the All-Stars program did a stellar job with offering relevant and applicable trainings to build staff skills and competence for offering the highest-quality program. As shown in **Figure 22**, staff reported high levels of agreement that they can apply knowledge learned from trainings to their jobs, trainings were relevant to their current professional needs, and trainings improved their job skills. However, staff reported slightly lower agreement that they were satisfied with the number of trainings received, suggesting that more frequent high-quality trainings may be beneficial.

Figure 22. Percent Agreement about Internal Training Opportunities for Staff

I am able to apply the knowledge that I gained from trainings into my job. — 89.5%

The training I have received is relevant to my current professional needs. — 84.2%

The training I have received has improved my job skills. — 83.3%

I am satisfied with the quality of the training that I have received for my current position. — 81.2%

I am satisfied with the amount of training that I received for my current position. — 80.9%

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

To assess external training opportunities (those provided to All-Stars staff by external organizations outside of the All-Stars organization), staff were asked to answer three additional survey questions if they had participated in external trainings (*n* = 293 staff). Overall, staff rated their external trainings highly, giving similar ratings to external trainings and All-Stars internal training opportunities (refer to **Figure 23**).

Figure 23. Percent Agreement about External Training Opportunities for Staff

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

I am satisfied with the quality of trainings offered by external partners. — 85.3%

The trainings I participated in offered by external partners have improved my job skills for my current position. — 83.2%

0%   20%   40%   60%   80%   100%
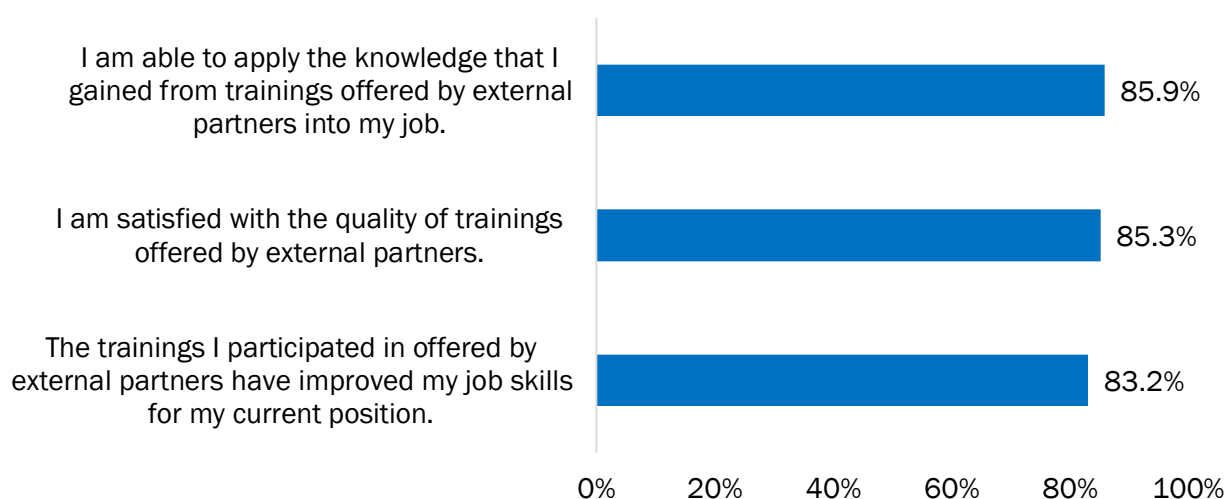
There were no differences in staff's ratings of internal or external training opportunities based on years of time at All-Stars, years of experience in after-school programs, current position at All-Stars, or whether they were All-Stars participants in the past.

Staff were also offered space to give suggestions about which types of training/development would elevate their skills and knowledge in their current role. There were 193 written responses to this question, and responses were categorized in **Table 14** to identify themes in staff training suggestions. Fifty-four responses felt that there were no other trainings necessary and four said they were unsure about what trainings would be helpful. For the remaining responses, the most popular topics requested were behavior/classroom management, emergency preparedness, and organizational development.

Table 14. Themes in Staff Suggestions for Training/Professional Development Offerings

Themes	# of Responses	Example Responses
Behavior/Classroom Management	44 Responses	*"I would love training on classroom management that actually includes dealing with oppositional children. Pretty much anything that would better prepare me for children who routinely break rank and act out"*
Emergency Preparedness	21 Responses	*"CPR and first aid"* *"lockdown procedures"* *"ICE training"* *"injury reports"* *"suicide risk training"*
Organizational Development	15 Responses	*"volunteer/partnership engagement"* *"need help with recruitment"* *"policy review, procedures overview"*
Working with Special Populations	14 Responses	*"supporting individuals with special needs"* *"working with students with disabilities"* *"behavioral challenges"* *"developmental differences"* *"LGBTQ sensitivity trainings"*
Personal Development/ Leadership	13 Responses	*"leadership trainings"* *"In person training that will help us elevate our own self"* *"confidence training"* *"training for supervisors"*
Activity-Specific Trainings	13 Responses	*"being certified in coaching specific sports, clubs, etc."* *"music"* *"more sports trainings"* *"more art trainings"*
Staff & Youth Mental Health	6 Responses	*"stress management"* *"Mental Health Awareness for Students and Staff"* *"Knowing how to handle students mental health"*
Parent Collaboration	4 Responses	*"how to communicate with parents"* *"How to speak to parents when it's an incident"*
Team/Staff Bonding	4 Responses	*"team building trainings"* *"coworker bonding"*

Staff felt that they received support from all departments at ASAS-LA and they felt supported by their supervisors across supervisor types.

In a section of the Staff Survey, staff were asked how often they received support from other departments at ASAS-LA and their perceptions of support from the All-Stars' leadership who oversee

their work. The detailed information from these survey questions were summarized in the Spring 2025 Staff Survey Snapshot (delivered in June of 2025).[6] Below is a high-level summary of this information.

Support from All-Stars Departments:
- Looking at departmental support, staff reported that several departments at ASAS-LA supported them in their day-to-day work. Specifically, staff reported high levels of agreement that OGMs, PSSs, and the Arts Department offered the most support.
- Staff reported lower levels of satisfaction with the support provided by the data, human resources, business office, and fund development departments, suggesting additional support from these departments may be helpful.

Support from All-Stars' Supervisors:
- The All-Stars staff was appreciative of the support offered by their supervisors to ensure they were doing their jobs well. Most staff considered their supervisors to be helpful and caring. Supervisors provided relevant tools and resources, as well as hosted meetings that were valuable to their staff's day-to-day responsibilities.
- Non-site-based All-Stars staff members (including PSSs, OGMs, and other leadership) also reported feeling supported by their direct supervisors. OGMs shared that their supervisors could better support their teams by changing the frequency of their supervision meetings.
- Program Coordinators (PCs) reported feeling supported most by their OGMs and then by their PSSs.
- Program Leaders rated their PCs as their primary source of support but also agreed that they received support from their OGMs and PSSs.

"My leadership team is very empowering and every day, I am pushed to challenge myself and most importantly, they surround me with comfort and with long-lasting support."
–Staff Survey Response

Staff were given additional space to comment about the leadership support provided by All-Stars. Most All-Stars' staff felt that their supervisors were helpful, accessible, and supportive, which helped them to ensure the ASAS-LA program ran smoothly. However, some staff members reported the need for additional support, improved communication with their supervisors, and more in-person meetings/visits.

Staff were somewhat satisfied with how much they communicated with affiliated school sites; however, these ratings were markedly lower than the previous school year.

Staff were asked to rate their satisfaction with how often they communicated with the school sites they served. Staff also rated their satisfaction with their communication with the school administration at their site; 67.5% of staff were either somewhat or extremely satisfied with this communication. Additionally, when asked how often they met with school leadership/administration, there was a wide

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[6] This Staff Survey Snapshot Report also provides a summary of survey responses about the OGM-PSS partnership, a new initiative for All-Stars this year pairing together OGMs and PSSs.

spread of responses from never (23.6%) to daily (16.8%). Improving staff satisfaction (and possibly frequency) of their school communication may be an important place to focus improvement efforts.

About how often do you typically meet with the school leaders/administration?				
Never	I've met with them only once	I meet with them monthly	I meet with them weekly	I meet with them daily
23.6%	18.2%	22.9%	18.5%	16.8%

As shown in **Figure 24**, staff reported 70-80% agreement across all items related to school communication. Staff agreed that ASAS-LA had support from school administrators (79.7% agreement) and good relationships with their school site (79.7% agreement). During the 23-24 academic year, ratings for these same questions ranged from 84.7-88.2% agreement.

Figure 24. Percent Agreement about School Communication from Staff
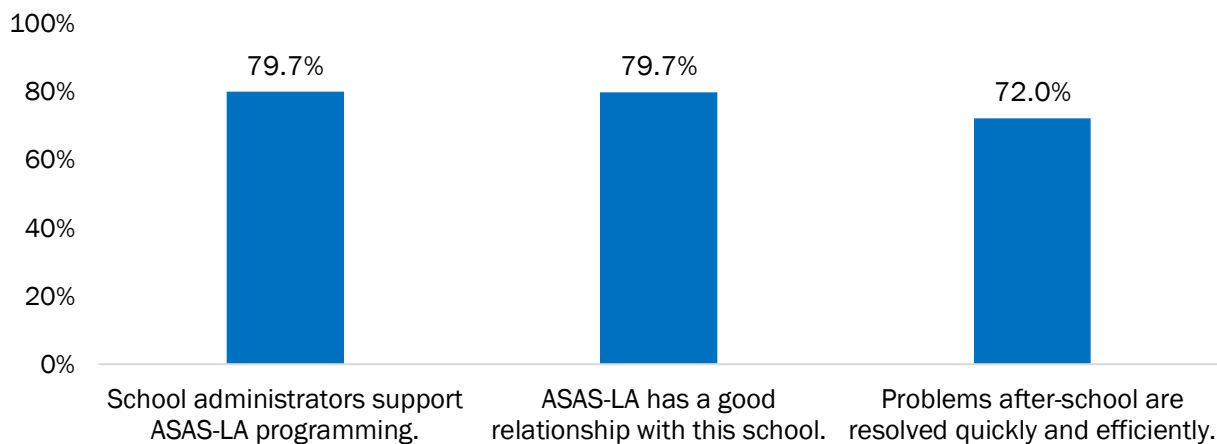
Staff felt that recent organizational transitions and changes to the organizational culture at All-Stars were handled well and improved the overall organizational culture.

Following the recent organizational transitions that took place at All-Stars, All-Stars leadership (including PCs, OGMs, PSSs, and other leaders) were asked to reflect upon their experience with these transitions. Most staff (56.3%) agreed that these transitions were handled extremely well or very well.

In your opinion, how well were these transitions handled by All-Stars?				
Not well at all	Slightly well	Moderately well	Very well	Extremely well
2.6%	8.3%	32.9%	33.3%	22.9%

When given the opportunity to share additional feedback, staff requested clearer communication and transparency about these changes, to be notified of changes in a timely manner, and for changes to be discussed with impacted staff members to allow for their input. Overall, written responses noted

that transitions were handled well: *"Through our change of Region, OGM and PSS, I have felt the support and appreciate the smooth transition."*

Additionally, if All-Star's leaders had worked for the organization for three years or more (*N* = 124 staff members), they were asked to answer questions about changes in the organizational culture. More than half of the staff reported that the organizational culture was better (62.1%) than when they joined. About a quarter of staff felt it was about the same (27.4%) and about 10% reported that it was worse.

How has the organizational culture at All-Stars changed since you joined the organization?				
Much worse	Somewhat worse	About the same	Somewhat better	Much better
1.6%	8.9%	27.4%	26.6%	35.5%

Next, these longer-term staff members were asked to write down any specific changes they observed in the organizational culture this year. Staff shared these themes about the changes:

- <u>**Greater collaboration and support:**</u> *"Being more collaborative and supporting each other more."*
- <u>**Better communication and involvement in decision-making**</u>: *"I appreciate the transparency and feeling included in the creation of new procedures and practices."*

Others shared their wishes for future improvements in the organizational culture:

- <u>**Foster a connected staff community:**</u> *"I would like to have more collaborative in-person meetings within departments and with combined departments so that we could build more community and human to human connections."*
- <u>**Greater support for challenges**</u>: *"We have to adapt to many work conditions such as under staffing. Lack of supplies and lack of situational training. I feel that there can be unrealistic expectations when activity planning. That staff need to be able to "figure it out" and are scrutinized with lack of creativity. When in fact it's not the lack of creativity but lack of resources and program readiness."*

All-Stars staff understood and agreed with the mission/vision and iCARE values identified by the All-Stars organization. They also felt equipped to carry out this mission and exemplify these values.

A new section was added to this year's Staff Survey to assess staff perceptions of their role in achieving the mission and vision of All-Stars and their perceptions of whether they had the resources to exemplify and carry out these guiding values. As displayed in **Figure 25**, over 80% of staff agreed with these new survey items, noting that they understood their role in fulfilling the All-Stars Mission and Vision and agreed with the selection of the iCARE values. In

> <u>All-Stars Mission:</u> *"Educate, Enlighten, and Inspire youth to succeed in school and in life."*
>
> <u>All-Stars Vision:</u> *"All youth will be empowered to reach their full potential."*
>
> <u>iCare Values:</u> *integrity, collaboration, accountability, respect, excellence*

general, staff felt they had the resources to exemplify these values and achieve the mission/vision.

Figure 25. Percent Agreement about All-Stars Values/Mission/Vision from Staff
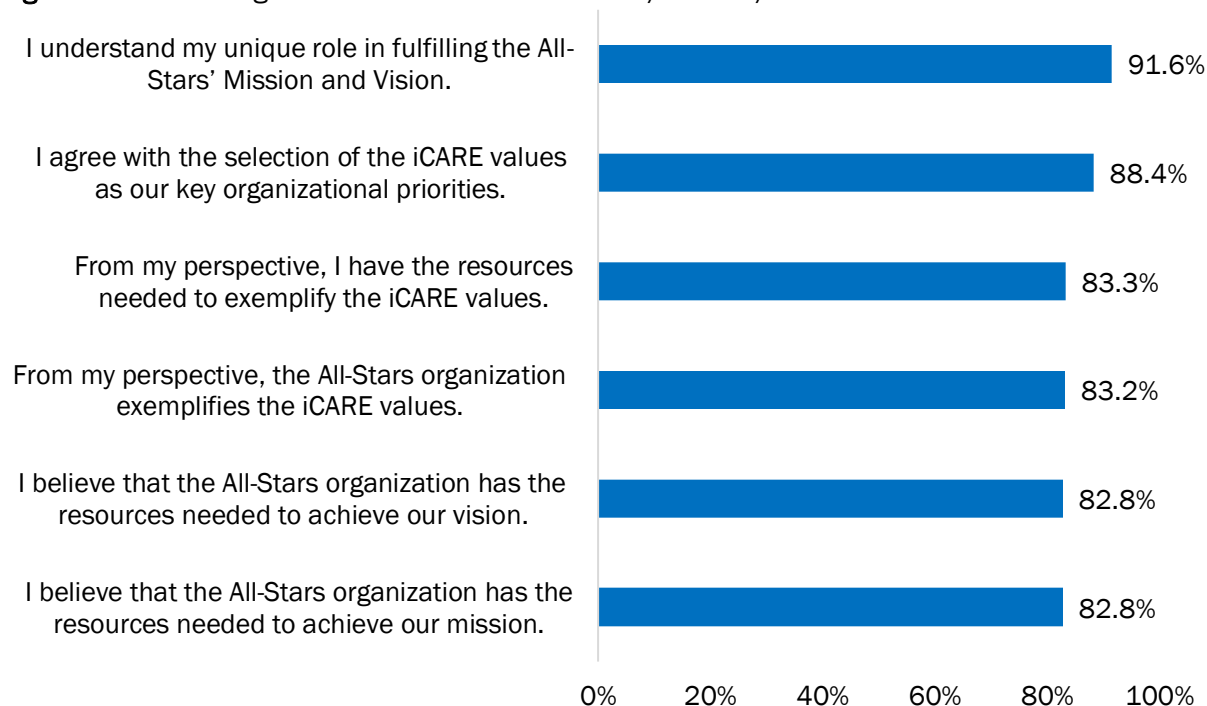
There were no differences in staff's ratings of All-Stars execution of the strategic plan based on the number of years these staff members had been employed by All-Stars, the number of years of experience in after-school programs, their current position at All-Stars, or whether they were All-Stars participants in the past.

In a final summative question, staff were asked how well All-Stars has implemented the ASAS-LA strategic plan so far this program year. Most staff (62.8%) agreed that these transitions were handled extremely well or very well.

How well has All-Stars implemented the ASAS-LA strategic plan so far this program year?				
Not well at all	Slightly well	Moderately well	Very well	Extremely well
3.1%	7.6%	26.5%	41.9%	20.9%

Staff were also given space to share their suggestions for improvement regarding the implementation of the ASAS-LA's strategic plan. There were 100 responses to this question with 37 responses sharing that they did not have any suggestions at this time; notably, seven staff members shared that they did not know about All-Stars strategic plan.

The following themes in staff suggestions about how to improve the implementation of the strategic plan were identified across responses:

- Ongoing trainings and community building (12 responses)
- Offering more funding for programs and improving staff pay (8 responses)
- Consistent communication and access to the plan/documents (7 responses)
- Hiring more qualified staff (6 responses)
- Ensuring accountability to this plan across staff and youth (6 responses)
- Bolstering the club activities offered to youth (6 responses)
- Improved collaboration with schools to implement the plan (4 responses)
- Sharing progress updates with the staff in relation to this plan (3 responses)

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, built a structure of support via those in leadership/supervisory roles, and they appreciated the communication and thoughtfulness exemplified by recent leadership transitions and the efforts to promote All-Stars' strategic plan. All-Stars should continue to support their staff to uphold these positive staff perceptions, so that staff needs are met, and youth participants feel valued and cared for by All-Stars staff.

CHAPTER 5: YOUTH OUTCOMES

Student Surveys were administered twice during the academic year (Fall 2024 and Spring 2025) to explore youth needs, experiences, and outcomes for program quality improvement. Item-level findings from Fall 2024 were summarized in the Fall Student Survey Snapshot (delivered in May of 2025) and findings from Spring 2025 are summarized below. Refer to **Appendix B** for Yearly Trends in youth outcomes since the 20-21 academic year. 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 2025. The following outcomes measured by several items were explored on the surveys, which are summarized in the graphic below.

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

This chapter aims to answer the following questions:
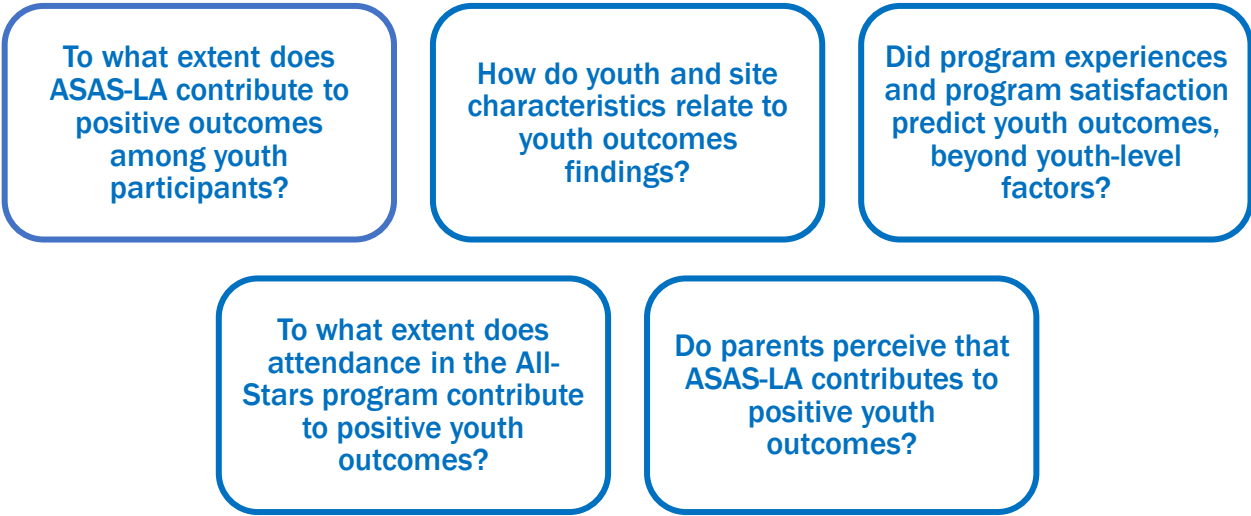
To what extent does ASAS-LA contribute to positive outcomes among youth participants?

How do youth and site characteristics relate to youth outcomes findings?

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

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

Do parents perceive that ASAS-LA contributes to positive youth outcomes?

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

Across ASAS-LA sites, youth positively rated their outcomes in Academic Readiness, STEM, Career Exploration, and Wellness domains.

Across school levels, when youth were asked whether they agree or disagree with statements related to their academic readiness, STEM, and Career Exploration, they responded positively. As **Figure 26** demonstrates, average self-reported youth ratings across these indicators were between 3.00 and 4.00 on a 5-point scale (1 = *Strongly Disagree* to 5 = *Strongly Agree*). Across all outcomes, high school youth reported the highest levels of agreement of positive outcomes. Goal orientation and career pathway confidence were the most highly rated outcomes for all survey participants. More details about the individual survey items are described by school level in the following sections.

Figure 26. Average Youth Academic Outcomes by School Level *[1 = Strongly Disagree to 5 = Strongly Agree]*
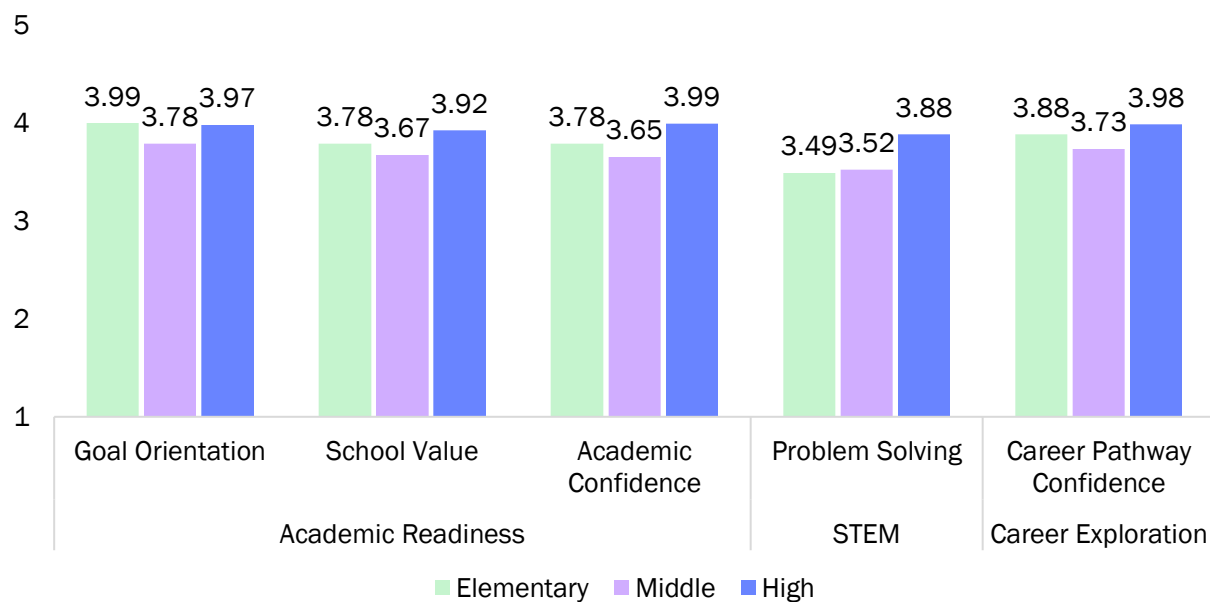
Similarly, when ASAS-LA youth were asked about their overall wellness, youth responded with high levels of agreement. As **Figure 27** shows, youth averaged between 3.0 and 4.0 across all measures of wellness. This means that, on average, youth were more often agreeing with the statements about their wellness than disagreeing. High school youth had the highest average rating for all wellness measures except for social support, where elementary youth had the highest average rating. Across all grade levels, the most highly rated wellness outcome was growth mindset. Additional details about wellness will also be described in more depth throughout this chapter.

Figure 27. Average Youth Wellness Outcomes by School Level *[1 = Strongly Disagree to 5 = Strongly Agree]*
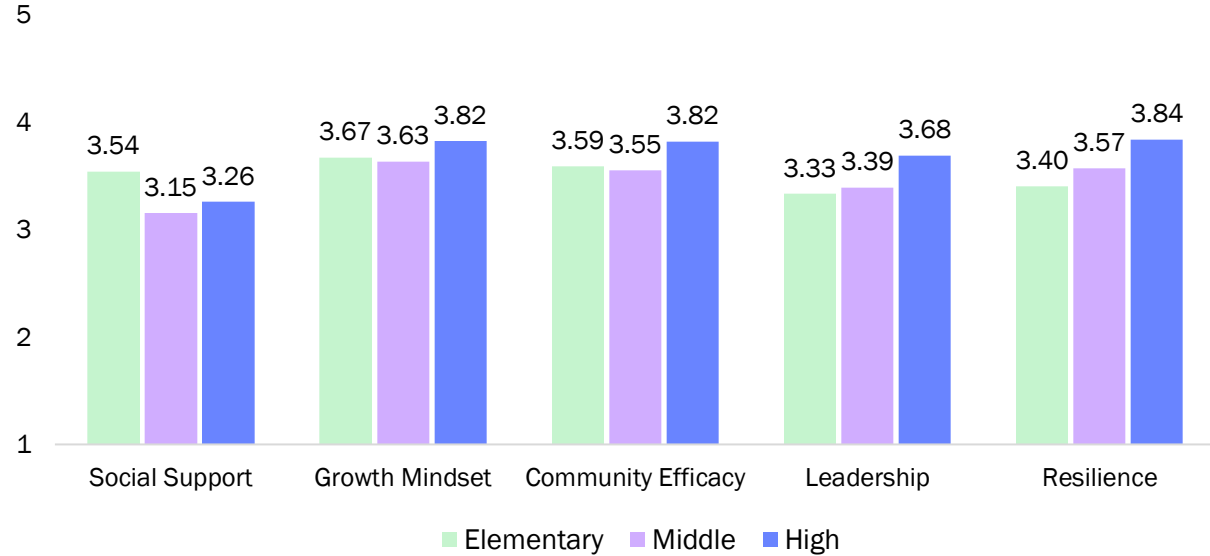
Elementary School Findings

Academic Readiness, STEM, & Career Exploration

In the Spring of 2025, 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 their confidence in their career pathways (64.2% agreement) and their goal orientation (68.8% agreement) (see **Figure 28**). Relatively fewer youth reported agreement with questions about their problem-solving abilities. Although elementary school 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 28. Percent Agreement from Elementary School Youth: Academic Readiness + STEM + Career Exploration

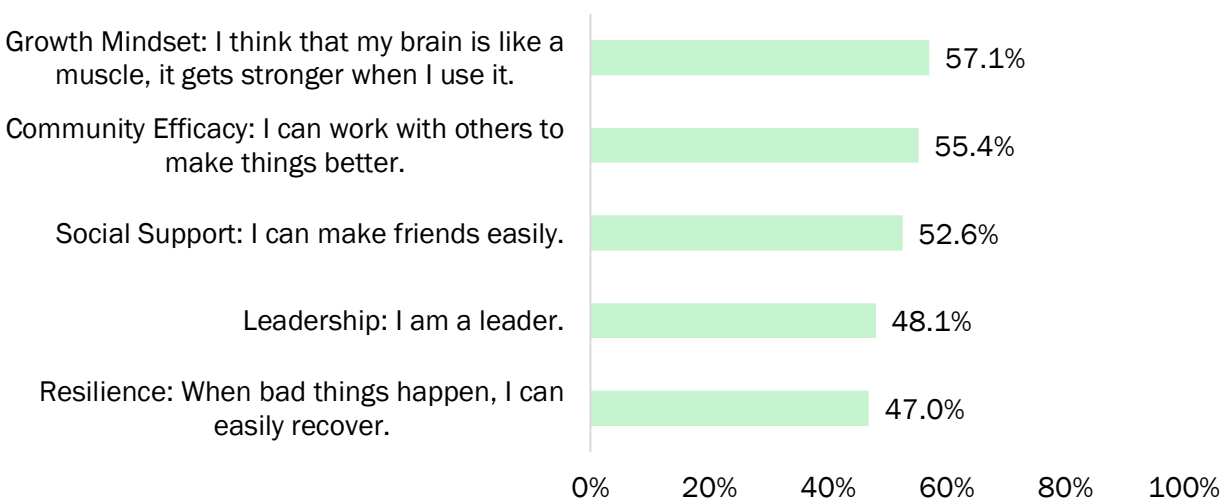|	
Goal Orientation: I have goals in my life.	68.8%
Career Pathways: I have ideas about what I want to be when I grow up.	64.2%
Academic Confidence: Even if the work in class is hard, I can learn it.	62.5%
School Value: School is important to me.	61.7%
Problem Solving: When I have a problem, I make good choices about what to do.	57.9%
Problem Solving: When I have a problem, I look for the things that might be causing it.	45.2%

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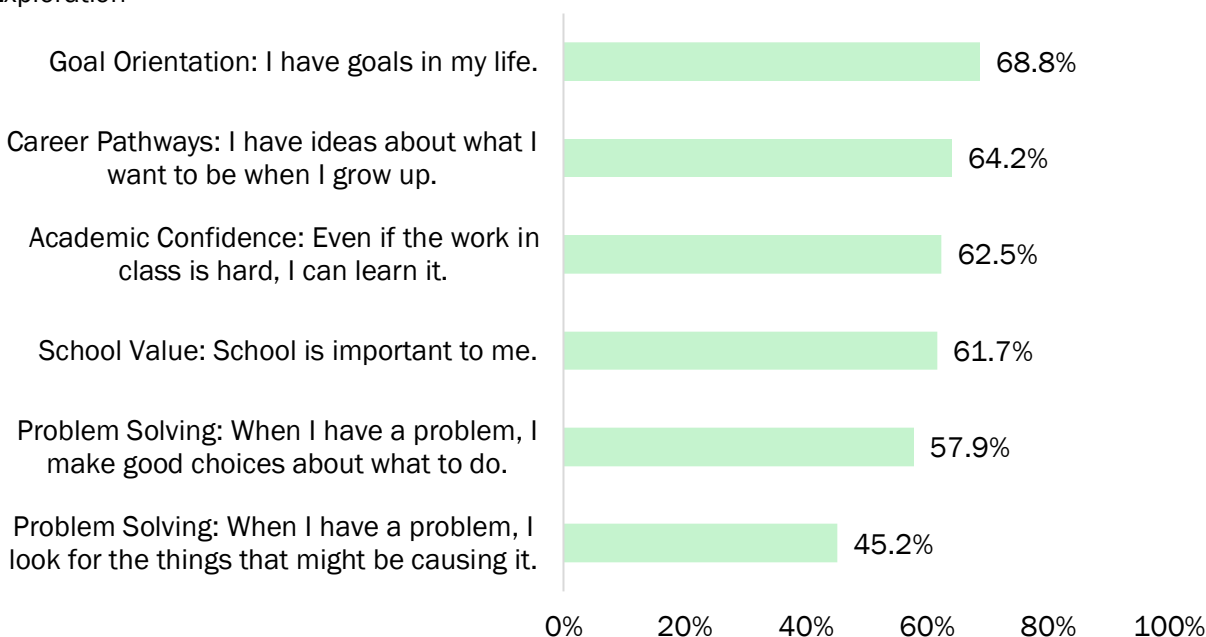
Wellness

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 29**, youth reported the highest levels of agreement about growth mindset (57.1% agreement) and community efficacy (55.4% agreement). Youth reported lower levels of agreement about their leadership and resilience. Across the board, all measurements of wellness among elementary school youth decreased from last year. Programs should direct more resources toward ensuring the overall wellness of elementary school youth.

Figure 29. Percent Agreement from Elementary School Youth: Wellness

Growth Mindset: I think that my brain is like a muscle, it gets stronger when I use it.	57.1%
Community Efficacy: I can work with others to make things better.	55.4%
Social Support: I can make friends easily.	52.6%
Leadership: I am a leader.	48.1%
Resilience: When bad things happen, I can easily recover.	47.0%

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

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 school youth to the survey items are highlighted in **Table 15** 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. Most often, youth consistently responded "sometimes" to every question asked.

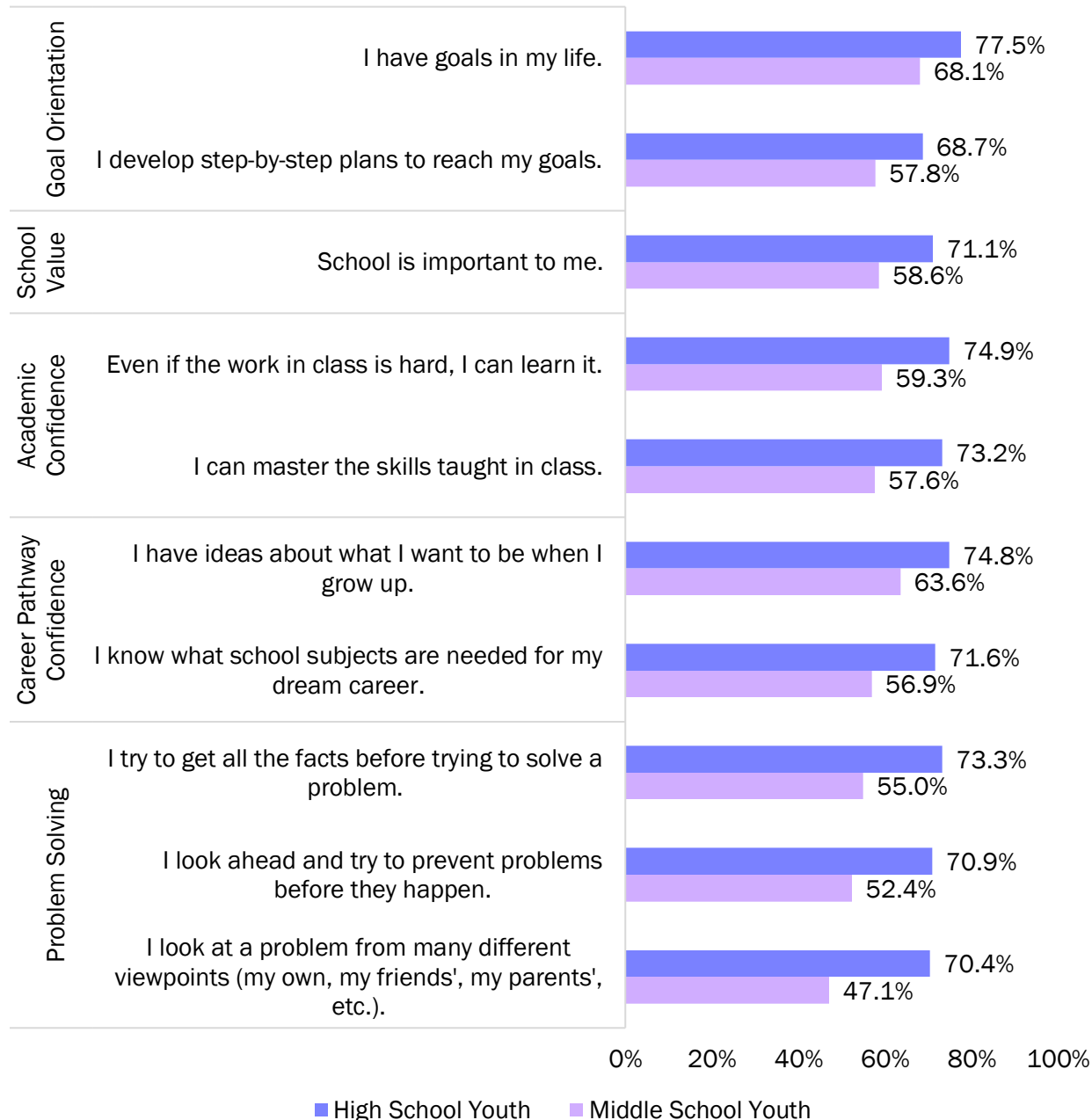Table 15. Frequency + Mean Responses from Elementary School Youth: Emotion Management

	ES (*N* = 306)					Average
How often are you able to pull yourself out of a bad mood?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.11
	14.1%	13.7%	36.6%	18.6%	17.0%	
When everybody around you gets angry, how relaxed can you stay?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.20
	10.5%	16.0%	32.0%	25.8%	15.7%	
How often are you able to control your emotions when you need to?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.35
	10.9%	13.6%	28.5%	23.8%	23.2%	
Once you get upset, how often can you get yourself to relax?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.33
	7.5%	13.8%	37.0%	21.3%	20.3%	
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	3.25
	9.5%	13.8%	30.9%	29.6%	14.1%	

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 youth outcomes, compared to their high school counterparts, as shown in **Figure 30**.

Figure 30. Percent Agreement for Middle and High School Youth: Academic Readiness, STEM, & Career Exploration

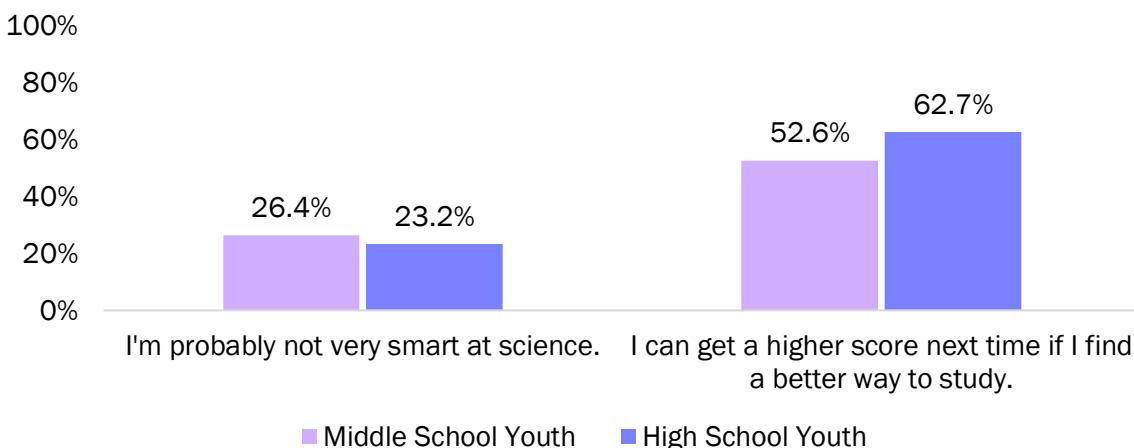|		High School Youth	Middle School Youth
Goal Orientation	I have goals in my life.	77.5%	68.1%
	I develop step-by-step plans to reach my goals.	68.7%	57.8%
School Value	School is important to me.	71.1%	58.6%
Academic Confidence	Even if the work in class is hard, I can learn it.	74.9%	59.3%
	I can master the skills taught in class.	73.2%	57.6%
Career Pathway Confidence	I have ideas about what I want to be when I grow up.	74.8%	63.6%
	I know what school subjects are needed for my dream career.	71.6%	56.9%
Problem Solving	I try to get all the facts before trying to solve a problem.	73.3%	55.0%
	I look ahead and try to prevent problems before they happen.	70.9%	52.4%
	I look at a problem from many different viewpoints (my own, my friends', my parents', etc.).	70.4%	47.1%

■ High School Youth   ■ Middle School Youth

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 31***)*. 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 supporting their community. 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 31. Percent Agreement for Middle and High School Youth: Wellness
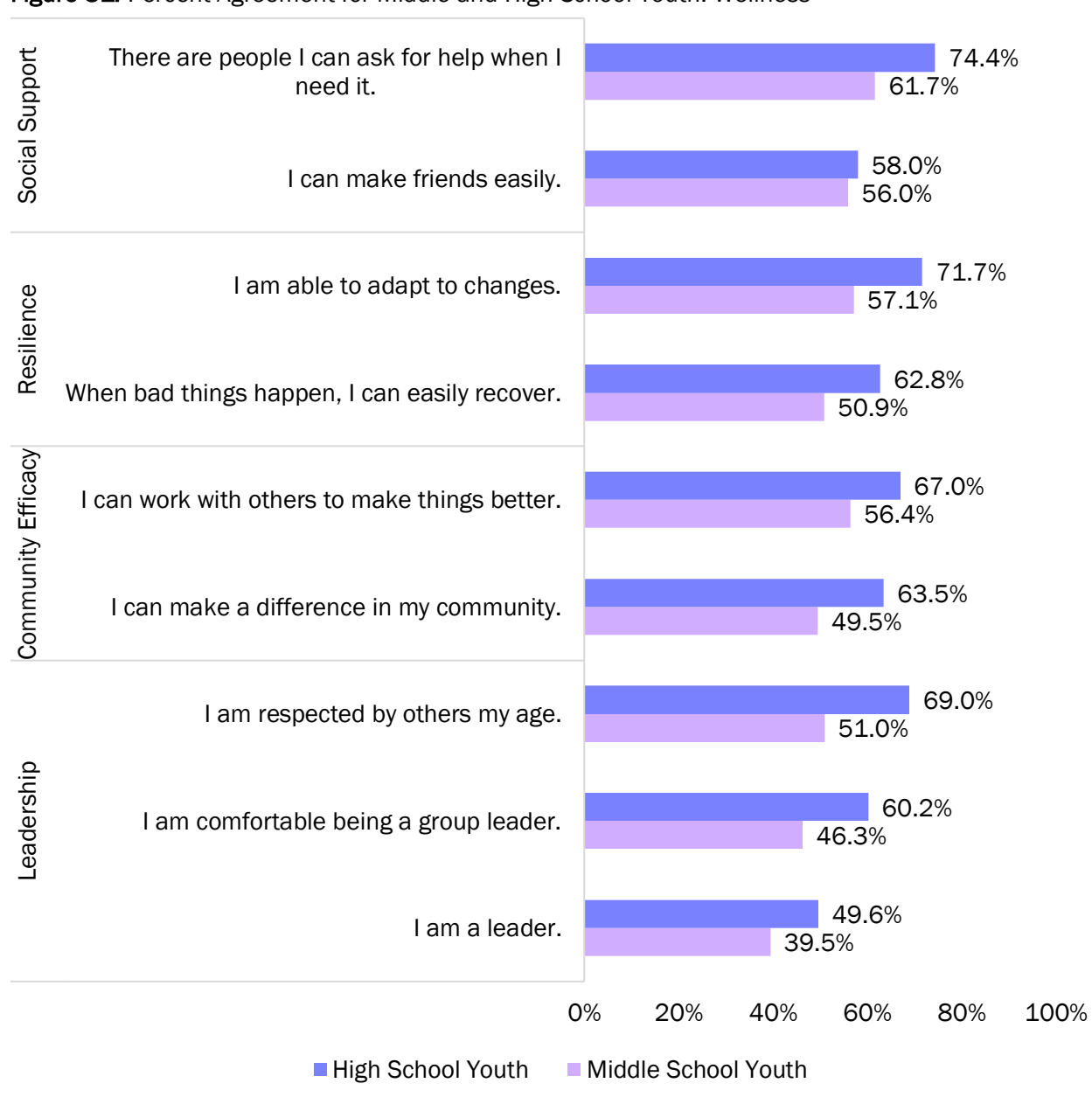
Middle and high school youth also responded to two items about growth mindset on a 5-point scale (*1 = Not at all likely to 5 = Extremely likely*). In a scenario aimed at understanding youth levels of growth mindset, youth were asked to react to receiving a bad grade on a science assignment. Over 50% of middle and high school youth responded that they believed that they could get a higher score on a science assignment after a bad grade if they find a better way to study (see **Figure 32**), thereby demonstrating a growth mindset. Fewer youth demonstrated a fixed mindset by suggesting their bad grade was a result of their intelligence, rather than their effort.

Figure 32. 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 16** and **Table 17** for responses from middle and high school youth, respectively. Similar to 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 16. Frequency + Average Responses from Middle School Youth: Emotion Management

	MS (*N* = 876)					Mean
When you are feeling pressured, how easily can you stay in control?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.21
	10.7%	11.8%	36.4%	27.7%	13.4%	
How often are you able to pull yourself out of a bad mood?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.19
	8.5%	16.3%	36.6%	25.3%	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	3.23
	8.8%	15.1%	35.4%	26.2%	14.6%	
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	3.36
	7.3%	13.8%	32.5%	28.5%	17.9%	
Once you get upset, how often can you get yourself to relax?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.33
	6.8%	14.4%	35.9%	24.4%	18.5%	
When things go wrong for you, how calm are you able to stay?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.28
	8.2%	15.1%	33.7%	26.6%	16.4%	

Table 17. Frequency + Average Responses from High School Youth: Emotion Management

	HS (*N* = 272)					Mean
When you are feeling pressured, how easily can you stay in control?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.46
	5.9&	8.8%	37.1%	29.8%	18.4%	
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
	5.2%	10.4%	32.6%	30.7%	21.1%	
When everybody around you gets angry, how relaxed can you stay?	% Not calm at all	% Slightly calm	% Somewhat calm	% Quite calm	% Extremely calm	3.58
	4.0%	10.3%	31.3%	32.0%	22.4%	
How often are you able to control your emotions when you need to?	% Almost Never	% Once in a while	% Sometimes	% Frequently	% Almost Always	3.71
	2.6%	6.6%	32.4%	34.6%	23.9%	
Once you get upset, how often can you get yourself to relax?	% Not relaxed at all	% Slightly relaxed	% Somewhat relaxed	% Quite relaxed	% Extremely relaxed	3.62
	2.9%	8.8%	33.5%	33.1%	21.7%	
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
	3.0%	7.4%	35.4%	31.4%	22.9%	

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

Across all school levels, analyses were conducted to determine how youth characteristics related to youth outcomes. Specifically, the present evaluation considered how participants' reason for joining (internal versus external reasons) and gender (male versus female) may have affected their self-reported outcomes in Spring 2025. It is important to note that there was a smaller sample size of elementary school youth who completed youth outcome items compared to the rest of the survey.[7]

Elementary School Findings

Elementary school youth who joined for internal reasons reported higher levels of youth outcomes.

There were significant differences in youth outcomes among elementary school youth based on their reason for joining. Compared to elementary school youth who joined for external reasons, youth who selected internal reasons for joining ASAS-LA reported higher scores in problem solving, goal

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[7] All elementary school youth who completed the paper version of the youth survey (*N* = 153) did not complete the youth outcomes items. The available youth outcomes data reflect only elementary school youth who completed the electronic version of the youth survey (*N* = 316).

orientation, school value, career pathway confidence, growth mindset, and community efficacy (**Figure 33**).[8]

Figure 33. Average Spring 2025 Ratings Youth Outcomes for Elementary School Youth by Reason for Joining *[1 = Strongly Disagree to 5 = Strongly Agree]*
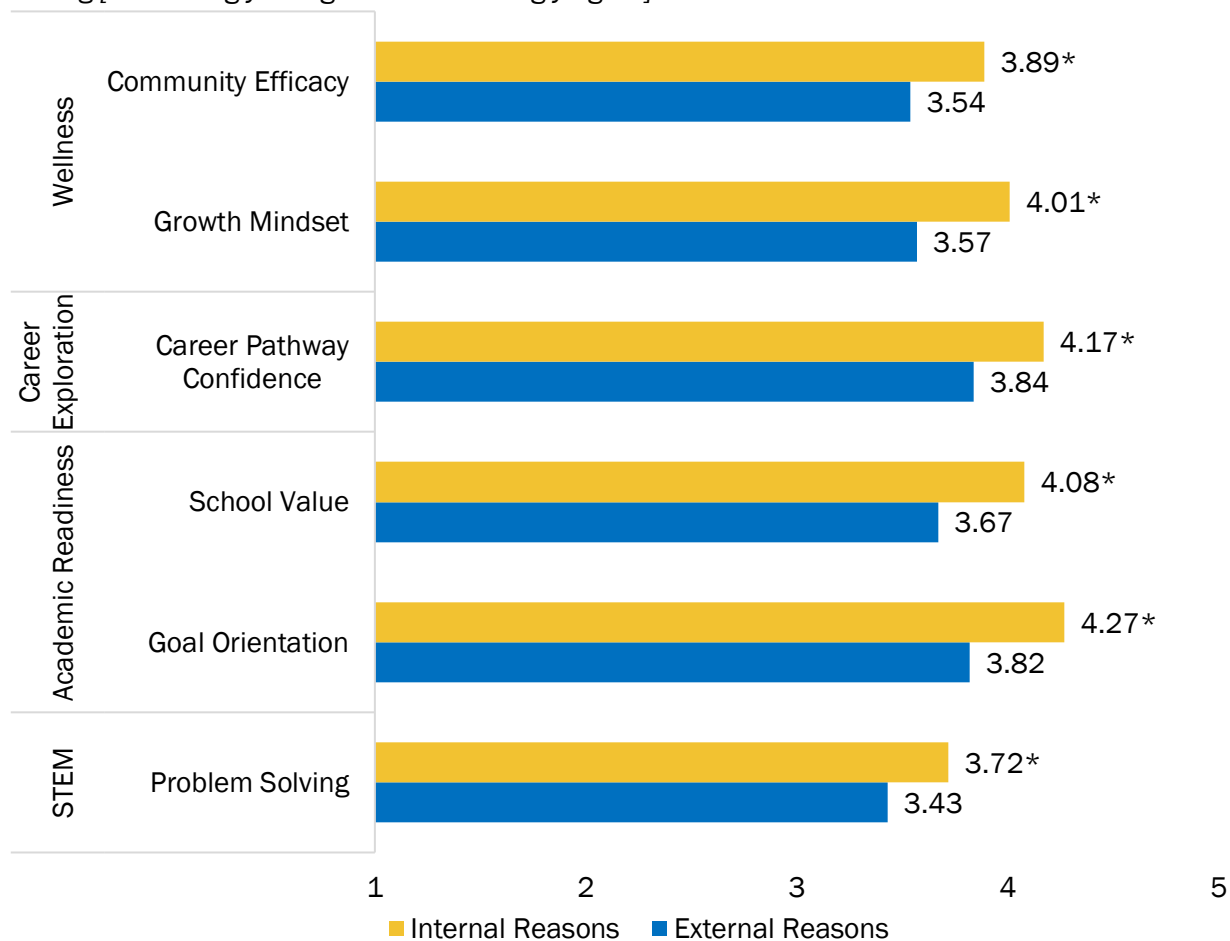
Note. Bars in Figure 33 with stars (*) represent differences that were statistically significant.

Youth who identified as girls reported higher levels of goal orientation and career pathway confidence than youth who identified as boys.

Looking at differences by gender, most of the youth outcomes were rated similarly by boys and girls. However, as shown in **Figure 34**, elementary school girls reported higher levels of goal orientation and career pathway confidence when compared to elementary school boys.[9]

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[8] Problem Solving: $t(218) = 2.27$, $p = .02$, $d = .31$
Goal Orientation: $t(214) = 2.90$, $p < .01$, $d = .40$
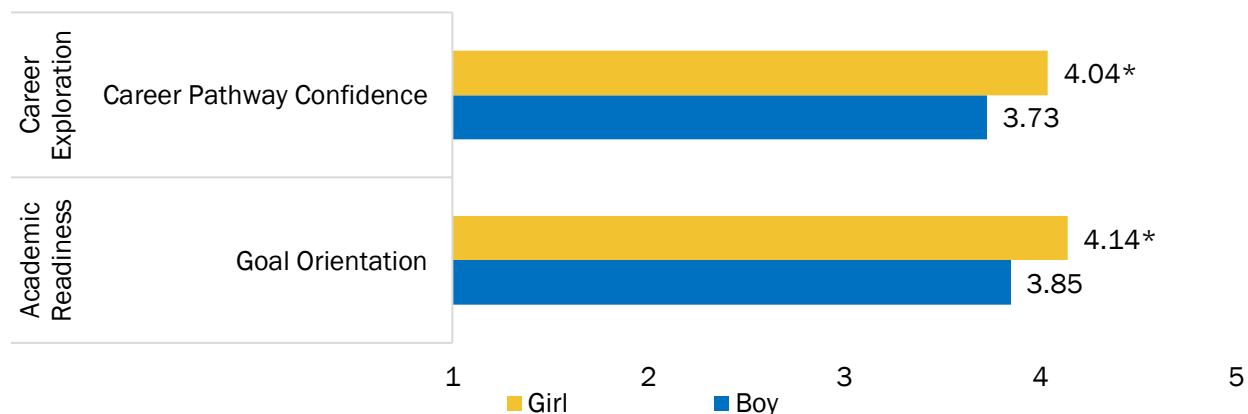School Value: $t(215) = 2.46$, $p = .01$, $d = .34$
Career Pathway Confidence: $t(213) = 2.15$, $p = .03$, $d = .30$
Growth Mindset: $t(220) = 2.93$, $p < .01$, $d = .40$
Community Efficacy: $t(217) = 2.51$, $p = .01$, $d = .34$
[9] Goal Orientation: $t(250.07) = 2.01$, $p = .046$, $d = .24$

Figure 34. Average Spring 2025 Ratings Youth Outcomes for Elementary School Youth by Gender *[1 = Strongly Disagree to 5 = Strongly Agree]*

Note. Bars in Figure 34 with stars (*) represent differences that were statistically significant.

Middle & High School Findings

Middle school youth who joined the program for internal reasons had better outcomes than youth who joined for external reasons.

Middle school youth rated several outcomes more highly if they joined the All-Stars program for internal reasons (e.g., I joined because I enjoy All-Stars) than if they joined for external reasons (e.g., my parents wanted me to attend), including goal orientation, school value, academic confidence, career pathway confidence, social support, community efficacy, leadership, and resilience (**Figure 35**).[10] However, high school youth reported similar ratings of youth outcomes when comparing those who joined for internal reasons and those who joined for external reasons. There were no statistically significant differences found in youth outcomes based on high school youth's reason for joining the program.

Career Pathway Confidence: $t(249.04) = 2.16$, $p = .03$, $d = .26$
[10] Goal Orientation: $t(699.48) = 4.08$, $p < .001$, $d = .30$
School Value: $t(780) = 2.46$, $p = .01$, $d = .18$
Academic Confidence: $t(783) = 3.36$, $p < .001$, $d = .24$
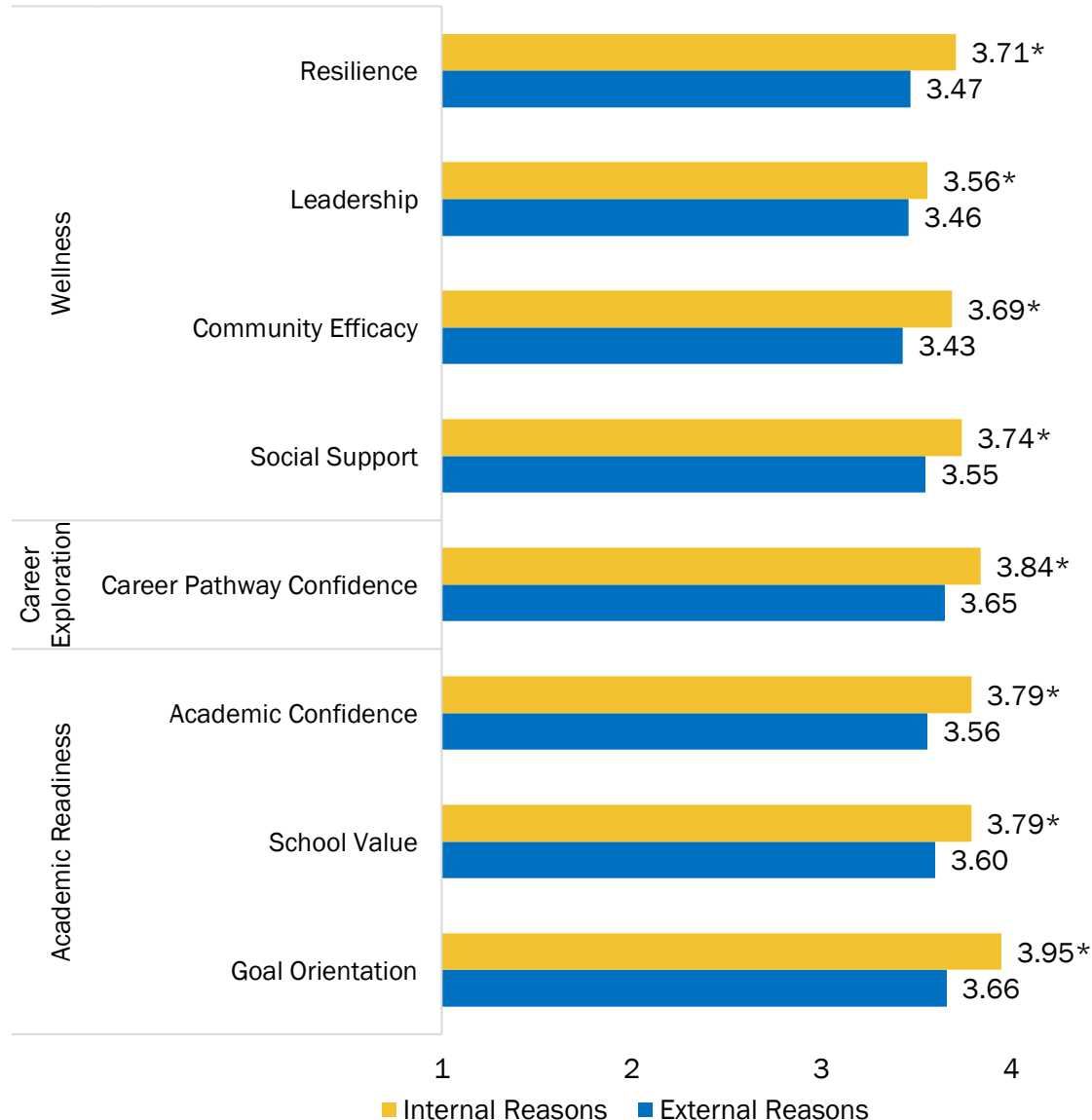Career Pathway Confidence: $t(780) = 2.73$, $p < .01$, $d = .20$
Social Support: $t(780) = 2.86$, $p < .01$, $d = .21$
Community Efficacy: $t(781) = 3.70$, $p < .001$, $d = .27$
Leadership: $t(781) = 4.34$, $p < .001$, $d = .32$
Resilience: $t(780) = 3.33$, $p < .001$, $d = .24$

Figure 35. Average Spring 2025 Ratings for Youth Outcomes for Middle School Youth by Reason for Joining *[1 = Strongly Disagree to 5 = Strongly Agree]*

Note. Bars in Figure 35 with stars (*) represent differences that were statistically significant.

Analyses of youth outcomes based on gender revealed that there were no significant relationships between youth outcomes and gender among middle and high school youth.

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

One evaluation priority was to explore how program experiences (e.g., youth-staff relationships, community at All-Stars, positive peer relationships, 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 youth characteristics (e.g., gender, reason for joining) as control variables.

Elementary School Findings

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

Although most of the youth outcomes were not related to program experiences for elementary school youth, program satisfaction and positive peer relationships were predictive of higher ratings in all outcomes (**Table 18**; green highlighted cells indicate statistically significant results for elementary school youth). Additionally, experiencing positive emotions significantly predicted higher ratings of problem solving. These positive relationships suggest that the more satisfied youth are with their program experiences and the more highly they rated their satisfaction and their peer relationships, the higher they also rated their outcomes. Moreover, elementary school youth who experienced more positive emotions also reported higher levels of problem solving.

Table 18. Beta-Weights for Significant Predictors of Youth Outcomes for Elementary School Youth[11]

Youth Outcomes		Program Experiences					Program Satisfaction
		Youth-Staff Relationships	Community at All-Stars	Positive Peer Relationships	Positive Emotions	Negative Emotions	
Academic Readiness	Goal Orientation			☑ .511***			☑ .357**
	School Value			☑ .504***			☑ .438***
	Academic Confidence			☑ .562***			☑ .537***
STEM	Problem Solving			☑ .603***	☑ .211**		☑ .341***
Career Explor.	Career Pathway Confidence			☑ .392***			☑ .255*
Wellness	Social Support			☑ .506***			☑ .460***
	Growth Mindset			☑ .535***			☑ .307**

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[11] *Note. * $p < .05$, ** $p < .01$, *** $p < .001$*

	Community Efficacy			☑ .606***			☑ .342***
	Leadership			☑ .416***			☑ .248**
	Resilience			☑ .485***			☑ .448***

Middle & High School Findings

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

Like the elementary school youth, we explored how program experiences (e.g., youth-staff relationships, community at All-Stars, positive peer relationships, positive emotions, and negative emotions) and program satisfaction related to youth outcomes in the Spring for middle and high school youth. Indeed, many of the program experiences were statistically significant predictors of the youth outcomes of interest for middle and high school youth (as shown in Table 19; purple highlighted cells indicate statistically significant results for middle school youth; blue highlighted cells indicate statistically significant results for high school youth). Above and beyond the youth characteristics, the sense of community at All-Stars, their reports of positive emotions during the program, positive peer relationships, and program satisfaction were predictive of almost all the youth outcomes explored for middle school youth. These positive relationships suggest that the more a young person felt that there was a sense of community in the program, the more they experienced positive emotions in the program, the more positively they felt about their peer relationships in the program, and the more they enjoyed the program, the higher they also rated their outcomes.

Middle school youth also reported higher youth outcomes when they experienced fewer negative emotions in the program. Additionally, youth-staff relationships predicted a few of the youth outcomes, although the relationships were less consistent. High school youth reported higher ratings of their growth mindset when they felt more positive and negative emotions, as well as higher ratings of leadership when they experienced more position emotions in the program. It is critical to note that we would typically expect negative emotions and any of the youth outcomes to display a negative relationship. However, we see from the positive beta-weight for high school youth that negative emotions positively predicted growth mindset, which is contrary to our expectations. Therefore, this unique finding should be carefully considered. Taken together, it is positive that having better experiences in the All-Stars program is related to higher levels of youth outcomes for middle school, and in some cases, high school youth.

Table 19. Beta-Weights for Significant Predictors of Youth Outcomes for Middle & High School Youth[12]

Youth Outcomes		Program Experiences							Program Satisfaction
		Youth-Staff Relationships	Community at All-Stars	Positive Peer Relationships		Positive Emotions		Negative Emotions	
Academic Readiness	Goal Orientation		☑ .173**	☑ .406***	☑ .205**	☑ .181***		☑ -.145**	☑ .139*
Academic Readiness	School Value			☑ .333***	☑ .246***	☑ .181**		☑ -.114**	☑ .124*
Academic Readiness	Academic Confidence			☑ .456***	☑ .278***	☑ .209***		☑ -.113**	☑ .198***
STEM	Problem Solving		☑ .135*	☑ .472***	☑ .373***	☑ .211***		☑ -.106**	☑ .224***
Career Exploration	Career Pathway Confidence		☑ .145*	☑ .389***	☑ .228***	☑ .167**		☑ -.099**	
Wellness	Social Support		☑ .160**	☑ .171***		☑ .247***		☑ -.112**	☑ .161**
Wellness	Growth Mindset			☑ .497***	☑ .149*	☑ .192*		☑ .191**	
Wellness	Community Efficacy	☑ .148*	☑ .193**	☑ .500***	☑ .231***	☑ .245***			☑ .242***
Wellness	Leadership	☑ -.210**	☑ .250***	☑ .467***	☑ .260***	☑ .238***	☑ .239**		☑ .190***
Wellness	Resilience	☑ .144*	☑ .221***	☑ .421***	☑ .219***	☑ .199***		☑ -.138**	☑ .112*

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 2025 was merged with attendance data (*Elementary n = 427, Middle School n = 832, High School n =* 315). 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 was 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 2025 Student Survey (e.g., 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. Additionally, as noted in Chapter 3, we also know that the sample of youth who completed the Student Survey were high-attending youth, so their responses may not represent the full sample of youth participants in All-Stars. We found that youth in elementary, middle, and high school who completed the Spring Student Survey attended an average of about 60 more days than the complete sample of youth who had All-Stars attendance this year (ES = 56.1 more days, MS = 67.0 more days, HS = 60.9 more days, on average).

Do parents perceive that ASAS-LA contributes to positive youth outcomes?

Parents agreed that participation in All-Stars led to a number of positive outcomes for their child(ren), including greater self-confidence and higher self-esteem.

Looking at parents' perspectives on youth outcomes, parents reported high levels of agreement that their child(ren) benefited from attending the All-Stars program. As shown in **Figure 36**, parents reported the highest agreement that their child has greater self-confidence and self-esteem after attending All-Stars. Parents reported slightly lower agreement that their child has fewer problem behaviors, but even on this item agreement was close to 80%, suggesting that parents have seen positive outcomes overall in their children after participating in the All-Stars program.

Figure 36. Parent/Caregiver Percent Agreement about Perceptions of Youth Outcomes

My child...

Has greater self-confidence.	86.4%
Has higher self-esteem.	85.2%
Is improving academically.	83.1%
Has fewer problem behaviors.	78.2%
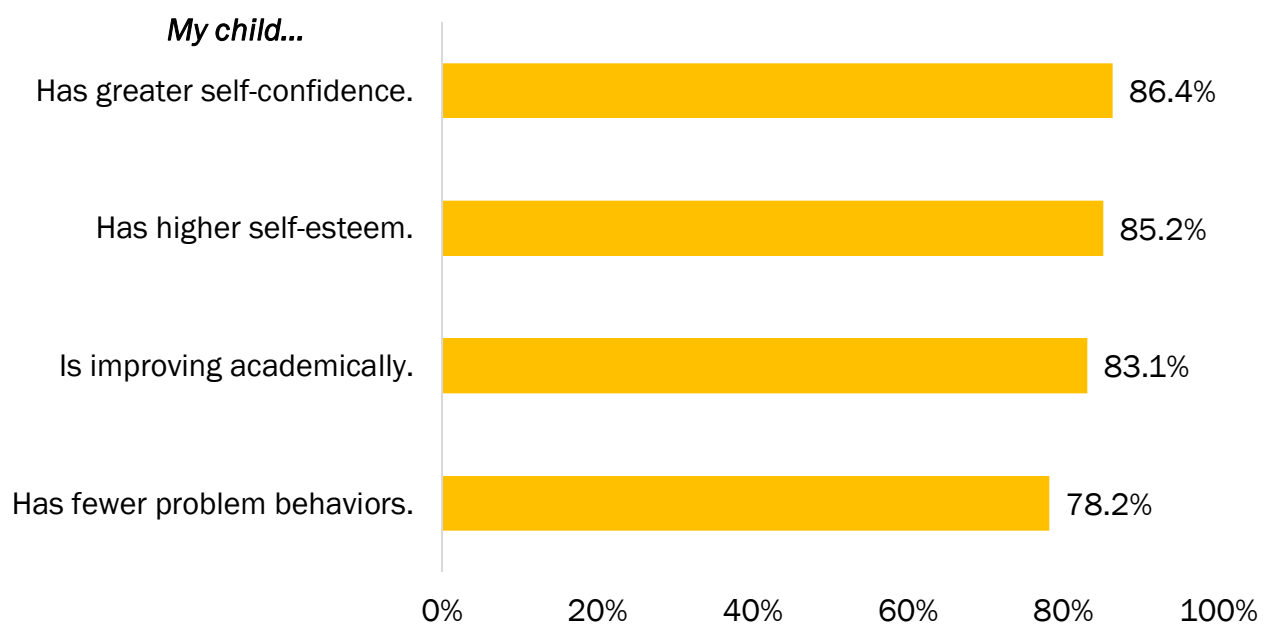
CHAPTER 6: PROGRAM SATISFACTION & CQI

As discussed throughout this evaluation report, All-Stars has implemented high-quality programming where youth had positive experiences, were motivated to attend, and built 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:
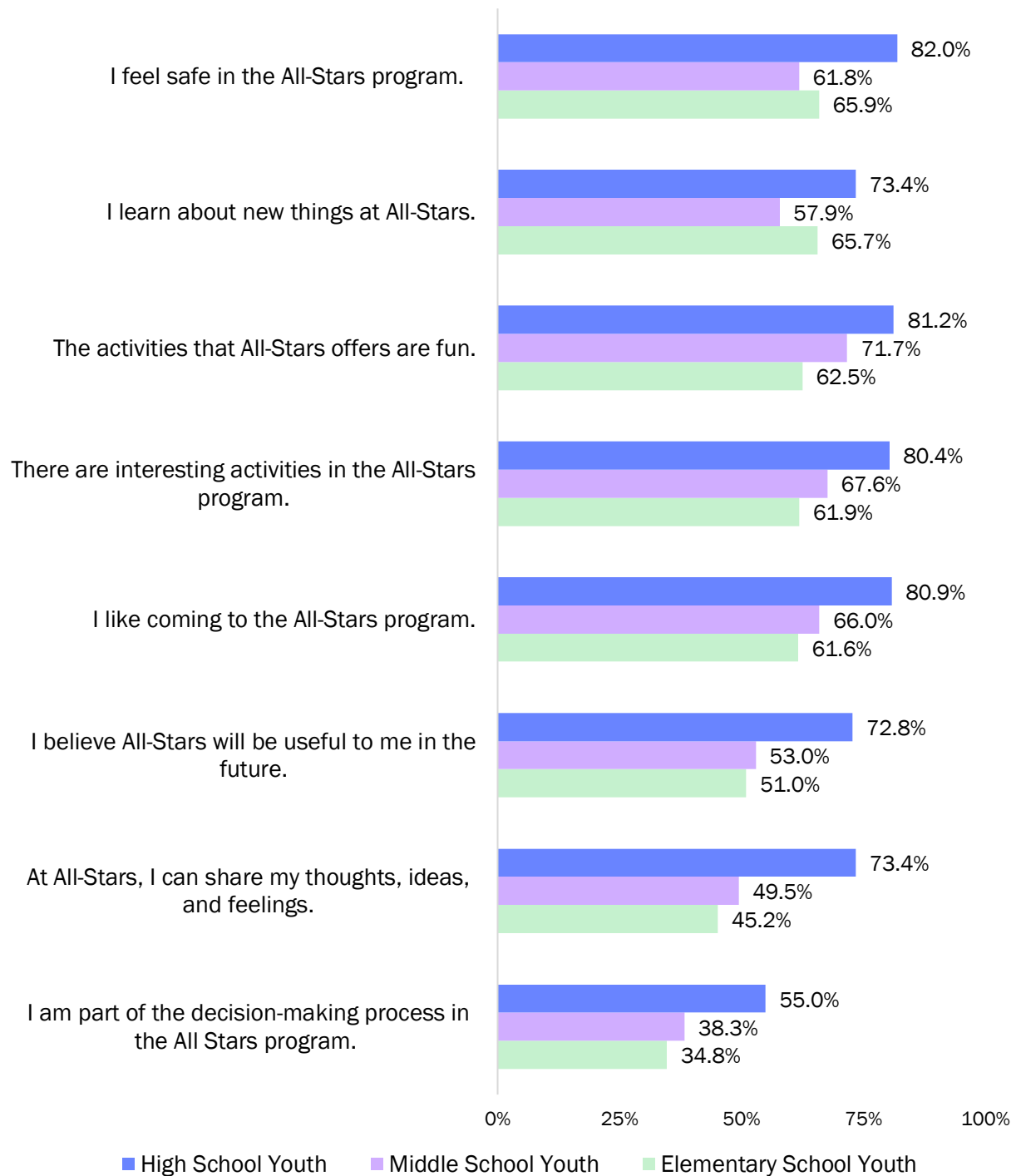
How satisfied are youth participants with All-Stars?

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)?
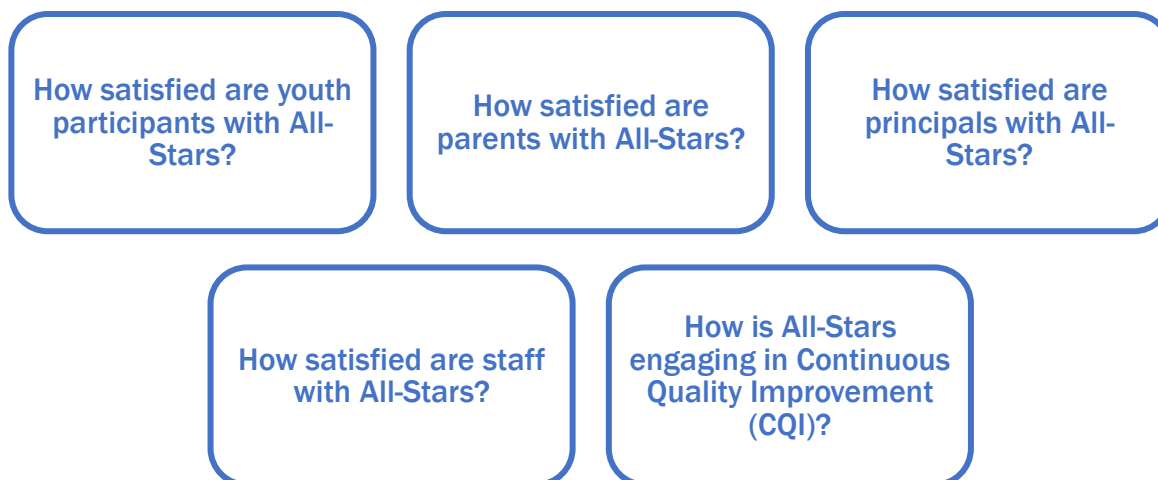
How satisfied are youth participants with All-Stars?

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

In the Spring of 2025, 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*). Overall, youth participants reported high levels of program satisfaction. As shown in **Figure 37**, youth agreed that they felt safe in All-Stars, learned new things, and participated in fun activities. 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 37. Percent Agreement: Youth Program Satisfaction in Spring 2025

I feel safe in the All-Stars program.
- 82.0%
- 61.8%
- 65.9%

I learn about new things at All-Stars.
- 73.4%
- 57.9%
- 65.7%

The activities that All-Stars offers are fun.
- 81.2%
- 71.7%
- 62.5%

There are interesting activities in the All-Stars program.
- 80.4%
- 67.6%
- 61.9%

I like coming to the All-Stars program.
- 80.9%
- 66.0%
- 61.6%

I believe All-Stars will be useful to me in the future.
- 72.8%
- 53.0%
- 51.0%

At All-Stars, I can share my thoughts, ideas, and feelings.
- 73.4%
- 49.5%
- 45.2%

I am part of the decision-making process in the All Stars program.
- 55.0%
- 38.3%
- 34.8%

0%   25%   50%   75%   100%

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

Youth were also asked to share ideas about new programs or activities they would like to see added to their All-Stars program if they could wave a magic wand. As shown in **Table 20** below, youth would like to add additional variety in their sports and arts programs, field trips, and specialized club activities (e.g., cooking, STEM, and beauty).

Table 20. Programs and Activities Requested by All-Stars Participants

Theme	Example Activities/Programs/Clubs		
	High School Youth (N = 283)	Middle School Youth (N = 830)	Elementary School Youth (N = 398)
Sports/Athletics	66 responses • Yoga • Tennis • Gym/ Weight Room	212 responses • Boxing • Swimming • Softball	115 responses • Baseball • Volleyball • Soccer
Field Trips & Special Events	16 responses • Spirit Week • Field Trips	78 responses • Field Trips	25 responses • Themed days • Tournaments
Games & Gaming	11 responses • Gaming	53 responses • Roblox; Nintendo	41 responses • Board/Video games
Cooking & Baking	14 responses	51 responses	46 responses • Nutrition
Beauty (e.g. Clothing/ Hair Design)	9 responses • Cosmetics • Hair Stylist	47 responses • Nails • Cosmetology	10 responses • Fashion • Nails & Hair
Arts & Crafts	16 responses • Graphic Design • Pottery	45 responses • Scrapbooking • Sewing	32 responses • Beading • Origami
STEM Activities	12 responses • Robotics • Environment	39 responses	25 responses • Coding • Technology
Other	29 responses • Hiking • Finance • Photography	32 responses • Anime • Self-Defense	40 responses • Water Games
Cheer/Dance/ Gymnastics	8 responses • Dance • Majorette Team	30 responses • Folklorico • Dance	25 responses • Gymnastics • Hip Hop
Music/Singing	10 responses • Music • Orchestra/Band	25 responses • Music • Band	17 responses • Karaoke • Instruments
Theater/Drama	9 responses	15 responses	2 responses
Rest/Sleep	4 responses	18 responses	11 responses
Movies/Film	2 responses	15 responses	0 responses
Slime Activities	0 responses	10 responses	23 responses
Gardening	1 response	9 responses	6 responses
Free Play/ Outside Time	0 responses	8 responses	10 responses
Academic Clubs	11 responses • Debate • College Prep	8 responses	5 responses
Language Clubs	4 responses • Sign Language	6 responses • Korean; Spanish	1 response
Book Club	0 responses	6 responses	9 responses
Social-Emotional Learning (SEL)	5 responses • Meditation	3 responses • Team-Building Activities	2 responses

Although youth reported several program strengths, they were also given the space to suggest improvements to All-Stars. In total, 1,302 youth provided a response to this question. The most common themes noted in youth responses are summarized in **Table 21**, with the most common themes mentioned first. Many youth remarked that All-Stars was an enjoyable program that was doing a great job already (326 youth responses noted that they could not identify an area of improvement). Most frequently, All-Stars' youth 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 of their lives. This year, new themes included: 'Support with developing SEL Skills' and 'Feedback on Program Schedule'. All-Stars should continue to brainstorm ways to enhance and increase program offerings, while incorporating youth voice and choice throughout program activities.

Table 21. Themes + Example Responses from Youth about Suggested Program Improvements

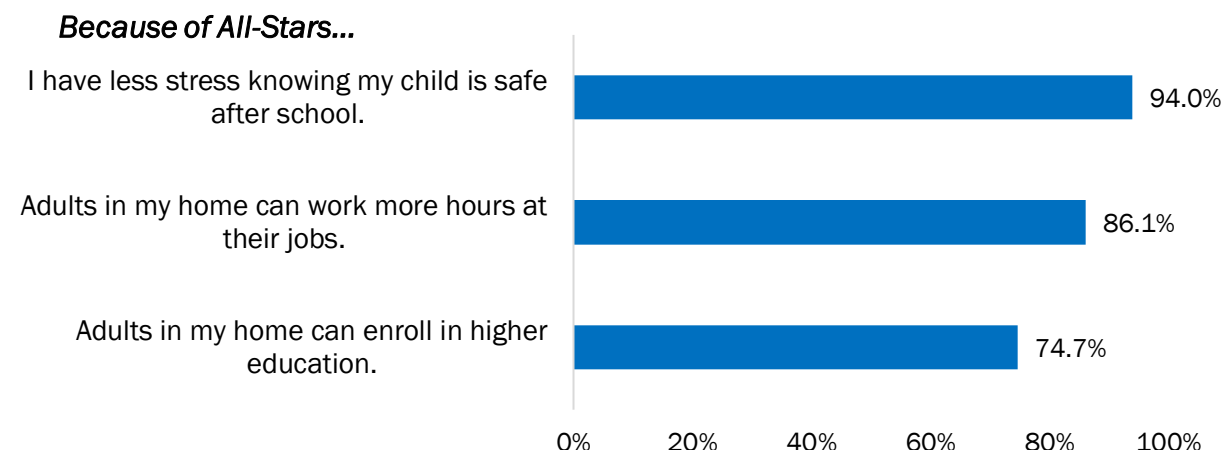| Theme	Example Quotes from Youth
Add or improve clubs/activities *(227 responses)*	• *"All-stars can improve some of the clubs."* • *"Having more chances to do indoor activities for older grades to do."* • *"To have more things to do on Friday."*
Add More Events/ Field Trips *(156 responses)*	• *"I would like the program to have more field trips and more opportunities for 8th graders."* • *"More field trips and more college workshops."* • *"More field trips all together including summer. Parent, staff, student classes for fun."*
Improve the Food *(114 responses)*	• *"More food because lunch is not good."* • *"Water we lack it here…"* • *"Give better snacks and more playing time."*
Add More Sports Opportunities *(114 responses)*	• *"Add more than one or two sports available, open the gym more often when it is available."* • *"Outdoor activities like soccer or basketball."* • *"Playing 5th vs 4th grade in a kick ball tournament for fun to make it even fun."*
Improve Staff-Student Interactions *(111 responses)*	• *"For some staff to stop giving attitude and be fairer."* • *"Some staff members be less strict than the rest."* • *"Treat every student the same and actually discipline them."*
Address Interpersonal Challenges *(46 responses)*	• *"All-Stars could improve on how the students include one another with practices on how to communicate with everyone."* • *"For kids to not be disrespected."* • *"Pay attention to students and bullying."*
Add More Time Outside *(45 responses)*	• *"Let us go outside more."* • *"More free time."* • *"Have us go outside more like when we are done with homework."*
Upgrade Facilities, Equipment, or Processes *(34 responses)*	• *"All-Stars could improve our field to make the soccer experience better."* • *"Having more room to do activities and not having to move rooms often."* • *"The All-Stars staff should be given more money to provide for their clubs. For example, not many students can afford instruments but would love to learn how to play one."*

More Choice of Activities (27 responses)	• "Let students have more control." • "Take kids opinions." • "Leaving me alone and not making me do things I don't want to."
Provide more Social and Emotional Support (27 responses)	• "Help me make friends." • "Train staff how to deal with sad students." • "Maybe check in for the students that aren't doing very well with their mental health."
Increase Access to Technology and Media (18 responses)	• "Let us use our phones on Fridays to make All-Stars enjoyable." • "Let us use devices maybe?" • "Let us watch more movies."
Feedback on Program Schedule (16 responses)	• "Make club time first because kids go home after homework and don't get time to enjoy their activities like me!" • "Start activities quicker so we can have more time to do stuff like sports and gaming." • "They can improve with more breaks in between to not get the kids too much tiredness during blast offs."
More Opportunities for Academic Help (10 responses)	• "Having a quiet place to do work." • "More tutoring hours." • "Focusing on homework."
Recruit More Youth (3 responses)	• "Advertise better so more kids join." • "I would like more people because sometimes there can be no one to hang out with."

How satisfied are parents with All-Stars?

Parents and caregivers were highly satisfied with All-Stars, noting that they had less stress knowing their children were safe after-school and that the All-Stars staff treated them with respect.
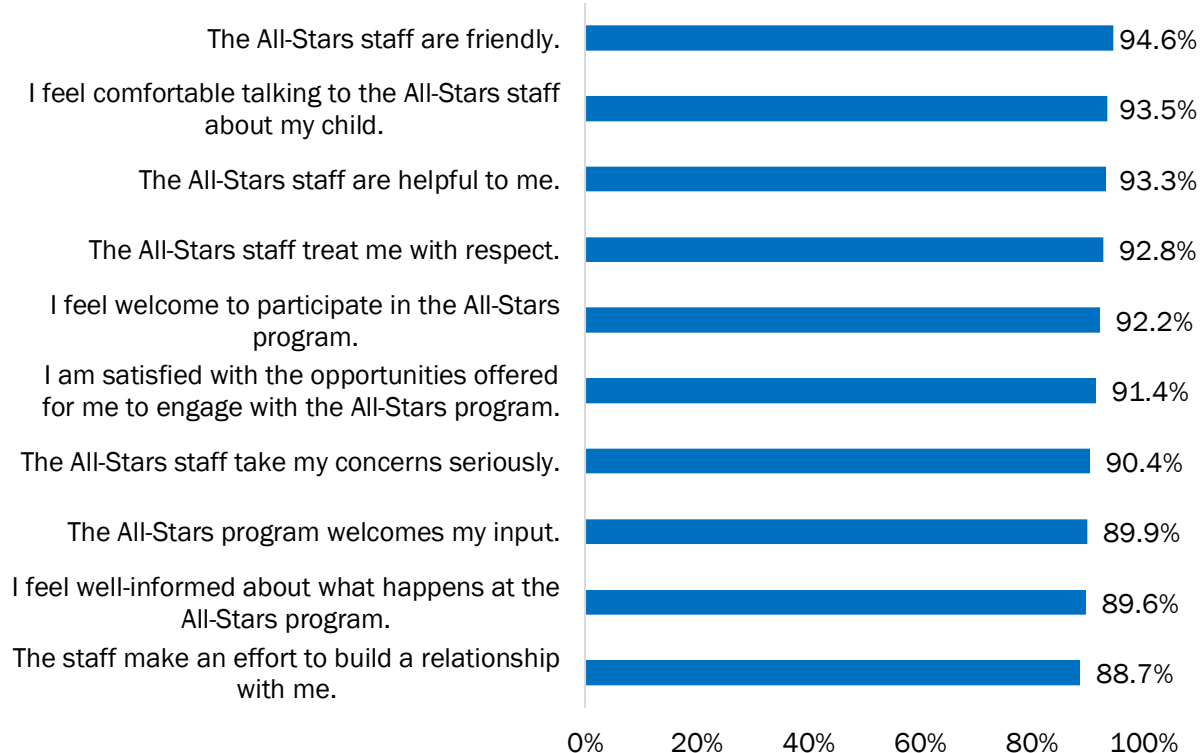
On the Parent Survey, parents and caregivers were asked to rate how satisfied they were with the All-Stars program. Across all survey items, parents reported high levels of agreement that having their child(ren) participate in the All-Stars program has been beneficial to them. As shown in **Figure 38**, parents reported lower levels of stress because they knew their children were safe after-school and that they were able to work more hours at their jobs. Parents reported slightly lower agreement that adults in their home can enroll in higher education because of All-Stars, but this item was still rated at almost 75% agreement. This suggests that overall, parents were highly satisfied with the All-Stars program.

Figure 38. Percent Agreement about Parent Satisfaction

Because of All-Stars...

I have less stress knowing my child is safe after school.	94.0%
Adults in my home can work more hours at their jobs.	86.1%
Adults in my home can enroll in higher education.	74.7%

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 ASAS-LA staff were friendly (94.6% agreement), helpful (93.3% agreement), respectful (92.8% agreement) and they felt comfortable talking to staff about their child (93.5% agreement) (see **Figure 39**). This high level of agreement across these items suggests that All-Stars staff established excellent relationships with parents of youth participants. Even the lowest rated item for parent-staff relationships ("*Staff make an effort to build a relationship with me.*") was close to 90% agreement, further emphasizing the positive relationships All-Stars staff facilitated with parents.

Figure 39. Percent Agreement about Parent-Staff Relationships Satisfaction

The All-Stars staff are friendly.	94.6%
I feel comfortable talking to the All-Stars staff about my child.	93.5%
The All-Stars staff are helpful to me.	93.3%
The All-Stars staff treat me with respect.	92.8%
I feel welcome to participate in the All-Stars program.	92.2%
I am satisfied with the opportunities offered for me to engage with the All-Stars program.	91.4%
The All-Stars staff take my concerns seriously.	90.4%
The All-Stars program welcomes my input.	89.9%
I feel well-informed about what happens at the All-Stars program.	89.6%
The staff make an effort to build a relationship with me.	88.7%

In the final section of the Parent Survey, parents and caregivers were asked three short answer questions; this was an addition to last year's survey. The first question asked parents: *Beyond your child's participation in the program, what services/resources has After-School All-Stars LA provided to you as a parent?* Parent responses are summarized in **Table 22** below. The largest number of responses were related to child supervision, with many parents stating it gave them time to take care of other responsibilities like work, errands, or school. Additionally, parents shared that All-Stars provided a safe and clean environment for their child. Many parents also commented on services provided to their child, like field trips, academic support, and activities, suggesting that All-Stars' support for youth indirectly supports parents. In addition to these responses, a total of 37 parents reported that they did not receive any resources or support.

Table 22. Resources & Services After-School All-Stars Provided to Parents (*N* = 282)

Response	Parents' Written Notes
Child Supervision (45 responses)	• *"It allowed me to complete courses to obtain my college degree."* • *"Gives me the opportunity to get extra hours after-school."* • *"Their program allows me more flexibility with my work schedule."*
Clean Safe Environment for Child (41 responses)	• *"Helping me out with knowing I'm leaving my child somewhere safe."* • *"They take care of my daughter and I know nothing bad will happen to her."*
Field Trips for Child (35 responses)	• *"My kids have had great field trips with their friends and helped them feel a sense of community."* • *"They take the students to field trips that maybe parents can't take them."*
Academic Support for Child (34 responses)	• *"The homework help is what helps me the most."* • *"My child has chances to explore an interest in science"* • *"Less time with homework and more family time."*
Activities for Child (39 responses)	• *"They help keep our children busy with productive activities while we as parents get home from work."* • *"Kids enjoy all the activities they do."* • *"Making art with my daughter because there's never time at home."*
Sports & Physical Activities for Child (20 responses)	• *"Our son was able to play his first soccer game, and we really appreciate it."* • *"Has helped my child find interests in different sports and activities."*
Parent Engagement (20 responses)	• *"I love getting feedback about his progress."* • *"Opportunities to participate in class with my kids when available. See my kids showcase what they have been working on in class performances."*
Peace of Mind (17 responses)	• *"A peace of mind knowing my child is in great hands while we are at work. Providing more time to take care of outside errands."* • *"The ability to work knowing my child is safe"* • *"As a mother, the program has helped me to be calmer with less stress."*
Snacks (13 responses)	• *"Snacks after work! A good talk! Thank you for all you do!"* • *"They give snacks to the students."*

Programs During Seasonal Breaks (13 responses)	• *"All-stars have offered summer/winter or other seasonal programs during school break, making it worry free for me and not having to be concerned about taking time off work."* • *"They provided programs when they don't have school and to helps us with our working schedule."*
Improved Qualities in Child (12 responses)	• *"All-stars provides students with learning how to respect others."* • *"Chatting with her friends can help her learn more English."* • *"Feeling confident about my child's improved interpersonal skills."*
Information & Resources (8 responses)	• *"Information about community events."* • *"Information on other programs happening for my child's academic success."*

The next question asked parents: ***What types of parent engagement opportunities would you like to see from All-Stars in the future?*** Their responses are summarized in **Table 23** below. Most responses were related to a desire for more engagement activities and events, with parents suggesting fun social events like family nights or parent-versus-child games. Many parents also shared that they would like more communication, particularly updates about their child's behavior and academic progress, as well as more program information about event, opportunities to meet staff, and activity offerings.

Table 23. Future Parent Engagement Opportunities Suggested by Parents (*N* = 201)

Response	*Parents' Written Notes*
Parent Engagement Events and Activities (48 responses)	• *"Parents versus kids games."* • *"Parent-child activities once a month"* • *"Family nights."* • *"Get together as parents and children to play games so we can get to know each other."*
More Communication about Child & the Program (35 responses)	• *"I would like to have more updates about my kids."* • *"More parent meetings."* • *"Be told how our children did on their homework and what their behavior was like."* • *"Have the opportunity to meet the All-Stars staff."*
General Parent Involvement (19 responses)	• *"More involvement."* • *"Parent participation."*
Opportunities to Volunteer or Support (13 responses)	• *"An opportunity to chaperone."* • *"Chances for volunteering."* • *"Let us know if they need any help."*
Field Trips (11 responses)	• *"Family field trips would be fun."* • *"Go with students on trips."*
Parent Learning & Resources (9 responses)	• *"Parent support group to help vent about different effective strategies on children's behavior."* • *"Computer classes."* • *"Counseling classes for the parents."*

Student Performances & Competitions (5 responses)	• *"Invite parents to see their child perform."* • *"I would like to go to my son's games more."*
More Convenient Times for Parent Engagement (3 responses)	• *"If All-Stars has activities for parents, I'd like them to do it in the afternoons."*

In addition to these responses, a total of 59 parents reported that there were no additional parent engagement opportunities that they would like to see. Also, 62 parents responded to this question with general program feedback and suggestions rather than thoughts on parent engagement opportunities; these responses are included in the parent feedback and suggestions section below.

The final question asked parents: *Do you have any feedback or suggestions for improvement for the All-Stars program?* Their responses are summarized in **Table 24** below. Most suggestions were to increase the number of sports and physical activities being offered, followed by increasing the number of arts activities. In addition to these responses, a total of 68 parents reported that they had no feedback or suggestions.

Table 24. Parent Feedback & Suggestions (*N* = 309)

Response	Parents' Written Notes
Offer Additional Sports and Physical Activities (35 responses)	• *"I would like to see more sports choices."* • *"More sports for younger students, like dance or martial arts."* • *"I would like my child to be involved more physically."*
Offer Additional Arts Activities (25 responses)	• *"More dance classes or playing an instrument."* • *"Sewing and crochet classes."* • *"Art, music, and crafts."*
Offer Additional Activities – General (15 responses)	• *"Add a few more activities so there are more options."* • *"More mentorship/leadership programs."* • *"I would like to see them learning more about self-defense."*
Improve Communication (15 responses)	• *"I think a parent meeting once a month would be great."* • *"More communication about the activities and club schedules."* • *"Status updates on academic progression."*
Additional Academic Support (12 responses)	• *"Have more homework time."* • *"Tutoring for kids who have lower grades."* • *"This is a great program, but I wish she would finish unfinished assignments."*
Field Trips (6 responses)	• *"More field trips."*
Hire Additional Staff (6 responses)	• *"Continue to add more staff for extra support if needed."* • *"A lot more supervision on children."*
Offer Language Learning (5 responses)	• *"An English course so my child can learn more English."* • *"For students to learn other languages."*

Parents also used the short-answer response sections to express gratitude towards the All-Stars program and its staff. From across all three short answer questions, 181 parents shared a note of appreciation and positive feedback for ASAS-LA. These comments are summarized below in **Figure 40**; these notes clearly demonstrate the positive impact the All-Stars program had on youth, their families, and the school community.

Figure 40. Notes of Gratitude from All-Stars Parents

"All Stars is an incredible experience for my child and for our family. We are so grateful for the care and skills the staff bring every day."

"I am truly grateful for the program as a full-time employee and college student. The full-time help ASAS gives is amazing. I think all the staff is amazing."

"They've helped me a lot as a single mother. I've been able to work more, and I feel safe with my son in the program. Thank you."

"I just want to thank everyone for their great work with all the children and for the activities they offer."

"The All-Stars program is great and goes above and beyond to make sure my kids have enriching programs."

"The only thing I can say is that All-Stars is the best program a parent could have for their kids."

"The All-Stars program has provided a safe space for my child. They received extra help and had good role models."

"Thank you for all your help towards all 3 of my sons. It has allowed me to work without worry. They are home alone, if not in All-Stars."

"Overall I am really happy about the program. Makes me and my child feel comfortable and welcome. I wouldn't change a thing about it."

"We are very happy for what this program has done for my child."

"They're always looking for the best solution to keep them safe. The children and the All-Star staff are always very kind."

"This program has been our saving grace."

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 April of 2025). Principals were asked to reflect on their overall satisfaction with the All-Stars program. More than 90% of principals were satisfied with the partnership with All-Stars and the All-Stars staff at their site.

90.2%
of principals were satisfied or extremely satisfied by the partnership with All-Stars
94.2%
of principals were satisfied or extremely satisfied with the All-Stars staff at their site

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
- Improving school connectedness
- Fostering important staff-youth relationships

To further improve the impact of the All-Stars program at these sites, principals made several suggestions to improve the resources, supports, and offerings. Most principals recommended that the All-Stars program offer additional activities, improve supervision and program safety, increase the number of staff members present (and the training for staff), and improve their communication with schools. Since

Principal Suggested Improvements
- Provide additional activities
- Improve supervision and program safety
- Increase number of staff and staff training
- Improve communication with All-Stars and school sites

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.

How satisfied are staff with All-Stars?

Overall, staff reported high levels of satisfaction with their jobs, regardless of how long they worked at All-Stars.

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 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 (see **Figure 41**). Staff reported they were able to

share their ideas with other staff (88.0% agreement), they learned interesting new skills on their job (85.3% agreement), and they felt free to express their ideas and opinions at work (84.5% agreement).

Figure 41. Percent Agreement about Staff Job Satisfaction
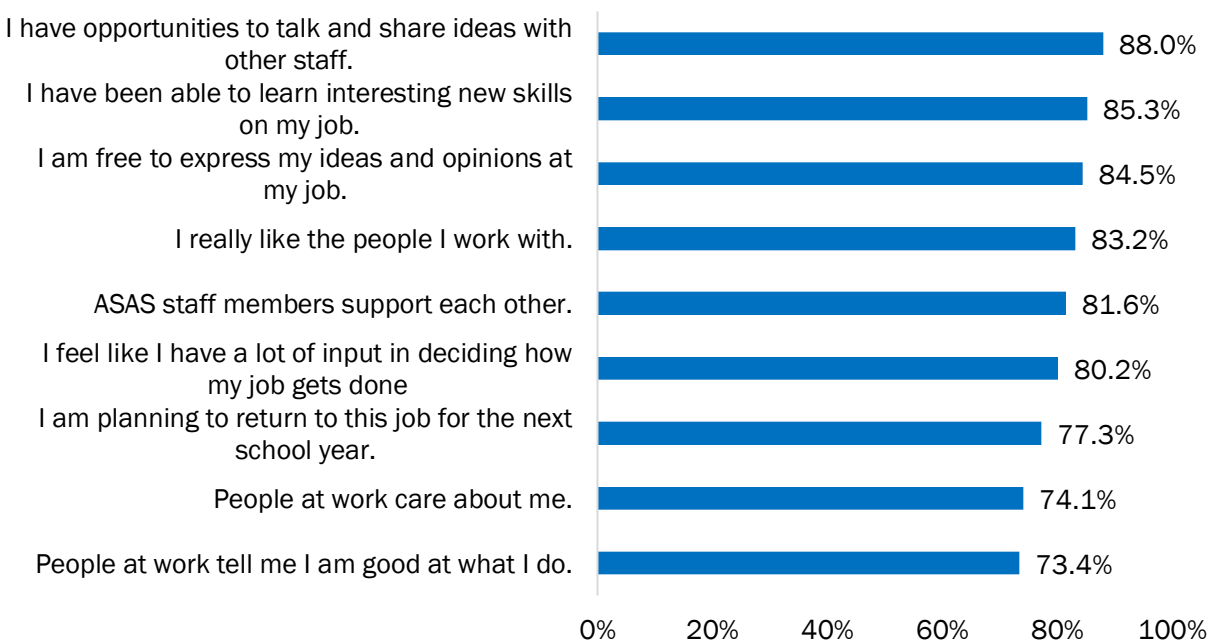
There were no differences in job satisfaction based on years of time working at All-Stars, years of experience in after-school programs, current position at All-Stars, or whether they were All-Stars participants in the past. This suggests that staff job satisfaction is high across the board.

Staff were motivated to work at All-Stars because it was fun and enjoyable, plus they were passionate about youth and the job aligned with their values.

In addition to job satisfaction, the All-Stars staff were highly motivated to work at All-Stars. When asked to select the top three reasons they decided to work at All-Stars when they were hired and what motivates them to continue working at All-Stars, the most common responses were about passion, fun, enjoyment, personal values, and compensation (see **Table 25**). These responses revealed that most of the All-Stars' staff were internally motivated to work at All-Stars because they were passionate, and this work was rewarding to them.

Table 25. Reasons Staff Were Motivated to Start & Continue Working at All-Stars *[Select Top 3 Responses]*

Thinking back to when you were hired, why did you decide to work at All-Stars?		What motivates you to continue working at All-Stars?	
Because I have a passion for working with youth.	77.3%	Because I have fun doing my job.	58.9%
Because it aligns with my personal values.	38.5%	Because I enjoy this work very much.	49.8%
Because it allows me to make money.	36.4%	Because my work is rewarding.	33.9%
Because it fulfills my career plans.	33.7%	For the moments of pleasure that this job brings me.	31.1%
Because it allows me to reach my life goals.	27.6%	Because it allows me to make money.	24.2%
Because I have experience working in expanded learning.	23.4%	Because this job fulfills my career plans.	22.5%
Because I am a former All-Stars participant.	20.0%	Because this job fits my personal values.	18.4%
Other/Not Applicable	2.1%	Because I look forward to going to work every day.	18.0%
		Because it allows me to reach my life goals.	15.0%
		Other/Not Applicable	5.1%

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

The All-Stars staff reported high levels of CQI understanding and engagement with CQI behaviors, an increase and shift from trends in previous years.

In addition to exploring program satisfaction in a holistic way, we also want to understand the roles and processes for continuous quality improvement (CQI) 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 2024-2025 academic year. As shown in **Figure 42**, staff had relatively high levels of agreement on their CQI understanding and behaviors.

These findings are interesting considering recent trends. These staff-reported levels of agreement are markedly higher than the 23-24 academic year, when both average ratings were 4.09 out of five. Additionally, typically staff reported greater engagement in CQI behaviors but less CQI understanding, on average; however, during this year, staffs' levels of understanding surpassed their engagement in CQI behaviors.

Figure 42. Average Staff Ratings of CQI Behaviors & Understanding from Staff *[1 = Strongly Disagree to 5 = Strongly Agree]*
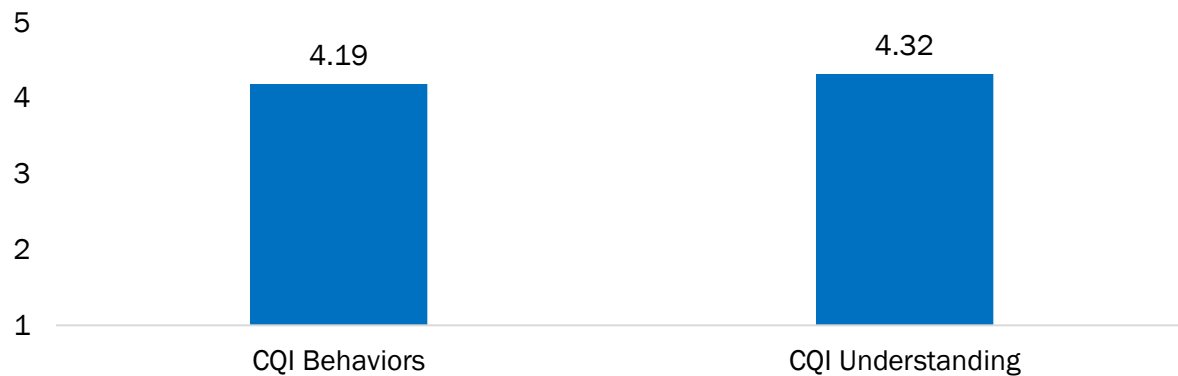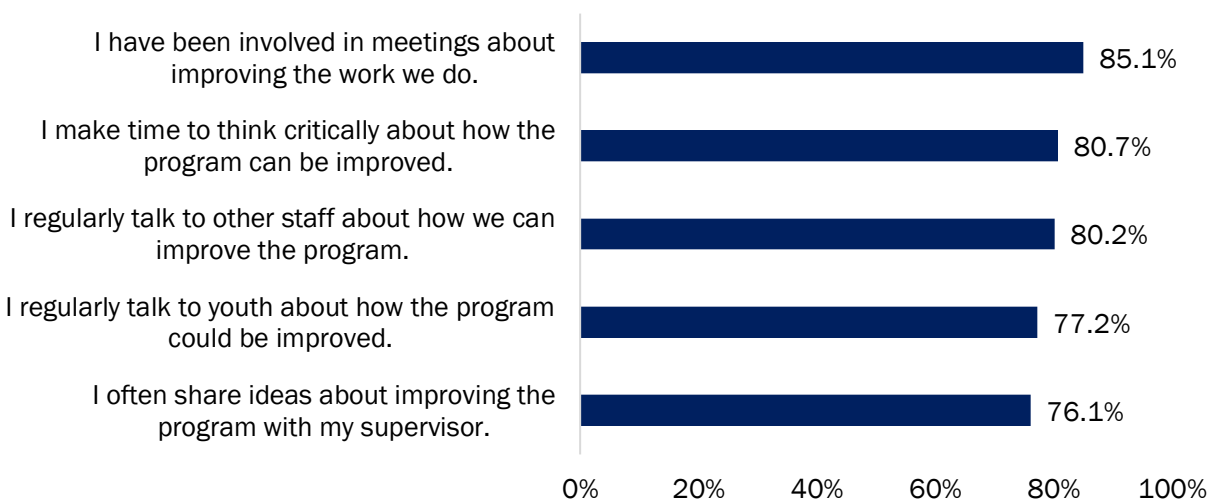

Looking at these results more closely, staff reported being aware of the quality standards (87.0% agreement) and understanding CQI practices (80.8% agreement) (see **Figure 43**). About 80% of staff were aware of the CQI plan and had heard people at work talk about CQI; ideally, all indicators would be closer to 100% of staff.

Figure 43. Percent Agreement about Staff CQI Understanding
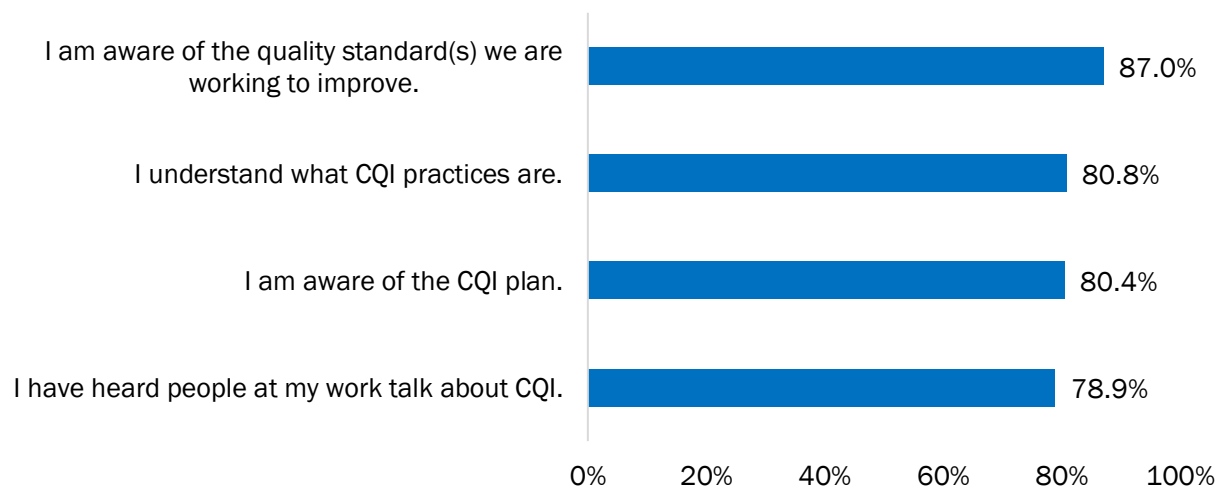
For CQI behaviors, staff reported they had been involved in meetings about program improvement (85.1% agreement), and that they made time to think critically about program improvement (80.7% agreement). As shown in **Figure 44**, fewer staff reported agreement about talking to youth about program improvement (77.2% agreement) and about sharing ideas with their supervisor about CQI (76.1% agreement).

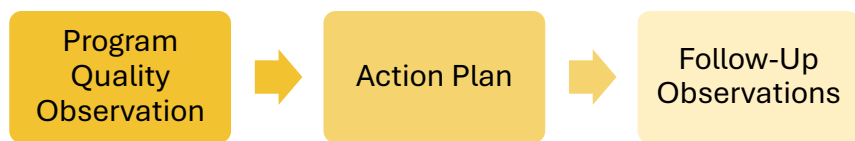**Figure 44.** Percent Agreement about Staff's CQI Behaviors

I have been involved in meetings about improving the work we do.	85.1%
I make time to think critically about how the program can be improved.	80.7%
I regularly talk to other staff about how we can improve the program.	80.2%
I regularly talk to youth about how the program could be improved.	77.2%
I often share ideas about improving the program with my supervisor.	76.1%

Additionally, analyses were run to explore CQI behaviors and CQI understanding by sub-groups of All-Stars staff, including how long they worked at All-Stars, how long they worked in after-school programs, and whether they were a previous All-Stars participant. Only one sub-group analysis demonstrated statistically significant differences for CQI behaviors and CQI understanding and that was for staff position. Staff who were in the Program Leader role reported engaging in CQI behaviors slightly less often and had slightly lower levels of CQI understanding than staff in other positions at All-Stars (see **Figure 45**). This finding is not unexpected; engaging in CQI is something that may come easier to those in higher-level positions at All-Stars, however ideally all staff would feel empowered to engage in CQI.

Figure 45. Differences in CQI Behaviors and CQI Understanding by Staff Position *[1 = Strongly Disagree to 5 = Strongly Agree]*

	All Other Positions	Program Leaders
CQI Understanding	4.56	4.26
CQI Behaviors	4.32	4.15
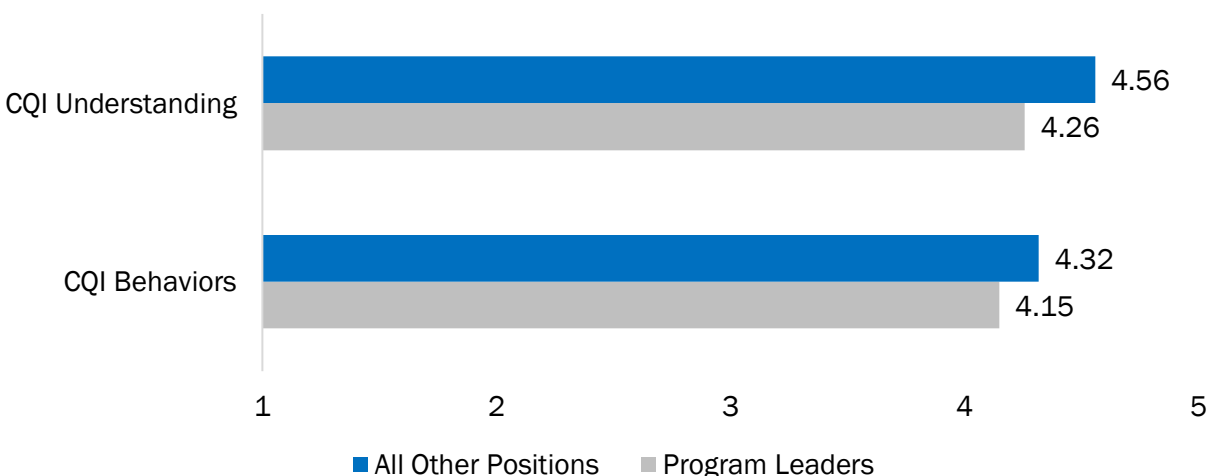
A total of 164 actions plans were submitted into the online system to create CQI plans after program observations.

For this year's evaluation, ASAS-LA continued the process of observing program quality established in earlier program years. First, a Program Quality Observation was conducted (the findings from these Program Quality Observations were described in detail in Chapter 2). Next, strategic action plans were created with the intention of facilitating CQI at the site-level. Finally, follow-up observations were conducted to ensure action plans were implemented and to track if improvements in program quality challenge areas were made. 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.

| Program Quality Observation | → | Action Plan | → | Follow-Up Observations |

There were 210 Program Quality Observations conducted this year (up from 131 observations last year). Following these observations, there were 164 completed action plans submitted in our online data entry system (up from 87 last year). Complete action plans were conducted at 58 sites, meaning that many sites had more than one action plan, with a range of 1-8 action plans

164 Action Plans at 58 Sites
- 12 Elementary Schools
- 24 Middle Schools
- 17 High Schools
- 5 Schools that serve multiple grade levels
- Range of 1-8 action plans per site
- 93.3% Completed by Program Coordinators

per site. All but eleven of these action plans were completed by Program Coordinators (*N* = 153, 93.3%), four were completed by Program Support Specialists (PSSs), and seven 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 51 days later, with an average of 5 days after the observation. Most of the observations (N = 133) were completed within a week of the initial observation which is ideal to ensure that action planning is timely and relevant to the observation findings.

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.

Youth engagement, youth autonomy & leadership, and youth-staff interactions were the most frequently selected program quality targets submitted in this year's action plans.

To understand the core issues that Program Coordinators were aiming to improve via action planning, we analyzed which targets were selected for action planning at sites. The most popular targets

selected were youth engagement, youth autonomy & leadership, and youth-staff interactions, meaning these were areas of greatest challenges noted during observations. As **Table 26** below shows, Program Coordinators created action plans for topics on the observation protocol (e.g., youth engagement), as well as unique topics, venturing beyond those that were included on the Program Quality Observation protocol. This year, two new areas of focus were added as targets: Program Recruitment and Skill Building. These new themes represent emerging areas where staff are focusing their attention.

Table 26. Most Common Targets for Action Planning[13]

Action Plan Targets	Action Plan Number			
	#1	#2	#3	Total
Youth Engagement*	39	29	13	81
Youth Autonomy & Leadership*	30	24	9	63
Staff-Student Interactions*	22	17	13	52
Peer Interactions*	18	14	6	38
Classroom Management	16	12	5	33
Lesson/Activity Planning	16	11	6	33
Compliance & Safety*	7	4	3	14
Program Recruitment	7	4		11
Activity/Learning Setting	5	4	2	11
Skill Building	2	2	1	5
Unknown	2	2	1	5
Total	**164**	**123**	**59**	

It should also be noted that not every action plan included identifying three target areas for improvement. Only 59 of the submitted action plans identified three targets/strategies, 64 action plans had two targets/strategies, and 41 action plans had one target area.

All-Stars staff improved in the clarity, relevance, and actionable nature of the identified action steps, but there is still room for growth.

Perhaps even more significant than the targets chosen were the specific action steps identified by observers, or the tangible strategies aimed at addressing program quality concerns. In addition to greater quantity, this year's action plans demonstrated greater clarity, feasibility, and focus, suggesting stronger potential for meaningful impact. The effectiveness of any action plan depends on the quality of its strategies and the consistency of their implementation to drive real improvements in program outcomes.

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

Therefore, action steps should be:

Strong Action Steps are...

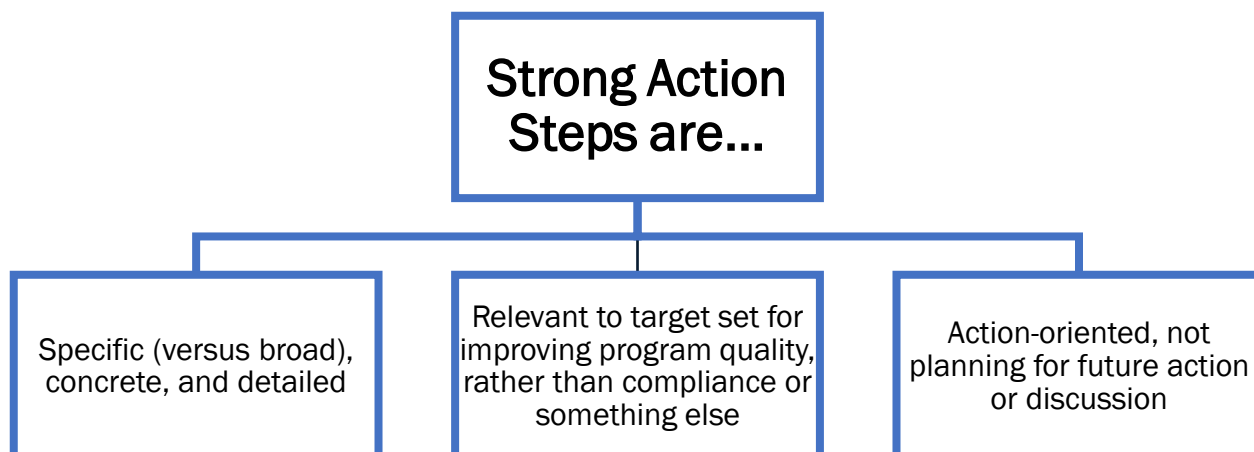| Specific (versus broad), concrete, and detailed	Relevant to target set for improving program quality, rather than compliance or something else	Action-oriented, not planning for future action or discussion

Table 27 below offers a summary of the range of quality in strategies organized by target area. Responses were categorized as being strong, adequate, or needing improvement. Consistent with the criteria for effective action steps above, "strong action steps" are clear, actionable, and relevant; "adequate action steps" include some components of a quality response, but that could use more details, and those that were unclear, vague, and related to some future planning are "*action steps that need improvement*".

In addition to considering if action steps were specific, relevant, and action-oriented, it's also important for the focus area of program quality improvement to align with the noted strategies. For example, one submission responded to the question, "What element of program quality will the staff person target for improvement?" with "Youth Engagement-creating a routine." Then when asked, "What specific action steps can you take to improve this element of program quality?", the response was, "Positive reinforcement using rules and expectations as reminders to correct behaviors". In this example, creating a routine (action plan target) does not align with the action stop (reinforce rules). Strong action steps need to be clearly connected the "Target of Improvement".

In addition to quotes, the frequency and total number of submissions for each target area are included in the table. Most action steps were categorized as "adequate" (N = 147, 43.1%), followed by "needs improvement" (N = 121, 35.5%), and "strong" (N = 73, 21.4%). Target areas where there were the greatest percentage of "strong" submissions include: Activity/Learning Setting, Compliance & Safety, and Program Recruitment. Target areas where staff struggled to provide the clarity and needed improvement were Lesson/Activity Planning, Skill Building, and Peer Interactions. We hope this table highlights what strong strategies might look like for different targets in the action planning process.

Table 27. Summary of Action Steps: Strong Strategies, Adequate Strategies, & Strategies Requiring Improvement

Targets	Proposed Action Steps		
	Strong Strategies	Adequate Strategies	Strategies Requiring Improvement
Activity/ Learning Setting (*N* = 11)	• *"Staff will use class time indoors to have discussions on what they would like to see in the routine instead of trying to yell outdoors."* (*N* = 8)	• *"Make a padlet with questions, robotics resources and ice breakers"* (*N* = 2)	• *"Visuals schedule, agreements/ expectations"* (*N* = 1)
Classroom Management (*N* = 28)	• *"Setting a clear goal of reducing phone usage during activity time to avoid missing any crucial behaviors or distractions that can lead to an incident. Using site provided devices like timers and tablets for music instead of personal devices."* (*N* = 4)	• *"Correcting student behavior and language by reminding them of expectations - Reflection/ communication logs"* (*N* = 15)	• *"Clearing hallways and addressing students"* • *"repeat class rules more"* • *"Poster for agreements and expectations."* (*N* = 9)
Compliance & Safety (*N* = 8)	• *"Establishing protocol for communicating when staff and students are leaving campus and returning from campus, as well as number of students out running. Only students who are out running will sign in to the sign in sheet, all other students (who are not running) will sign in to Drop-In Center."* (*N* = 4)	• *"Teaching them safety protocols and making sure that safe is walking around"* (*N* = 2)	• *"PL will ask for PC to print things for her to display"* (*N* = 2)
Lesson/ Activity Planning (*N* = 32)	• *"Modify your time to make your club more available to other students past 5:00 Pm. Perhaps do weight room from 3:30 PM-5:30 Pm or 6:00 PM."* (*N* = 5)	• *"Survey the students to find out what language they feel comfortable."* (*N* = 8)	• *"collecting activity plans and do what is being planned."* • *"being able to plan for more soccer activities"* (*N* = 19)
Peer Interactions (*N* = 64)	• *"Program leader will create community guidelines and award system where students who are witnessed encouraging and affirming their peers with a ticket or point system where students can earn awards at the end of each month for accumulated points. This system will encourage students to create positive environments for all students."* (*N* = 13)	• *"Positive reinforcements, learning how to improve students behavior so that other students don't feel bullied and are encouraged to talk to one another."* • *"Create showcases to give students the space to give each other compliments on their work."* (*N* = 25)	• *"Rotate seating chart, Jobs and roles in classrooms"* • *"When students are being negative, have students run 5 laps to re-earn the right to play sports."* (*N* = 26)
Program Recruitment (*N* = 10)	• *"Lunchtime Recruitment once a week - Staff will create posters and flyers."* (*N* = 3)	• *"Advertise sports program to improve participation."* (*N* = 4)	• *"Making sure we engage into the students and their interest."* (*N* = 3)
Skill Building (*N* = 6)	• *"After each rehearsal or performance, reflect on feedback by identifying one specific strength and one area for growth, then set a short-term goal to improve that area in the next session."* (*N* = 1)	• *"Introduce self-monitoring tools and personal goal-setting activities. Guide students in reflecting on their progress. Incorporate structured reflection time after each activity."* (*N* = 2)	• *"Show new students the proper way of stunting, Greeting all students and asking how their day went"* (*N* = 3)

|			
Staff-Student Interactions ($N = 37$)	• "PL will provide at least 1 piece of feedback or praise to each student during club time." ($N = 5$)	• "Greet every student during sign in time. Share a moment with each student daily. " ($N = 20$)	• "engagement with students" • "reassuring, reminders, more acknowledge" ($N = 12$)
Youth Autonomy & Leadership ($N = 52$)	• "Introduce a gallery walk where students can present and discuss their leadership posters with their peers. Assign specific leadership roles to students during activities, such as materials manager or peer coach, to encourage responsibility and ownership. Provide youth with guidance and support on how to facilitate peer feedback sessions and leadership roles effectively." ($N = 8$)	• "students will work together to help come up with a dance" • "Take a vote for certain activities. Giving multiple options during the activity." • "Staff will be asked to give students roles on selected days in order to create leadership within her club." ($N = 23$)	• "Feedback closing out cards" • "Step in when you see them trying to be more control and advantage of their power/ authority" • "Have students lead an exercise routine." ($N = 21$)
Youth Engagement ($N = 93$)	• "Preselect skills building or check-for-understanding questions. Include 3-4 open-ended questions to the weekly Activity Framework" • "Adding transitions between drills. Staff will announce the drill and share the goal of the drill in the beginning. After each drill, staff will allow time for a quick discussion for students to share their experience with the drills. " ($N = 22$)	• "staff will allow students to give feedback in what they want to play, create reflections questions." • "Incorporate SEL into the scrapbooking process." • "PL will pose open-ended questions during reflection time to engage students in discussion." ($N = 46$)	• "engaging students by activity planning" • "Providing open ended question examples" • "Try to get students to enjoy each activity prepared." ($N = 25$)
Total # of Action Steps	($N = 73$)	($N = 147$)	($N = 121$)

Overall, we are thrilled with the continuation of the action planning process at All-Stars. Compared to the 2023-2024 program year, more action plans were submitted with more detailed targets. Additional training and support will continue to enhance action plans being 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 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?

Two hundred and ten internal observations conducted mostly by Program Coordinators found that ASAS-LA programming is high-quality across all domains measured including: staff-youth interactions, youth engagement, youth autonomy & leadership, and peer interactions. Results from each of these features of high-quality programs revealed that ASAS-LA programming is being delivered in a high-quality manner across all grade levels. These observation findings were corroborated by data from both the Parent/Caregiver Survey and the Principal Survey. Parents reported that their children had positive experiences in the All-Stars program, noting that their children felt safe in the All-Stars program and felt comfortable with staff. Data from the Principal Survey, found that most principals believed that program quality was good or excellent. High program quality is essential to ensure that youth achieve optimal benefits from participating in expanded learning offerings. Evaluating program quality is vital to planning how programs can leverage their strengths and develop plans for improvement. Looking at observations, several areas for improvement were identified throughout Chapter 2. Additionally, principals recommended that the All-Stars program offer additional activities, increase the number of staff members and staff training, improve their communication with schools, and improve overall program safety and supervision. Looking at youth feedback, several suggestions for improvements were identified in Chapter 6. Recommendations included adding new activities, expanding physical activities and time outside, and fostering stronger relationships between youth and staff, as well as supporting peer relationships. These suggestions can be implemented across ASAS-LA sites for future program years to ensure that ASAS-LA is able to respond to feedback and further strengthen its already high-quality program.
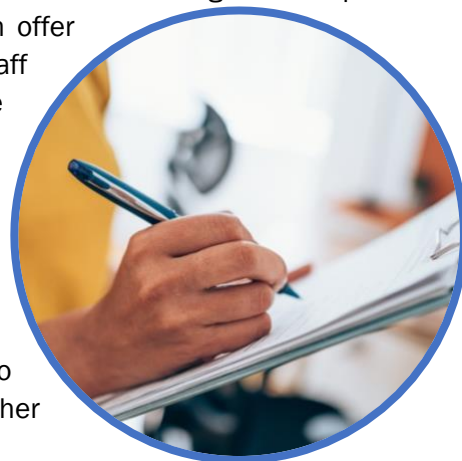
How do All-Stars' youth perceive their experiences in the program?

Overall, Student Survey findings indicated that youth have positive experiences in the program. Youth participants, on average, reported high scores on experiences with program staff and moderate to high scores regarding the All-Stars community and peers. The Spring Student Survey revealed that relationships with staff are a strength at All-Stars, while positive peer relationships had the lowest ratings by youth respondents. In terms of emotions, youth indicated that they typically felt positive emotions and rarely felt negative emotions while in the program. Across all domains, high school youth reported the most positive program experiences, while elementary youth reported the lowest. Youth who joined All-Stars for internal reasons, like enjoying the program and activities, reported better program experiences than those who joined for external reasons, like influence from parents or friends. Between boys and girls most program experiences were the same, except at the middle school

level; middles school girls reported experiencing more negative emotions during program participation than boys. In addition to positive experiences, youth also reported high levels of satisfaction with the program. Overall, youth reported that they felt safe at the program, liked the program activities and enjoyed coming to the program. Similar to positive experiences, high school youth had the highest levels of satisfaction, while elementary school respondents reported the lowest levels. When asked for suggestions for program improvement, many youth participants suggested adding and improving activities offered, adding more events and field trips, improving and having more food, and adding more sports. Additionally, many youth offered positive remarks about All-Stars in their written comments. Research has found that youth who have positive program experiences 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). All-Stars' success in this domain suggests that youth are more likely to benefit from participating in the program because they had positive experiences in the program. These findings also suggested that fostering positive peer relationships is an opportunity for growth at All-Stars.

Are the needs of youth, staff, parents/caregivers, and principals being met by program offerings?

The Spring Student Survey revealed challenges and unmet needs among youth participants. When asked which issues they needed the most help with, youth across all grade levels selected schoolwork and staying focused. Youth also reported needing support with food, staying healthy, and connecting with peers. Short-answer responses provided further insight, with youth describing academic, interpersonal, sports, family, and mental health challenges. In terms of mental health, most youth said they felt stressed "sometimes" or "never," while approximately 17–20% of youth across grade levels reported feeling stressed "most" or "all of the time". Most youth shared that they knew who to ask for help at All-Stars and believed talking to an adult would help them feel better; however, approximately 10–25% (depending on grade level) reported not knowing who to ask for help. These findings suggested specific areas where All-Stars can enhance support.

In reference to staff needs, the Staff Survey revealed that overall, staff were satisfied with their roles but also highlighted some areas of need that could be addressed. Staff expressed satisfaction with the trainings, stating that they gained applicable knowledge and improved job skills. To better meet their needs, they suggested offering professional development on behavior/classroom management, emergency preparedness, and organizational development. Most All-Stars staff reported that their supervisors were accessible, helpful, and supportive; however, some noted a need for additional support, better communication, and more in-person meetings or visits. More than half of staff reported being somewhat or extremely satisfied with communication with their school administration. Yet, about 25% of staff said they never meet with school leaders, identifying this as a potential focus area. When asked how the organizational culture could improve, staff wished for a more connected community

and stronger support during challenges. Overall, staff felt equipped to achieve All-Stars' mission and embody its values.

Parent Survey responses suggested that the program is meeting family needs. Parents expressed high levels of satisfaction with All-Stars. In particular, the ASAS-LA program allowed them to work more hours and enroll in higher education. Parents described how All-Stars supported them by providing safe supervision for their children and allowing them to focus on work, school, or other responsibilities. They also appreciated how the program supported their child(ren) academically and enriched their lives through positive experiences, such as field trips and engaging activities. Suggestions for improvement included increased parent engagement opportunities and more communication about youth progress and program updates.

Principal Survey responses indicated strong satisfaction with the partnership between their schools and the All-Stars program. Principals shared that the program provided a safe and enriching space after school, exposure to new activities, and increased school connectedness. More than half of principals identified chronic absenteeism as a concern at their schools. They believed All-Stars could help address this issue by collaborating on attendance initiatives, continuing youth support, and offering more engaging activities to boost participation.

Program Attendance

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

Youth ranged in their levels of attendance, with most participants attending the program for 1 to 29 days and between 1 and 3 months. On average, youth attended 58 days across the academic year (range = 1 to 262 days) and attended across 6.5 months (range = 1 to 12 months). These values were very similar to the previous academic year (2023-2024) when youth participated 55 days across 6 months, on average. When comparing attendance across grade levels, elementary youth attended the most often and high school youth attended the least often. This finding is expected, as youth in elementary school likely have less autonomy and attend the program because their parents need supervision for them afterschool. High school youth participants on the other hand have more autonomy and can choose how to spend their after-school time. There were no differences in the average attendance days for youth depending on their gender (male youth compared to female youth) or whether youth joined ASAS-LA for internal or external reasons (reason for joining).

How do youth experiences relate to youth attendance?

Results suggest that there was no significant relationship between attendance days and youth experiences for elementary, middle, or high school youth. However, this finding does not necessarily mean that program 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. Youth who had both attendance data and Student Survey data represent a smaller subset of all All-Stars youth participants (*Elementary N = 427, Middle School N = 832, High School N = 315*; these represent 85%

of the youth with Student Survey data and 7% of the youth who had attendance data). We would hope that youth would attend more often because they were having positive experiences in the program, however we know that there are many reasons (some of which are beyond the control of the participant) that might be a greater influence on their interest and participation.

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 response analyses were not conducted due to the exclusion of youth outcome indicators from the Fall 2024 Student Survey. However, when examining youth outcomes from the Spring 2025 Student Survey, youth across all school levels gave high ratings of their academic readiness and moderate levels of social support, community efficacy, and growth mindset. Compared to last year, youth wellness was particularly low across all domains. When youth were asked about their ability to manage their emotions, the most frequently reported responses were that youth were "sometimes" able to manage their emotions. These shifts in youth wellness are important to note. While these declines are most likely are not related to their engagement in ASAS-LA, it's important for expanded learning programs to consider how to support youth in their resilience, leadership, and emotion management. Lastly, parents were also asked to consider whether their child(ren)'s participation in After-School All-Stars contributed to their growth and development. 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 relate to youth outcomes?

Program attendance did not predict differences in youth outcomes for ASAS-LA youth. Across all grade levels, there were no statistically significant differences in outcome ratings by the number of days youth attended the ASAS-LA program. 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 and how often they participate in the program. As noted above, youth who had both attendance data and Student Survey data represent a smaller subset of all All-Stars youth participants (7% of the youth who had attendance data).

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

Analyses examined how school and youth-level factors predicted youth outcomes. For school-level differences, high school youth reported the highest average agreement with all academic outcomes and most well-being measures, except social support, which was rated highest by elementary school youth. At the elementary level, youth who joined the program for internal motivations reported higher ratings across youth outcomes. While most outcomes were similar across genders, girls reported higher scores in goal orientation and career pathway confidence. Greater program satisfaction and strong peer relationships were associated with higher ratings across all outcomes. Additionally, experiencing positive emotions in the program was linked to stronger problem-solving skills. Among middle and high school youth, internal motivations for participating in All-Stars were linked to better outcomes for middle school youth, but not for high school youth, who reported similar outcomes regardless of motivation for joining All-Stars. For middle school youth, positive program experiences and satisfaction were strong predictors of better ratings of outcomes. For high school youth, program satisfaction did not predict positive outcomes. However, positive experiences, especially those related to peer relationships, were associated with stronger youth outcomes for middle and high school youth. Overall, these results suggested that youth outcomes, across all grade levels, were shaped by the quality of their program experiences, as well as several influences of youth factors, like gender and reason for joining.

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. In addition to infrastructure, All-Stars continually advances in their implementation of CQI processes. Compared to last year, the number of action plans submitted has doubled and completed observations increased by over 60%. This suggests that the existing systems to facilitate CQI processes are being utilized and to a greater extent over time. When asked about CQI, staff reported high levels of agreement that they understand the standards they are working towards and were taking action related to CQI (e.g., hosting meetings, planning, conversations). 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. Specifically, Program Leaders reported lower levels of engagement in CQI processes when compared to staff in other positions. Enhancing communication around site-level CQI, specifically for Program Leaders, would be valuable for the future. One tool All-Stars Staff can use specifically to enhance site-level CQI is the site-level survey reports generated as a component of this year's evaluation deliverables. For example, staff can use the feedback from principals, youth, and parents to identify which element of program quality could be targeted for future improvement efforts. With this recommendation, it is also still important to consider staff capacity for CQI--managing

the program experiences of youth and supporting All-Stars families is and should remain the program's number one priority especially as outcome data shows youth reports of their wellbeing decreased since last year. Considering the limited capacity, one direction All-Stars can focus on for the upcoming year is action plans. As more action plans are submitted across the organization, it has become clearer that there are various levels of quality with which staff are able to develop their goals for the future. Supporting site teams' ability to develop actionable, relevant, and specific goals can support both the quality of programming, as well as the CQI process. The Claremont team is encouraged by the development of CQI over the years and values our partnership with the All-Stars program because our work together strengthens and supports 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.

To what extent is ASAS-LA collecting data about program quality and using evaluation data to promote program improvement?
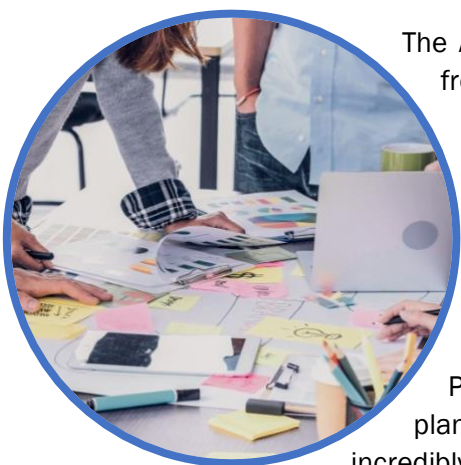
The All-Stars program currently has systems in place to collect data from Program Quality Observations, CQI action plans, and Student/Staff/Principal/Parent Surveys; through our collective work, we have also provided timely reporting of these data and translated findings to support the CQI process. More 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 section). The number and quality of CQI action plans submitted to structure the CQI process at sites has improved year after year; this year 164 action plans were submitted at 58 sites (compared to 87 action plans last year). Specifically, youth engagement, youth autotomy and leadership, and youth-staff interactions 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 types of claims. Additionally, ASAS-LA has made a commendable commitment to gathering other sources of information about program quality from the perspectives of youth, parents, and principals. These surveys are updated each year to ensure that high-quality data is being collected and used for a more comprehensive picture of program quality to inform CQI.

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

During the 2024-2025 academic year, the All-Stars staff reported that they were often engaging in meetings about program improvement and thinking critically about how the program could be improved. However, some staff reported not knowing there was a CQI plan at All-Stars and not hearing folks talking about CQI at their work (facets of CQI understanding). Last year's Staff Survey (2023-2024) demonstrated that there were similar levels of CQI behaviors and understanding among staff (both averages = 4.19 out of 5.00). However, this year's findings demonstrated an improvement in agreement for both CQI behaviors and understanding, with CQI understanding finally surpassing CQI behaviors. This is ideal because it would be our hope that All-Stars staff understand the big picture of CQI and its purpose within the organization as a foundation for this work. Engaging in CQI behaviors with no awareness of the bigger purpose or goals is less effective. For the first time in several years, CQI understanding has improved significantly, and staff understand CQI as they engage in CQI behaviors. It seems that a culture of CQI and evaluation has more effectively infiltrated the All-Stars organizational culture as a whole and this is something to celebrate. Moving forward, our evaluation findings suggest that to engage most effectively in this CQI work, the staff would benefit from more time and space to engage in CQI conversations, more feedback about their work to inform program improvement, and more feedback about their CQI action plans. A great deal more action plans were submitted this year, almost doubling last year's totals. Although not all action plans were submitted according to the specified timeline and not all included appropriate targets for improvement, the submitted plans were of higher quality than in previous years. More immediate and useful feedback could be provided by supervisors following their observations of program activities. 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 and 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 Schools (*N* = 53)	
School Site	Number of Observations
Bandini ES	4
Darby ES	7
Dearborn ES	8
Extera Breed	3
Extera Eastman	4
Haynes	0
Humphreys ES	6
LALA EL	5
Potrero ES	3
Short ES	3
Soleil Academy Mark Twain	1
Soleil Academy Rosa Parks	1
Synergy Charter	1
TEACH Prep	0
Valor ES	7

Middle Schools (*N* = 85)	
School Site	Number of Observations
Armstrong MS	1
Belvedere MS	5
BGI MS	6
CRMA12 MS	4
CRMA4 MS	3
CRMA8 MS	2
Edison MS	2
Frost MS	4
GALS MS	1
Griffith MS	3
Hale MS	4
Kory Hunter MS	3
LALA MS	1
Merkin MS	1
MIT Valera MS	4
Mt Gleason MS	3
Mulholland MS	1
O'Donovan MS	1
Porter MS	6
Reseda MS	1

Skirball MS	4
Southeast MS	2
Suva MS	7
Synergy Kinetic	2
TEACH MS	2
Valley Charter MS	0
Valor MS	5
Virgil Roberts MS	4
Westbrook Academy MS	3

High Schools (N = 50)	
School Site	Number of Observations
Alliance Stern MASS HS	3
ATC HS	6
Bell Gardens HS	7
Bloomfield HS	3
Burton Tech HS	2
Gertz HS	2
LALA HS	2
Leichtman HS	0
Luskin HS	4
McKinzie HS	1
MIT Marine HS	2
Montebello HS	2
Ouchi HS	2
Schurr HS	2
Simon Tech HS	3
Stella High Charter School	1
Tajima HS	2
TEACH HS	3
Vail HS	1
Valor HS	2

Other School Types (N = 22)	
Site Name	Number of Observations
Anahuacalmecac Prep	3
DVS K-8	3
EVS K-8	4
Extera 2nd St	4
Lucerne Valley MS/ES	0
New Design ADAMS	5
New Design WATTS	3

Appendix B. Yearly Trends in Evaluation Data

To further understand the evolution of important ASAS-LA program elements, this appendix explores the average ratings over time for several survey constructs from Program Quality Observations, Staff Survey responses, Student Survey responses, and Principal Survey responses across the years. These elements were selected for exploring trends over time because the survey items or observation indicators in these categories have remained the same across several years, which allow us to understand yearly trends. It should be noted that these trends are not considered longitudinal because each year involves a unique group of youth, staff, and principals being served/surveyed and a unique program/historical context. Furthermore, there are some gaps in our explorations of yearly trends where data were not available.

Measure	Constructs Explored	Years Explored
Program Quality Observations	• Staff-Youth Interactions • Peer Interactions • Youth Engagement • Youth Autonomy & Leadership	20-21 to 24-25
Spring Student Survey	<u>Youth Experiences</u> • Relationships with Staff • Positive Community at All-Stars • Program Satisfaction <u>Youth Outcomes</u> • Academic Readiness • STEM/Problem Solving • Career Exploration/Confidence • Wellness	20-21 to 24-25
Staff Survey	• Job Satisfaction • Perceptions of Training Opportunities	21-22 to 24-25
Principal Survey	• Perceptions of Program Quality	20-21 to 24-25

Program Quality Observations

The following figures show trends in observed program quality across four domains, Staff–Youth Interactions, Peer Interactions, Youth Engagement, and Youth Autonomy & Leadership, from 2020–21 through 2024–25. Observers rated each domain on a three-point scale: 0 (not true), 1 (somewhat true), and 2 (very true), with **Figures 1-4** displaying average ratings by year for elementary, middle, and high school programs.

Across all years, average observation ratings ranged from about 1.3 to 1.8 (out of 2.0), indicating that observed practices were generally closer to "very true." High school activities tended to receive the highest ratings, followed by elementary school activities, while middle school activities were rated slightly lower overall.

Ratings remained stable over time, with minor fluctuations. Youth-staff interactions and youth engagement were consistently strong, reflecting steady implementation of program practices by supportive staff and engaging environments. Peer interactions showed more variability, with a peak in 2021–22 and slight declines thereafter. Youth autonomy and leadership improved through 2022–23, suggesting increased opportunities for youth choice and leadership, before leveling off. Overall, observers' ratings indicated consistently positive program quality across years and school levels, as observed by ASAS-LA staff.

Figure 1. Average Yearly Ratings of **Youth-Staff Interactions** on Program Quality Observations
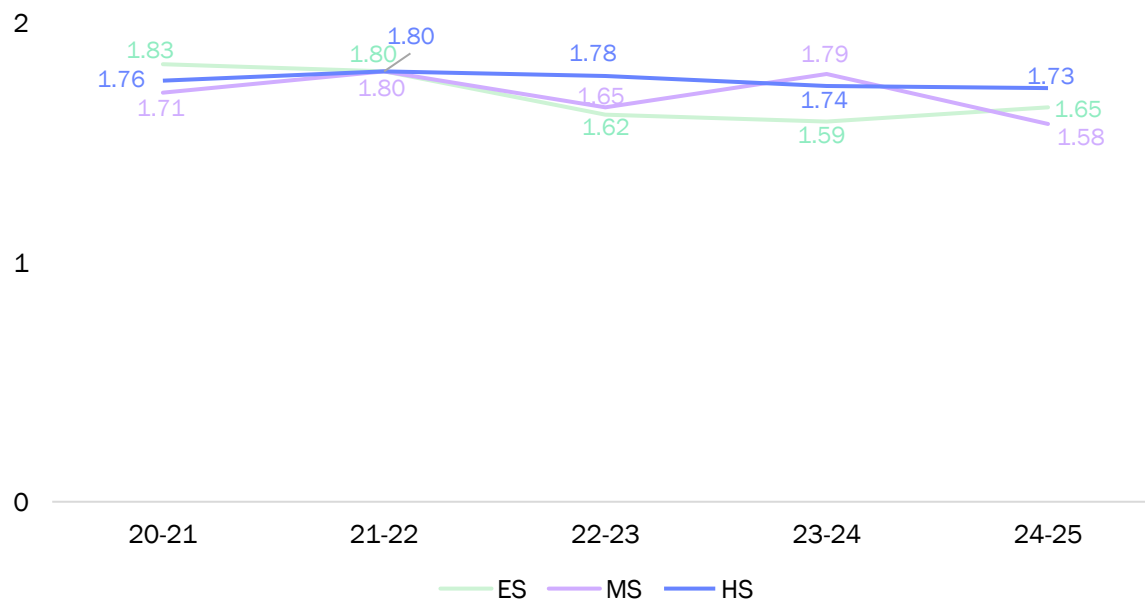
Figure 2. Average Yearly Ratings of **Peer Interactions** on Program Quality Observations
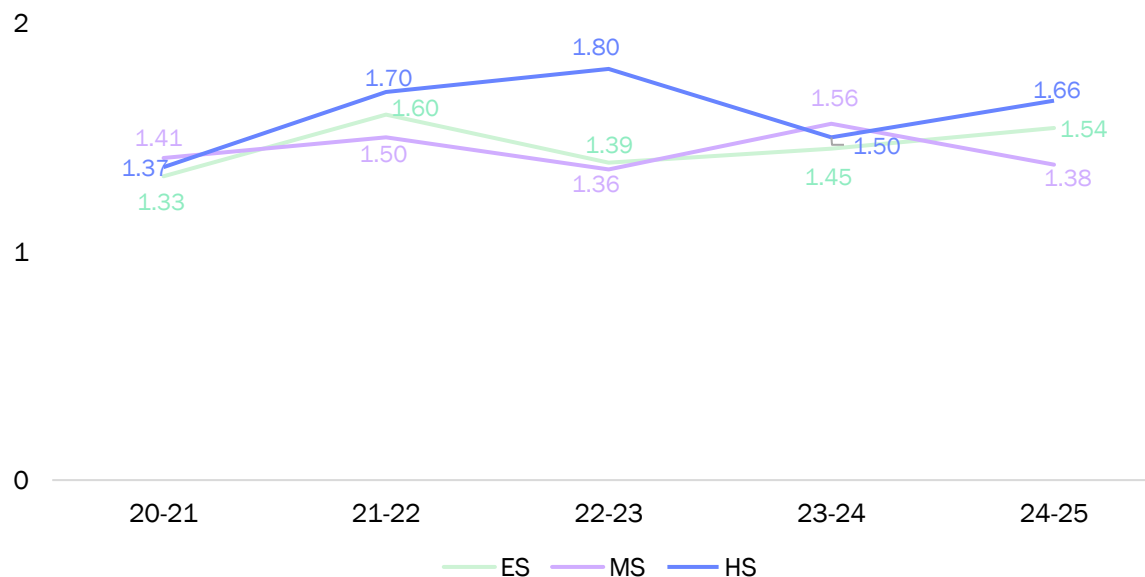
Figure 3. Average Yearly Ratings of **Youth Engagement** on Program Quality Observations

	20-21	21-22	22-23	23-24	24-25
ES	1.42	1.50	1.55	1.44	1.45
MS	1.49	1.50	1.41	1.58	1.43
HS	1.57	1.60	1.59	1.54	1.55

ES — MS — HS
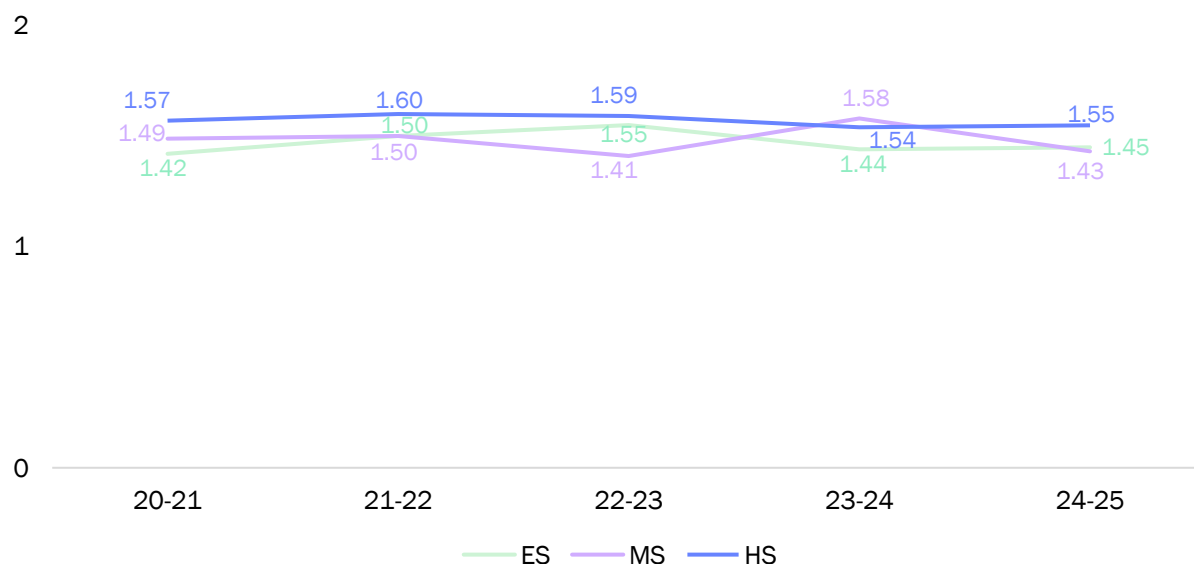
Figure 4. Average Yearly Ratings of **Youth Autonomy and Leadership** on Program Quality Observations

	20-21	21-22	22-23	23-24	24-25
ES	1.37	1.50	1.45	1.38	1.37
MS	1.33	1.50	1.48	1.68	1.46
HS	1.46	1.50	1.63	1.54	1.52

ES — MS — HS
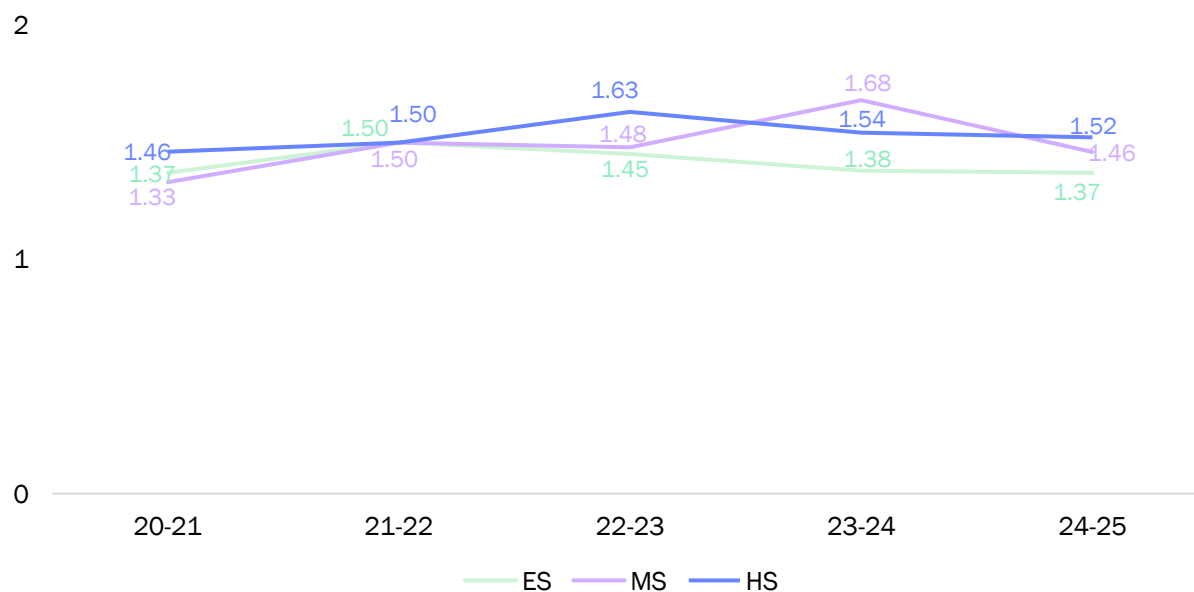
Youth Survey

The first set of figures explores the trends in **youth experiences**, including their perceptions of their relationships with All-Stars staff (20-21 to 24-25), their perceptions of a positive community at All-Stars (21-22 to 24-25) and their overall satisfaction with their experiences in All-Stars (20-21 to 24-25). All these items were rated on a scale from strongly disagree (1) to strongly agree (5) and the figures in this section (**Figures 5-7**) display the average agreement by year for each school level.

Overall, we see that high school youth consistently rated their program experiences more highly than younger program participants, followed by elementary school youth; middle school youth regularly offered the lowest levels of agreement about their program experiences. Over the past several years, youth perceptions of their program experiences have remained generally positive (ratings of about 3.5-4.3 out of 5.0) with some increases and decreases over time.

Figure 5. Average Yearly Ratings of Youth Experiences on Student Survey: **Relationships with Staff**
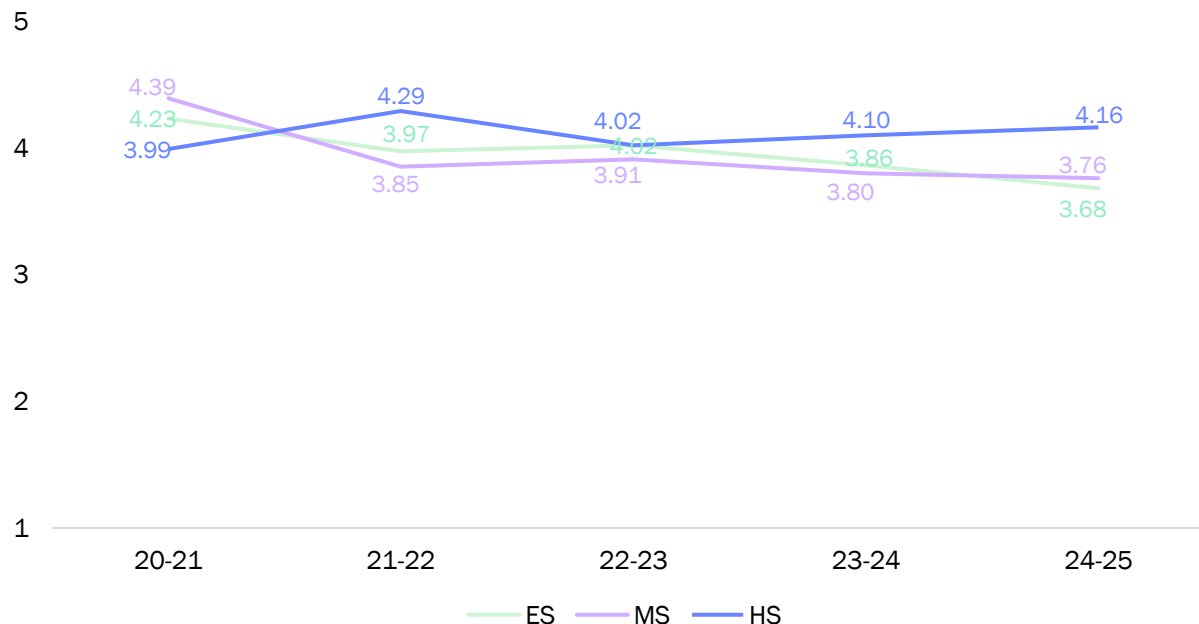
Figure 6. Average Yearly Ratings of Youth Experiences on Student Survey: **Community at All-Stars**
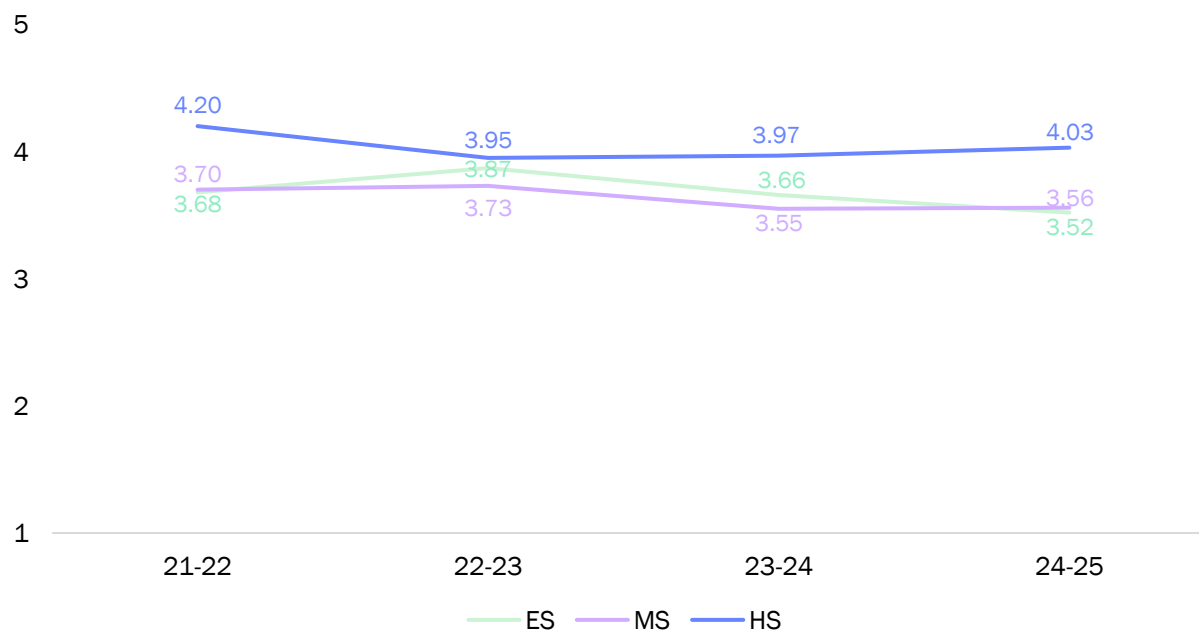
Figure 7. Average Yearly Ratings of Youth Experiences on Student Survey: **Program Satisfaction**
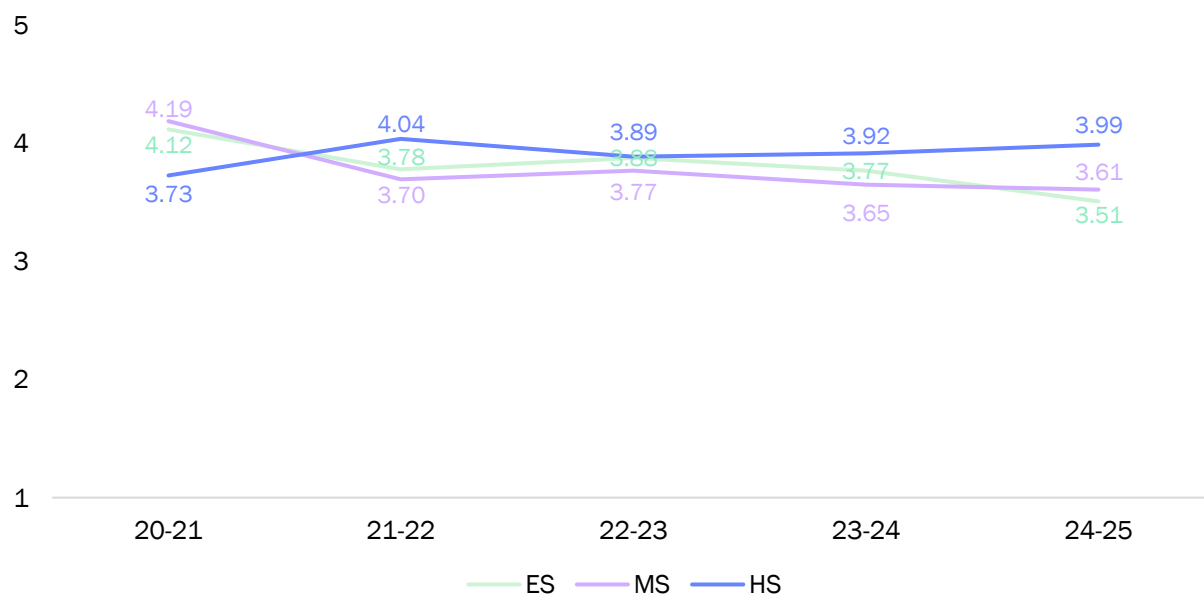
The second set of figures explores the trends in **youth outcomes**, including four key areas: academic readiness, STEM/problem solving, career exploration/confidence, and wellness (20-21 to 24-25). All these items were rated on a scale from strongly disagree (1) to strongly agree (5) and the figures in this section (**Figures 8-11**) display the average agreement by year for each school level. In this section, you will note that high school youth offered the highest levels of agreement about their outcomes and this is relatively consistent over time; middle and elementary school youth generally reported very similar ratings of their outcomes. There was not a clear pattern in relation to youth's ratings of their outcomes over time; youth perceptions of their outcomes were generally positive (ratings of about 3.5-4.0 out of 5.0) with some increases and decreases over time.

Figure 8. Average Yearly Ratings of Youth Outcomes on Student Survey: **Academic Readiness**
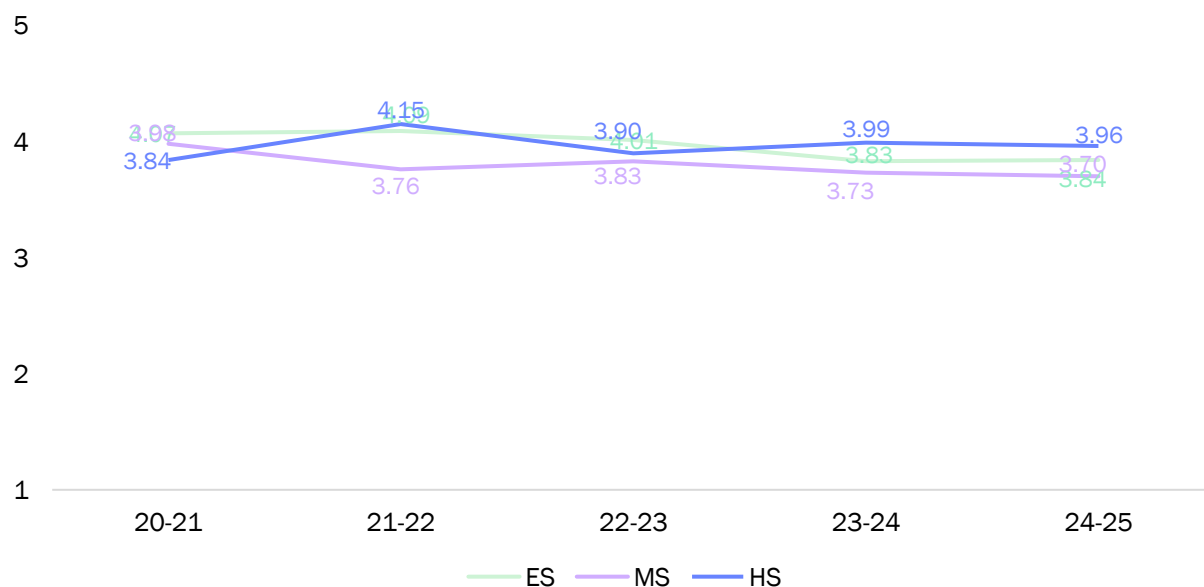
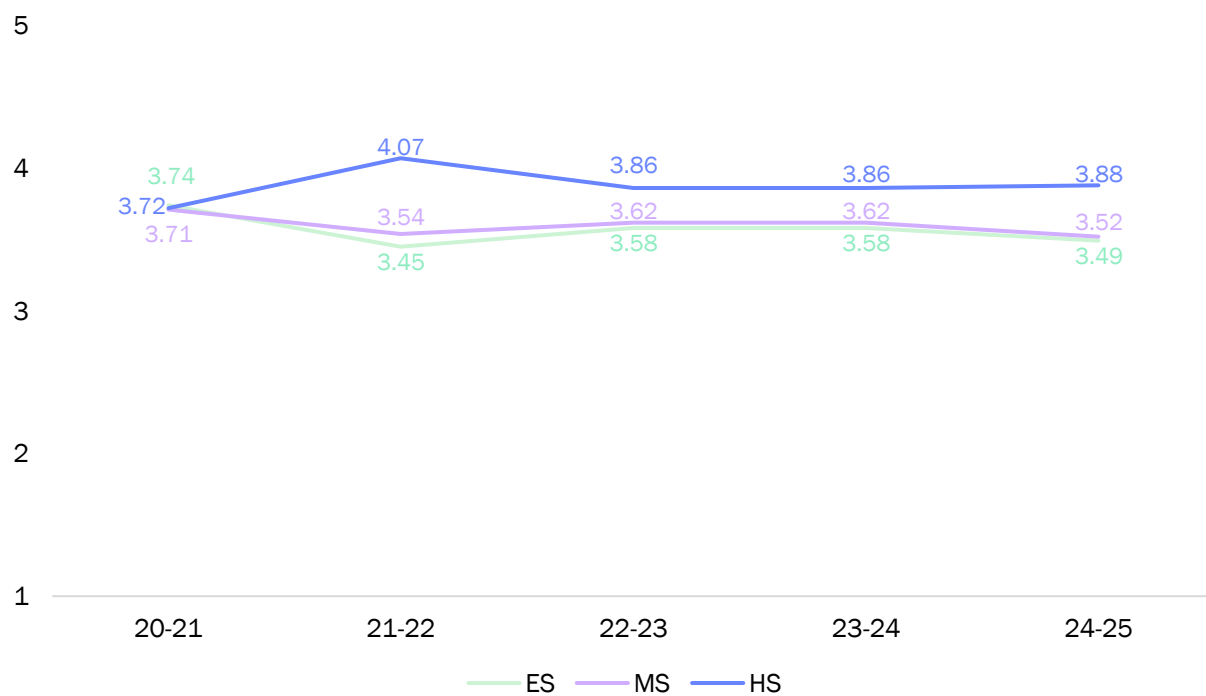**Figure 9.** Average Yearly Ratings of Youth Outcomes on Student Survey: **STEM/Problem Solving**

Figure 10. Average Yearly Ratings of Youth Outcomes on Student Survey: **Career Exploration/Confidence**
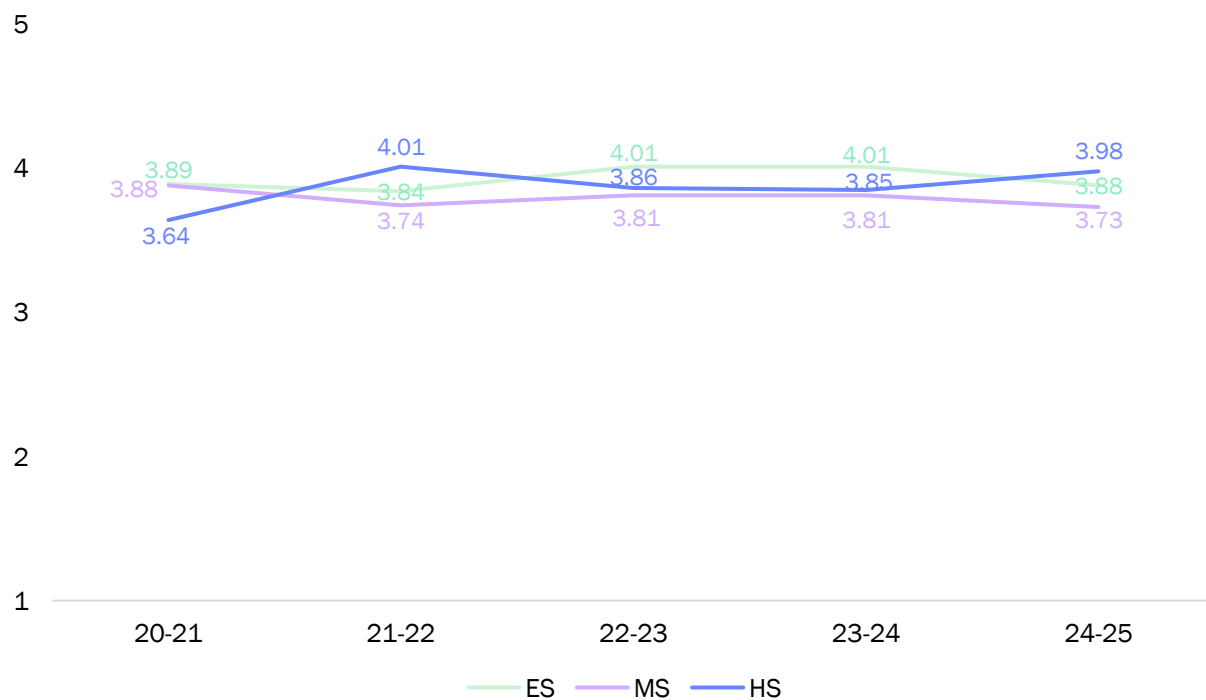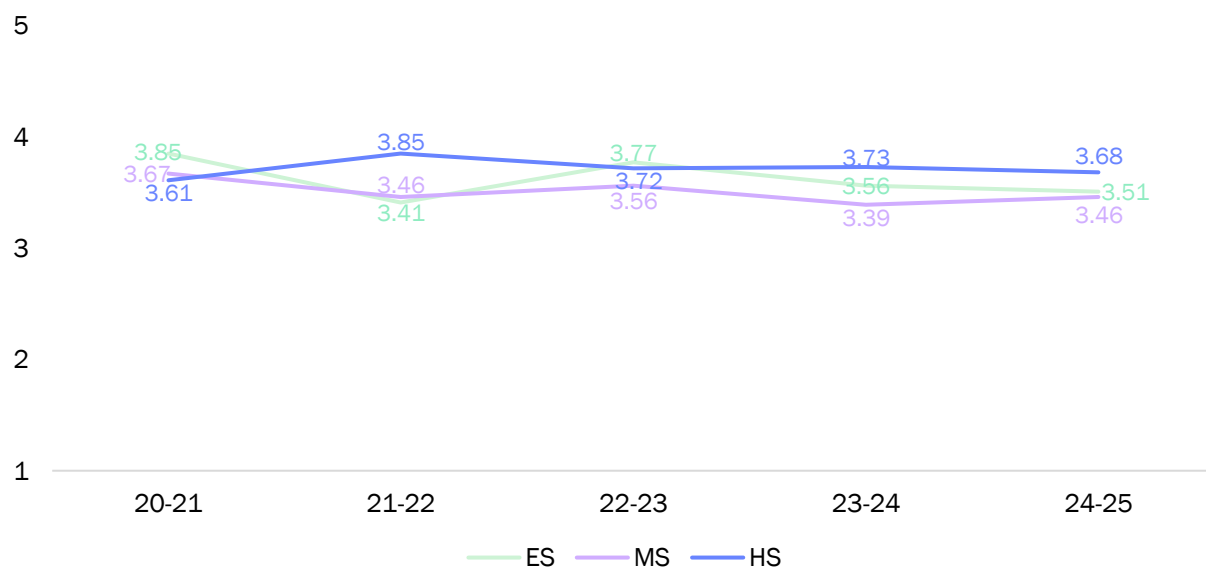
Figure 11. Average Yearly Ratings of Youth Outcomes on Student Survey: **Wellness**


Staff Survey

On the Staff Survey, we were able to explore four key concepts, including staff's job satisfaction, their perceptions of training opportunities provided by All-Stars, and their ratings of their CQI understanding and CQI behaviors (21-22 to 24-25). All these items were rated on a scale from strongly disagree (1) to strongly agree (5) and the figures in this section (**Figures 12-15**) display the average agreement by year for the staff who completed the Staff Survey. As displayed in **Figure 12**, job satisfaction was generally very high, with average ratings above a 4.0 (out of 5.0) across all years explored. The yearly trends demonstrated a small, but consistent decline in job satisfaction over the past three years.

Figure 12. Average Yearly Ratings of **Job Satisfaction** on Staff Survey
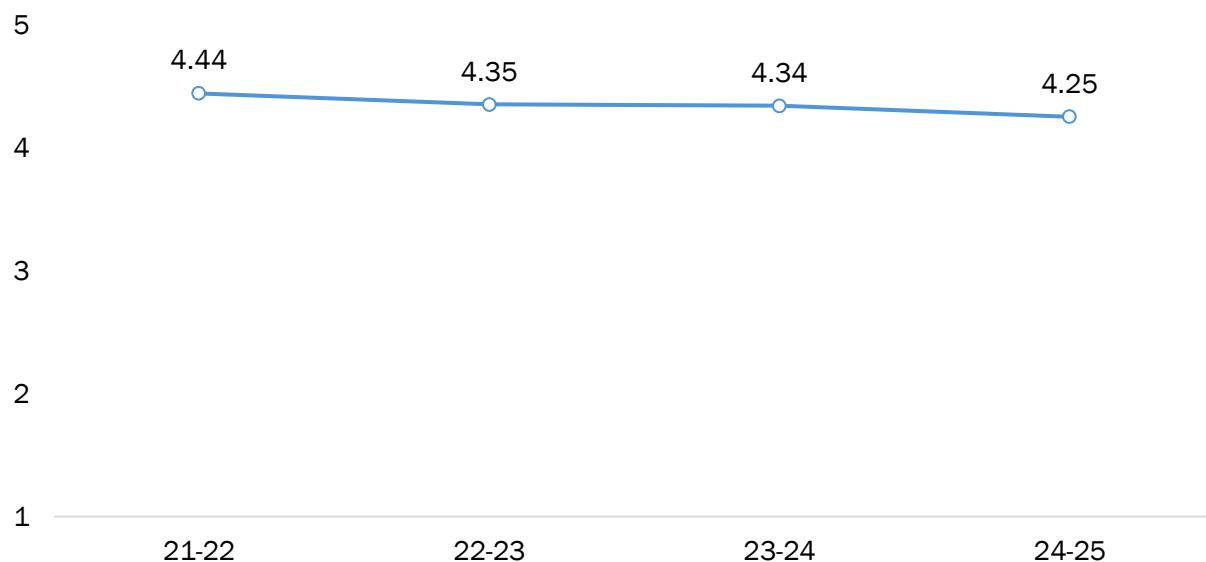
For staff perceptions of training opportunities, we also see very high ratings consistently over time (all averages are above a 4.0 out of 5.0). As **Figure 13** displays, we saw a small increase in perceptions of training opportunities as reported by staff since the 22-23 academic year with the highest yearly average for the 24-25 year.

Figure 13. Average Yearly Ratings of **Training Opportunities** on Staff Survey
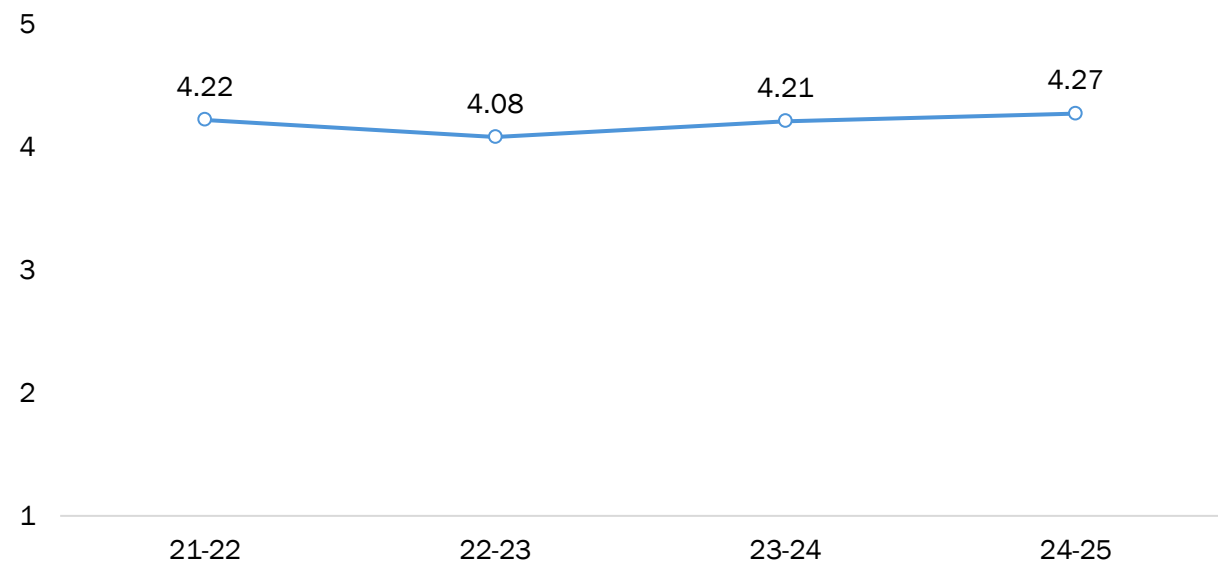
Staff were also asked to indicate their agreement regarding their knowledge of Continuous Quality Improvement (CQI) and their engagement in key CQI behaviors. As shown in **Figures 14** and **15** below, both CQI understanding and CQI behaviors remained considerably high, with CQI understanding seeing particular growth over the past few years.

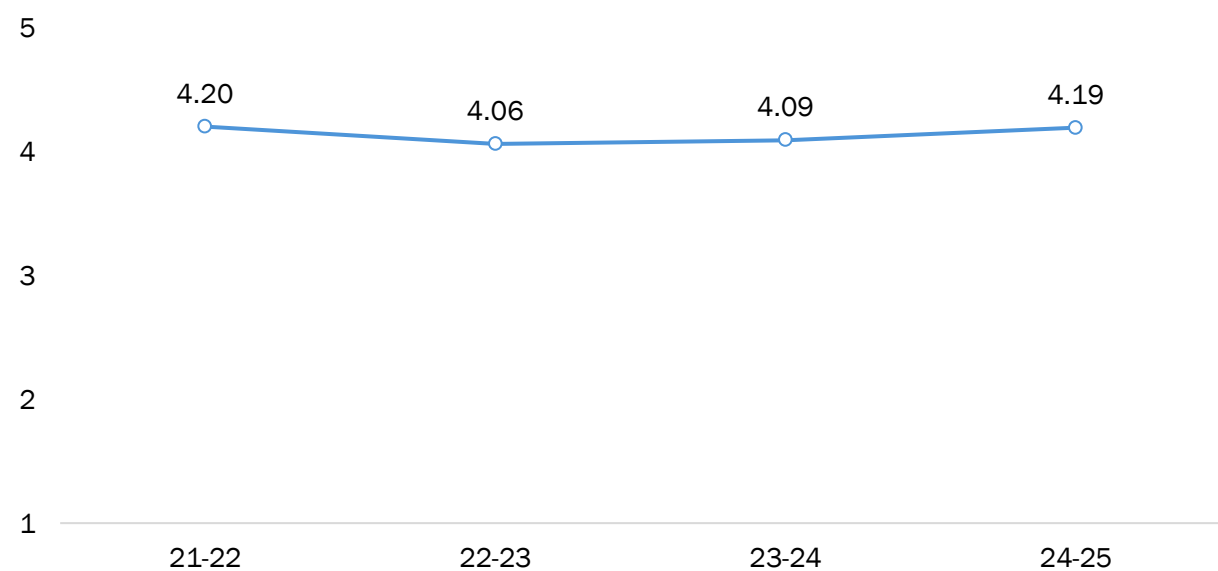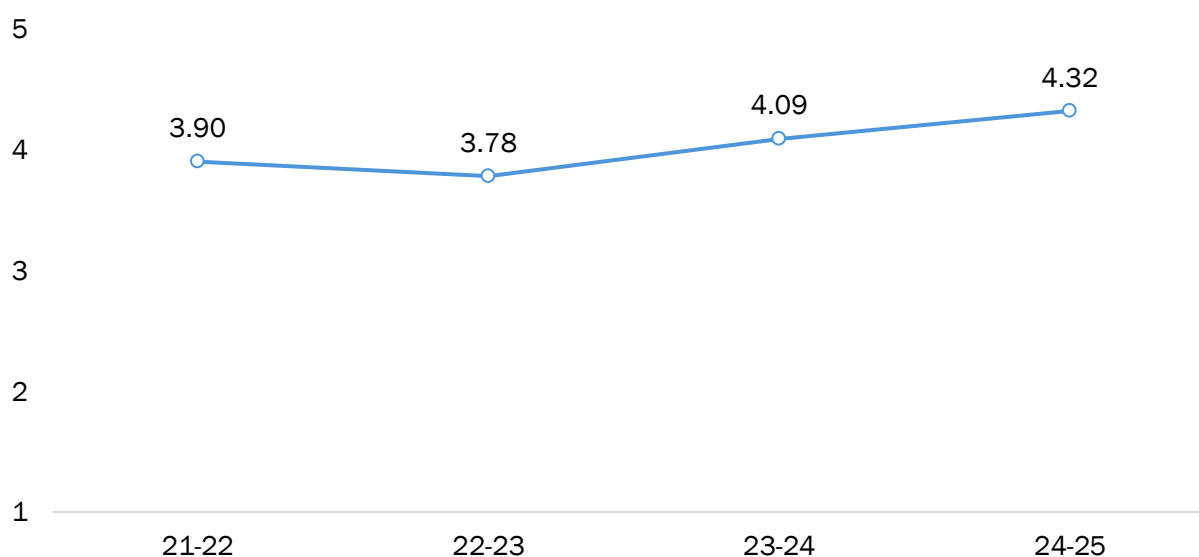**Figure 14.** Average Yearly Ratings of **CQI Behaviors** on Staff Survey

Figure 15. Average Yearly Ratings of **CQI Understanding** on Staff Survey

Principal Survey

Principals were asked to rate their overall perceptions of program quality, and the percent of principals offering ratings of *"Good"* or *"Excellent"* is displayed in **Figure 16**. Principal perceptions of program quality remained high across all years, with a brief dip in 2022–23 (75%) followed by steady improvement, reaching **85%** in 2024–25.

Figure 16. Average Percent of Good/Excellent Ratings from Principals on Program Quality
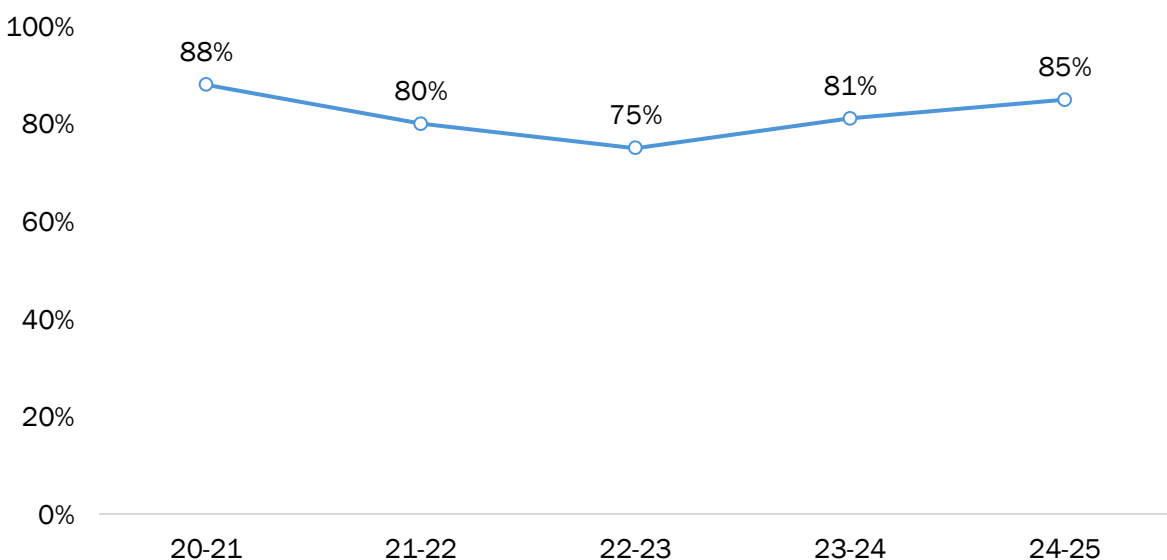
Appendix C. Student Survey Response Counts by School Site

Site Name	School Type	Number of Student Responses
Alliance Stern MASS HS	High	109
Anahuacalmecac Prep	K-12	46
Armstrong MS	Middle	1
ATC HS	High	31
Bandini ES	Elementary	26
Bell Gardens HS	High	21
Belvedere MS	Middle	41
BGI MS	Middle	76
Bloomfield HS	High	9
Burton Tech HS	High	20
CRMA12 MS	Middle	46
CRMA4 MS	Middle	52
CRMA8 MS	Middle	0
Darby ES	Elementary	41
Dearborn ES	Elementary	0
DVS K-8	K-8	0
Edison MS	Middle	27
EVS K-8	K-8	12
Extera 2nd St	Elementary/Middle	46
Extera Breed	Elementary	25
Extera Eastman	Elementary	41
Frost MS	Middle	28
GALS MS	Middle	23
Gertz HS	High	20
Griffith MS	Middle	40
Hale MS	Middle	25
Haynes	Elementary	0
Humphreys ES	Elementary	7
Kory Hunter MS	Middle	1
LALA EL	Elementary	38
LALA HS	High	35
LALA MS	Middle	0
Leichtman HS	High	0
Lucerne Valley MS/ES	Elementary/Middle	0
Luskin HS	High	40
McKinzie HS	High	0
Merkin MS	Middle	78
MIT Marine HS	High	0
MIT Valera MS	Middle	0
Montebello HS	High	12
Mt Gleason MS	Middle	0
Mulholland MS	Middle	32
New Design ADAMS	Middle/High	36*
New Design WATTS	Middle/High	
O'Donovan MS	Middle	1
Ouchi HS	High	24
Porter MS	Middle	82
Potrero ES	Elementary	52

Reseda MS	Middle	1
Schurr HS	High	40
Short ES	Elementary	14
Simon Tech HS	High	7
Skirball MS	Middle	0
Soleil Academy Mark Twain	Elementary	32*
Soleil Academy Rosa Parks	Elementary	
Southeast MS	Middle	0
Stella High Charter School	High	0
Suva MS	Middle	62
Synergy Charter	Elementary	43
Synergy Kinetic	Middle	32
Tajima HS	High	5
TEACH HS	High	8
TEACH MS	Middle	27
TEACH Prep	Elementary	30
Vail HS	High	5
Valley Charter MS	Middle	39
Valor ES	Elementary	47
Valor HS	High	119
Valor MS	Middle	23
Virgil Roberts MS	Middle	62
Westbrook Academy MS	Middle	21
TOTAL		1861