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BTI Report

February 2023

Dallas City of Learning Summer 2022 Report

Preliminary Data and Feedback Report

Report Prepared by Big Thought Institute In Collaboration With



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Dallas City of Learning
Summer 2022 Preliminary Data and Feedback Report
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Big Thought Institute is your partner in learning. We are an innovative team that partners with organizations to foster creativity, develop future-forward skills and deliver unique learning experiences. We provide professional learning, consulting, design and evaluation services to empower clients to effectively teach, engage and support youth in reaching their full potential. We leverage evidence-based best practices in creativity, instruction, learning systems and continual improvement that have been established over 30+ years.



Big Thought is an impact education nonprofit focused on closing the opportunity gap through programs that equip students to imagine and create their best lives and world. Nationally recognized for its innovations in creative learning, collective impact collaborations, after school and summer learning, and social and emotional skill-building, Big Thought delivers direct-to-youth programming, learning system facilitation and consultation services supporting best practices in education.



Dallas City of Learning (DCoL) was developed to ensure that youth had access to a high quality summer learning programming to prevent summer learning loss. Program partners include a powerful network of neighborhood, community, and city partners that connect students to valuable local and digital resources, from aviation, photography, artificial intelligence and STEM, among other enriching opportunities



The Center on Research and Evaluation (CORE), housed within Southern Methodist University Simmons School of Education & Human Development, is dedicated to supporting and expanding SMU's commitment to teaching, research, and service in communities and the larger global society. CORE conducts high-quality collaborative research and evaluation to drive positive and sustainable change in individuals, schools, organizations and communities.



Executive Summary

Dallas City of Learning (DCoL), launched in 2014, represents a collection, or ecosystem, of organizations focused on providing programming to youth during out-of-school time and other non-traditional learning spaces. Through these learning experiences youth have the opportunity to be introduced to new concepts, try new things, and acquire or deepen critical skills that can empower them in pursuing a future of their choosing. Big Thought serves as the backbone agency for DCoL and facilitates a range of support services and resources to assist the ecosystem. Big Thought's theory of change targets four main areas to increase the opportunities students have to gain meaningful learning experiences outside of school:

- Increase the **access** of programs for students;
- Increase the **dosage** of programs – the rate of participation, engagement level, and variation of enrollment students spend in programs;
- Improve the **quality** of programs and experiences; and
- Support cultural and **community uplift** – actively participate in and support outreach events that empower communities to raise up their stories.

DCoL 2022 by the numbers

- 1,308 Total programs offered (+54% YOY)
- 47,503 Total participants (+121% YOY)
- 22,632 Total unique students (+38% YOY)
- 767,323 Cumulative participant learning days (+288% YOY)
- 1,472,211 Cumulative participant learning hours (+1,107% YOY)
- 18.7 Avg. Days of Dosage per unique student (+32% YOY)
- 79.5 Avg. Hours per unique student (+45% YOY)

Return to Face-to-Face Programming

After 2 years of mostly virtual programming due to COVID-19 restrictions, the data for DCoL Summer 2022 reflects a meaningful shift back to a majority face-to-face programming and the “normalcy” of pre-pandemic DCoL summers.

Historically, data collection for face-to-face programming has been more comprehensive and helps to paint a more complete picture of the ecosystem, and by extension youth's experiences, than online programming – specifically asynchronous online programming. In 2022, 72% of the 1,308 total programs offered were face-to-face. Of the 371 online programs offered, the vast majority were asynchronous, and these were largely continuation of programs created during 2020 and 2021. Only 29, or 8%, of online programs were new synchronous programming specific to summer 2022.

The return of face-to-face programming, in addition to an increase in the level of partners sharing data for their programs means that many indicators for access and dosage rebounded closer to baseline years before COVID-19 shutdowns. Of specific note, there were positive year-over-year increases in total participants (+121%), total unique students (+38%), cumulative participant learning days and hours (+288% / +1,107%), and average days and hours of dosage per unique student (+32% / +45%). There was also a nearly threefold increase in the number of students attending multiple (2 or more) programs over the course of the summer, and over 7,000 students who attended programs in one or more previous summers since 2017.



Creator Archetype

In preparation for summer 2022, Big Thought updated the DCoL program categories to align with, and map to, one or more of the five domains found within the organization's Creator Archetype framework. Big Thought developed the Creator Archetype framework in 2020 and it represents the skills, competencies, and experiences that we believe will equip youth to imagine and create their best lives and world. In other words, the Creator Archetype articulates the skillsets that prepare youth to pursue successful, fulfilling, and sustainable careers in a rapidly changing world. The five domains of the Creator Archetype include:

- Social and Emotional Foundations
- Academics & Artistry
- Digital Fluency
- Design Thinking
- Civics & Service

Through these program category updates, we can better measure and monitor access, dosage and quality in the context of the Creator Archetype framework, as select statistics and analysis throughout this report will show. Of note, Academics & Artistry made up 76% of total participant learning hours while only accounting for 46% of programs offered in summer 2022. Conversely, Social Emotional Foundations comprised only 10% of programs offered, but 19% of total participant learning hours. Civics & Service, Digital Fluency, and Digital Thinking, despite cumulatively making up 44% of programs offered, accounted for only 5% of learning hours, an indication these types of programs may serve smaller niches of students than Academic & Artistry programs which potentially operate at a larger scale in part due to large institutional partners, such as Dallas ISD, that operate an extensive range of summer programs.

Six Dimensions of Quality Teaching & Learning

Summer 2022 also included the return of program observations using Big Thought's updated Six Dimensions of Quality Teaching & Learning tool (6DQ), which had not occurred since summer 2019 due to the pandemic. Observation scores and corresponding program staff self-reflections were added back to this year's measurement of quality. In 2022, 6DQ activities were focused around the first two dimensions of quality: Climate and Engagement. These two dimensions are geared around setting the fundamentals for youth-led learning and program engagement.

Notably, instructor self-reflections indicate a belief that programs had higher rates of youth-led instruction, while observers recorded those programs had higher instances of adult-led instruction. These baseline data are an opportunity for continued training and dialogue on instructional practices that effectively provide youth with program spaces where they can take a leading role in guiding their learning.



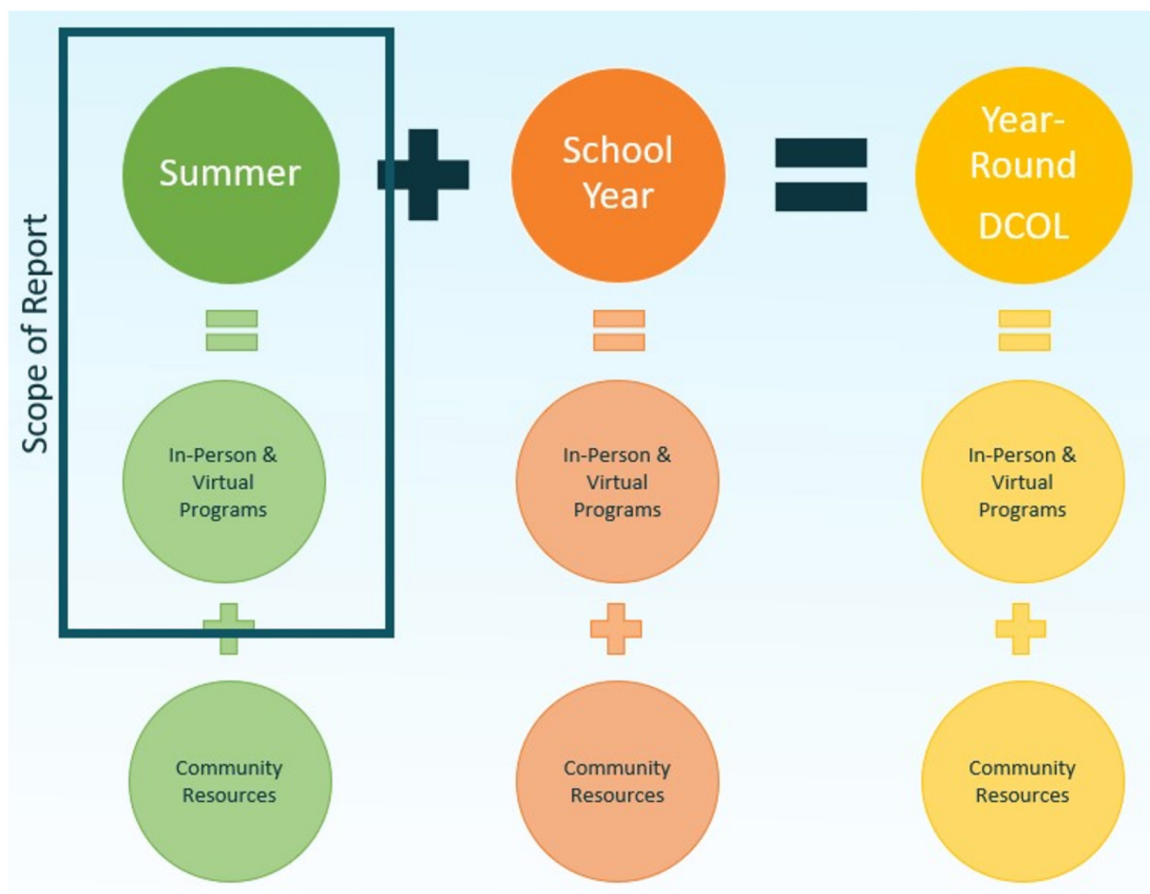
Data Sources and Methodology

Since 2017, Big Thought and SMU Center on Research and Evaluation (SMU CORE) have collaborated on the evaluation of Dallas City of Learning. Data utilized in the analyses found within this report comes from multiple activities and sources as outlined in Table 1.

Table 1: Data Sources	
Data Source	Collected By
Big Thought Activity Log	Big Thought
Stakeholder Surveys (Student, Caregiver, Frontline Staff, Program Leads)	Big Thought
Interviews & Focus Groups (Big Thought staff, Program staff, Family & Student)	CORE
DCoL Platform Data (Programs, Rosters, Attendance)	Big Thought

Data utilized in this report has been cleaned and categorized for analyses by SMU CORE with a focus on summer programming (Figure 1). All information shared, unless explicitly noted otherwise, is reflective of summer 2022 programming and year-over-year comparisons to summer 2021.

Figure 1: DCoL Whole-Year Framework



This report is structured based on the DCoL logic model and theory of change (Figure 2), highlighting analyses related to Support Services, the Access, Dosage and Quality of DCoL programs, and the short-term (perceived) Outcomes for Youth.

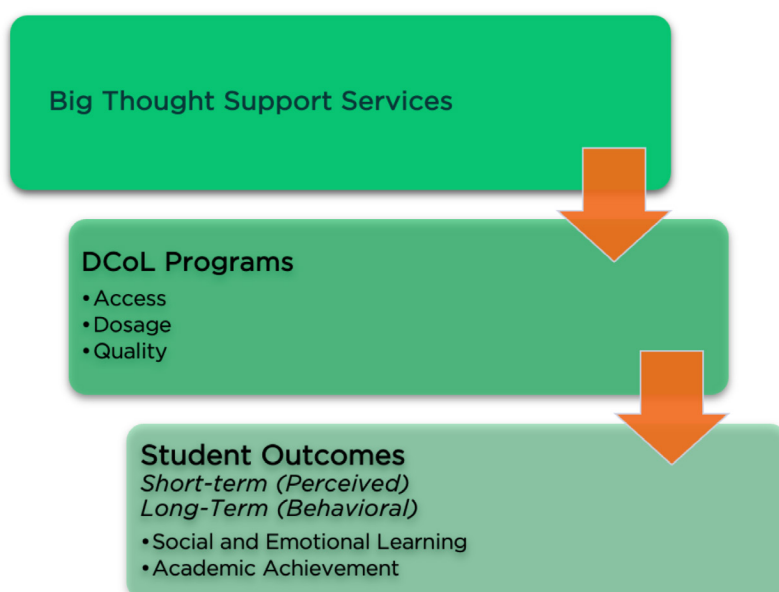
Big Thought measures impact through three main pillars: access, dosage, and quality.

- **Access** refers to how accessible DCoL programs are for students based on variables like program categories, age groups, modality (online and face-to-face).
- **Dosage** tracks the amount of programming students received throughout the summer, including attended hours and programming days across a number of variables such as program categories and modality.
- **Quality** refers to the quality of programming students receive as measured by stakeholder surveys and observations and instructor self-reflections utilizing the Six Dimensions of Quality Teaching & Learning (6DQ) tool. Surveys are administered to four stakeholder groups: students, caregivers, program frontline staff, and program leads. 6DQ measures the level of either adult-led or youth-led instruction occurring across six different dimensions through a combination of observations by Big Thought personnel and program instructor self-reflections. In 2022, 6DQ efforts centered on the first two dimensions: Climate and Engagement.

Additionally, analyses prioritize and addresses six overarching evaluation questions:

1. What support services does Big Thought provide to increase and improve program accessibility, quality, and dosage?
2. What perceptions do both Big Thought support staff and DCoL program staff have on the support services that Big Thought provides in terms of increasing program access and dosage and improving quality?
3. How accessible are DCoL programs for learners?
4. What is the rate and level of engagement (dosage) of DCoL programs for learners?
5. What is the quality of DCoL programs?
6. What attitudes and beliefs do learners have about their
(1) social-emotional learning and (2) school and career-related interests and opportunities?

Figure 2: DCoL Logic Model & Theory of Change



Big Thought Support Services

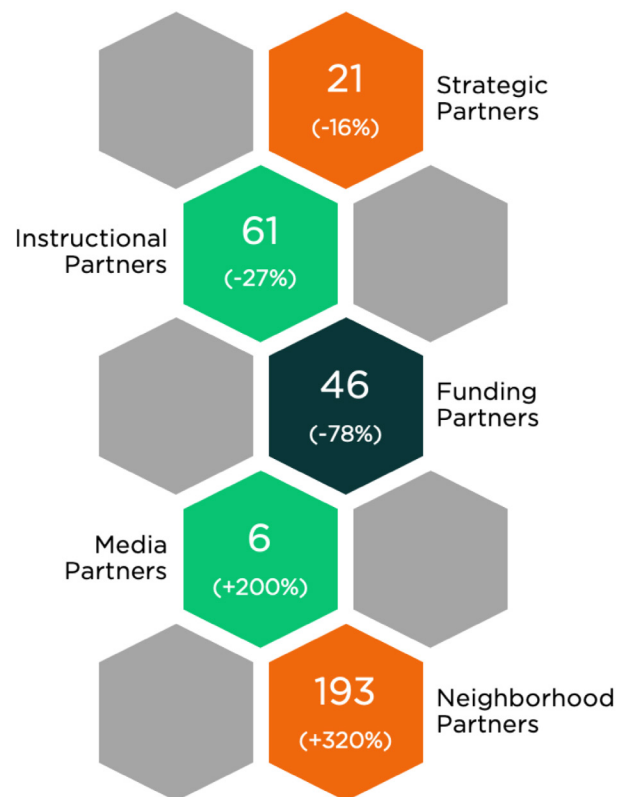
As the backbone agency for Dallas City of Learning (DCoL), Big Thought provided a range of support services throughout the year to assist program providers build capacity and connect resources in the pursuit of DCoL's goals to increase access, increase dosage, increase quality, and uplift community.

In Summer 2022, DCoL partnered with **327** partners of different capacities who contributed to the ecosystem by either enabling, supporting, augmenting, or directly providing summer learning and other out-of-school time (OST) programs to students and families.

Partners engaged with DCoL were categorized as the following (Figure 3):

- **Strategic Partners:** Partners serving/supporting the DCoL system at a strategic and/or advisory capacity.
- **Instructional Partners:** Partners developing content, providing content and/or delivering instruction in one or more locations, or online.
- **Funding Partners:** Individuals, foundations, and corporations providing financial support for DCoL.
- **Neighborhood Partners:** Partners opening their facilities for others to deliver services to youth.
- **Media Partners:** Partners supporting the marketing and promotion of DCoL.

Figure 3: 2022 DCoL Partner Count



DCoL and Big Thought provided support services and capacity building through the following activities in 2022:

Neighborhood Resource Initiative (NRI) - The Neighborhood Resource Initiative helps support the summer programming needs of DCoL partners. Partners interested apply and are eligible to receive a range of supports and resources including professional learning, technology, curriculum, collective marketing efforts, data evaluation, and micro-grants. Proposals are reviewed by an outside Advisory Committee and awards are communicated in May, prior to the start of summer. In 2022, a total of 41 organizations received micro-grants, 1 accessed technology, and 6 accessed in-kind transportation support.

NRI Leadership Cohort - The NRI Leadership Cohort guides a group of 12 individuals from DCoL partner organizations through a series of collaborative capacity-building trainings to support:

- Personal and professional growth of participants through leadership training
- Organizational growth through capacity building, community building, marketing & communications, and community engagement
- Diversity, Equity, and Inclusion for internal and external organizational growth

The topics covered included: Leadership and Vision; Organizational Growth; Youth Development & Engagement; Culture, Identity & Community; Engaging your Leadership; and Overview, Implementation & Application.

Lunch and Learns - DCoL periodically offers these learning sessions on a range of topics. Lunch and Learns often feature a partner within DCoL sharing on a topic or area of specialty for their respective organization. In the 2021-2022 program year, one Lunch and Learn session was facilitated at Big Thought.

KICKS Conference - The DCoL KICKS Conference is an annual, and free, learning opportunity for out-of-school-time providers. In 2022, KICKS was offered virtually on May 19 and in person on May 20. There were 17 sessions offered over the course of the two days on topics ranging from SEL, Equity in Education, Strategies for Collaborative Story Telling, Virtual Augmented Reality for out of school Time, Academic Support/Lesson Planning, Activating the Space, Six Dimensions of Quality Teaching and Learning, and more.

Professional Learning - Through KICKS, Lunch & Learns, and other offerings, individuals and organizations attended professional learning sessions throughout the year. Courses included Recognizing Abuse, Neglect and Exploitation, First Aid CPR, and Six Dimensions of Quality Teaching & Learning, amongst others. A total of 49 sessions were offered in 2021-22 with cumulative attendance of 639 participants.

Learning Pathways - Included in the professional learning opportunities were sessions specifically addressing Big Thought's Learning Pathways initiative for DCoL partners interested in learning about and utilizing micro-credentials (digital badges) to help identify, measure and elevate youth skill development occurring within their programs. In 2021-22, 33 participants attended these trainings. Additionally, Big Thought engaged the support of CoSpero Consulting in January 2021 to help develop a long-term strategy for building the downstream currency, or value, of micro-credentials for DCoL partners, youth, and other downstream entities such as corporate partners and institutions of higher education. While digital badges were not created or issued during summer 2022, these efforts are informing the continued rollout of Learning Pathways throughout 2022-23.

Expanded Learning Information System (ELIS) - Through collaboration between Big Thought, Dallas Afterschool, and Southern Methodist University's Center on Research & Evaluation, ELIS was established as a coordinated data system to support out-of-school program providers both qualify and quantify their program impact and effectiveness. ELIS is comprised of a series of data dashboards that provide a central digital space where providers can access both program data (i.e., data about program quality, survey data, etc.) and de-identified and aggregate ISD data about the students they serve. Data are available over multiple years and views are customizable by program site, student demographics and other key variables. The data dashboard has consolidated data across multiple components of the OST system, allowing providers involved with multiple initiatives to access and view data in one location. DCoL partners who engage in data sharing are offered complementary access to ELIS.



Stakeholder Feedback

Program Leads understanding of DCoL as a system was moderate, but not strong, in 2022. On surveys, they indicated that DCoL goals were well defined, with an average rating of 4.97 (out of 6; n=43). This represents a slight decline from 2021 when the rating was 5.09. Program Leads also reported on the value the resources offered had on their programs on a scale of 1 (not valuable or no impact) to 4 (very valuable or very impactful). All but one resource, Technology, were highly valued, with average rates spanning 3.3 up to 4.0. Transportation had the lowest rating at 2.9. Overall, average ratings were similar to 2021 with only slight variances recorded (Table 2).

TABLE 2: Program Lead Feedback Survey - Value of DCoL Resources/Supports (n=52)				
Indicator	Count of Partners Rating Item (n=)	Average Value Rating (1-4)	Variance YOY	Value Cumulative Rating
Financial (micro-grant)	30	3.9	-0.1	117
Professional Learning	29	3.4	-0.52	98
General Technical Assistance	22	3.8	0.11	83
Training/resources related to in-person programming while socially-distant	12	3.7	-0.22	44
Technology	8	2.9	-0.6	23
Training/resource to address COVID stressors for youth/families	7	3.7	0.1	26
Content or Curriculum	6	3.3	0.1	20
Transportation	6	3.8	-0.2	23
Training related to virtual programming	6	3.5	-0.32	21
Other Resources	3	4	0	12

Individuals attending professional learning sessions throughout the year also completed feedback surveys rating the session's content, execution, and outcome. In 2021-22, overall satisfaction with professional learning services was very high, with a Net Promoter Score of 80.7 which is considered "Excellent" (scale of -100 to +100; n=270). The overall composite feedback rating for all indicators was 4.76 (out of 5). Session outcomes had the highest average rating at 4.82, followed by session content at 4.79 and session execution at 4.69. Tables 3 and 4 outline results overall, by each category and for each question.

Table 3: Professional Learning Feedback Survey Composite Ratings (Scale: 0-5; n=270)	
Indicator	Score (+/- YOY%)
Overall Session Composite Score	4.76 (-0.6%)
Session Content	4.79 (-0.6%)
Session Execution	4.69 (-0.4%)
Session Outcomes	4.82 (-0.6%)

Table 4: Professional Learning Feedback Survey Results

Indicator (n = 270)		% Favorable Responses (+/- YOY)
CONTENT	The training met my expectations	93.4% (-4%)
	The training was simple and easy to understand	95.2% (-2.4%)
	I found the training content to be relevant to my work	95.2% (-1%)
	The training effectively addressed the topic	95.9% (-2%)
EXECUTION	I was kept engaged throughout the session	91.1% (-5.1%)
	Activities were fitting to content area and session purpose	94.8% (+0.8%)
	Session provided opportunity to learn from colleagues	83.7% (-7.3%)
	Facilitator involved participants in the learning process	94.1% (-0.4%)
OUTCOMES	I can and will apply strategies and information from this session into my future work	96.3% (-0.8%)
	This session is important to my growth as a professional in this field	95.6% (-1.4%)
	The time that I invested in this session was worthwhile	97.1% (-0.3%)

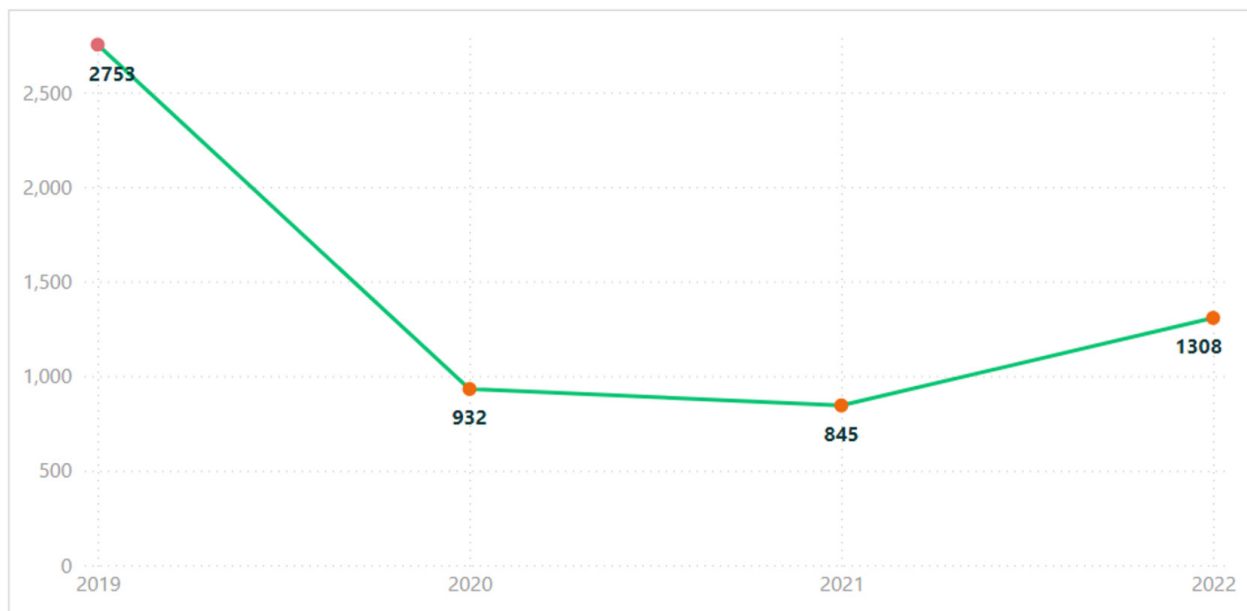


Access indicators are metrics we use to report the reach and accessibility of programs and events. Questions answered with access metrics include how many programs were offered, how many students attended DCoL programming, what types of programs were offered, availability of online programming, and how these findings varied through multiple years of DCoL.

In 2022, 66 organizations (Table 5) offered 1,308 programs in the summer, an increase of more than 50% from the year prior (Figure 4). Two major institutional partners, the Dallas Public Library and Dallas ISD, account for 57% of the programs offered, while community-based and other partners accounted for 43%.

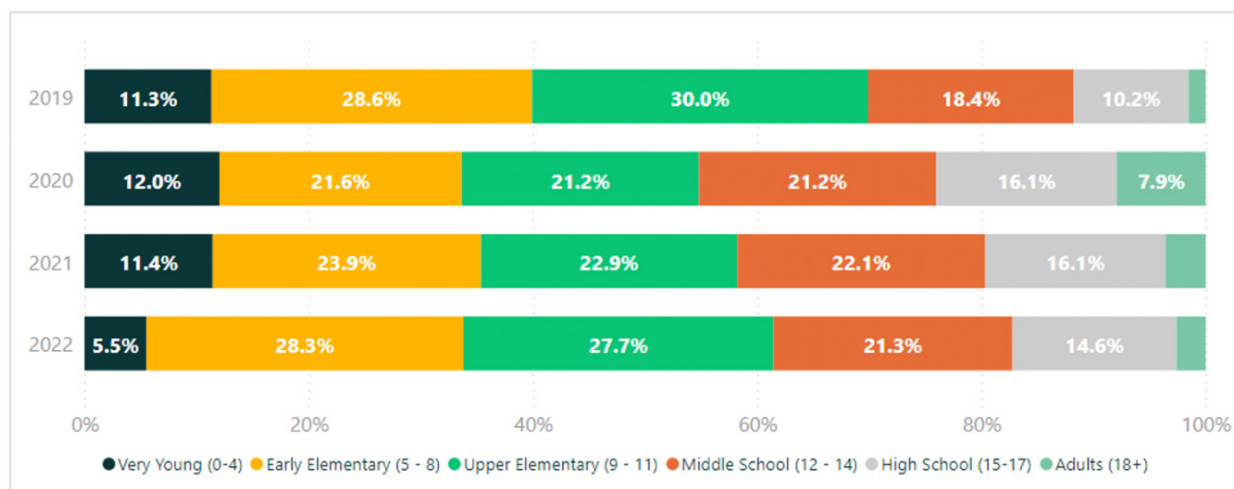
Table 5: Total Organizations Offering Services		
Service Type	#	Total Services Provided
Programming	66	1308
Community Resource	6	101
Total Summer	69	1409

Figure 4: Total DCoL Summer Programs Offered



As outlined in Figure 5, compared to previous years, 2022 programs targeted more youth in early elementary (5-8) and upper elementary (9-11) than in previous years, while a lower percentage of programs were offered for young adults (18+) and particularly the very young age bracket (0-4).

Figure 5: Percent of DCoL Summer Programs Offered by Age



The Creator Archetype domains represent the cumulative effort of Big Thought, partners, and local communities to prepare youth for a future that emphasizes skills beyond typical school system grading. The Creator Archetype is the foundation for how Big Thought views skill development in out-of-school programming that help develop youth to pursue their futures, be it college, certifications, or entrepreneurship. There are 5 domains recognized in the Creator Archetype:

- **Academics & Artistry (A&A):** centers around academics like engineering and science and performing arts.
- **Civics & Service (C&S):** engages youth with civil participation to understand how change is affected.
- **Design Thinking (DT):** solution-oriented problem solving.
- **Digital Fluency (DF):** using technology, data, or content creation to solve problems and imagine ideas.
- **Social & Emotional Foundation (SEL):** emphasizes connection, empathy, and self-awareness.

Programs can have multiple Creator Archetype designations, some of which branch to different domains. Due to this, categorization of programs offered is not exclusive. Of the 1,308 total programs, Academics & Artistry represents the largest amount of programming, making up 55% of all programs offered with 724 total. Design Thinking is second with 339 programs, 25% of programs offered. The remaining three domains, Civics & Service, Design Thinking, and Social Emotional Foundations make up the rest comprising roughly ~12-13% each (Figure 6a and 6b).

Figure 6a: Total Count of Programs Offered by Creator Archetype Category

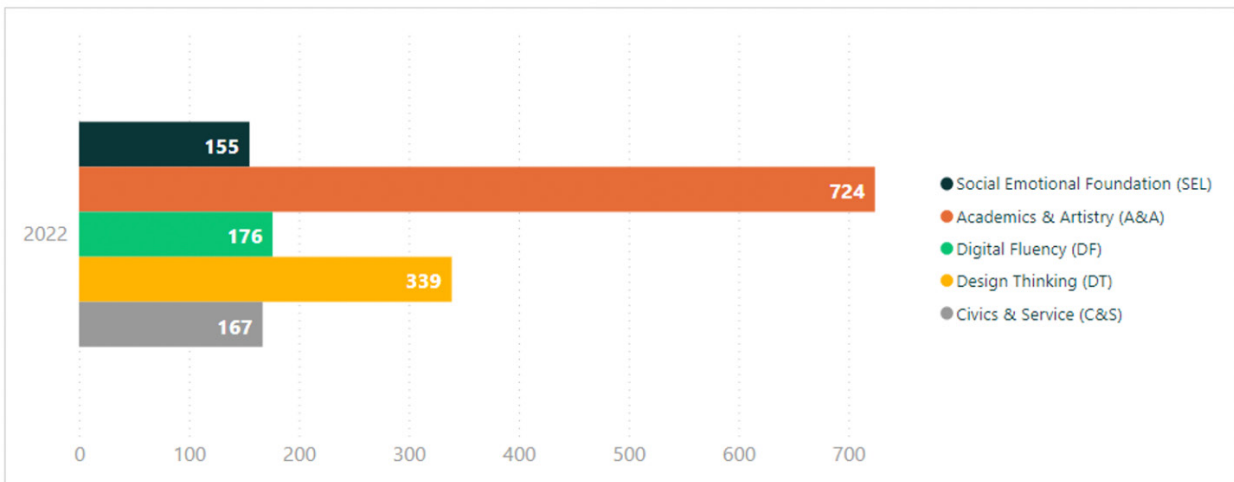
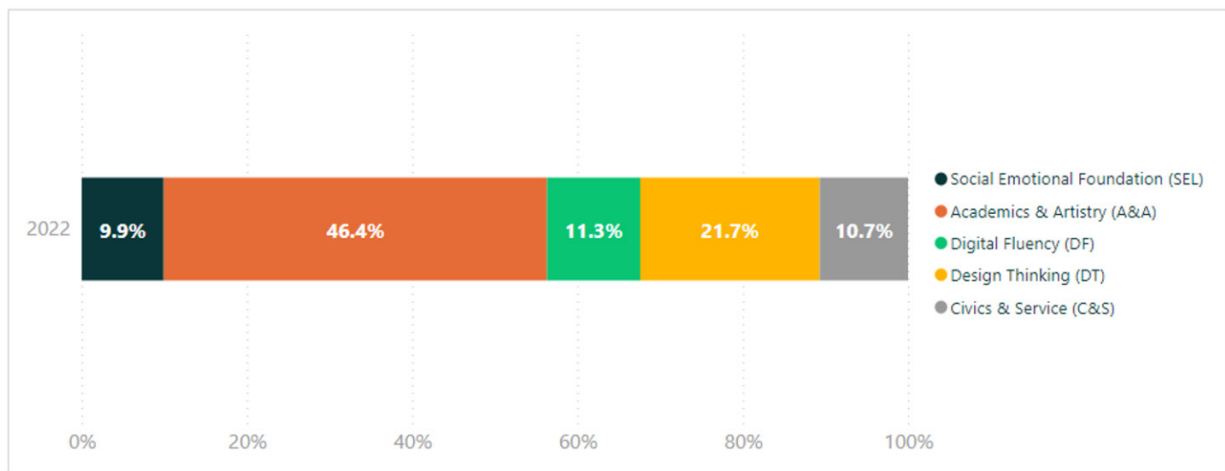


Figure 6b: Percentage of DCoL Summer Programs Offered by Creator Archetype Domain (n=1308)



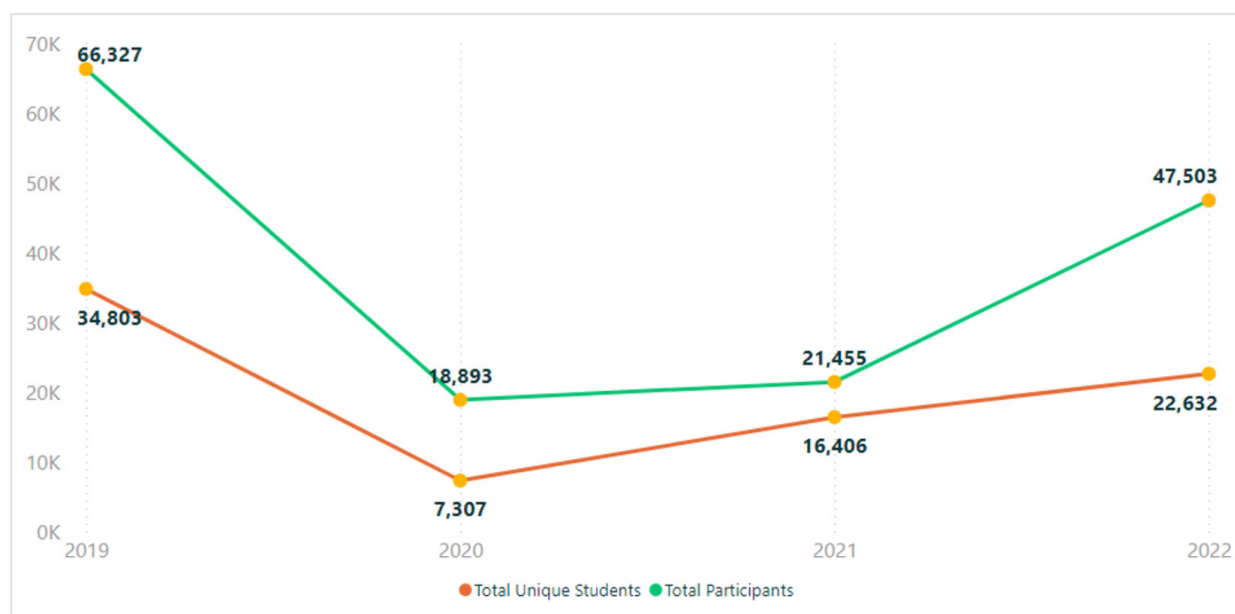
In addition to program listings, program staff were asked to indicate the program focus and program benefits (Table 6). Program leads and frontline staff largely had similar views, though program leads rated SEL and Science/STEM focus as a higher proportion than frontline staff, while staff stated a slightly larger proportion of Design Thinking/Ideas into Action. Benefits of programs were also relatively in line for both program leads and frontline staff. Due in part to changes in the focus and benefit option areas presented to staff in 2022 there are larger variances in these ratings versus responses in 2021.

Table 6: Survey Results – Program Focus & Benefits (+/- YOY)		
	Program Leads (n=51)	Frontline Staff (n=197)
Program Focus	<ul style="list-style-type: none"> SEL (69%; -1%) Visual & Performing Arts (40%; +13%) Science/STEM (33%) English/Language Arts (23%) } (+18%) Other (21%) Sports (17%; +12%) Design Thinking/Ideas into Action (13%) Media & Technology (8%) Civics & Service (advocacy, public speaking, etc.) (4%; -7%) Spiritual/Religion (2%; -3%) 	<ul style="list-style-type: none"> SEL (54%; -7%) Visual & Performing Arts (44%; +13%) Science/STEM (23%) English/Language Arts (22%) } (-7%) Design Thinking/Ideas into Action (20%) Other (16%) Sports (15%; +4%) Civics & Service (advocacy, public speaking, etc.) (11%) Media & Technology (7%) Spiritual/Religion (5%; -3%)
Benefits of the Program	<ul style="list-style-type: none"> Creativity/personal expression (56%; +17%) Social skills (54%; -2%) Character/leadership building (48%; +1%) Fun and safe space (44%) Fine arts skills (27%; +13%) Motivation to do well in school. (27%) Academic support (23%; -13%) Healthy lifestyle (17%; -2%) College readiness (12%) Other main benefit (8%) Spiritual development (2%; -4%) 	<ul style="list-style-type: none"> Social skills (58%; +6%) Creativity/personal expression (58%; +10%) A fun and safe space (49%; -12%) Character/leadership skills (46%; -15%) Motivation to do well in school. (33%; -11%) Fine Arts Skills (33%; +2%) Academic support (29%; -4%) College readiness (17%) Healthy lifestyle (16%; -4%) Spiritual development (3%)

To measure overall attendance, two metrics are recorded: Participants refers to the overall footprint of how many people have attended programming. This includes all methods of collection including head counts, or the number of people attending an event or program, and unique students, who are individually recorded and therefore may include duplicates. Unique students are a individual students whose enrollment and attendance has been provided by partners. All information is cleaned and aggregated to remove personal identifying information, then rostered through the DCoL back-end system. This allows us to track and view trends for students across multiple programs and years, and also enables, for Dallas ISD students, connecting to student demographics, attendance, GPA and standardized test scores through collaboration with Southern Methodist University's Center on Research & Evaluation. This information is valuable for both providers and the system as a whole, but can be time-consuming in collection.

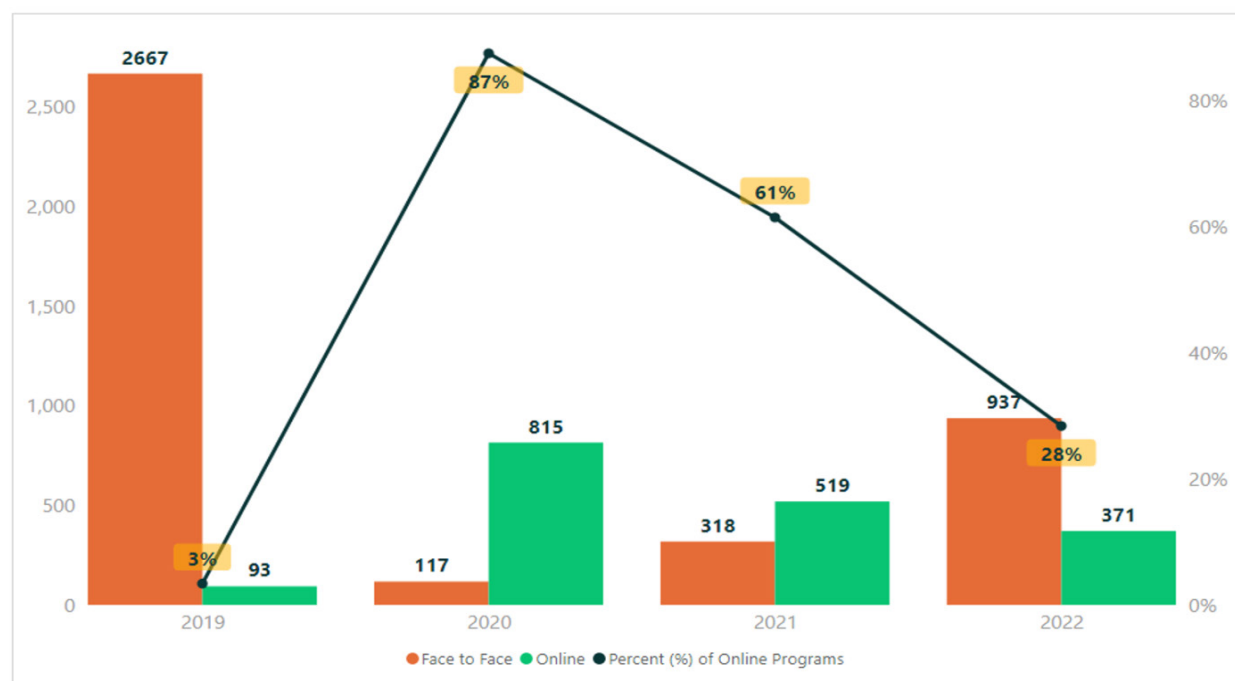
Summer 2022 marked the first summer back to programming predominantly free of Covid-19 restrictions. In total **47,503** student participants attended DCoL summer programs, more than twice the year before, including 22,632 unique students, representing a 37% increase to 2021 (Figure 7). There is a notable jump in the ratio of total participants as compared to unique students notably due to the addition and reopening of many programs provided by partners that serve larger audiences. In all, this is a welcome growth in student attendance and shows a trend back towards the larger pre-pandemic DCoL footprint.

Figure 7: DCoL Summer Total Participants and Unique Students by Year



A big question going into the summer of 2022 was how much online programming would continue. A total of 371 programs were offered online compared to 937 face-to-face programs (Figure 8). Percentagewise, online programming made up 28% of DCoL 2022's programs, much less than the 61% online the year before. Of those online programs, 342 were virtual (asynchronous) programming available year-round and which were created in 2020 or 2021 and continued to be available for students, while just 29 were new virtual offerings specific to summer 2022. Online programming was stated by program leads to offer different experiences potentially not available in face-to-face as well as being able to serve a different demographic of students, reaching audiences that may not be able to attend in-person experiences due to a variety of reasons including transportation and social needs. For the time being, online programming continues to make up a significant number of programs post-covid, though that may change in the future given the downward trend.

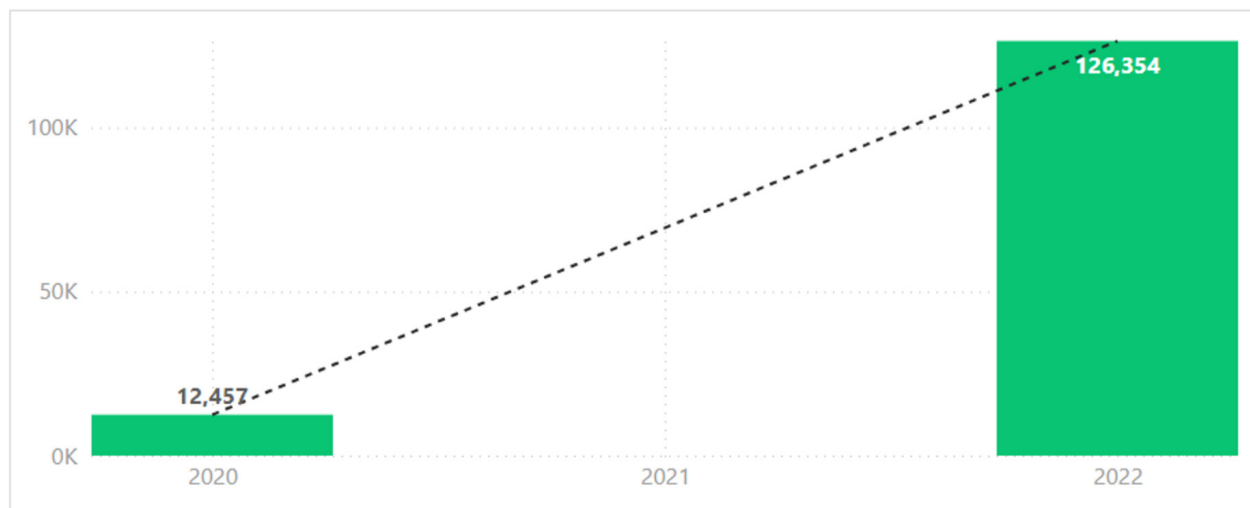
Figure 8: DCoL Summer Program Modality by Year



Community Resources

Another welcome addition in 2022 is the inclusion of community resources, offerings that are either focused on, or inclusive of, a range of services such as food service, housing, legal assistance, and others such services to local communities. Community resource offerings were not an explicit part of DCoL until 2020 through a partnership with CitySquare for their Food on the Move programs. In 2022, CitySquare provided food service to local neighborhoods at 64 sites, serving 126,354 participants (Figure 9). Community resources participation is not included in overall summer programming counts, but we estimate that if taken in combination with programming offerings, DCoL's total reach was in excess of 173,857 total participants. CitySquare's food services and contribution to local communities of need cannot be understated.

Figure 9: Total Participants – Community Resources





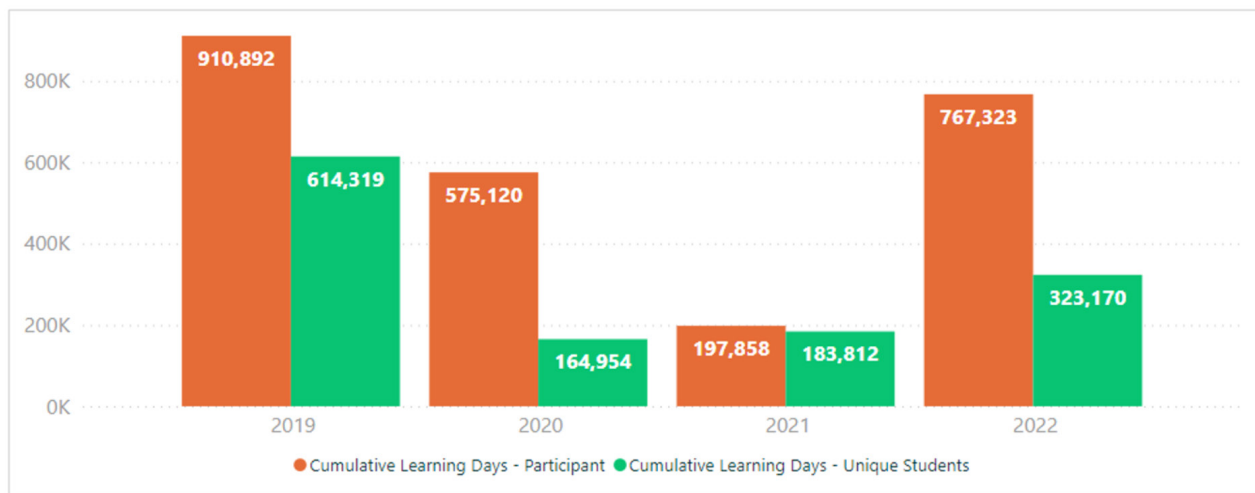
Dosage is a student-level variable and implies three related aspects of student participation including the rate of participation in days and hours, the engagement in programs, and the range of participation across different programs.

Dosage Rate

When measuring the amount of programming each student attends, we look at primarily two statistical categories: hours attended and days attended. Days attended refers to the count of days a student or participant shows up to a program. Hours attended is the count of hours a student or participant receives programming irrespective of the number of days they attended a program. For each category of dosage, analysis for unique students give a more complete picture in that we have visibility into accumulated dosage for individual programs and across multiple programs. Participants, on the other hand, includes both unique students and attendees who were counted by head count. Head count participants do not have the same level of visibility into accumulated dosage and may have been part of multiple days or multiple programs without being accurately represented.

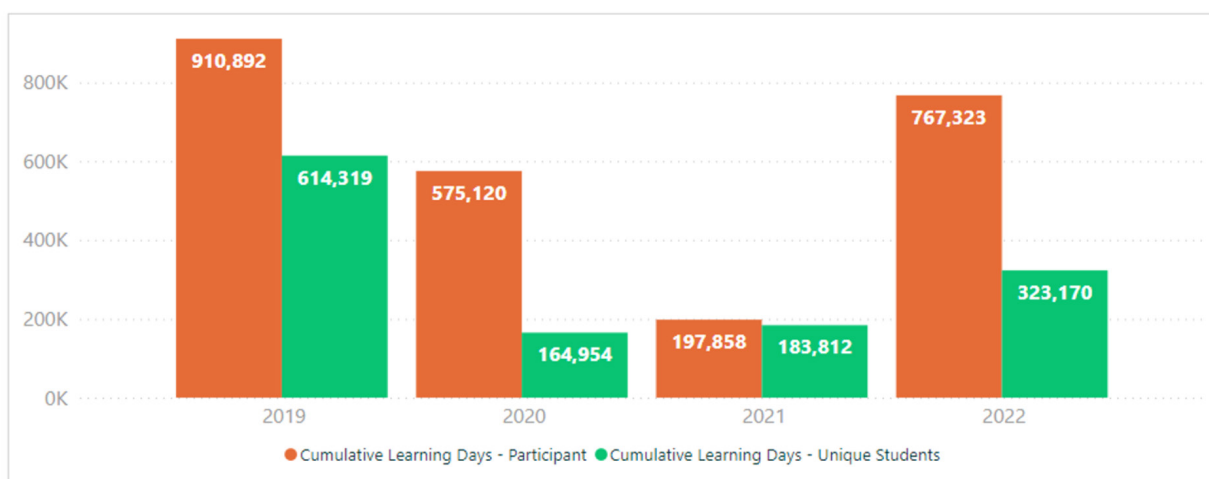
In 2022, **767,323** total days of programming were attended by students (Figure 10). This is a healthy return towards the baseline from 2019 before the impact of COVID-19. Cumulative learning days had a significant increase from the previous year, reflective of both the increase in number of programs and number of participants served and reported through DCoL. Dallas ISD in particular was able to provide student level attendance for over 200 programs in 2022 that were not accounted for in 2020 and 2021.

Figure 10: Cumulative Learning Days – Total Participants & Unique Students



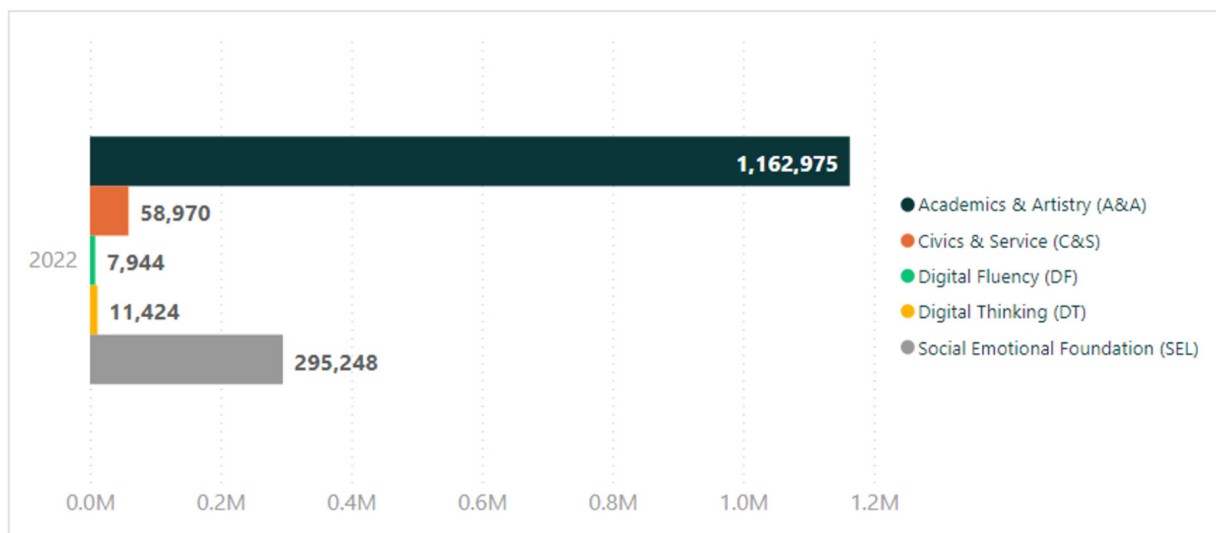
The number of recorded cumulative learning hours in 2022 was 1,472,211 (Figure 11). Though this is, on paper, a massive increase from the year before, it is reflective of the increased and improved student level attendance data captured for face-to-face programming versus online programming and also the ability to account for large institutional partners attendance, such as Dallas ISD, at a level not possible since 2019.

Figure 11: Cumulative Learning Hours – Total Participants & Unique Students



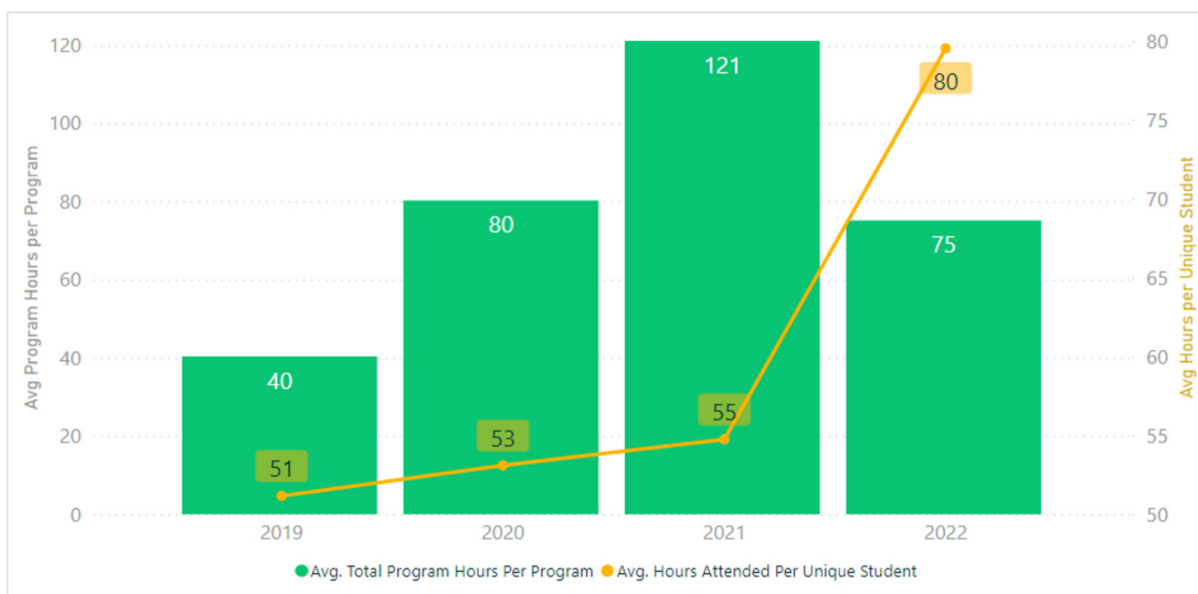
Analysis of dosage by Creator Archetype domains shows that of the 1.4 million cumulative learning hours Academics & Artistry (A&A) made up 79.6% of participant learning hours with 1,162,975 learning hours (Figure 12). Comparatively, Academics & Artistry (A&A) only makes up 55.5% of available programs. Social Emotional Foundation (SEL) programs comprised 19.2% with 295,248 hours, despite making up only 12% of programs. Civics & Service (C&S), Digital Fluency (DF), and Digital Thinking (DT), despite cumulatively making representing up 44.5% of programs, accounted for only 5% of learning hours and serve smaller niches of students.

Figure 12: Cumulative Learning Hours by Creator Archetype – Total Participants



Average total program hours per program for 2022 was 75, a significant decrease from the previous year's 121 (Figure 13). However, the average hours attended per unique student was 80 this year, much higher than 2021. The return to face-to-face programming in 2022 likely accounts for a portion of this shift, as data quality for face-to-face programs is much higher and more data points are historically submitted by partners.

Figure 13: Average Total Program Hours Per Program & Average Hours Attended Per Unique Student



Comparing attended learning days by modality (online vs. face-to-face programming), as reported statistically, face-to-face programs make up almost the entirety of cumulative learning hours at 99.95% (Figure 14). Online programming on the other hand, makes up the majority of participant learning days at 73% despite being only 28% of programs offered. These statistics findings are not as strange as they seem however, as one of the largest online asynchronous programs offered is a summer reading program serving thousands of students. This program logs every day of reading each participating student completes, contributing to cumulative learning days. The program does not capture the time per day a student spends reading, and in turn does not contribute to cumulative learning hours. The reach of online programming has a clear benefit of being easily accessible to many demographics. However, online programming, specifically asynchronous offerings, do not support a clear understanding of true dosage youth may or may not receive.

Figure 14: Total Participant Learning Hours by Modality

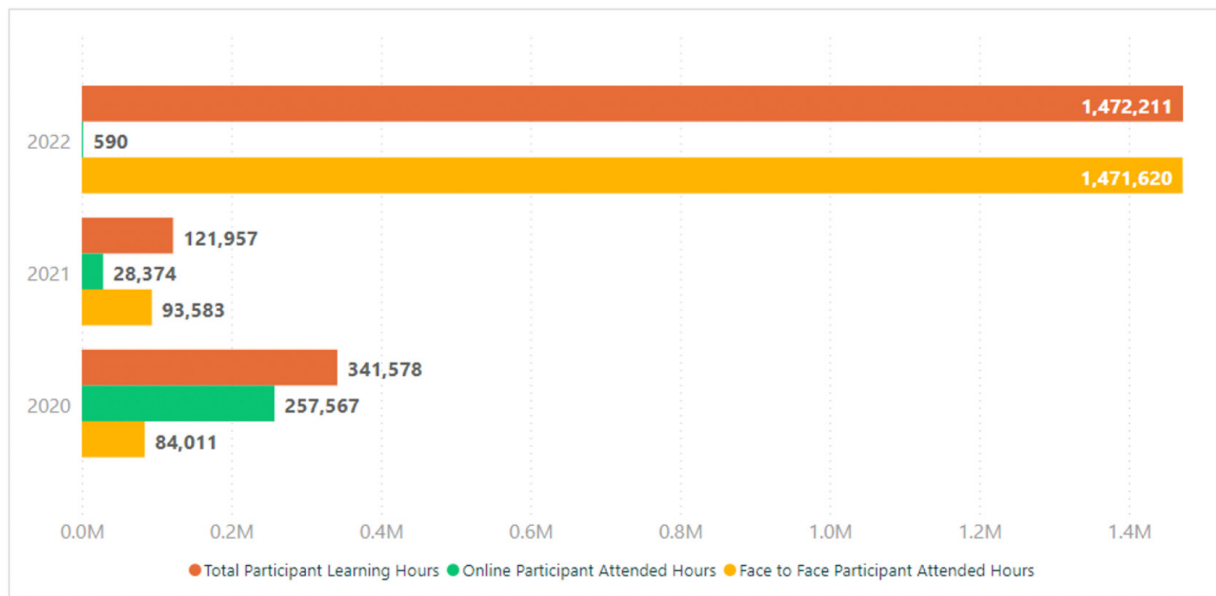
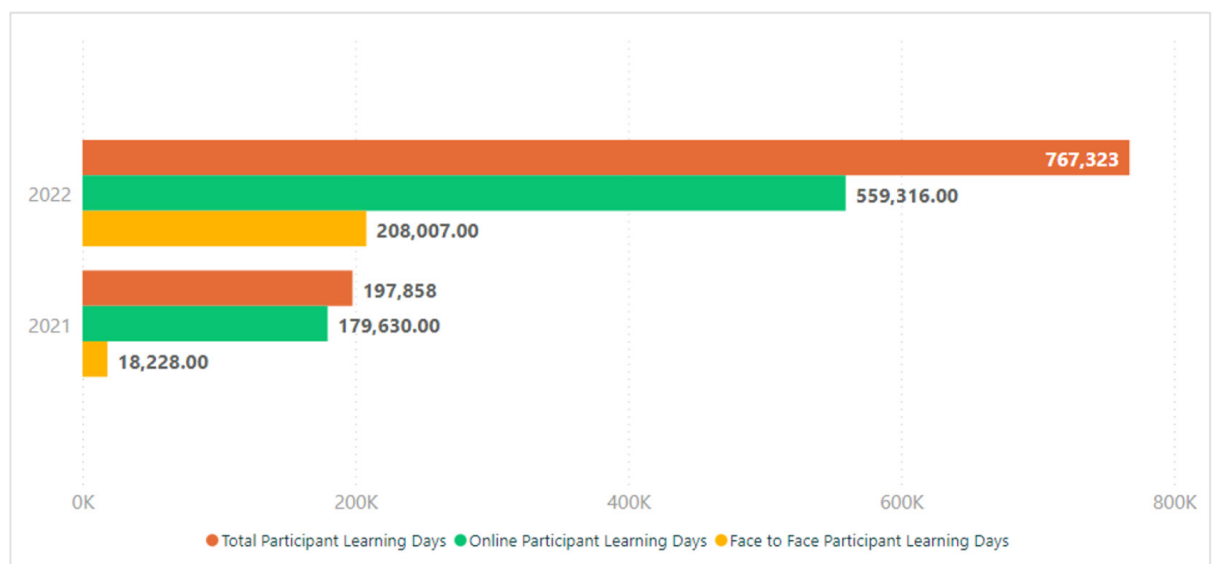


Figure 15: Total Participant Learning Days by Modality



Though online programs are more accessible, across two years and over 2000 surveys collected, online programs are consistently rated slightly lower in overall satisfaction by both students and caregivers (Table 7). We hypothesize that this may reflect that students were happier, and thus more satisfied, to receive face-to-face instruction during COVID-19 shutdowns and that online programming was less effective in engaging youth in the same way that face-to-face programs and interactions do.

Table 7: Overall Satisfaction by Modality (Scale: 1-10)				
Year	Modality	n=	Student	Caregiver
2022	Online	Student= 6; Caregiver= 4	8.0	7.75
	Face-to-face	Student= 746; Caregiver= 286	8.02	8.02
2021	Online	Student= 153; Caregiver= 26	8.33	9.54
	Face-to-face	Student= 554; Caregiver= 239	8.57	9.72

Engagement

The second aspect of dosage is the level of student engagement in programs attended. This includes engaging in all facets of the program in a committed and focused way. Stakeholders were asked two questions related to the student's engagement in programming (Table 8). Overall, ratings decreased for all groups except Frontline Staff, where there was a slight increase, as compared to summer 2021. Students and Program Leads recorded the largest decreases.

Additionally, 93.2% of students reported favorably that they enjoyed the activities they do within the program, and 92.1% of students reported favorably that they look forward to going to this program: both of which are increases from the previous year.

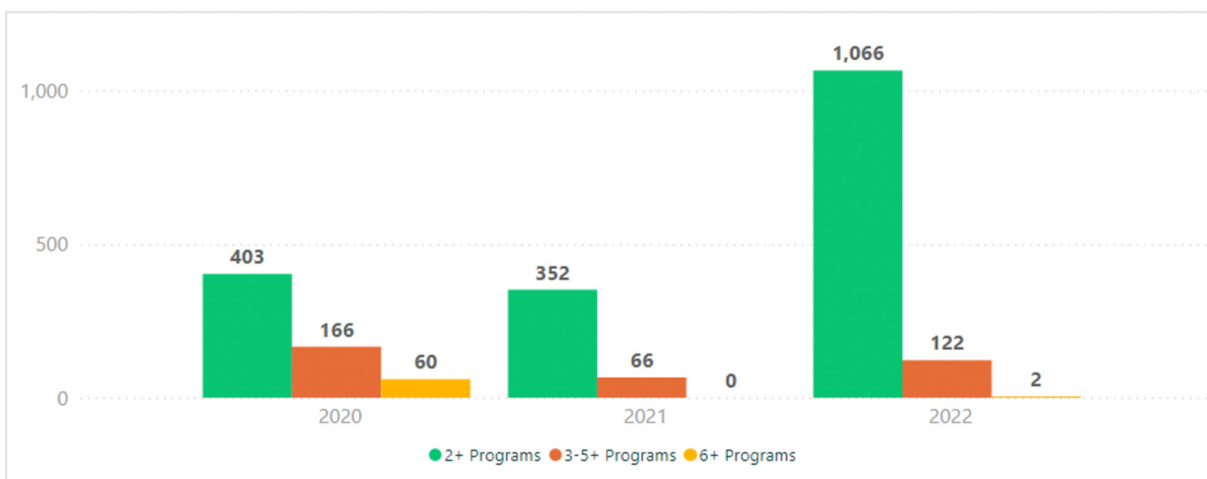
Table 8: Survey Results - Engagement (+/- YOY)								
Indicator	Student (n=752)		Caregiver (n=294)		Program Lead (n=51)		Frontline Staff (n=197)	
	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses
scale	4-point		6-point		6-point		6-point	
Average Composite Score	3.29 (-1.8%)		5.42 (-0.7%)		5.29 (-3.6%)		5.29 (+0.2%)	
Because of this program, the things <u>youth</u> are learning are interesting to them.	3.29 (-2.1%)	88% (+0.7%)	5.53 (-1.1%)	94% (-4.9%)	5.40 (-1.6%)	89% (-8.3%)	5.41 (-0.6%)	89% (-9.9%)
Because of this program, youth are trying hard to learn.	3.32 (-0.9%)	91% (+6.9%)	5.31 (-0.2%)	89% (-6.1%)	5.17 (-5.8%)	81% (-16.3%)	5.17 (-1%)	82% (-13.6%)

Dosage Range

The third aspect of dosage is range, which is connected to the number and breadth of different programs a student participates in during the summer, throughout the whole year, and across multiple years.

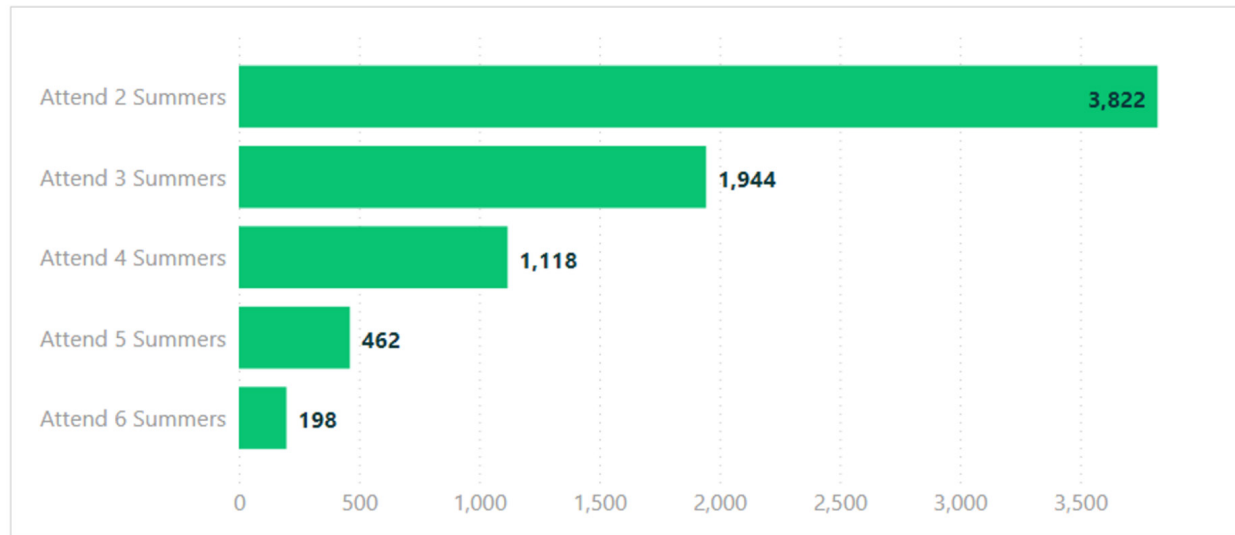
Unique students attending multiple programs more than tripled in summer 2022 with 1066 students attending two or more programs, despite only a 38% increase in unique students (Figure 16). Students attending two or more programs in 2022 attended an average of 89 hours of programming, a rate greater than the average of 80 hours for all unique students. The increase in students attending multiple programs and by extension accumulating higher rates of dosage is a positive indicator for DCoL.

Figure 16: Unique Students Attending Multiple Programs



Previous research both nationally and for DCoL has indicated that dosage over multiple summers is also important. Of the 23,293 unique students who attended a DCoL program in 2022, there were 7,544 (32%) who also attended one or more programs in previous summer between 2017 and 2021, with 16% of students having attended one previous summer (for 2 total), and another 8% having attended 2 previous summers (for 3 total). There are 198 students that have attended all six summers from 2017 through 2022 (Figure 17).

Figure 17: 2022 Unique Students Attending Multiple (2+) Summers, 2017-21022





Quality refers to the program quality students are receiving in DCoL programming. In 2022, quality was measured through stakeholder perceptions based on surveys and also via a combination of observations conducted by Big Thought staff and program instructor self-reflections of instructional quality using the Six Dimensions of Quality Teaching & Learning tool (6DQ). DCoL surveying provides extensive feedback around views of program quality and value of program experiences.

DCoL surveys are collected from four stakeholder groups:

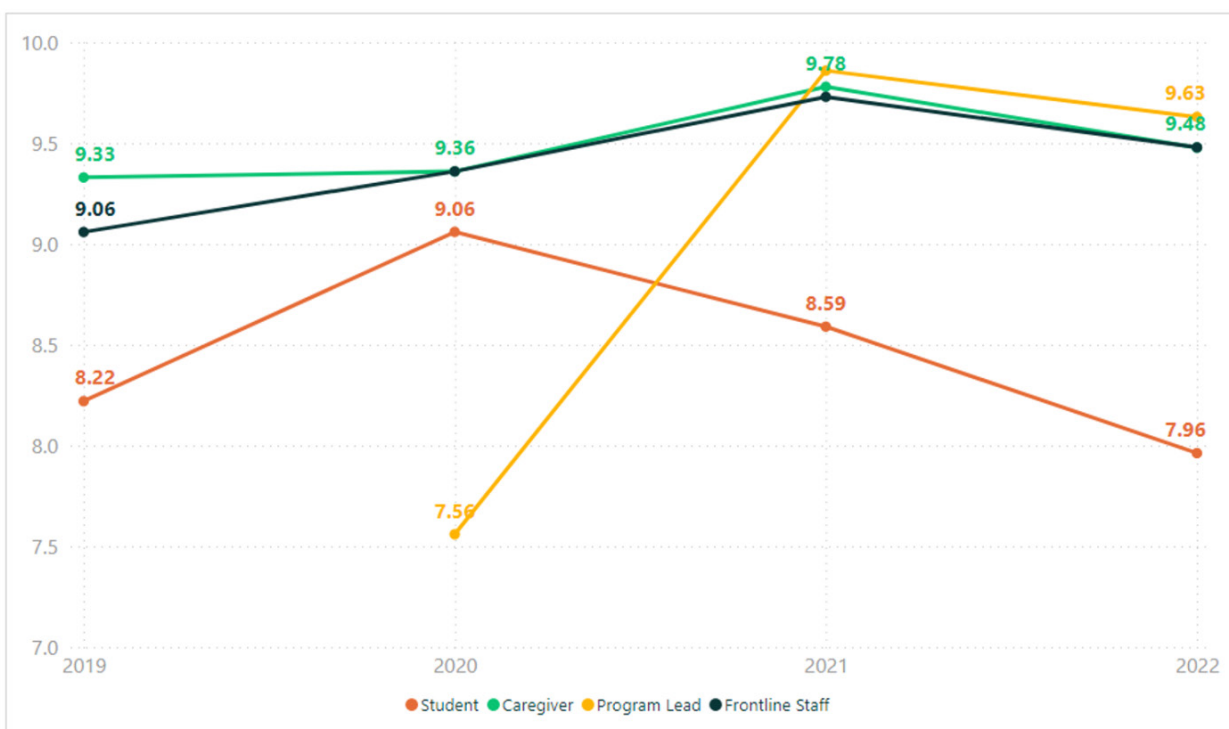
- Learner (student) – 44 questions (n=752)
- Caregiver (parent or guardian) – 41 questions (n=294)
- Program Front Line Staff – 17 questions (n=51)
- Program Lead Staff – 18 questions (n=197)

In general, quality metrics across the board decreased in Summer 2022. Though the decrease was quite small, with the majority of statistics indicators under a 5% decrease, it was consistent across a large number of responses.

Overall Satisfaction

Overall program satisfaction for associated programs is surveyed for all 4 stakeholder groups. In 2022, all scores dropped slightly, with the most pronounced decrease being student stakeholders (Figure 18). Caregiver, front line staff, and program lead overall satisfaction still remain close to the highest they have been, and higher than pre-COVID years. Student overall satisfaction dropped close to 2019's values. Potentially the rise in student satisfaction was due to effects of COVID-19 on programming, a hypothesis being that students were happy to be engaged in programming and interact with others rather than being unoccupied during quarantines and periods of increased isolation.

Figure 18: Overall Program Satisfaction by Stakeholder Group



When viewing student satisfaction split by creator archetype domain, Digital Fluency (DF) and Digital thinking (DT) domains are rated the highest (Table 9). These niche programs that serve smaller numbers of attendees are doing a good job on these metrics. Further breaking down individual question categories, both Digital Fluency and Digital Thinking programs score consistently higher across all categories (Figure19).

Table 9: Overall Student Satisfaction by Creator Archetype Domain (Scale: 1-10)					
Year	Academics & Artistry (A&A)	Civics & Service (C&S)	Digital Fluency (DF)	Digital Thinking (DT)	Social Emotional Foundation (SEL)
n=	419	201	62	68	310
2022	3.36	3.36	3.53	3.42	3.24

Figure 19: Survey Category Scores by Creator Archetype Domain

Student Survey Category	n =	Overall Satisfaction	Attitude Towards School	Attitude Towards the Program	Program Engagement	Program Quality	Quality of the Adults	Quality of the Peers	Social Emotional Learning	Value of Program
Academics & Artistry (A&A)	419	7.79	3.33	3.36	3.26	3.36	3.31	3.27	3.12	3.24
Civics & Service (C&S)	201	8.70	3.43	3.68	3.60	3.53	3.58	3.50	3.35	3.47
Digital Fluency (DF)	62	8.70	3.43	3.68	3.60	3.53	3.58	3.50	3.35	3.47
Digital Thinking (DT)	68	8.27	3.31	3.68	3.50	3.42	3.50	3.30	3.19	3.34
Social Emotional Foundation (SEL)	310	8.27	3.31	3.68	3.50	3.42	3.50	3.30	3.19	3.26

Program Quality

Stakeholders are asked a series of five questions on their perceptions on dimensions of program quality, which emphasizes how the program introduces stakeholders to new things and encourages stakeholder interaction. Across the board, metrics were quite positive with most metrics above 90% favorable responses (Table 10).

Points worth noting include:

- Program leads answered slightly less positively than frontline staff about their program's opportunities for improvement.
- 14% of students disagreed that the attended program encourages sharing ideas and asking questions.
- Despite fewer students responding positively that the program encourages new ideas, 94%, the vast majority, agree that the program teaches them new ways to learn things.

Student engagement is a core element of the 6DQ tool. Student feedback and the discrepancy between students seeing new ideas and students being encouraged to share their ideas gives an impression that there is room for more student interaction in programming.

Table 10: Survey Results by Stakeholder – Program Quality (+/- YOY)								
Indicator	Student (n=752)		Caregiver (n=294)		Program Lead (n=51)		Frontline Staff (n=197)	
	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses
scale	4 – point		6 – point		6 – point		6 – point	
Average Composite Score	3.35 (-0.2%)		5.52 (-1.6%)		5.53 (-0.5%)		5.53 (-0.3%)	
This program teaches new ways to learn things	3.38 (-0.6%)	94% (-0.2%)	5.56 (-0.9%)	95% (-4.6%)	5.60 (-2%)	91% (-6.3%)	5.56 (-0.3%)	96% (-1.3%)
This program helps students be successful learners.	3.36 (-1.5%)	92% (-0.2%)	5.55 (-1.4%)	93% (-6.6%)	5.53 (+1.1%)	94% (-0.4%)	5.47 (-1.6%)	91% (-3.4%)
This program encourages youth to share their own ideas and ask a lot of questions	3.27 (+1.2%)	86% (-0.2%)	5.52 (-1.1%)	93% (-6.3%)	n/a	n/a	n/a	n/a
This program encourages youth to work closely with other adults and other students	3.34 (+0.3%)	91% (-0.2%)	5.53 (-2.8%)	93% (-6.3%)	5.67 (-3.7%)	96% (-1.3%)	5.63 (-0.9%)	96% (-1.3%)
This program gives youth chances to revise and improve my work	3.39 (+0.6%)	92% (-0.2%)	5.44 (-2.2%)	90% (-8.5%)	5.28 (-1.9%)	85% (-9.4%)	5.42 (0%)	89% (-5.4%)

Value

Value questions center around the program's effect on stakeholder interest and opportunities. Influencing students and stakeholders towards new behaviors and thoughts is a larger ask than introducing and sharing ideas, and as such value questions are expected to be lower than program quality ratings. Indeed, stakeholder responses to these questions are positive but slightly less so than other surveyed questions (Table 11).

- The question with the highest variation among stakeholder groups was “Because of this program I want to work harder in school.” Students reported a high desire to work harder in school, while caregivers assumed less improvement, and program staff less and leads even less.
- Like the program quality survey, program leads in general responded slightly more negatively towards all questions.

Value questions were rated less positive, but for most measures responses were very positive.

Table 11: Survey Results by Stakeholder - Value (+/- YOY)								
Indicator	Student (n=752)		Caregiver (n=294)		Program Lead (n=51)		Frontline Staff (n=197)	
	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses
scale	4 – point		6 – point		6 – point		6 – point	
Average Composite Score	3.28 (+0.6%)		5.18 (-2.4%)		5.20 (-3%)		5.32 (-0.9%)	
Because of this program youth are going to explore a new interest based on things they learned.	3.21 (0%)	85% (-0.9%)	5.33 (+1.3%)	85% (-10.5%)	5.43 (-0.5%)	89% (-8.3%)	5.36 (-2.2%)	89% (-10.5%)
Because of this program, youth learned more about something they already had an interest in.	3.18 (0%)	81% (-1.7%)	5.32 (+1.1%)	85% (-12.4%)	n/a	n/a	n/a	n/a
Because of this program youth learned things that will help them do better in school.	3.25 (-0.9%)	87% (+2.3%)	5.37 (-1.6%)	87% (-10.8%)	5.30 (-3.5%)	81% (-16.3%)	5.48 (0%)	91% (-6.8%)
Because of this program, youth <u>wants</u> to work harder in school.	3.39 (-0.3%)	91% (+1%)	5.23 (-0.4%)	81% (-16.7%)	4.87 (-5.3%)	66% (-31.3%)	5.15 (0%)	79% (-17.7%)
Because of this program youth now have access to new opportunities that they did not have before.	3.29	86%	5.24	82%	n/a	n/a	n/a	n/a

6DQ Observations & Instructor Self-Reflections

Throughout the summer, Big Thought's Professional Learning team conducted observations of select DCoL program offerings using the Six Dimensions of Quality Teaching and Learning (6DQ) tool, and instructors observed completed an accompanying self-assessment.

6DQ was developed by Big thought over a decade ago, based on the 2009 report "The Qualities of Quality: Understanding Excellence in Arts Education." In 2020-2021, during the pandemic, 6DQ underwent an extensive review and revision process. The tool was updated to be applicable to all disciplines of instruction (not exclusively arts-based), to align and incorporate more directly with the organization's evidence-based values of youth agency and cultural responsiveness, and more explicitly integrate social and emotional practices based off Big Thought's learnings as a participating member of The Wallace Foundation's national Partnerships for Social and Emotional Learning Initiative. 6DQ is meant to help organizations provide high-quality, youth-centered and led, instruction within their programs.

- SEL Centered learning helps youth develop self-awareness, self-control, and interpersonal skills to better cope with everyday challenges and effectively problem-solve.
- Youth Voice advances learning opportunities to contribute to their own and others' growth.
- Culturally Responsive learning that acknowledges and anchors curriculum and discussions within the multiple languages, traditions and experiences youth carry with them and seek to draw upon



6DQ observations in Summer 2022 were centered around the first two dimensions of quality:

1. Climate that Supports Learning
2. Engagement and Investment in Learning

Climate and engagement are foundational dimensions in the 6DQ model that allow for programs and instructors to develop other dimensions of quality: Classroom Dialogue and Sharing; Skills, Techniques and Knowledge of the Discipline; Creative Choices; and Expectations; Assessment and Recognition.

6DQ observations are graded on a 4-point scale:

1. Adult directed and controlled learning
2. Adults provide opportunities for youth to guide learning
3. Youth act on opportunities and influence learning with adults
4. Youth led learning opportunities supported by adults

It is important to note that the 4-point scale does not imply an instructor or program is doing good or bad. The scale reflects where a facilitator currently is on enabling students to take a larger part in programming. Scores marked 1 or 2 are more teacher or facilitator driven, whereas scores marked 3 or 4 imply youth-driven instruction and give youth more agency in guiding their own learning.

Across the board, observers noted that programmers had a leaning towards more adult-led instruction and interaction whereas instructor self-reflections viewed their own programs and teaching style to be more youth-directed (Table 12). These baseline data are an opportunity for continued training and dialogue on instructional practices that effectively provide youth with program spaces where they can take a leading role in guiding their learning.

Observations indicate the highest average score for “creating a climate of mutual respect among the instructor and the youth.” Instructor self-reflections rated “using clear rituals and routines” the highest.

Table 12: Six Dimensions of Quality Teaching & Learning (6DQ) Scores			
Scale: 1-2 (Teacher Driven) & 3-4 (Youth Driven)			
Dimension	Indicator	Self-Reflection (n=36)	Observation (n=44)
CLIMATE	Overall Rating	3.13	1.90
	Using clear rituals and routines	4.06	1.74
	Creating a climate of mutual respect among the instructor and the youth	3.11	2.04
	Affirming, inviting and responding to everyone's culture, talents, and perspectives	3.13	1.80
	Productive and creative use of materials, instruments, tools and technology	3.01	1.93
	Using physical space conducive to learning in the discipline	2.82	1.97
ENGAGEMENT & INVESTMENT IN LEARNING	Overall Rating	3.30	1.64
	Consistently communicating clearly stated expectations and objectives	2.83	1.72
	Presenting and engaging in tasks, projects and experiments that acknowledge and/or incorporate diverse learning styles, communities, cultures, experiences, and abilities	3.07	1.97
	Developing relevant, authentic learner-driven work	2.59	1.91
	Creating clear entry points and motivation for demanding assignments and high standards	2.92	1.50
	Synthesizing complex processes; working on sustained projects and experiments	3.18	1.80

Outcomes for Youth

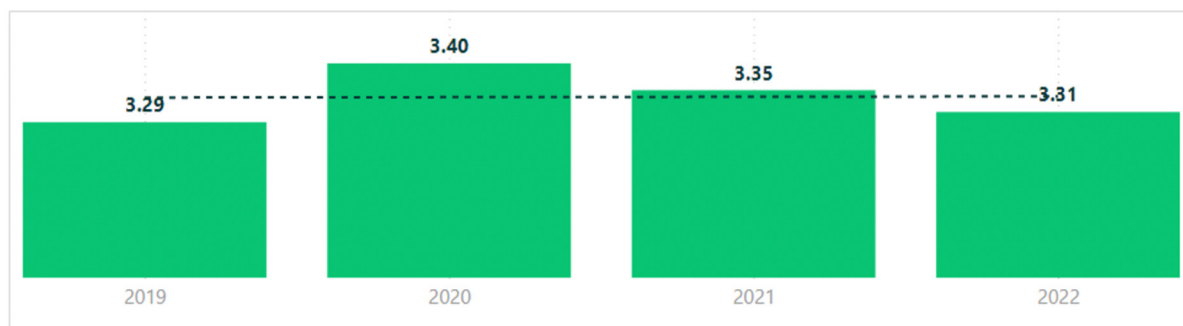
Survey collection also enable DCoL to look at two primary short-term outcomes for youth: attitudes towards school and social and emotional growth. SMU CORE evaluates long-term outcomes for students for academic achievement.

Attitudes Towards School

Student surveys include four items that measure aspects of a student's attitude towards school and learning (Table 13). In summer 2021, statistical analysis conducted by SMU CORE concluded that over the course of the pandemic the attitudes towards school had meaningfully improved from 2019 and stayed there from 2020 to 2021. The survey results for summer 2022 indicate that the improvements in student's attitudes towards school continue to regress back towards the rating pre-pandemic (Figure 20).

Table 13: Survey Results by Stakeholder - Student's Attitude Towards School		
Indicator	Student (n=752)	
	Avg. Score	% Favorable Responses
	scale	4 - point
Average Composite Score	3.31	
School is a waste of time.	3.17	78%
I am doing a good job in school.	3.41	94%
If I try hard, I believe I can do my schoolwork well.	3.54	95%
I don't really care about school anymore.	3.12	77%

Figure 20: Student attitudes Towards School Trends



Social and Emotional Wellbeing (SEL)

Social and emotional wellbeing (SEL) questions are self-reported perceptions of the student by both the student and caregiver. As a whole, perceived SEL composite scores are slightly higher in 2022 from the previous year (Table 14). Student average self-perception in 2022 (3.15) is similar compared to 2021 (3.16), and caregiver average composite SEL scores increased slightly in 2022 (5.13) from 2021 (5.07).

- Students seem to view their own communication with feelings to be less than caregivers. Students report the lowest favorable responses on their self-perception of "I am good at telling others about my feelings" at 54% favorable responses. This is mostly consistent with the previous year's value (52.6% favorable). While caregivers respond more favorably to the same question of students being good at "at telling others about my feelings" with 67% positive responses, there is a sizable decrease from the 83% favorable

response rate in 2021. • Students also view their own ability from the question “I am good at taking care of problems without violence or fighting” less positively (82%) than caregiver responses to the same question (88%).

- Another large discrepancy is student and caregivers view on “I like to plan ahead and set goals” where students respond quite favorably at 85% positive, where caregivers respond at 62% positive.
- Students generally respond more positively on their views on their own self-efficacy, self-actualization, and organization than caregivers.

Students generally respond more negatively on questions about their own communication and ability to express themselves, whereas caregivers feel largely more positive about youth communication

Table 14: Survey Results by Stakeholder – SEL (+/- YOY)

Indicator	Student (n=752)		Caregiver (n=294)	
	Avg. Score	% Favorable Responses	Avg. Score	% Favorable Responses
scale	4 – point		6 – point	
Average Composite Score	3.15 (-0.3%)		5.13 (+1.18%)	
I am good at telling others about my feelings.	2.56 (0%)	54% (+1.4%)	4.89 (+7.8%)	67% (-16%)
I am good at listening to other people.	3.30 (+2.8%)	91% (+4.6%)	5.16 (+4.03%)	81% (-14.5%)
I like to <u>plan ahead</u> and set goals.	3.15 (+0.3%)	84% (+3.8%)	4.76 (+3.3%)	62% (-23%)
I make good decisions.	3.09 (-1.6%)	85% (-0.2%)	4.99 (+0.2%)	72% (-25%)
I am good at taking care of problems without violence or fighting.	3.12 (0%)	82% (+1.2%)	5.35 (-0.4%)	88% (-8.3%)
I care about the feelings of other people.	3.28 (-1.8%)	90% (-0.4%)	5.36 (-0.7%)	89% (-8.4%)
I am interested in community and world events.	3.17 (-1.2%)	85% (+7.8%)	5.11 (-1.7%)	76% (-17.9%)
I believe that my actions can have a good impact on other people.	3.29 (-0.3%)	92% (+4.3%)	5.27 (-0.9%)	87% (-11.1%)
I say "no" to things I know are wrong.	3.32 (+0.3%)	89% (+1.1%)	5.21 (-1%)	81% (-16.3%)
I feel like I have control over things that happen to me.	3.12 (+1.6%)	83% (+9.5%)	4.79 (+0.6%)	67% (-24.2%)
I feel good about my future.	3.43 (0%)	94% (+8.1%)	5.28 (+0.3%)	86% (-11.7%)



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