

Redefining After-School Programs to Support Student Achievement Outcomes

Priscilla M.D. Little

Harvard Family Research Project

Harvard Graduate School of Education

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Participation is Important for Academic Success

- Better attitudes toward school and higher educational aspirations
- Better performance in school, as measured by achievement test scores and grades
- Higher school attendance (as measured by attendance and tardiness)
- Less disciplinary action (e.g., suspension)

Participation is Important for Social/Emotional Development

- Decreased behavioral problems
- Improved social and communication skills and/or relationships with others (peers, parents, and/or teachers)
- Increased community involvement and broadened world view
- Increased self-confidence and self-esteem

Participation is Important for Healthy Physical Development

- Avoidance of drug and alcohol use
- Decreases in delinquency and violent behaviors
- Increased knowledge of safe sex and avoidance of sexual activity and pregnancy
- Increased skills for coping with peer pressure

Participation is Important for 21st Century Skill Development

- Expert Thinking: Identifying and solving new problems
- Complex communication: Eliciting critical information and conveying a convincing interpretation of it to others
- Proficiency in the “basics”

Redefining Student Achievement Outcomes in After School: An Evaluation Framework for Effective Programs

Workshop Goals

- Overview of 21st CCLC Program Objectives and Indicators
- Elements of Effective After School Programs
- Using a Theory of Change to Guide Program Planning and Implementation
- Frameworks for Achieving Positive Student Outcomes
- Discussion

21st CCLC Goal

To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of students opportunities for educational development.

21st CCLC Objectives and Indicators

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes

- Academic
- Behavior

Objective 2: 21st Century Community Learning Centers will show improvement through measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors

- Core Educational Services
- Enrichment and Support Activities

Indicator 1.1 Achievement

Students regularly participating in the program will show improvement in achievement through measures such as test scores, grades, and/or teacher reports.

- Percentage of regular program participants whose Math/English grades improved from fall to spring
- Percentage of regular program participants whose achievement test scores improved from below grade level to at or above grade level.
- Percentage of regular program participants with teacher-reported improvement in homework completion and class participation

Indicator 1.2 Behavior

Students participating in the program will show improvement through measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

- Percentage of students with teacher-reported improvements in student behavior

Indicator 2.1 Core Educational Services

Percent of centers that offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

- Percentage of 21st Century Centers reporting emphasis in at least one core academic area.

Indicator 2.2 Enrichment and Support Activities

More than 85 percent of Centers will offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science

- Percentage of 21st Century Centers offering enrichment and support activities in technology
- Percentage of 21st Century Centers offering enrichment and support activities in other areas.

A Framework for Effective After School Programs

Information on the framework approach is available in
*Moving Towards Success: a Framework for After
School Programs*, available on the internet at:
<http://www.publicengagement.com/Framework/>

Eight Elements of Effective After School Programs

Elements of Effective After School Programs (1)

- Commitment to inclusive and diverse programming to meet the needs of all boys and girls in the community, including participants of all racial, ethnic, and language groups (including ESL) present in the program's service region, as well as for students with special needs;

Elements of Effective After School Programs (2)

- Commitment to providing opportunities for engagement of families as participants in their children's learning
 - Support for children's learning
 - Support to families
 - General family involvement

Elements of Effective After School Programs (3/4)

- Program staff and volunteers have an understanding of how to support children in their own learning and development
- Opportunities for training and supervision are provided for staff and volunteers on a regular basis

Elements of Effective After School Programs (5)

- Inclusion of extensive and varied opportunities for participants to:
 - Participate in project-based learning activities
 - Master skills and knowledge through structured and unstructured activities
 - Develop and nurture positive relationships with peers and adults
 - Develop “21st century” skills

Beyond Academics—Program Elements that Support Achievement

Library Activities

Clubs

Computers

Music and dance

Field trips

Recreational Activities (traditional group sports, table games,
physical fitness activities, skill clinics)

Crafts

Personal skill development

Community Service Learning

Career Development

Health Education

Outcomes Associated with Participation in Non-Academic Program Elements

- Improved school attendance
- Reduced suspensions and expulsions
- Improved academic performance (grades, test scores)
- Improved homework completion
- Increased leadership skills
- Increased engagement and motivation in school
- Reduced problem behavior

Elements of Effective After School Programs (6)

- Availability of books, materials, and other learning tools that can stimulate participants' curiosity and motivation, can support learning, are appropriate for participants' age and developmental levels, and are sensitive to the culture of the community

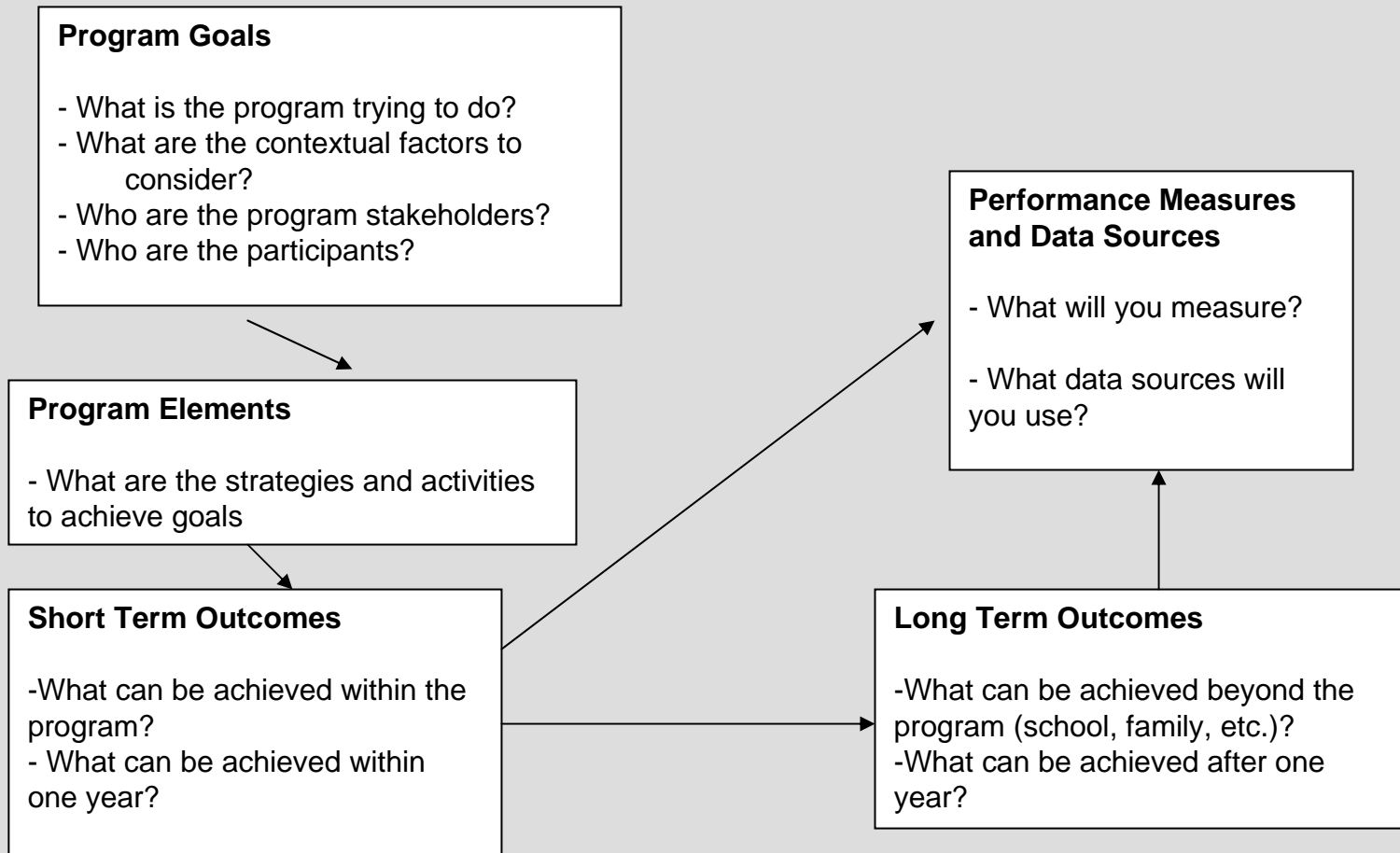
Elements of Effective After School Programs (7)

- Provision of facilities, equipment, and other resources that are appropriate to the after-school activities and to the needs of participants

Elements of Effective After School Programs (8)

- Collection and use of relevant evaluation information for continuous assessment and improvement of participant and program outcomes as well as for accountability

Theory of Change



Theory of Change Resources

Moving Toward Success: A Framework for After School Programs

<http://www.publicengagement.com/Framework/>

Learning from Logic Models

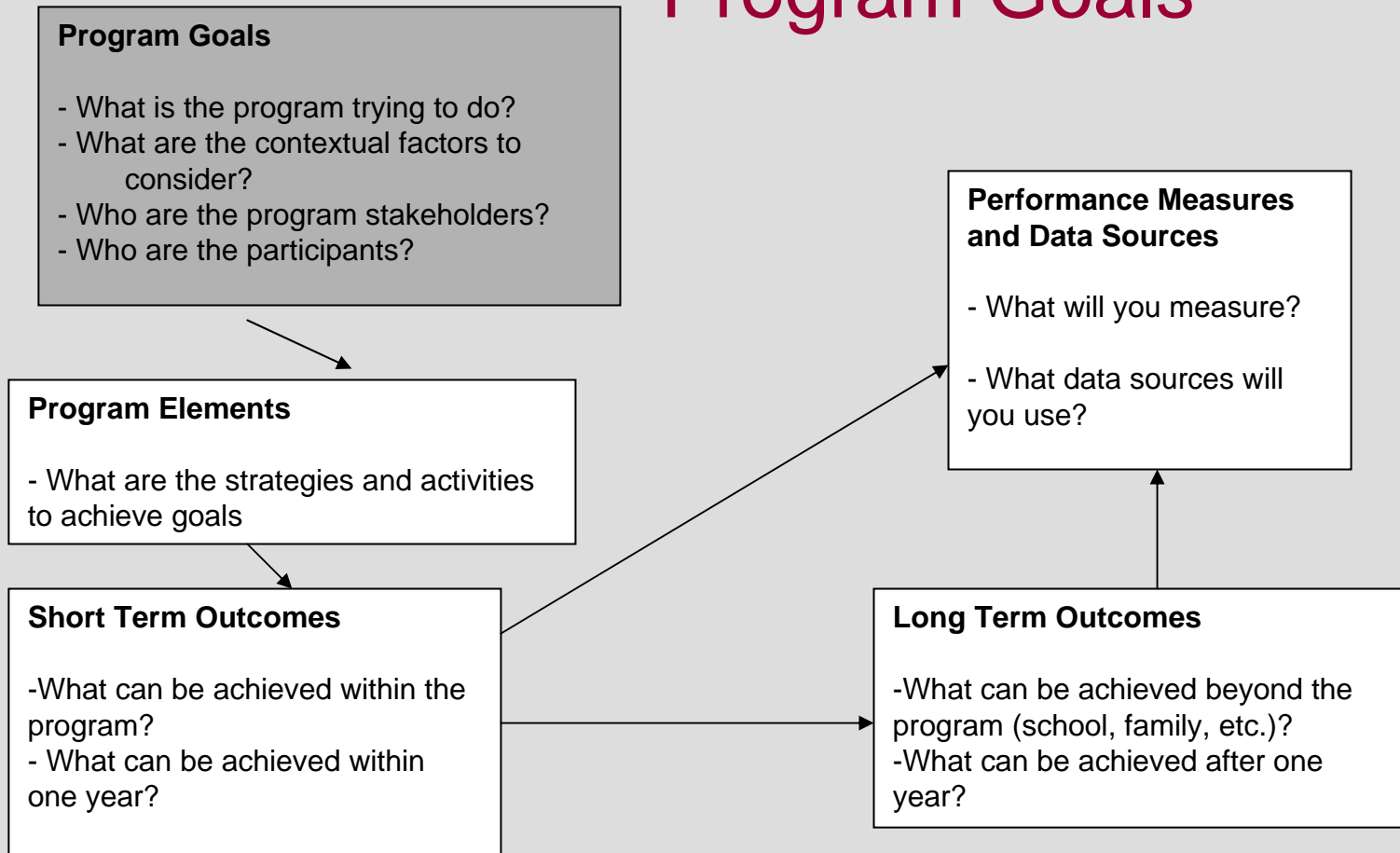
http://gseweb.harvard.edu/hfrp/projects/afterschool/resources/learning_logic_models.html

Using Evaluation Methods to Promote
Continuous Improvement and Accountability in
After-School Programs

<http://www.policystudies.com/studies/youth/After-school%20evaluation%20guide.pdf>

Theory of Change

Program Goals



Frameworks for Effective Programs--Goals

- Academic
- Social/Emotional
- Health and Safety
- Community Awareness and Engagement

Realistic Academic Goals

- Improved literacy/communication skills for all participants (including English language learners) in reading, writing, speaking, listening, and technology
- Improved math skills
- Increased knowledge and skills in science and social studies
- Increased knowledge, participation, and skills in the visual and performing arts
- Increased awareness of real-life uses of academic skills

Realistic Social/Emotional Goals

- Improved social skills
- Increased leadership and responsibility
- Reduced at-risk behavior
- Improved emotional well-being

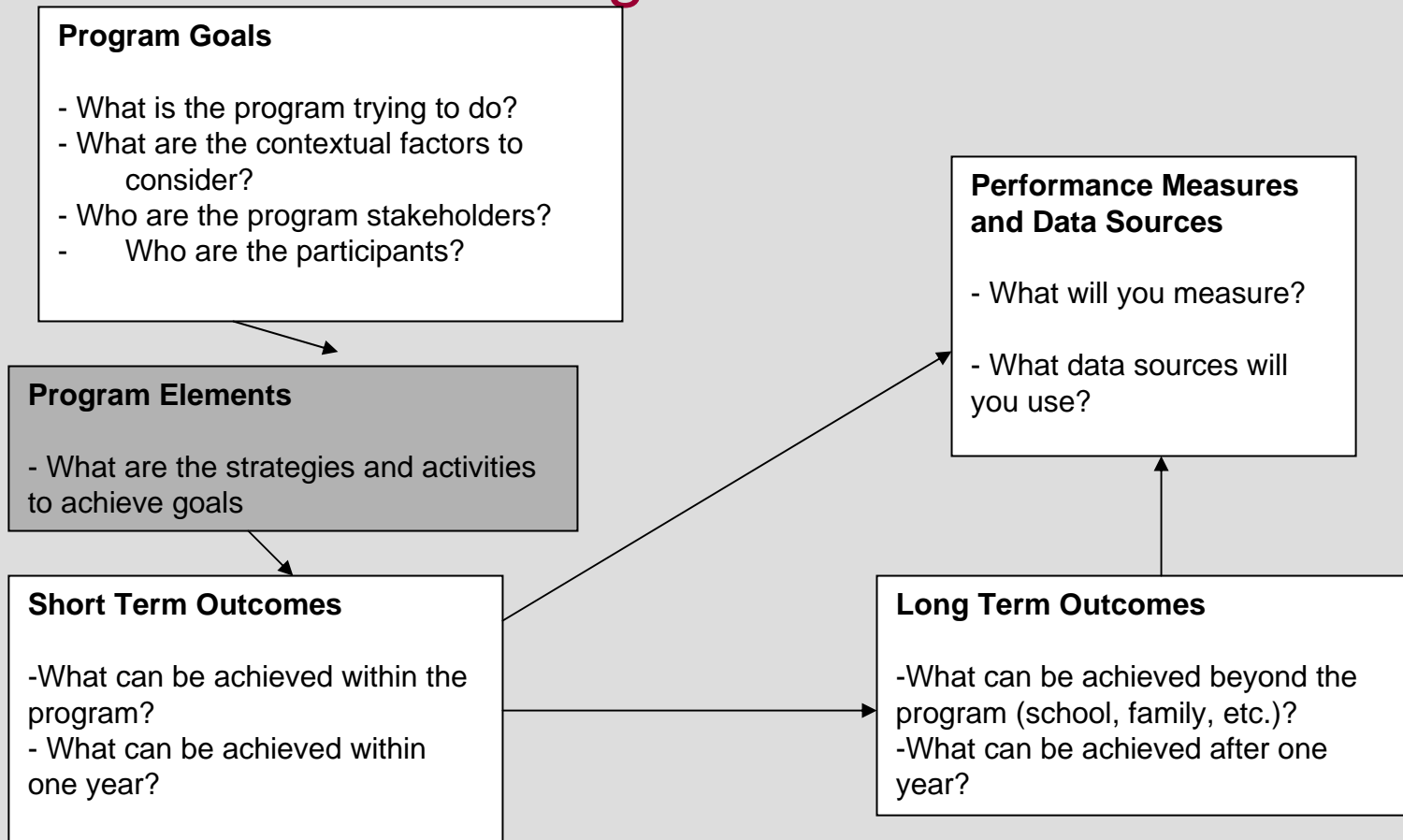
Realistic Health and Safety Goals

- Improved nutrition and health practices
- Improved physical development
- Improved personal safety

Realistic Community Awareness and Engagement Goals

- Improved community awareness and engagement

Theory of Change Program Elements



What are the Specific Activities Offered in After School Programs?

▪ Academics	21
▪ Arts	14
▪ Recreation/Sports	14
▪ Computer Skills	13
▪ Community Service	8
▪ Field Trips	7
▪ Positive youth Development	7
▪ Career Skills	6
▪ Unstructured Play	4
▪ 1 on 1 mentoring	2

What are the Specific Program Foci Offered in After School Programs?

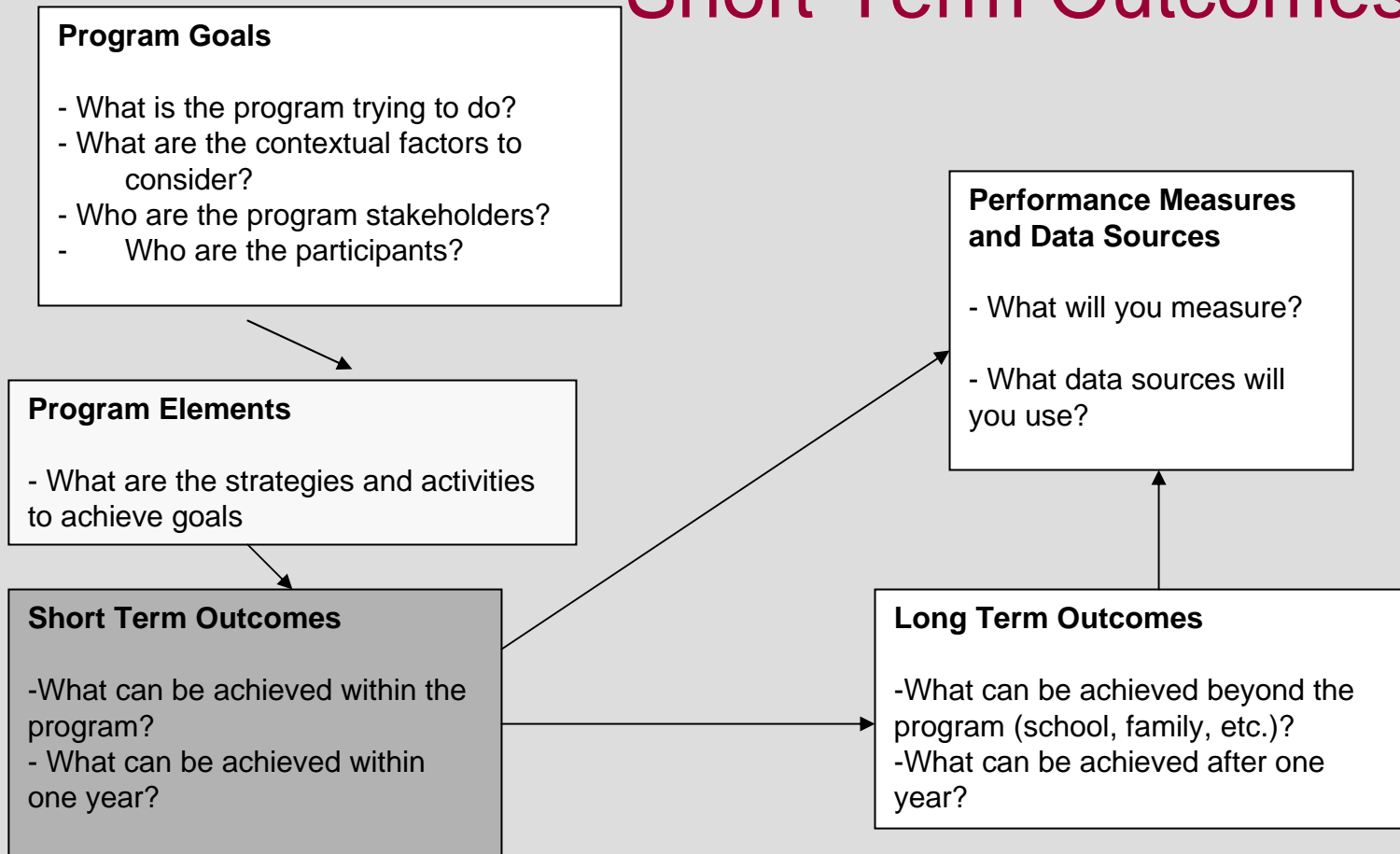
- Positive Youth Development (133)
- Academic/Enrichment (108)
- Tutoring/Extra Instruction (67)
- Multi-Component/Comprehensive* (57)
- Prevention (55)
- Science/Technology/Mathematics (40)
- Family/Community Involvement (34)
- Literacy (30)
- Mentoring (28)
- Sports/Recreation (28)
- System-Building (27)
- Arts (23)
- Youth Leadership (21)
- Cultural/Heritage (15)
- Service-Learning/Civic Engagement (15)
- Vocational Education (12)
- Health (7)
- Adventure (2)
- Faith-Based (4)

Improved literacy/communication skills—program elements

- Definition of literacy as including proficiency in reading, writing, speaking, listening, technology, and a foreign language
- Planned reinforcement of skills through diverse language arts activities and projects
- Literacy-rich environment, including opportunities to read, use technology, and practice oral communication skills
- Visits to the library
- Parenting classes on content standards to develop awareness of expectations
- Song-writing
- Poetry corner
- Expert visits
- Tutoring

Theory of Change

Short-Term Outcomes



Factors that Influence Participant Outcomes

- Age of participants
- Age of program
- Socio-economic status of participants
- Program Quality
- Participation in program

Establishing Outcomes: What is the Age and Stage of Your Program?

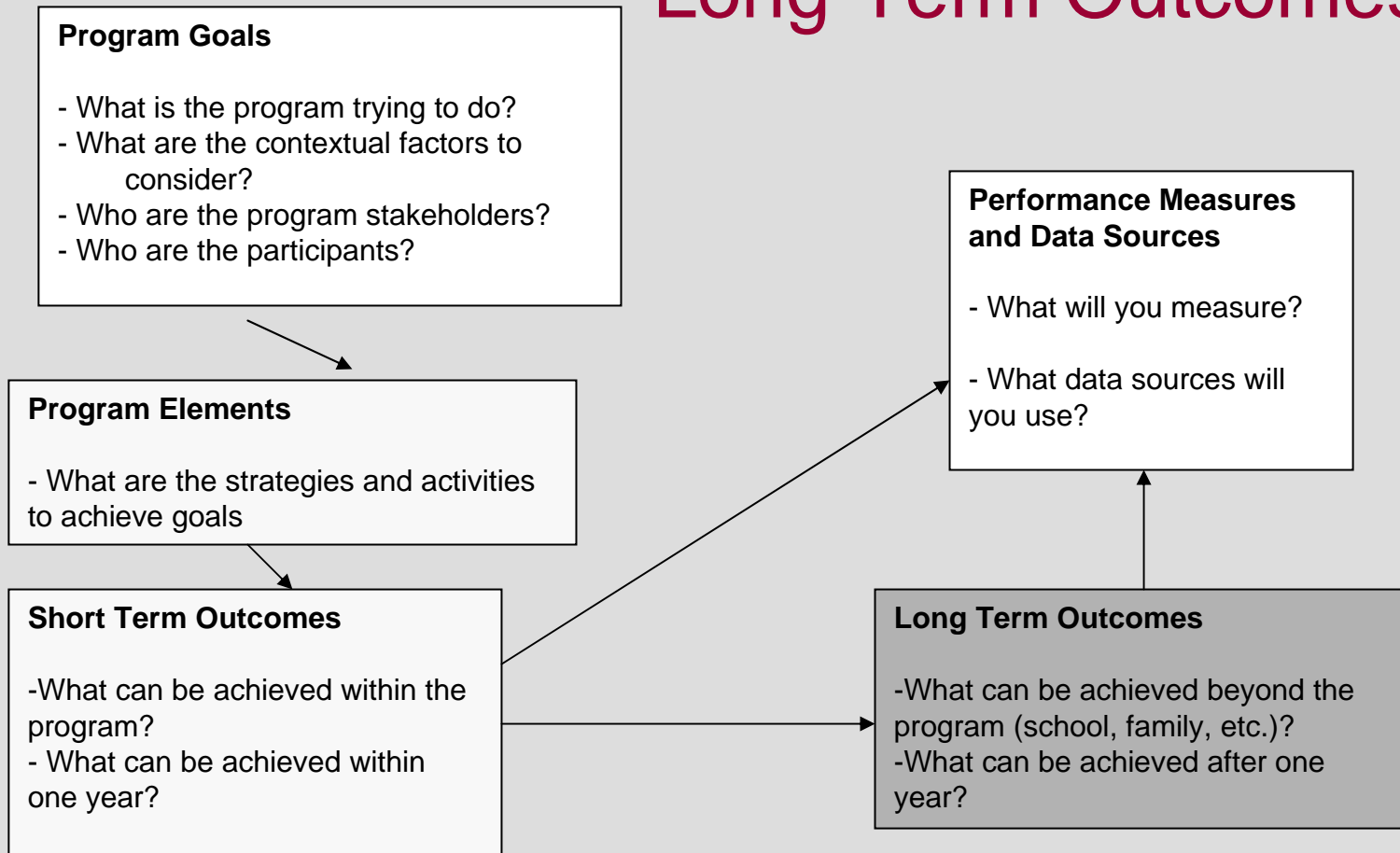
- New programs need time to mature before you assess some outcomes
- Determine outcomes in stages:
 - year one, year two, year three
 - outcomes within program vs. in school vs. in community
- Collect implementation data before you collect outcomes data

Improved literacy/communication skills—short-term outcomes

- Time spent in reading, including fiction as well as nonfiction reading for information and personal interests
- Enjoyment of reading
- Group and individual oral presentations
- Time spent writing (during homework, to pen pals)
- Improved listening skills
- Improved reading comprehension skills

Theory of Change

Long-Term Outcomes

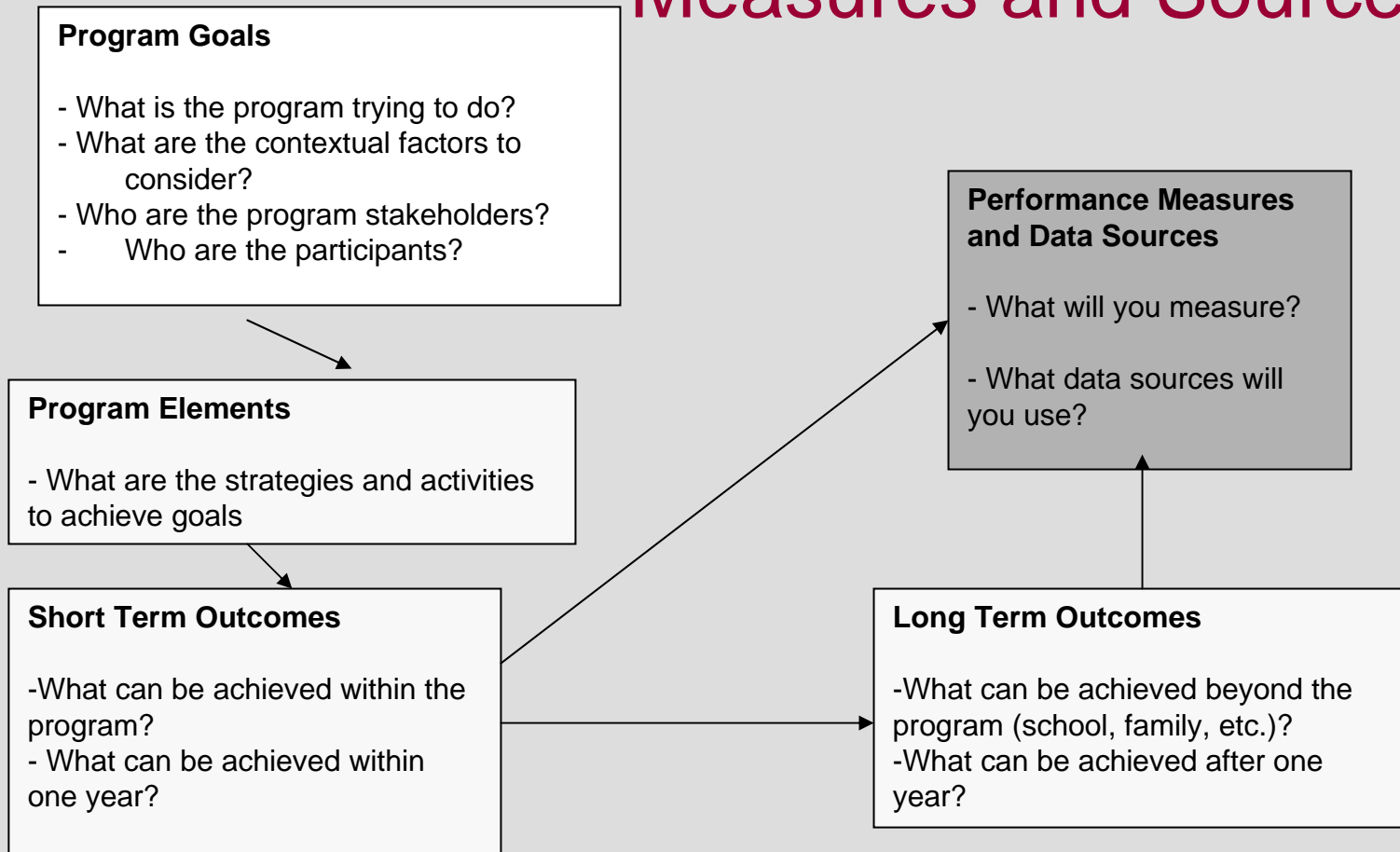


Improved literacy/communication skills—long-term outcomes

- Improved academic performance in subjects that require literacy/ communications skills, especially reading comprehension and written expression
- Ongoing use of reading, writing, listening, and speaking in all aspects of everyday life
- Enjoyment and pride in effective communication

Theory of Change

Measures and Sources



Evaluation Methods

- Surveys/Questionnaires (77)
- Secondary Sources/Data Review (58)
- Interviews/Focus Groups (50)
- Document Review (39)
- Testing/Assessments (38)
- Observation (37)

Which Data Collection Method is Right for My Program?

- Using Single Versus Multiple Methods
- Selecting Data Sources
- Selecting a Sample of Individuals
- Collecting Data Before and After the Program
- Cost Considerations

Improved literacy/communication skills—measures and data sources

Measures

Increased frequency and ease of reading and writing at home

Increased reading grades, GPA, test scores, homework completion

Increased performance in reading comprehension and writing fluidity

Data sources

Parent report

Standardized tests, report cards, school records

Reading logs, participant portfolios, journals, family activity logs

Supporting Student Achievement in After School Using an Evaluation Framework

- What are your program goals?
- What program elements can support these goals?
- What will “success” look like after one year?
- What will “success” look like after two years?
- What data will you need to collect?
- What data sources will you need access to?