



Best Practices in Afterschool Evaluation: Measuring Implementation Quality and Youth Outcomes

May 3, 2013

Tiffany Berry & Shelly Sloper
Claremont Graduate University

Introductions

- ▣ Tiffany Berry, PhD
- ▣ Shelly Sloper, MA
- ▣ Audience

Claremont Graduate University
<http://www.cgu.edu>

Claremont Evaluation Center
<http://www.cgu.edu/pages/9962.asp>



Activity #1: Brainstorm

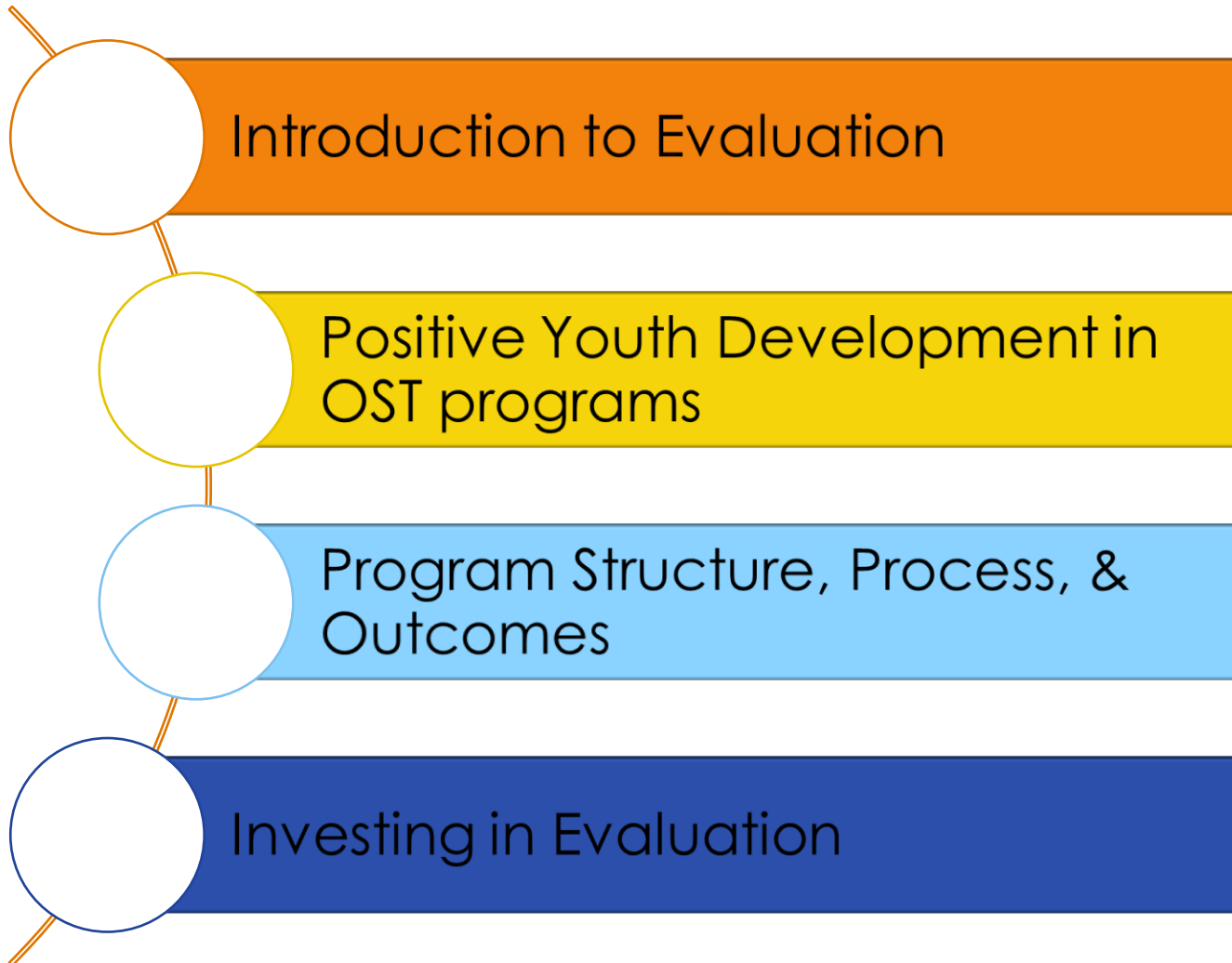
In small groups, discuss:

- ▣ What do you think about when you hear the word evaluation?
- ▣ What is evaluation?
- ▣ What evaluation activities are you currently engaging in?

Record your thoughts on the flipcharts.



Workshop Agenda



How do funding agencies define evaluation?

21st CCLC

- Service counts
- Program attendance
- Change in proficiency levels via standardized assessments

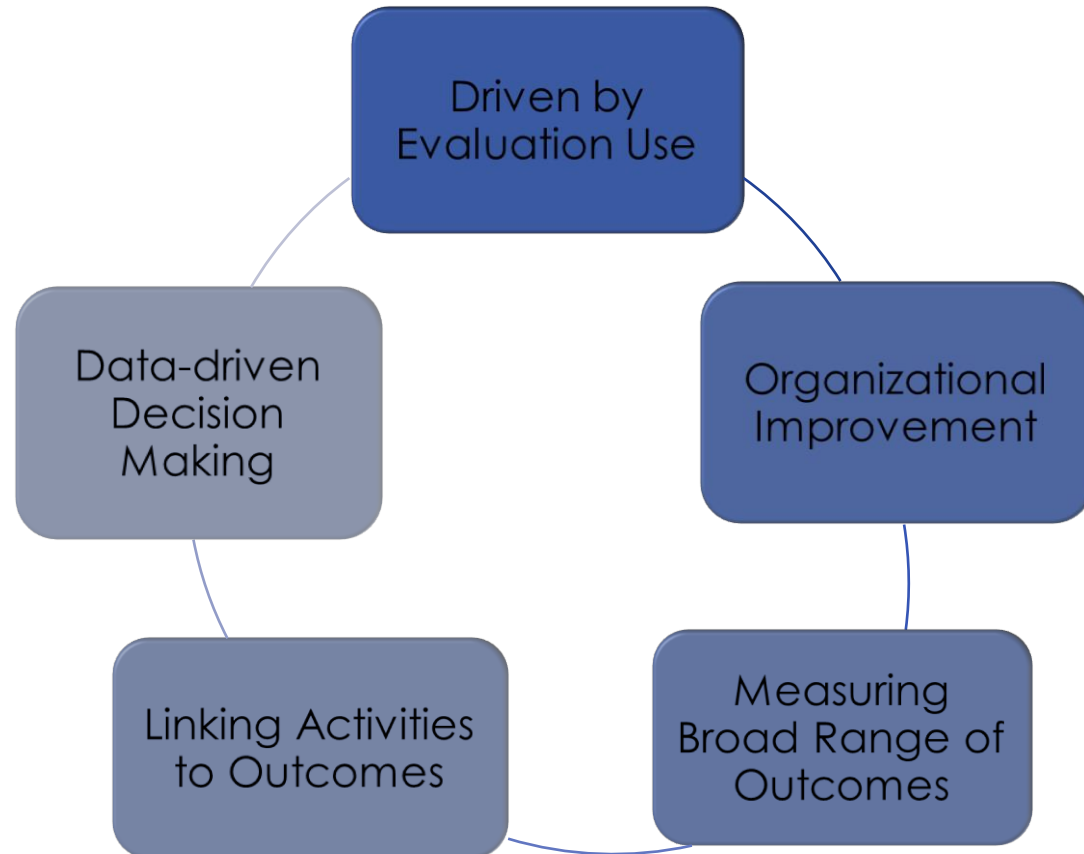
ASES (CDE)

- Participant demographics
- Standardized test scores
- School attendance
- Program attendance

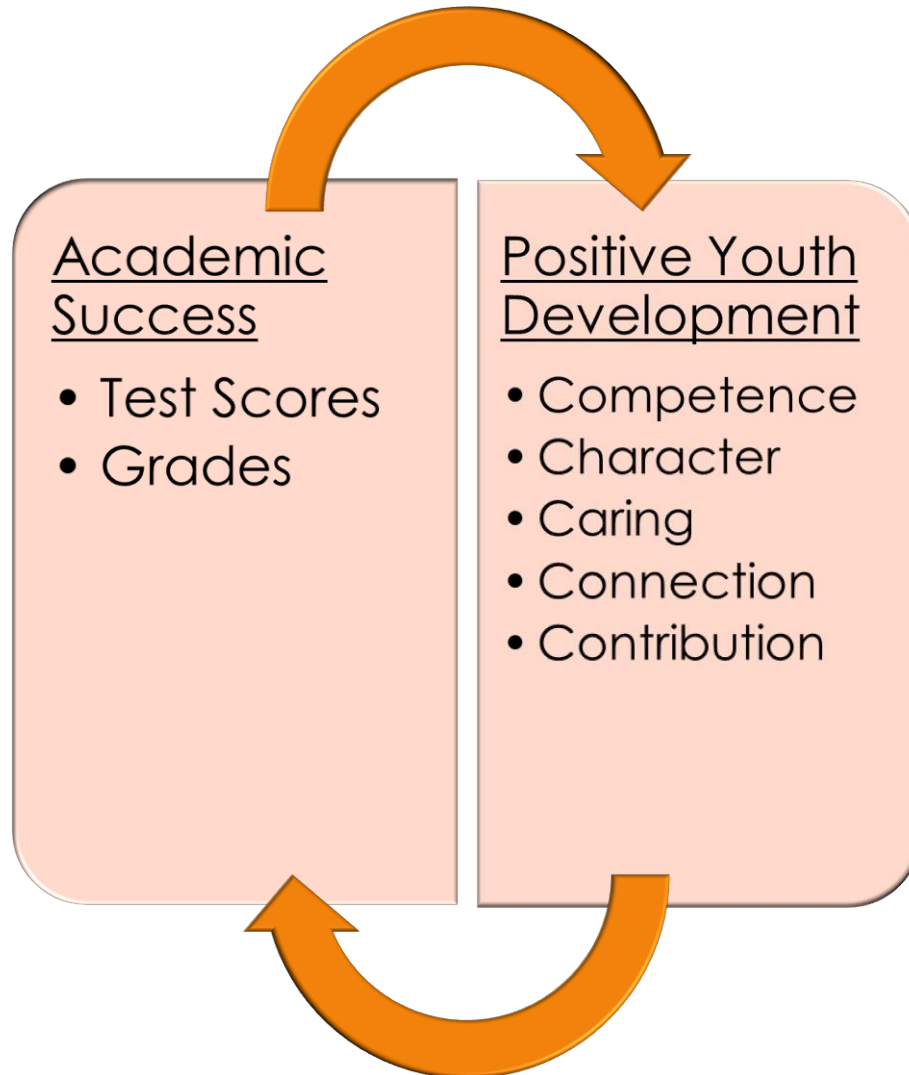
How do we define evaluation?

“Evaluation is the **systematic assessment** of the **operation** and/or **outcomes** of a program, compared to a set of **explicit or implicit standards**, as a means of contributing to the **improvement** of the program.”

(Weiss, 1998)



Opportunities Afterschool



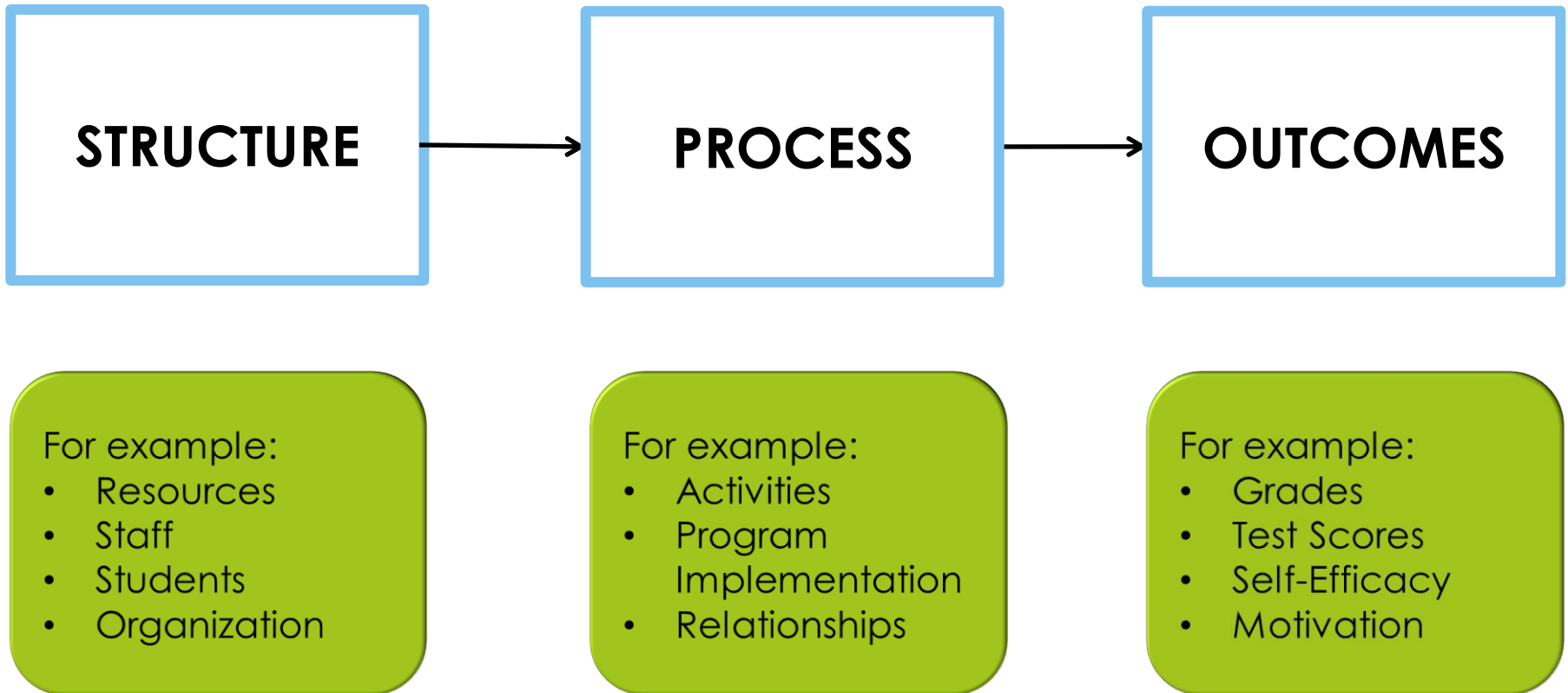
Resources: Evaluation Basics and Positive Youth Development

Highlighted Resources:

- Afterschool Evaluation 101 (HFRP)
- Evaluation Handbook (W.K. Kellogg Foundation)
- Promoting Positive Youth Development as a Support to Academic Achievement (NIOST)
- Search Institute



Evaluating OST Programs



STRUCTURE

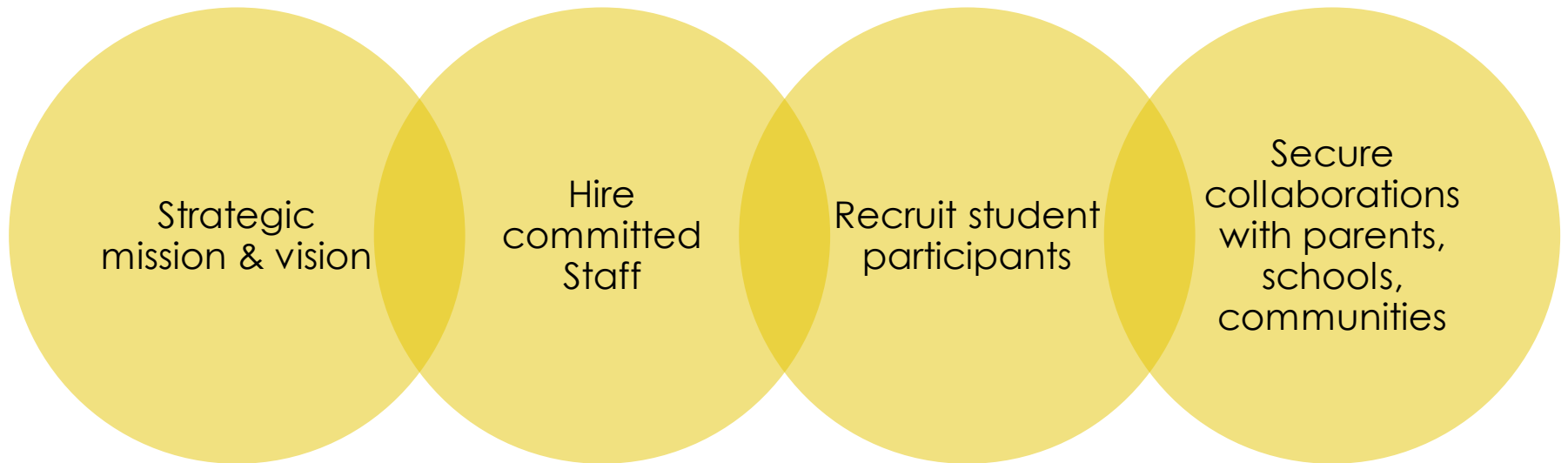
PROCESS

OUTCOMES

Let's start here.

Structure
and
Program
Context

Structure & Program Context

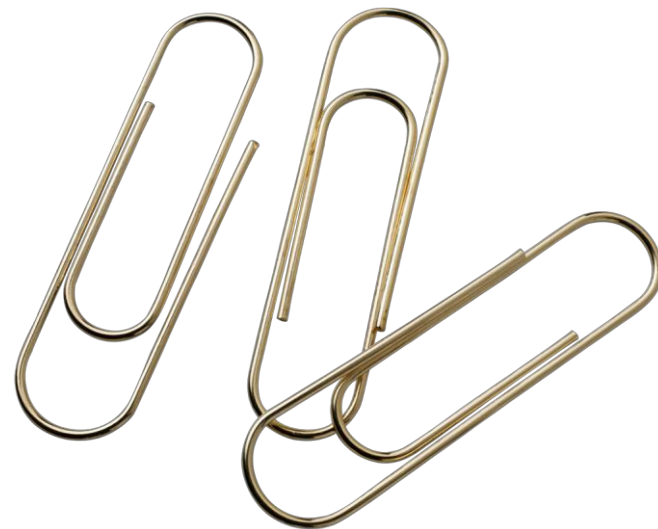


So, how do you systematically assess program structure?

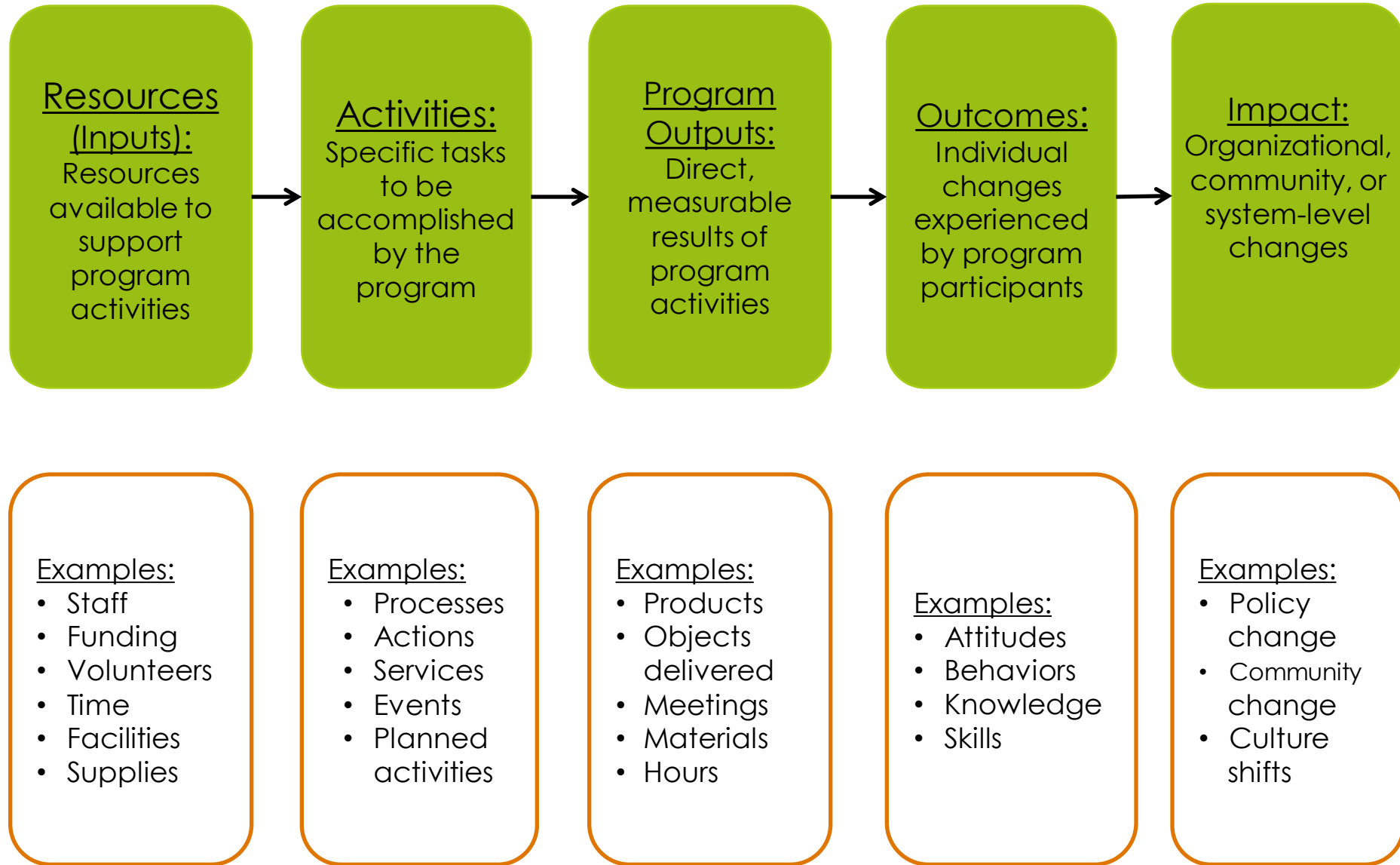
- ▣ **Logic Model**
- ▣ Theory of Change
- ▣ Program Observations
- ▣ Surveys
- ▣ Self-Study

Tools for Assessing Program Structure: Logic Models

- What is a logic model?
- Purpose:
 - Obtain program consensus
 - Funding
 - Program design & improvement
 - Evaluation
 - Staff development



Program Logic Model Components



Example Logic Model

ACTIVITY #2: Program Logic Model Worksheet

Resources/Inputs:
Resources available to support program activities

Activities:
Specific tasks to be accomplished by the program

Program Outputs:
Direct, measurable results of program activities

Short-Term Outcomes:
Outcomes expected in 1-3 years.

Resources: Logic Models

Highlighted Resources:

- Logic Model Development Guide (W.K. Kellogg Foundation)
- Logic Models in Out-of-School Time Programs: What are they and why are they important? (Child Trends)



STRUCTURE

PROCESS

OUTCOMES

Structure
and
Program
Context

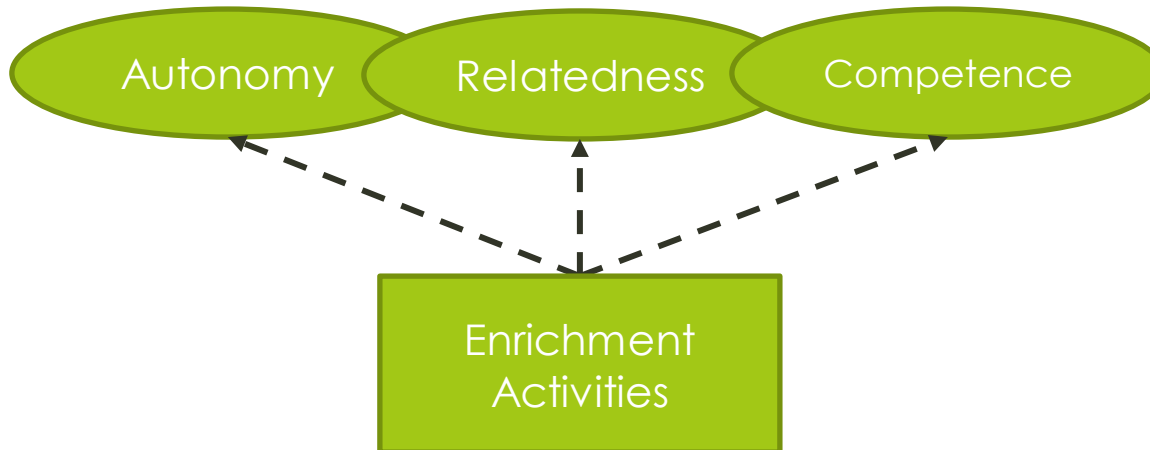
Enrichment
Implementation

Dosage

Academic
Implementation

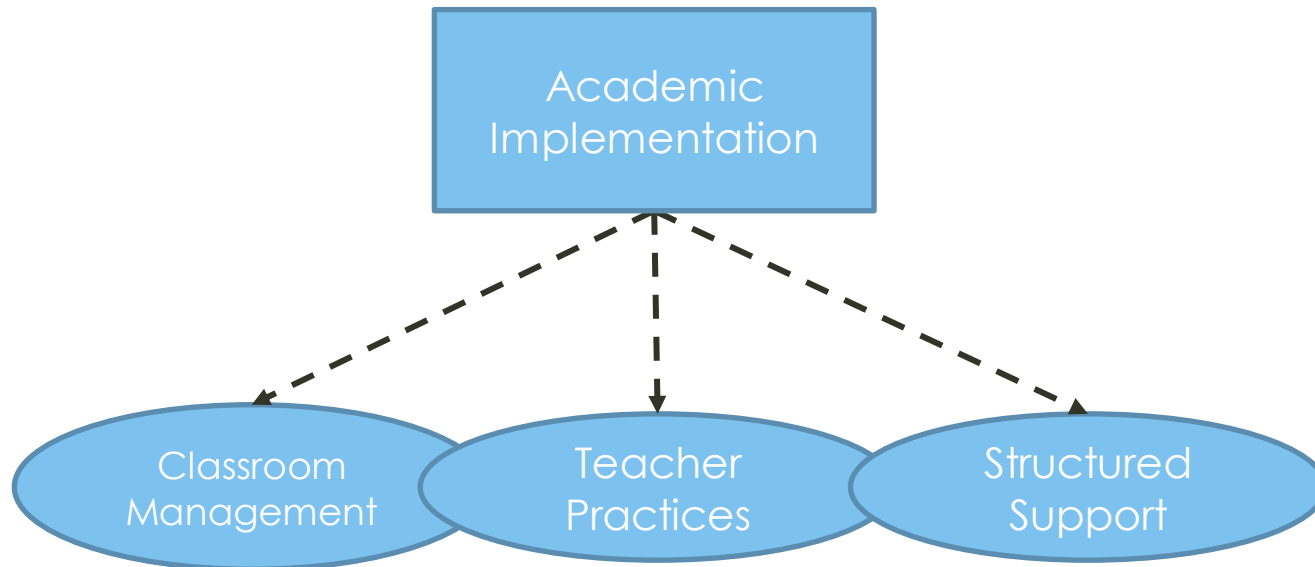
3 Components of
Program Implementation
(Process)

Measuring Enrichment Implementation



- Self-Determination Theory (Deci & Ryan, 2000,2008)

Measuring Academic Implementation



So, how do you systematically assess implementation?

- ▣ **Observations**
- ▣ Self-Study
- ▣ Focus Groups/Interviews
- ▣ Surveys (activity-specific, program overall)

Example Observation Protocol

Activity
Setting

Classroom
Management

Student
Engagement

Academic
Support

Peer
Interactions

Staff-student
Interactions

Supportive
Learning
Practices

Resources: Measuring Program Implementation

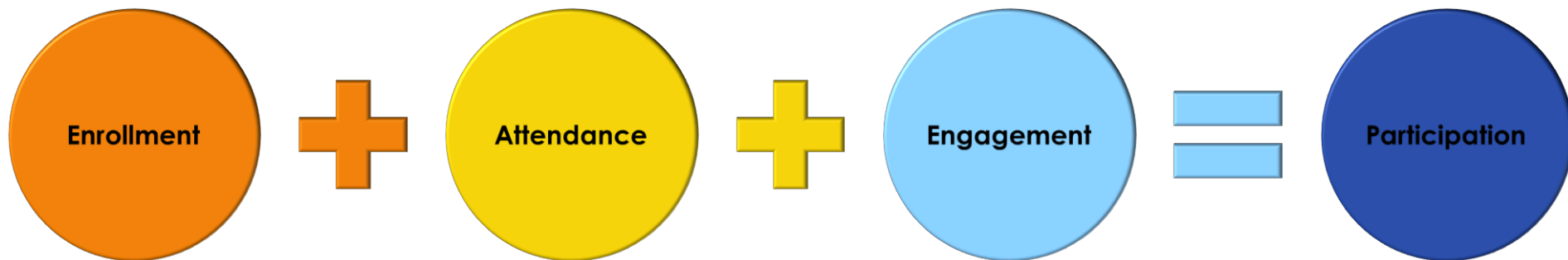
Highlighted Resources:

- Measuring Youth Program Quality: A Guide to Assessment Tools (Forum for Youth Investment)
- How Can I Assess the Quality of my Program? Tools for Out-of-School Time Program Practitioners (Child Trends)



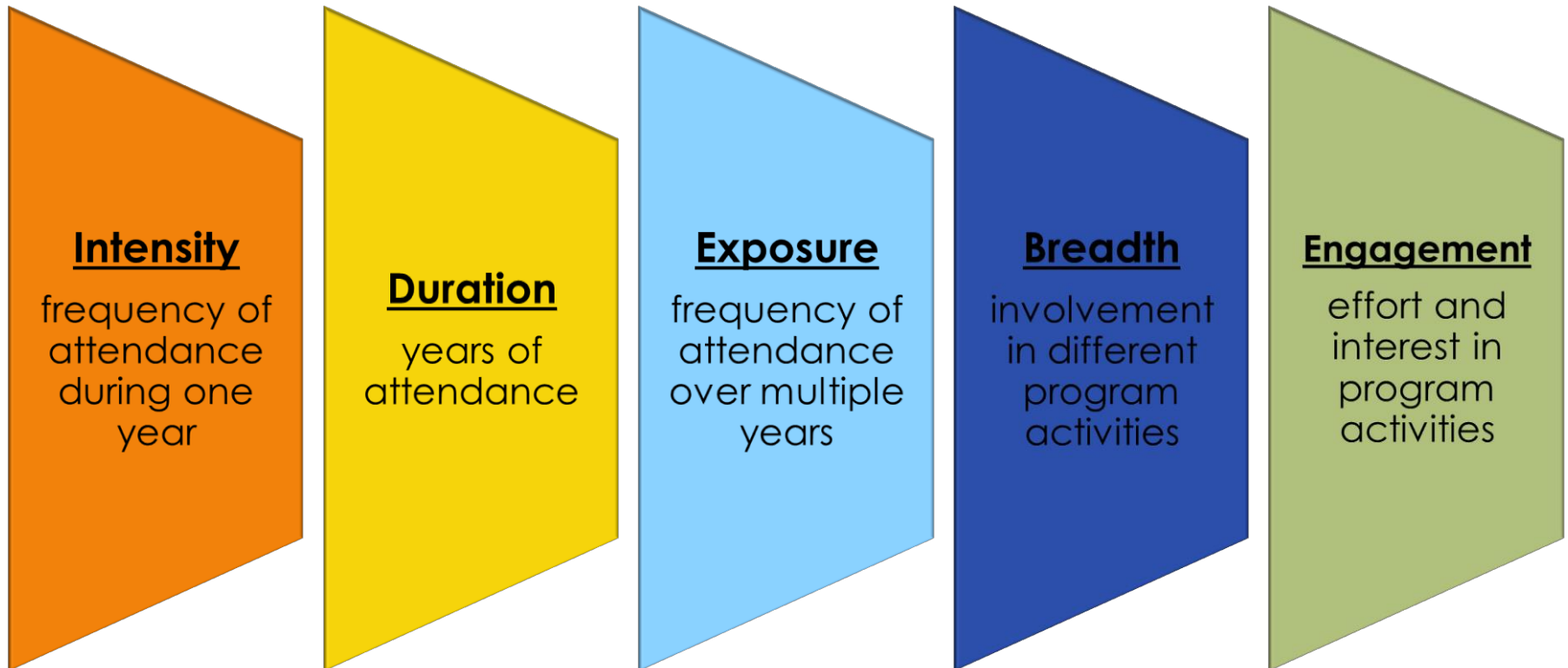
Program Participation

- No longer use Yes/No dichotomies to characterize attendance
- Participation Equation (Weiss, Little, Bouffard, 2005)



Types of Attendance

- ▣ Dimensions of Program Attendance (Roth, Malone, Brooks-Gunn, 2010)



Attendance Patterns

- Youth participation is often lower than expected.
- Participation in OST programs declines with age across attendance indicators.
 - ES = 50 days per year
 - MS = 30 days per year
 - HS = less than 25 days
 - Average 1-2 days per week

Resources: Measuring Dosage

Highlighted Resources:

- Characterizing and Measuring Participation in Out-of-School Time Programs (HFRP)
- Participation During Out-of-School Time: Taking a Closer Look (Forum for Youth Investment)



STRUCTURE

PROCESS

OUTCOMES

Autonomy

Relatedness

Competence

Enrichment
Implementation

Structure
and
Program
Context

Dosage

Student
Outcomes
Across
Domains

Academic
Implementation

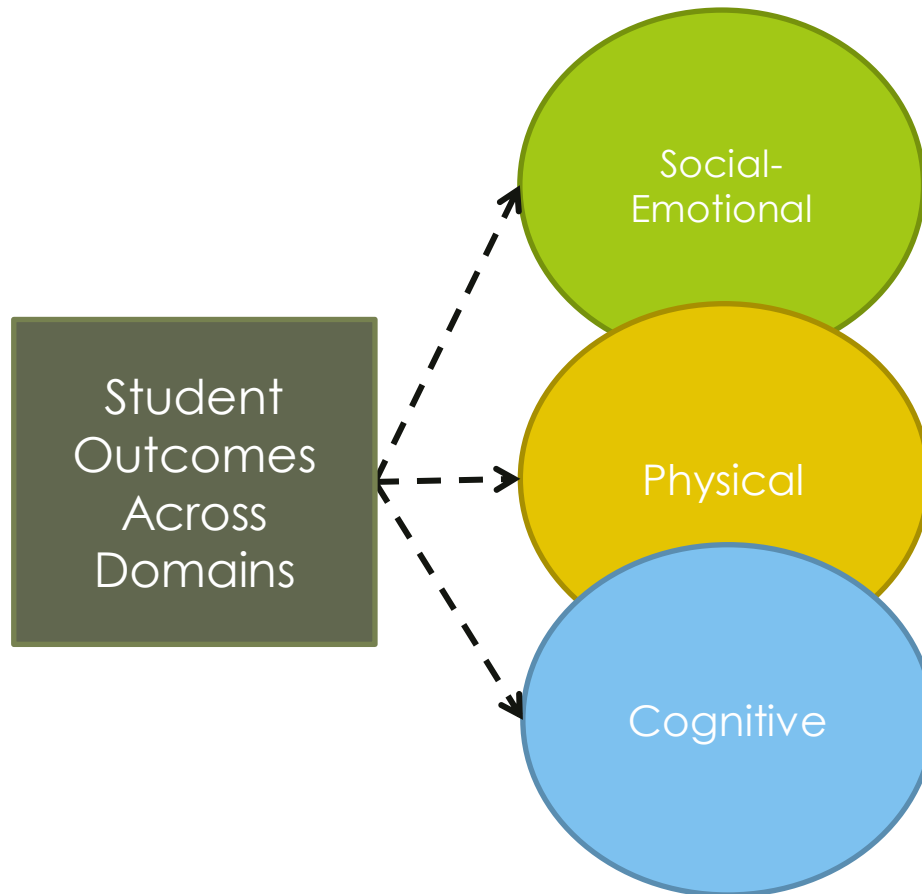
Classroom
Management

Teacher
Practices

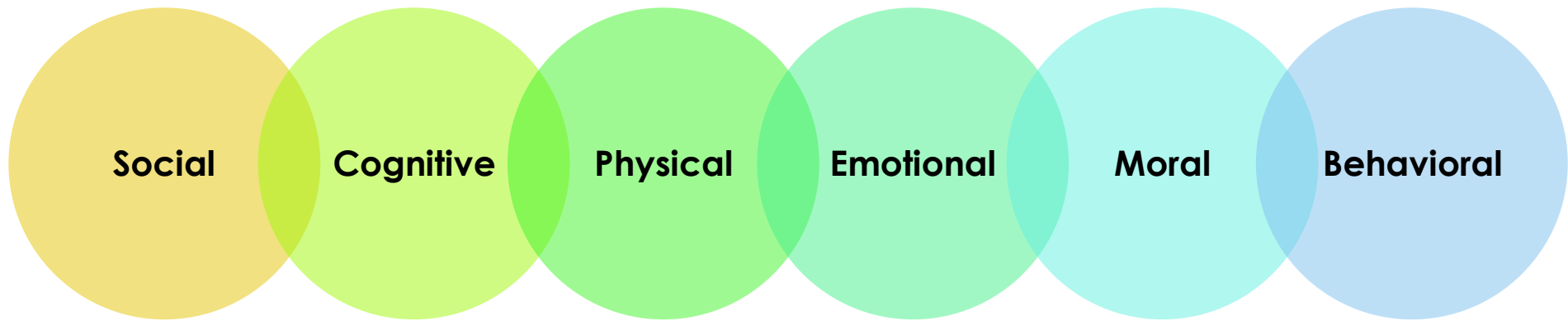
Structured
Support

Now, let's
focus on
student
outcomes.

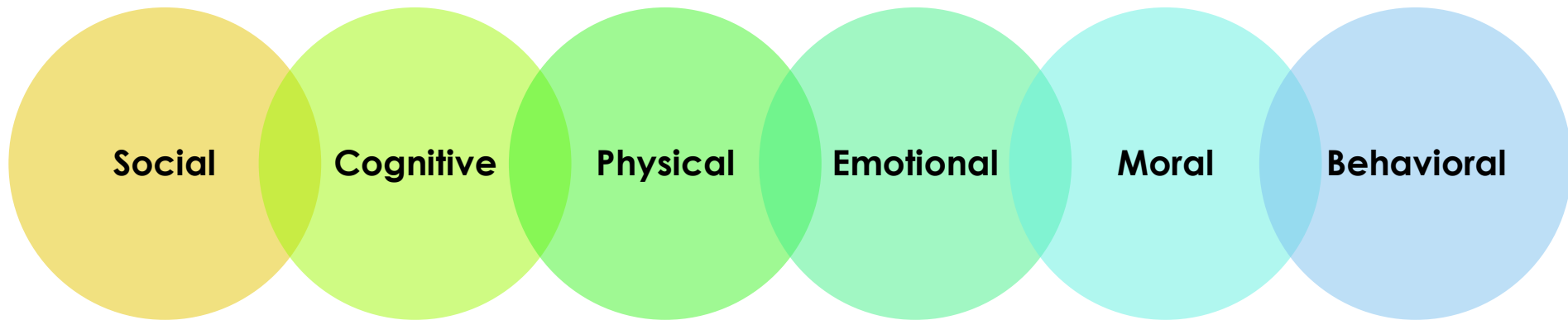
Assessing the Whole Child



PYD Competencies

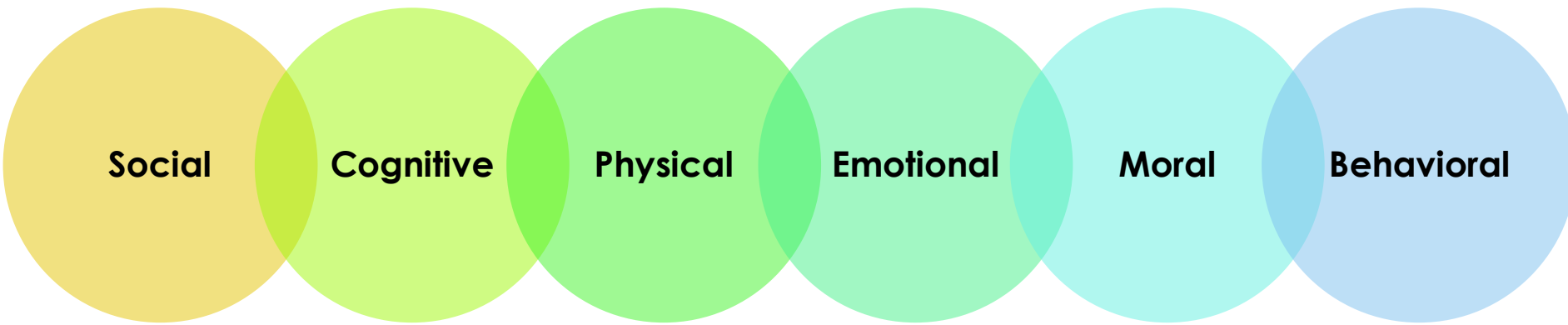


Activity #3 Student Outcomes



- Brainstorm:
 - What are the main outcomes linked to your program?
 - How do the intended outcomes map on to the whole child approach?
 - Do you measure outcomes across these categories?

ACTIVITY #3: Student Outcomes



Social

Cognitive

Physical

Emotional

Moral

Behavioral

Example Student Outcomes

Relationships with Staff
Social Competence

Physical Safety

Civic Engagement
Advocacy
Leadership

Social

Cognitive

Physical

Emotional

Moral

Behavioral

Grades
Test Scores
Academic Attitudes

Motivation
Self-Efficacy
Locus of Control

Goal Setting
Time Management

So, how do you systematically assess student outcomes?

- ▣ **Student Surveys**
- ▣ **Focus Groups/Interviews**
- ▣ Academic Records (grades, test scores)

Resources: Survey Development

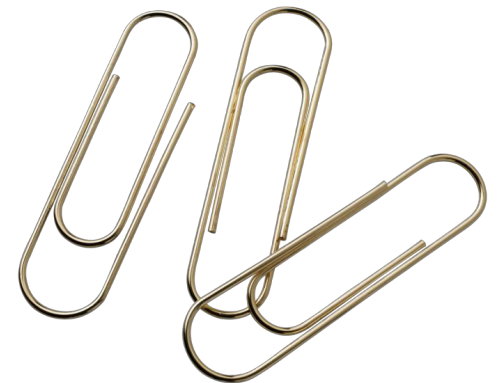
Highlighted Resources:

- Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource (HFRP)
- Toolkit for Evaluating Positive Youth Development (The After-School Initiative)
- YES Survey
- Toolfind (www.toolfind.org)



Focus Groups/Interviews

- What are focus groups and interviews?
- Purpose:
 - Obtain qualitative data for triangulation
 - Rich information about participant experiences
 - Direct quotes from students have impact with stakeholders funders



Student Outcomes

- Comprehensive measurement of PYD outcomes is possible and important in afterschool contexts.
- When assessing program outcomes, consider:
 - Student population
 - Program goals/foci
- Disaggregate data by relevant student and school characteristics.

STRUCTURE → **PROCESS** → **OUTCOMES**

Autonomy Relatedness Competence

Structure and Program Context

Enrichment Implementation

Dosage

Academic Implementation

Student Outcomes Across Domains

Social-Emotional

Physical

Cognitive

Classroom Management Teacher Practices Structured Support

The Complete Model

Evaluation Techniques and Tools

Program Structure

- Logic Model/Theory of Change
- Site Observations
- Focus Groups/Interviews (student, staff)
- Surveys (student, staff)

Program Process

- Site Observation
- Focus Groups/Interviews
- Attendance Data
- Surveys (activity, student, staff)

Student Outcomes

- Focus Groups/Interviews (student, staff)
- Student Survey
- Student Grades/Test Scores

Next Steps: Hiring an Evaluator

Important
Considerations:

Internal or
External

■ See Resource List

Evaluation
Approach

Background &
Experience

■ American Evaluation
Association
www.eval.org

Organization-
Evaluator Fit

Budget

Thank you! Stay in touch!!

- Tiffany Berry

- tiffany.berry@cgu.edu

- 909.607.1540

- Shelly Sloper

- michelle.sloper@cgu.edu

Best Practices in Afterschool Evaluation: Measuring Implementation Quality and Youth Outcomes – BOOST 2013

Tiffany Berry, PhD & Michelle Sloper, MA

RESOURCE LIST

Evaluation Basics

1. Afterschool Evaluation 101: How to Evaluate an Expanded Learning Program
Source: Harvard Family Research Project (2011)
Website: www.hfrp.org
2. Evaluation Handbook
Source: W.K. Kellogg Foundation
Website: www.wkkf.org
3. Why Conduct a Program Evaluation? Five Reasons Why Evaluation Can Help an Out-of-School Time Program
Source: Child Trends (Research-to-Results Brief, 2007)
Website: www.childtrends.org
3. Process Evaluation: A Guide for Out-of-School Time Practitioners
Source: Child Trends (Research-to-Results Brief, 2008)
Website: www.childtrends.org
4. Outcome Evaluation: A Guide for Out-of-School Time Practitioners
Source: Child Trends (Research-to-Results Brief, 2008)
Website: www.childtrends.org
5. Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs
Source: Harvard Family Research Project (2002)
Website: www.hfrp.org
6. Five Steps for Selecting an Evaluator: A Guide for Out-of-School Time Practitioners
Source: Child Trends (Research-to-Results Brief, 2007)
Website: www.childtrends.org
7. Policy Study Associates (www.policystudies.com)

Positive Youth Development

1. Preventing Problems, Promoting Development, Encouraging Engagement
Source: Forum for Youth Investment (2003)
Website: <http://www.forumfyi.org/>
2. Ways to Promote the Positive Development of Children and Youth
Source: Child Trends (Research-to-Results Brief, 2008)
Website: www.childtrends.org
3. Promoting Positive Youth Development as a Support to Academic Achievement
Source: National Institute of Out-of-School Time & Forum for Youth Investment (2002)
Website: <http://www.forumfyi.org/>

4. Search Institute - Developmental assets (<http://www.search-institute.org/>)

Logic Models

1. Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide
Source: W.K. Kellogg Foundation
Website: www.wkkf.org
2. Learning from Logic Models in Out-of-School Time
Source: Harvard Family Research Project (2002)
Website: www.hfrp.org
3. Logic Models in Out-of-School Time Programs: What are they and why are they important?
Source: Child Trends (Research-to-Results Brief, 2007)
Website: www.childtrends.org

Measuring Implementation/Program Quality

1. Forum Focus: Quality Counts, but Does It Sell
Source: Forum for Youth Investment (2003)
Website: <http://www.forumfyi.org/>
2. Raising the Bar: Quality Improvement Systems for Youth Programs
Source: Forum for Youth Investment (2009)
Website: <http://www.forumfyi.org/>
3. Program Implementation: What Do We Know?
Source: Child Trends (2006)
Website: www.childtrends.org
4. How Can I Assess the Quality of my Program? Tools for Out-of-School Time Program Practitioners
Source: Child Trends (Research-to-Results Brief, 2008)
Website: www.childtrends.org
5. Measuring Youth Program Quality: A Guide to Assessment Tools
Source: Forum for Youth Investment (2009)
Website: <http://www.forumfyi.org/>
6. Improving After-School Program Quality
Source: William T. Grant Foundation
Website: www.wtgrantfouncaction.org
7. Center for Youth Program Quality (www.cypq.org)

Measuring Dosage

1. Characterizing and Measuring Participation in Out-of-School Time Programs
Source: Harvard Family Research Project (2004)
Website: www.hfrp.org

2. Participation During Out-of-School Time: Taking a Closer Look
Source: Forum for Youth Investment (2004)
Website: <http://www.forumfyi.org/>

Survey Development

1. Measurement Tools for Evaluating Out-of-School Time Programs: An Evaluation Resource
Source: Harvard Family Research Project (2005, 2008)
Website: www.hfrp.org
2. A Shared Vision for Youth: Common Outcomes and Indicators
Source: Forum for Youth Investment (2012)
Website: <http://www.forumfyi.org/>
3. From Soft Skills to Hard Data: Measuring Youth Program Outcomes
Source: Forum for Youth Investment (2011)
Website: <http://www.forumfyi.org/>
4. Measuring Outcomes for Children with Youth in Out-of-School Time Programs: Moving Beyond Measuring Academics
Source: Child Trends (Research-to-Results Fact Sheet; 2006)
Website: www.childtrends.org
4. The After-School Initiative's Toolkit for Evaluating Positive Youth Development
Source: The Colorado Trust's After-School Initiative (2004)
Website: www.coloradotrust.org
5. Youth Experience Survey (YES)
Source: University of Illinois Youth Development Research Project
Website: <http://www.youthdev.illinois.edu/yes.htm>
6. Toolfind: Youth Outcomes Measurement Tools Directory (www.toolfind.org)
7. Spark Action (National Institute of Out-of-School Time) (www.sparkaction.org)

Best Practices in Afterschool Evaluation: Measuring Implementation Quality and Youth Outcomes – BOOST 2013

Tiffany Berry, PhD & Michelle Sloper, MA

ACADEMIC RESOURCE LIST

Positive Youth Development

- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (1999). Positive youth development in the United States: Research findings on evaluations of youth development programs. Washington, DC: U.S. Department of Health and Human Services.
- Damon, W. (2004). What is Positive Youth Development? *The Annals of the American Academy of Political and Social Science*, 591(1), 13–24. doi:10.1177/0002716203260092
- Hall, G., & Yohalem, N. (2003). How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement. A Report by The National Institute on Out-of-School Time, Commissioned by the Boston After-School for All Partnership.
- Larson, R., Jarrett, R., Hansen, D., Pearce, N., Sullivan, P., Walker, K., Watkins, N., & Wood, D. (2004). Youth programs as contexts of positive development. In A. Linley & S. Joseph (Eds.), *International handbook of positive psychology in practice: From research to application*. New York: Wiley.
- Larson, R. W. (2000). Toward a Psychology of Positive Youth Development. *American Psychologist*, 55(1), 170–183. doi:10.1037//0003-066X
- Lerner, R. M., Brentano, C., Dowling, E. M., & Anderson, P. M. (2002). Positive youth development: thriving as the basis of personhood and civil society. *New directions for youth development*, (95), 11–33. doi:10.1002/yd.14
- Phelps, E., Zimmerman, S., Warren, A. E. A., Jeličić, H., Von Eye, A., & Lerner, R. M. (2009). The structure and developmental course of positive youth development (PYD) in early adolescence: Implications for theory and practice. *Journal of Applied Developmental Psychology*, 30(5), 571–584. doi:10.1016/j.appdev.2009.06.003
- Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of Developmental Assets to the Prediction of Thriving Among Adolescents. *Applied Developmental Science*, 4(1), 27–46. doi:10.1207/S1532480XADS0401_3
- Youngblade, L. M., Theokas, C., Schulenberg, J., Curry, L., Huang, I.C., & Novak, M. (2007). Risk and promotive factors in families, schools, and communities: a contextual model of positive youth development in adolescence. *Pediatrics*, 119, S47–53. doi:10.1542/peds.2006-2089H

Student Outcomes

- Durlak, J., & Weissberg, R. (2007). *The Impact of After-School Programs That Promote*

Personal and Social Skills. Chicago, IL. Collaborative for Academic, Social, and Emotional Learning (CASEL); University of Illinois at Chicago.

Note: SAFE features article

Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students. *Review of Educational Research, 76*(2), 275–313. doi:10.3102/00346543076002275

Mahoney, J. L., Lord, H., & Carryl, E. (2005). An Ecological Analysis of After-School Program Participation and the Development of Academic Performance and Motivational Attributes for Disadvantaged Children, *76*(4), 811–825.

Phelps, E., Zimmerman, S., Warren, A. E. A., Jeličić, H., Von Eye, A., & Lerner, R. M. (2009). The structure and developmental course of positive youth development (PYD) in early adolescence: Implications for theory and practice. *Journal of Applied Developmental Psychology, 30*(5), 571–584. doi:10.1016/j.appdev.2009.06.003

Posner, J. K., & Vandell, D. L. (1999). After-School Activities and the Development of Low-Income Urban Children : A Longitudinal Study. *Developmental Psychology, 35*(3), 868–879.

Zaff, J. F., Moore, K. A., Papillo, A. R., & Williams, S. (2003). Implications of Extracurricular Activity Participation During Adolescence on Positive Outcomes. *Journal of Adolescent Research, 18*(6), 599–630. doi:10.1177/0743558403254779

Review Articles

Eccles, J., & Templeton, J. (2002). Extracurricular and other after-school activities for youth. *Review of research in education, 26*, 113–180.

Note: Reviews Positive Youth Development-promoting contexts

Granger, R. C. (2008). After-school programs and academics: Implications for policy, practice, and research. *Social Policy Report, 22*(2), 3–11.

Little, P., Wimer, C., & Weiss, H. (2008). After school programs in the 21st century: Their potential and what it takes to achieve it. In: Issues and opportunities in out-of-school time evaluation, 10. Cambridge, MA: Harvard Family Research Project.

Mahoney, J. L., Harris, A. L., & Eccles, J. S. (2006). Organized activity participation, positive youth development, and the over-scheduling hypothesis. *Social Policy Report, 20*(4), 3–30.

Program Attendance

Chaput, S. S., Little, P. and Weiss, H. (2004). Understanding and Measuring Attendance in Out of School Time Programs. *Issues and Opportunities in Out of School Time Evaluation* (7).

Borden, L., Perkins, D.F., Villarruel, F.A., and Stone, M.R. (2005). To participate or not to participate: That is the question. *New Directions for Youth Development New Directions for Youth Development 2005 (105)*: 33–50.

Lauver, S., Little, P., & Weiss, H. (2004). Moving Beyond the Barriers Attracting and Sustaining Youth Participation in Out-of-School Time Programs. *Issues and Opportunities in Out of School Time Evaluation*, (6), 1–16.

Roth, J. L., Malone, L. M., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American journal of community psychology*, 45(3-4), 310–24. doi:10.1007/s10464-010-9303-3

Weiss, H., Little, P., & Bouffard, S. M. (2005). More than just being there: Balancing the participation equation. *New Directions for Youth Development*, (105), 15-31.

Motivation

Dawes, N. P., & Larson, R. (2011). How youth get engaged: grounded-theory research on motivational development in organized youth programs. *Developmental psychology*, 47(1), 259–69. doi:10.1037/a0020729

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie canadienne*, 49(3), 182–185. doi:10.1037/a0012801

Larson, R., & Rusk, N. (2010). Intrinsic Motivation and Positive Development. *Advances in Child Development and Behavior*, 41, 89–129. doi:10.1016/B978-0-12-386492-5.00005-1

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. doi:10.1037/0003-066X.55.1.68

Program Quality

Eccles, J. S., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press.

Note: Positive Youth Development-promoting contexts

Hirsch, B. J., Mekinda, M. A., & Stawicki, J. (2010). More than attendance: the importance of after-school program quality. *American journal of community psychology*, 45(3-4), 447–52. doi:10.1007/s10464-010-9310-4

Pierce, K. M., Bolt, D. M., & Vandell, D. L. (2010). Specific features of after-school program quality: associations with children's functioning in middle childhood. *American journal of community psychology*, 45(3-4), 381–93. doi:10.1007/s10464-010-9304-2

Evaluation

Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: a review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American journal of community psychology*, 41(3-4), 327–50. doi:10.1007/s10464-008-9165-0

Little, P., Traub, F., & Horsch, K. (2002). Evaluation of 21st Century Community Learning Center programs: a guide for state education agencies. *Issues and Opportunities in Out of School Time Evaluation*, (2). Cambridge MA: Harvard Family Research Project.

Note: Harvard Family Research Project Website (www.hrfp.org)

Little, P. S., DuPree, S. and Deich, S. (2002). *Documenting progress and demonstrating results: Evaluating local out-of-school time programs*. Washington, DC: The Finance Project.

Yohalem, N. and Wilson-Ahlstrom, A., Fischer, S. and Shinn, M. (2009). *Measuring Youth Program Quality: A Guide to Assessment Tools*, Second Edition. Washington, D.C.: The Forum for Youth Investment.

Note: Review of available observation protocols

W.K. Kellogg Foundation. *Logic Model Development Guide: Using Logic Models to Bring Together Planning, Evaluation, and Action*. Battle Creek, MI: The Kellogg Foundation; 2004

Note: Logic model resources, W.K. Kellogg Foundation Web site (http://www.wkkf.org)

The Colorado Trust. *After-School Initiative's Toolkit for Evaluating Positive Youth Development*. Denver, CO: The Colorado Trust; 2004.

Note: Student survey development resource

Hansen, D.M., & Larson, R. (2005). *The Youth Experience Survey 2.0: Instrument Revisions and Validity Testing*, Unpublished manuscript, University of Illinois at Urbana-Champaign. <http://www.youthdev.uiuc.edu/YES%202.0.doc>

Note: Students survey development resource