LEVERAGING HIGHER EDUCATION TO SUPPORT AFTERSCHOOL & SUMMER LEARNING: CAPACITY BUILDING RESOURCES@ UC IRVINE

The Center for Afterschool and Summer Excellence

UC Irvine, School of Education

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Presented @ BOOST 2016 by:
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PLACEHOLDER FOR ICEBREAKER

- Inner/Outer circle activity to share experiences leveraging higher ed

- OR use polleverywhere and have them text in responses

- Share out or discuss

GOALS

- Participants will be able to identify at least three capacity-building resources available to them from UCI.

- Participants will be able to identify at least three examples of how these resources have been used by other programs to support capacity building and program improvement.

- Participants will explore need and capacity to leverage any of these resources for their program.

CENTER FOR AFTERSCHOOL & SUMMER EXCELLENCE

UCI | Center for Afterschool & Summer Excellence

Deborah Lowe Vandell

Professor and Founding Dean of the UCI School of Education

Director of the Center for Afterschool & Summer Excellence

Providing 3 Services

CASE: Certificate for Afterschool and Summer Education

Afterschool Outcome Measures ONLINE TOOLBOX

Program Evaluations: Customize your program's needs.

CENTER FOR AFTERSCHOOL & SUMMER EXCELLENCE

http://sites.uci.edu/ucirvinecase/

Provides the following capacity-building resources:

❖ Online Coursework

   ❖ Certificate in Afterschool & Summer Education (CASE)

❖ Afterschool Outcomes Measures Online Toolbox

❖ Program Evaluation

CAPACITY BUILDING THROUGH COURSEWORK: UC IRVINE CASE PROGRAM

UC IRVINE CASE PROGRAM

HOME   COURSEWORK   FIELDWORK   CASE STUDENTS   FACULTY   RESOURCES

TURN YOUR PASSION INTO A PROFESSION!

EARN A CERTIFICATE IN AFTERSCHOOL AND SUMMER EDUCATION

COURSE MAP

cirvinecase.weebly.com/faculty.html

CASE COURSE OVERVIEW

1 Capstone

50 hours FW

Training in quality assessment using exemplar videos

4 Content Specific

10-40 hours of FW

Literacy, fitness, math, technology, program evaluation

1 Foundations

20 hours FW

Origins, Youth Development, Program Design and Assessment

UCIrvine | SCHOOL OF EDUCATION

Certificate of Completion

NIDIA KIMBERLY FLORES

has completed all the requirements for the
Certificate in After-School Education
at the University of California, Irvine in June 2015.

Dr. Kevin Reimer, Director of Student Affairs

UNIVERSITY-COMMUNITY LINKS

- 500 Undergraduates

- 15,000 hours of fieldwork
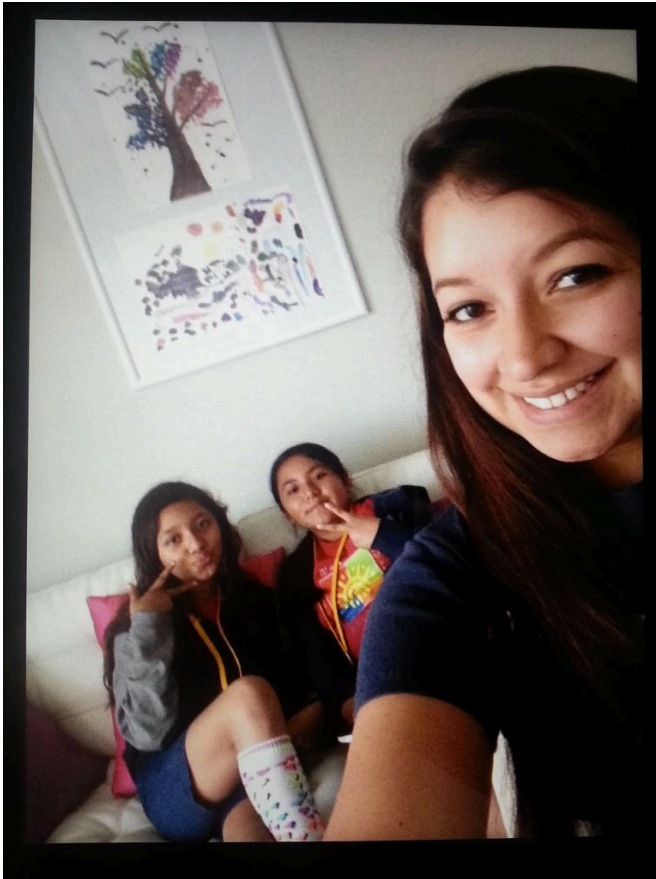
30 afterschool and expanded day programs

10 districts in Southern California

PARTICIPANT PROFILE

- **75 Certificate Earners** in last two years

- Reflect the economic and racial diversity of underserved students most commonly found in afterschool

I myself fell into this category [low-income students struggling within the classroom] growing up….This is a great target population to address considering they don't always have the proper resources and help they could use!

–UC Links Undergraduate

CASE IN ACTION

SAMPLE STUDENT WORK

ANECDOTAL REFLECTIONS FROM UG EXPERIENCES

✓ Quality Academic Support

✓ Quality Relationships

✓ Quality College & Career Planning and Support

QUALITY ACADEMIC SUPPORT

*After doing **quality assessment training** I have started to look at my site differently to see interactions, higher order thinking, materials, etc.*

@UCIrvine_CASE I didn't realize how much I used to answer problems and take the pencil from the kids during homework time until now. #fieldwork

I used to tutor like (this) when I began, I had no idea how to engage students. But I'm doing a lot better.

QUALITY RELATIONSHIPS

*Today I realized how much I make a difference. One of the girls at the site asked me why I hadn't gone last week.*

Playing handball with a kid for a short time rewarded me with being his trusted homework helper. Even a small amount of attention goes far.

The quality assessment training helped me better notice negative peer interaction, which helped me improve my own interaction with students

QUALITY COLLEGE & CAREER PLANNING AND SUPPORT

Fieldwork at Dale Jr. High for @GirlsIncOC today. Worked on **long term vs. short term future planning** *for college and careers.*
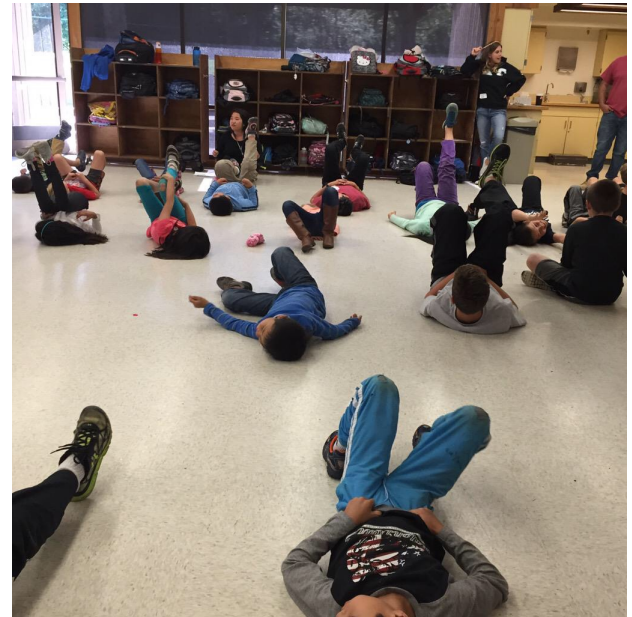
- **UC Links student (@uclinks_uci)**

- We got the chance to bring our girls to UCI for wayzgoose. They got a **tour of the campus** and learned more about college life uci.pic.twitter.com/KpU9KBzhPLL

Our impact project plans to help students relieve stress by encouraging positive coping strategies such as yoga

Setting up for interview, practicing interviewing w/ guest speakers. Learning & developing new skills!

Successful College Student Panel on Thursday

UC LINKS
PRELIMINARY EVALUATION OUTCOMES

QUESTION:

Does the CASE program make a

POSITIVE difference

in UG ability to identify high quality programming?

FLUBBING FLUBBER

FLUBBING FLUBBER

WEEK 1 (PRE): QUALITY ASSESSMENT "GRADES":

84% OF RATINGS WERE As and Bs

F   D-   D   D+   C-   C   C+   B-   B   B+   A-   A   A+

FLUBBING FLUBBER

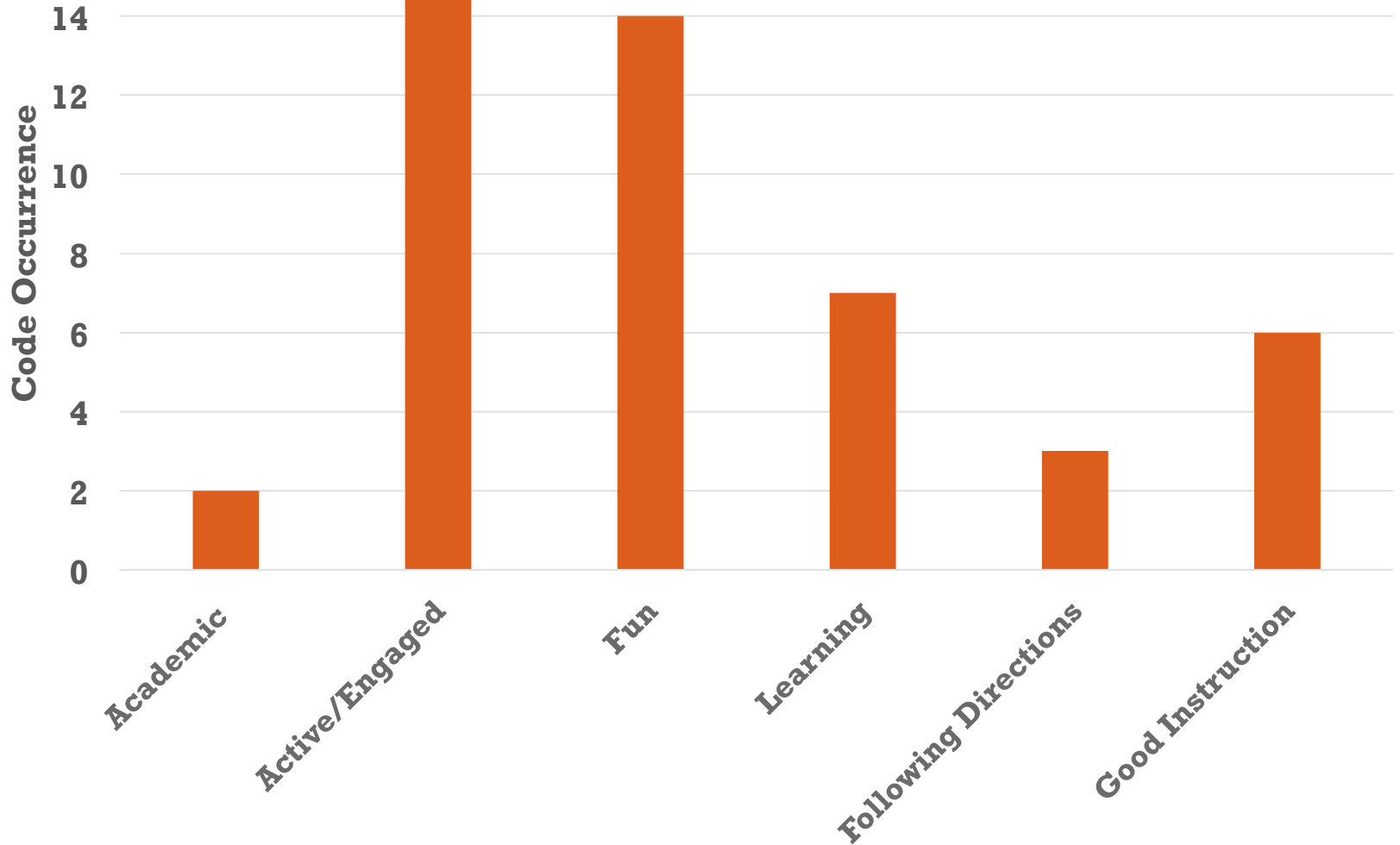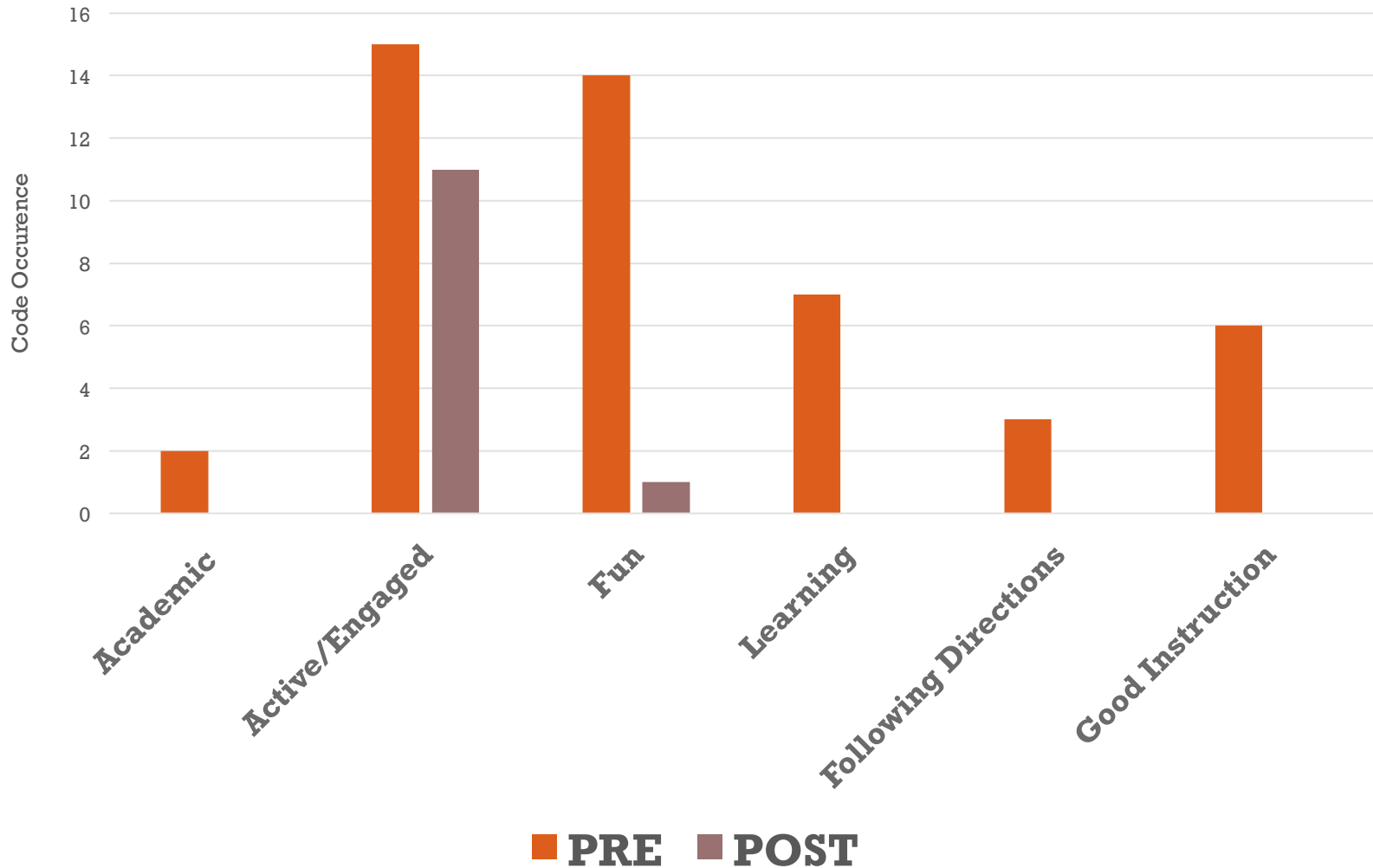14% **OF RATINGS WERE Bs; 0% were As**
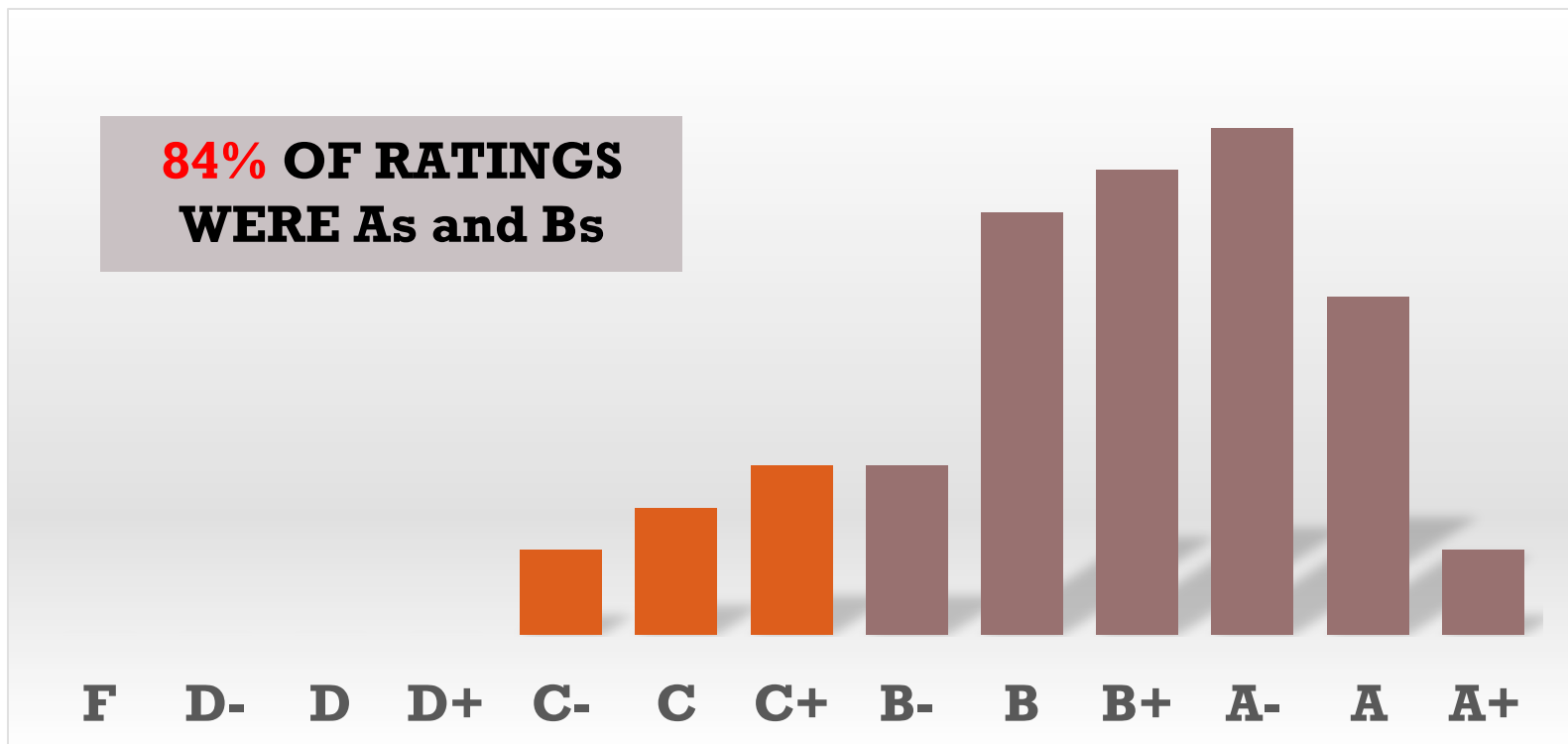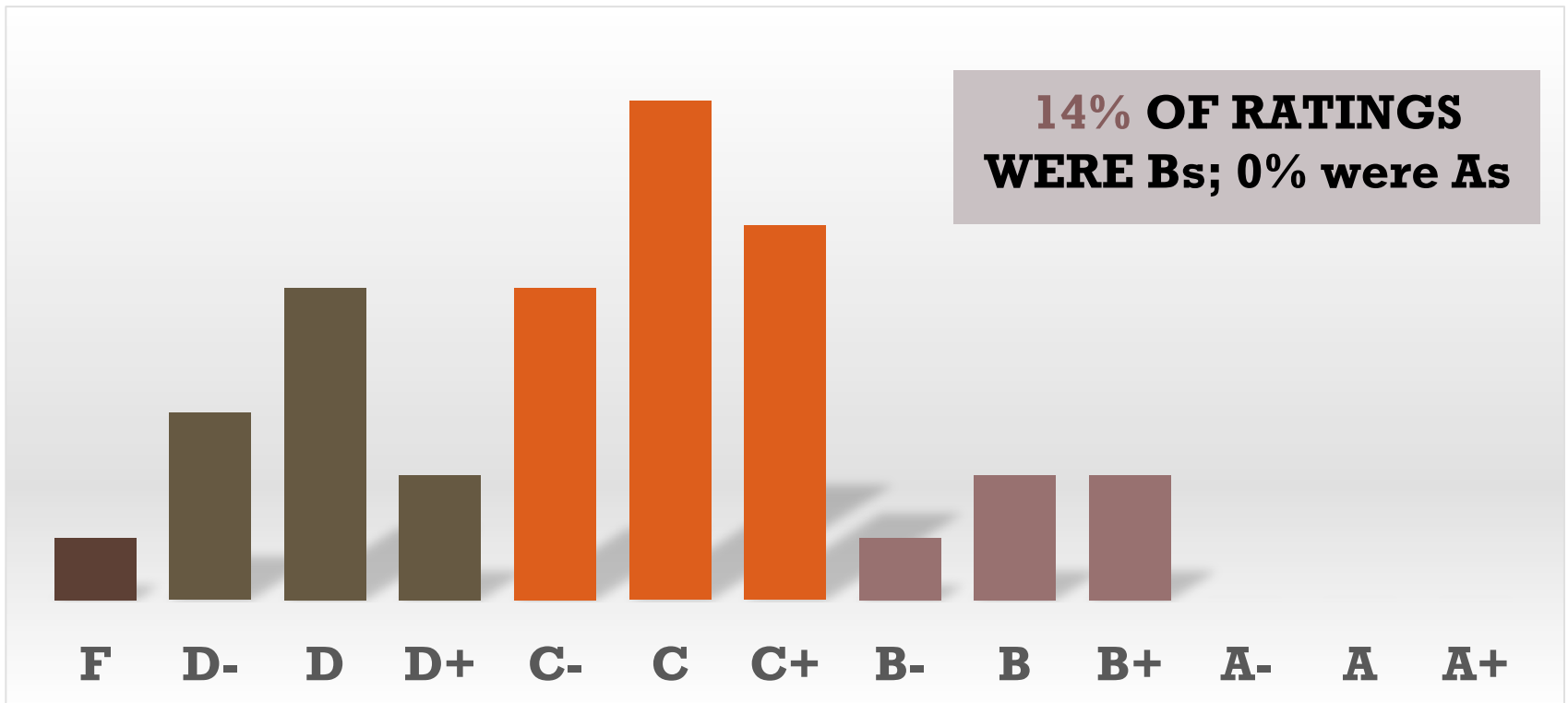
STRENGTHS
IDENTIFIED IN OPEN-ENDED COMMENTS
WEEK 1 (PRE)

STRENGTHS
WEEK 1 (**PRE**) VS WEEK 10 (**POST**)

AREAS OF NEED
IDENTIFIED IN OPEN-ENDED COMMENTS
WEEK 1 (**PRE**) VS WEEK 10 (**POST**)
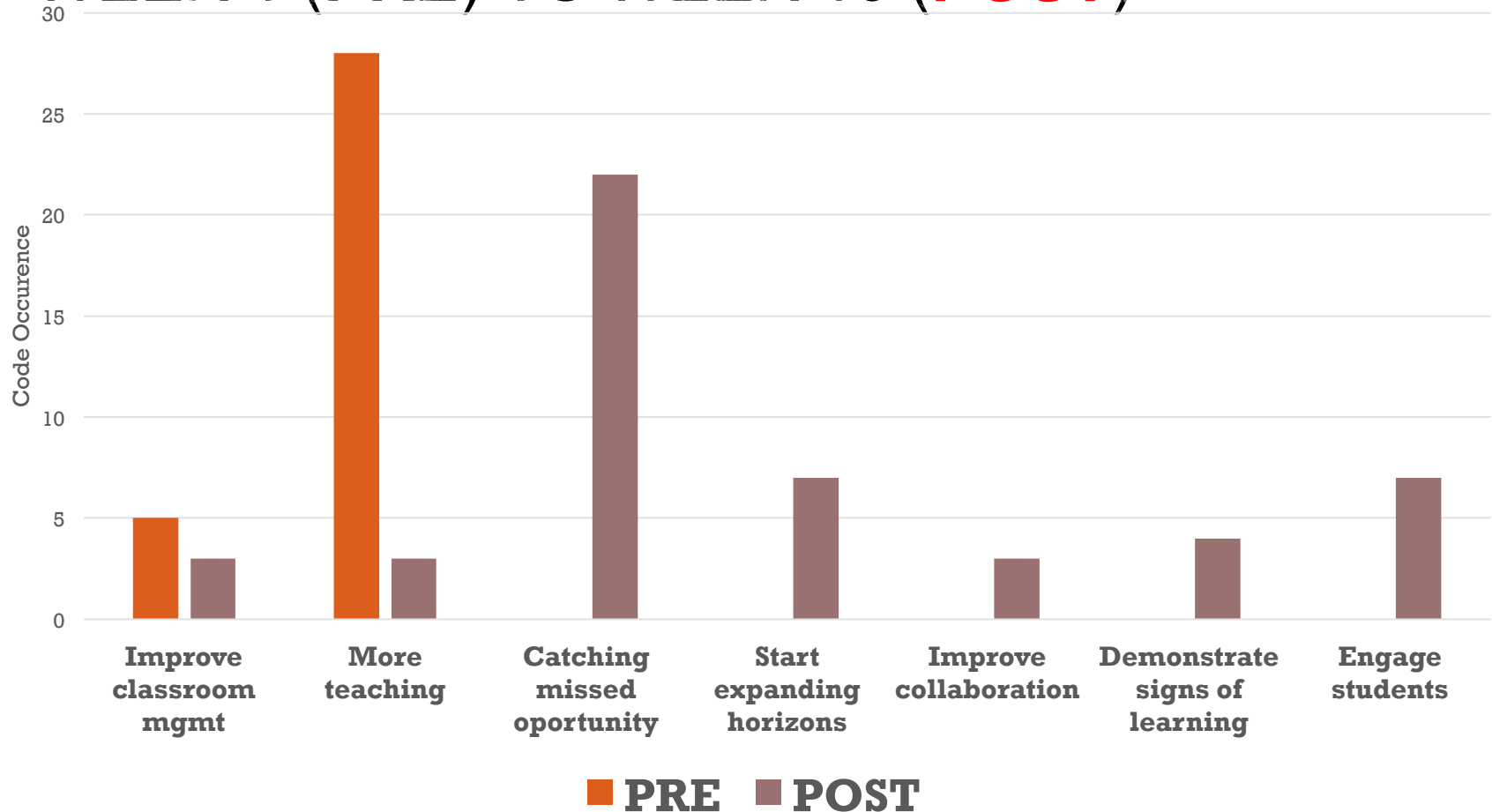
SURVEY OUTCOMES
FLUBBER VIDEO RATING

Table 1. *Descriptive Table of Summary Statistics & Independent t-tests between Pre and Post Surveys*

Pre-Survey					Post-Survey					t-tests			
n	Mean	S.D.	Min	Max	n	Mean	S..D.	Min	Max	t	df	p value	S.E.
55	9.76	1.90	5	13	36	5.39	2.31	1	10	9.84***	89	0.0001	0.44

Note. Pre-Survey taken September 2015 and Post-Survey taken December 2015.

* p<0.05 ** p<0.01 *** p<0.001

SURVEY OUTCOMES
OST LEARNING IS IMPORTANT

Table 1. *Descriptive Table of Summary Statistics & Independent t-tests between Pre and Post Surveys*

Pre-Survey					Post-Survey					t-tests			
n	**Mean**	S.D.	Min	Max	**n**	**Mean**	S..D.	Min	Max	t	df	**p value**	S.E.
58	**6.47**	2.55	1	10	37	**8.57**	1.59	4	10	4.48***	93	**0.0001**	0.47

Note. Pre-Survey taken September 2015 and Post-Survey taken December 2015.

* *p*<0.05   ** *p*<0.01   *** *p*<0.001

SURVEY OUTCOMES
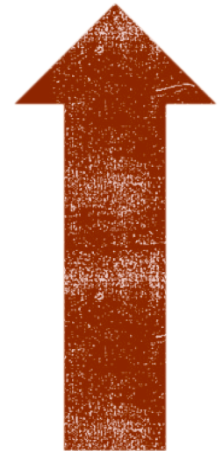## COMFORTABLE RATING OST

Table 1. *Descriptive Table of Summary Statistics & Independent t-tests between Pre and Post Surveys*

Pre-Survey					Post-Survey					t-tests			
n	Mean	S.D.	Min	Max	n	Mean	S..D.	Min	Max	t	df	p value	S.E.
57	3.68	0.97	1	5	38	4.39	0.55	3	5	4.00***	91	0.0001	0.18

Note. Pre-Survey taken September 2015 and Post-Survey taken December 2015.

*p<0.05   ** p<0.01   *** p<0.001

NEXT STEPS

Re-assess students after they **complete** CASE

Q: Will UGs demonstrate significant differences in ability to identify and articulate high-quality practices in OST after earning a CASE certificate?

As measured by:

- Survey outcomes
- Ability to rate practices using videos with a range of quality
- Language used by UGs to describe promising practices

APPLICATION TO THE FIELD

*One course can make a significant difference in undergraduates' perceptions of overall program quality.

GROUP REFLECTION

Elbow Partner Q:

What opportunities and/or barriers do you think you have to leverage local colleges/universities to support your programs?

CAPACITY BUILDING THROUGH THE ONLINE TOOLBOX

Afterschool Outcomes

Measures Online Toolbox

STEM Toolbox now available!

Use a validated tool to get important feedback from any one or a combination of:

- Students
- Staff
- Program Observations

STUDENT MEASURES:

Students' reports of the quality of their experiences in their program, including:

- ✓ their engagement in program activities
- ✓ supportive relations with program staff
- ✓ supportive relations with peers

Why these measures are important:

- These student reports of program experience correlate highly with observational data of program quality.
- Youth reports of program quality are also linked to positive youth outcomes and supportive relations with peers

SAMPLE OUTCOMES

- placeholder

TOOLBOX REFLECTION

Placeholder for debrief in groups:

- What successes/challenges have you had in using the Toolbox or any other online resource for measuring program quality?

- What other online resources are available or *should be* available from your local higher education institutions?

CAPACITY BUILDING THROUGH PROGRAM EVALUATION SUPPORT

✓ Evaluation design consultation

- Identifying measures

- Identifying data collection tools & processes

✓ Program Evaluation for funders

✓ Program Evaluation for capacity building

✓ Analysis

✓ Reporting

SAMPLE OUTCOMES

- Placeholder for evaluation outcomes

EVALUATION RESOURCES REFLECTION

- Placeholder for debrief in groups:

- (Dot activity?)

- Is evaluation an afterthought for your program or does it play a key role?

- What successes/challenges have you experienced with identifying measures, collecting data, reporting and/or using data to inform program development?

- If there was one question that you could have answered about your program, what would it be and what support do you need from higher ed to get there?

QUESTIONS?

- Poll everywhere for word cloud on feedback/thoughts?

CONTACT INFORMATION

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