Every Hour Counts

MEASUREMENT FRAMEWORK:

HOW TO MEASURE SUCCESS IN EXPANDED LEARNING SYSTEMS

2014

Table of Contents

Introduction

Every Hour Counts is a national coalition of citywide organizations that increase access to quality learning opportunities, particularly for underserved students. We have identified a longstanding need for everyone in our field – including builders of expanded learning systems, policymakers, and funders – to work from common measures of desired outcomes at the youth, program, and system levels.

The expanded learning field is rich in research that shows the impact on young people of participating in high-quality programs. Yet for too long, we have struggled with the complex and elusive process of developing and adopting a common framework for measuring these youth outcomes and the program and system practices that may influence them. A common framework is necessary for systems to be able to make "apples-to-apples" comparisons across cities and to identify which practices work best, and for whom.

In 2008, Every Hour Counts, formerly the Collaborative for Building After-School Systems, pioneered the development of a Measurement Framework that defined a small set of system-, program-, and youth-level outcomes that we hoped to achieve as a result of building citywide expanded learning systems. With guidance from the American Institutes for Research,

Every Hour Counts undertook an update to the Measurement Framework to reflect three major developments in the expanded learning field. These include:

• Recognition by practitioners and researchers of the value of social and emotional learning in driving youth success;

• An evolution in practice and policy toward aligning in-school and out-of-school programming to support expanded-day and year-round learning strategies;

• Research findings at the program level that indicate which resource investments are most likely to drive better youth outcomes.

While still in pilot form, the revised Measurement Framework is designed to serve ultimately as a blueprint for understanding the impact of programs on youth outcomes, making improvements at the system and program levels, and influencing policy. This framework:

• Establishes a clear, simple set of outcomes at the system, program, and youth levels that identify for local and statewide system-builders, policymakers, and funders the priority measures of success that we hope to achieve with expanded learning supports. This tri-level approach corresponds to the Every

Hour Counts system-building theory of change, which posits that generating strong youth outcomes requires implementing high-quality programs and, in turn, implementing high-quality programs at scale requires a systems approach. In order to drive change for youth, then, all three levels must be addressed.

- At the system level, the Framework describes critical infrastructure supports needed to support high-quality programs to have the greatest positive impact on young people.

- At the program level, the Framework describes management and program quality indicators that can help ensure programs are structured to allow for continuous improvement to help achieve the best possible program experience for youth.

- At the youth level, the Framework identifies a set of educational, social, and emotional "power skills" that are likely to drive student success.

• Should spark broader use of common measures to assess program success, hold providers to high standards for program quality, demonstrate system-builders' contributions to the successful development of children and youth, and contribute to system-building and sustainability.

The Every Hour Counts Measurement Framework is organized by eight elements across the three levels. The eight elements have corresponding outcomes designed to show whether systems and programs are functioning well. Selection of outcomes was driven by the on-the-ground experiences of Every Hour Counts partners, the knowledge brought to bear on the project by research partners, and the existing literature on effective practice . An initial list of outcomes was winnowed down based on how compelling the research base was for a given outcome and how valuable it might be to practitioners as a means of documenting and communicating progress to key stakeholders.

– – – –

System Level

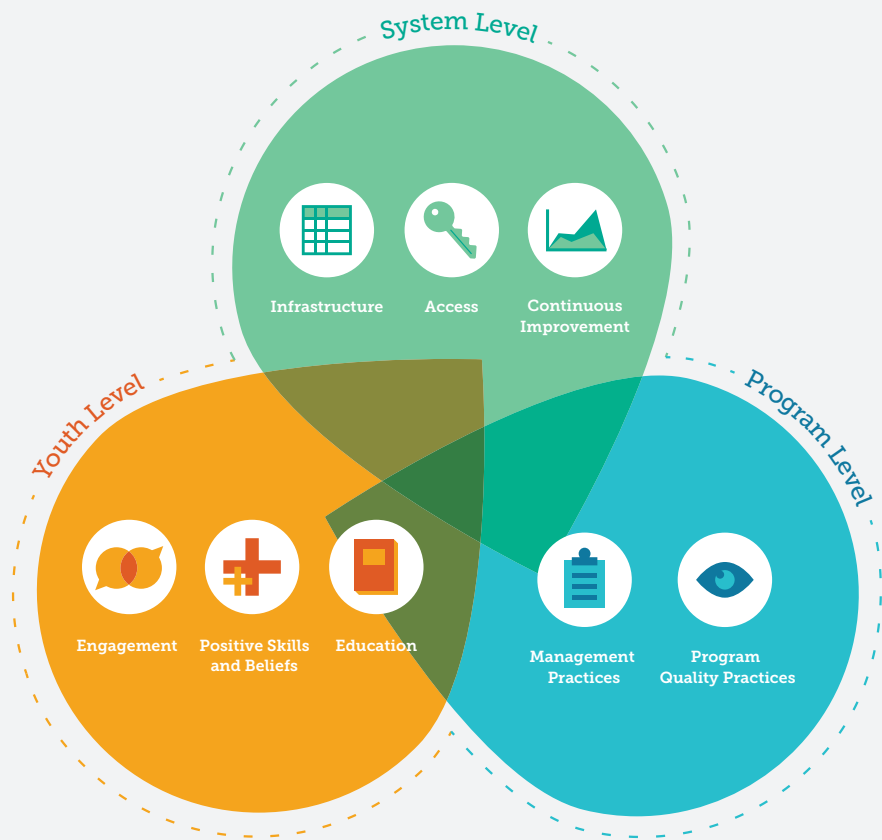Access, Infrastructure, System Supports for Continuous Improvement

Program Level

Management Practices, Program Quality Practices

Youth Level

Engagement, Development of Social and Emotional Skills, Education

– – – –

System Level

Infrastructure Access Continuous Improvement

Youth Level

Engagement Positive Skills and Beliefs Education

Program Level

Management Practices Program Quality Practices

● **Youth Level**
Youth-level elements describe a set of educational, social, and emotional skills likely to drive student success.

● **System Level**
System-level elements describe characteristics of well-coordinated systems that lead to improved quality, scale, and sustainability.

● **Program Level**
Program-level elements describe characteristics of high-quality expanded learning programs.

For each outcome we've identified in the framework corresponding with one of these eight elements, users will find the following:

• A description of the measurement activities that can accompany each outcome, the suggested frequency of each measurement, our sense of the level of burden associated with each measurement, and any relevant age restrictions to the measurement of a given outcome.

• Suggestions for how the data can be used.

• Direction regarding how data on a given outcome may be linked to other levels within the framework.

• Relevant evidence and literature on the value of each outcome.

There are a variety of data collection activities ("Measurement Tasks") for each outcome. These activities may include reviewing data and documents, observing program activities, and/or conducting surveys of program directors, staff members, families, and youth. In response to the growing field of measurement in expanded learning, we highlight standardized observation and youth outcomes tools at the program and youth levels. The framework also provides a general indicator for the anticipated level of burden ("high," "medium," and "low") associated with each measurement activity. The levels of burden are not absolute, but rather relative to one another (i.e., a survey administered to program

directors is less burdensome than a survey administered to all students enrolled in a program), and they are intended only to give an approximate sense of the level of effort and capacity required to implement each measurement activity.

The outcomes in the Framework were selected on the basis of existing research. They do not, however, constitute a complete definition of what constitutes a high-performing expanded learning system. Every Hour Counts intends to examine this very issue with hopes that such research will result in evidence-based thresholds of performance. At this moment, we recommend considering local context and standards to support your definition of what constitutes a high level of performance.

We also recognize that communities are at varying stages along a continuum in their system-building work. This Framework is not necessarily intended to be adopted at the outset in its entirety for it to be an effective tool, particularly for communities in the early stages of system-building. For example, a community might logically choose to focus on system and program level indicators prior to assessing the impact on youth outcomes.

It is important to note that research on how expanded learning programs are impacting skill development is still relatively new, and the field needs to define further which measures and methods yield high-

quality and actionable data. The research community is currently paying significant attention to these issues, and we expect there will be additional outcomes and measures worthy of consideration in the coming years. Such research developments may lead to modifications of the outcomes and measures currently included in the Framework. Every Hour Counts intends to update the Framework in the future based on adoption of the shared outcomes in communities across the country and on new developments in the research community. ■

- -

FOOTNOTES

[1] Reisner, E., & Collaborative for Building After-School Systems. (2007). Measures for Assessing After-school Services, Programs and Systems. Washington, DC: Policy Studies Associates. Available at www.afterschoolsystems.org.

[2] Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Chicago: Collaborative for Academic, Social, and Emotional Learning.

[3] Vandell, Reisner, Pierce Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal finding from the study of promising afterschool programs. Irvine, CA: University of California, & Washington, DC: Policy Studies Associates.

[4] Moroney, D., et al. (2014). Understanding Key Elements, Processes, and Outcomes of Expanded Learning Systems: A Review of the Literature. New York, NY: Every Hour Counts. Available at www.afterschoolsystems.org.

Framework Implementation at the City Level

Implementation of the Every Hour Counts Measurement Framework at the city level would require the involvement of an intermediary or other coordinating organization. Many such groups are already working with provider networks and/or local school districts in their cities to facilitate use of a common set of program quality and youth outcome measures, and to help them use resulting data to drive program quality improvement. Implementation of the Every Hour Counts Measurement Framework would help deepen those efforts and bridge them where necessary.

Piloting of the Framework at the city level could begin with a set of trusted partners who operate programs during the school year, as part of an expanded-day or after school program, or during the summer. Such partners, who are already committed to measuring the quality of their programming and the outcomes experienced by their youth participants, have experience implementing measurement tools and collecting data, and see skill-building as a fundamental part of their work, are the most likely to be receptive and willing to collaborate on raising the profile of the types of outcomes outlined in the Framework.

Upper elementary and middle school students are a well-suited group for implementation of the Framework; programs for this age group need to be well-planned, creative, and welcoming to foster engagement, so program quality measurement is very relevant. At the same time, youth in this age group have developed some of the self-awareness to engage with skill-building concepts and activities and tend to have the requisite levels of comprehension and written expression to complete tools designed to examine skills and resiliencies.

The intermediary would manage the overall implementation process, administer tools and measures, and offer training and coaching for programs—both in administering measures and in using data in their work. Intermediaries may require technical assistance in the areas of data collection, analysis, selection of measures, and translation of data resulting from the Measurement Framework into practice at the program level. ■

System Level

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Access Sustain & expand program slots in under served areas	**Activities:** • Review of program enrollment data Program director survey **Frequency:** Annual or biannual **Burden:** Medium	**Goals:** • Facilitate planning efforts with system partners • Address barriers to enrollment and participation • Ensure programs are responsive to targeted participants	**Program Level** Management practices and quality at the program level may be related to sustainability. *Are well-managed and higher quality programs more likely to be sustained?* **Youth Level** More slots can lead to increased participation—either new participants or more opportunities for existing participants. *Sustainability also may be tied to youth participation. Are participation levels increasing? Are programs with higher participation more likely to be sustained?*

Research Base: Access to high-quality programs creates equitable and diverse expanded learning opportunities (Blyth & LaCroix-Dalluhn, 2011). Coordinated system-building efforts have demonstrated a positive impact on increasing the number of youth served by programs (Bodilly et al., 2011).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Infrastructure Existence of a coordinating entity that includes public and private partners and a shared vision among partners	**Activities:** • Document review of strategic plan, logic models, theories of change, partnership lists, MOUs • Program director survey **Frequency:** Annually for 3 years & subsequently once every 3 years **Burden:** Medium	**Goals:** • Review relevance and use of the strategic plan/logic models/vision • Identify missing partners • Allocate resources to support coordinating entity • Insure the strategic plan/vision is reflective of stakeholder interests and is transparent	**Program Level** A clear vision leads to more efficient implementation of programming and partner satisfaction. *What are the goals of the program, how will they be achieved, and what outcomes are youth expected to demonstrate?* **Youth Level** A coordinating entity can help align services and improve communication, leading to more slots that are more easily accessible to families. *Do levels of youth participation increase as coordination and communication between partners improve?*

Research Base: Collaboration among lead partners is critical for building effective expanded learning systems (Bodily et al., 2010; Yohalem, Devaney, Smith, & Wilson-Ahlstrom, 2012), and intermediary organizations or lead agencies play a key role in facilitating collaboration (CBASS, 2012).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Infrastructure Sustainable and diverse financial support	**Activities:** • Document review of financial data and funding plans (i.e., city and district budgets and local philanthropic data) • Program director survey **Frequency:** Annual **Burden:** Medium	**Goals:** • Develop system-wide strategies for expansion and diversification • Determine funding needs and opportunities • Understand where and why funds are allocated • Develop programs to obtain new funds • Direct resources to viable programs	**Program Level** Management practices and program quality may be affected by changes in funding sources. *Do higher quality programs have more stable and more sustainable funding?* **Youth Level** Funding can affect the number of slots, which can in turn affect participation. *What impact does sustainable funding have on program participation?*

Research Base: Diverse and dedicated funding and buy-in are critical to improving implementation while enabling policymakers to propose broader, data-driven improvement and accountability efforts (CBASS, 2012; Halpern, Deich, & Cohen, 2000).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Infrastructure **Adoption & use of data/data systems for improvement**	**Activities:** • Documentation of the percentage of programs captured by the data system • Data check to ensure accuracy, quality, and completeness • Program director survey **Frequency:** Annual **Burden:** High	**Goals:** • Identify opportunities & potential barriers in data collection • Understand capacity of programs to collect and monitor data • Assess data quality • Allocate resources • Improve programming and answer evaluation questions • Create opportunity to look at data across the system rather than program by program	**Program & Youth Level** High-quality, timely data is essential to measuring system, program, and youth outcomes. How do the quality and completeness of data impact its use? How can a data system help improve the accuracy and timeliness of data collection and use?

Research Base: Expanded learning system builders collect and use many types of data (McCombs et al., 2010), allowing systems to assess outcomes at different levels and for different purposes (Reisner, 2004).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
System Supports for Continuous Improvement **Adoption of standards and aligned assessment tools**	**Activities:** • Document review of standards and assessment of alignment between associated tools and standards • Program director survey • Site coordinator survey **Frequency:** Annually for 3 years & subsequently once every 3 years **Burden:** Medium	**Goals:** • Allocate resources to programs • Design responsive training and technical assistance • Share data on use of standards • Make continuous improvements to programs	**Program & Youth Level** Program quality and youth engagement may be related to the adoption of standards and/or aligned assessment tools that are part of a continuous improvement process. *Are programs higher quality and more likely to engage youth if they have adopted quality standards and/or use quality assessment tools as part of a continuous improvement process?*

Research Base: The adoption of standards creates opportunities for common language, methods, and goals. Aligned assessment tools enable programs to use these standards in a continuous improvement process (Yohalem et al., 2012).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
System Supports for Continuous Improvement **Providing and participating in coordinated training and technical assistance (TA)**	**Activities:** • Data review of training and TA offerings • Program director survey • Site coordinator survey **Frequency:** Annually and at the beginning and end of all training and TA opportunities **Burden:** Medium	**Goals:** • Inform training and TA offerings • Improve quality and frequency of offerings • Obtain resources for training & TA • Make training and TA recommendations for programs that need support	**Program Level** The quality of staff practice may be related to participation in coordinated training and TA as part of a continuous improvement process. *Are higher quality programs more likely to provide training and TA for staff?* **Youth Level** Youth may be more engaged in programs where staff members engage in coordinated training and TA. *Are levels of youth engagement related to levels of staff participation in training and TA?*

Research Base: A skilled and stable workforce in expanded learning programs plays a significant role in quality, continuity, and youth experiences (Fashola, 2002; Huang & Dieteil, 2011; National Institute on Out-of-School Time, 2003).

Program Level

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices Intentionality in program design	**Activities:** • Staff survey • Document review of a series of lesson/activity plans and logic models/ theories of change **Frequency:** Annually for 3 years & subsequently once every 3 years **Burden:** Medium	**Goals:** • Communicate with staff around program planning • Convey program goals and strategies to program partners • Share program goals with stakeholders	**System Level** The presence of a coordinating entity and shared vision may be related to intentional program design. *Are programs more likely to develop logic models or theories of change if a coordinating entity and vision are present?* **Youth Level** Programs with clear goals and program designs may see greater improvement in youth outcomes. Are programs more likely to achieve positive youth outcomes if they are designed to be developmentally appropriate, responsive, and sequenced to support learning?

Research Base: Program design is intentional (including developmental suitability and fit between mission and programming), and activities support participant growth and development, are based on the theory of change of the program, and explicitly target the development of positive youth outcomes (Walker, Marczak, Blyth, & Borden, 2005). The use of SAFE (sequenced, active, focused, and explicit) training practices is associated with a number of positive youth outcomes (Durlak, Weissberg, & Pachan 2010).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices Processes to support the orientation, training, & development of staff	**Activities:** • Data review of staff participation in professional development opportunities • Staff survey **Frequency:** Annually for 3 years & subsequently once every 3 years **Burden:** Medium	**Goals:** • Understand whether staff have necessary tools and support to deliver high-quality programs • Determine if organizational processes are in place to support staff development • Advocate for outside resources to strengthen professional development • Collaborate with other local programs to share resources	**Youth Level** Participation and engagement may be related to processes to support the orientation, training, and development of staff. *Are programs with well-supported and trained staff more likely to have higher levels of youth engagement in programming?*

Research Base: A skilled and stable workforce in afterschool programs plays a significant role in quality, continuity, and youth experiences (Fashola, 2002; Huang & Dieteil, 2011; National Institute on Out-of-School Time, 2003).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices Family satisfaction with and connection to programming	**Activities:** • Program director survey • Family satisfaction survey **Frequency:** Annual **Burden:** Medium	**Goals:** • Anchor training and TA offerings to support family engagement strategies • Share with participating families during family/community/school events	**Youth Level** Engagement in programming may be related to family satisfaction and sense of connection to the program. *Do programs that promote family involvement and/or measure satisfaction with the program have higher levels of participation and engagement?*

Research Base: Programs that engage families can foster partnerships and support a young person's afterschool and school experiences (Bouffard, Little & Weiss, 2006; Harris, Rosenberg, & Wallace, 2012; Little, 2012).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices **Explicit outreach to the community in informing the design and delivery of programming**	**Activity:** • Program director survey **Frequency:** Annual **Burden:** Low	**Goals:** • Support collaboration between programs and other providers in the community • Create a comprehensive and aligned service delivery system • Identify gaps in service and potential for collaboration with other providers • Demonstrate connections between the community and the program for stakeholders	**System Level** Engagement with the community may be connected to increased slots, attendance, and partner participation. *Does outreach to the community lead to new partners and/or program slots?* **Youth Level** Youth may feel more engaged in their community and therefore experience greater improvements in positive skills and beliefs in programs that engage the community in program design. *Do programs that conduct explicit outreach to the community have better youth outcomes?*

Research Base: Community outreach helps systems and programs support collaboration among service providers and ensures a more comprehensive service delivery system (Yohalem et al., 2012).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices **Opportunities for meaningful and authentic youth input and leadership**	**Activity:** • Youth survey **Frequency:** Annual **Burden:** Medium **Age:** This outcome is only appropriate for middle and high school youth.	**Goals:** • Identify the need for training and TA on staff practices that support youth input and leadership • Identify the need for programmatic policies that incentivize youth involvement • Start a conversation with participants on how to improve or celebrate youth input and leadership opportunities	**Youth Level** All youth outcomes in this framework may be related to opportunities for meaningful and authentic youth input and leadership during programming. *Are programs that promote youth input and leadership more likely to achieve positive youth outcomes?*

Research Base: Opportunities for youth leadership and autonomy can contribute to positive gains for youth (Deschenes et al., 2010; Russell, Mielke, & Reisner, 2009).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Management Practices **Explicit connections between program design and the school day**	**Activities:** • Site coordinator (and principal for school-based programs) survey • Document review of activity plans and planning documents **Frequency:** Annual **Burden:** Medium	**Goals:** • Inform discussions with the local school district • Influence training and technical assistance (TA) offerings • Inform program staff of school-day activities and curriculum and school-day staff of expanded learning activities and curriculum.	**System Level** School/community partnerships are critical to a coordinated expanded learning system. *Are programs more able to participate in the expanded learning system if they connect program design and the school day?* **Youth Level** Education-related youth outcomes may be related to explicit connections to the school day. *Are programs more likely to achieve positive education outcomes for youth if they communicate and co-plan with schools?*

Research Base: Participation in afterschool programming, alignment of school day content, and information about student progress can improve school success outcomes (Durlak, Weissberg, & Pachan, 2010; Farmer-Hinton, Sass, & Schroeder, 2009; Lauer et al., 2006; Naftzger, Vinson, Manzeski, & Gibbs, 2011; Naftzger et al., 2013; Pierce, Bolt, & Vandell, 2010).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Program Quality Practices Supportive relationships between adults and youth	**Activities:** • Data review of average youth-to-staff ratio in activity sessions • Youth survey • Program observations using a standardized tool & conducted by trained external observers **Frequency:** Annual **Burden:** High **Age:** Survey for youth, Grade 4 & above	**Goals:** • Assess the quality of program offerings and how this changes over time • Understand the use & value of a continuous improvement process • Determine the usefulness of aligned training and TA • Allocate resources for improvement practices • Inform programs in need of development and refinement	**Youth Level** Quality staff practices at the point of service may be connected to improved youth outcomes. *Are programs that promote a range of quality staff practices at the point of service more likely to have higher levels of youth participation and/or are youth more likely to achieve positive outcomes?*

Research Base: Effective relationships are associated with positive feelings on the part of youth and fewer discipline problems in school (Marzano & Marzano, 2003).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Program Quality Practices Positive emotional climate	**Activities:** • Data review of average youth-to-staff ratio in activity sessions • Youth survey • Program observations using a standardized tool & conducted by trained external observers **Frequency:** Annual **Burden:** High **Age:** Survey for youth, Grade 4 & above	**Goals:** • Assess the quality of program offerings & how this changes over time • Understand the use & value of a continuous improvement process • Determine the usefulness of aligned training and TA • Allocate resources for improvement practices • Inform programs in need of development and refinement	**Youth Level** Quality staff practices at the point of service may be connected to improved youth outcomes. *Are programs that promote a range of quality staff practices at the point of service more likely to have higher levels of youth participation and/or are youth more likely to achieve positive outcomes?*

Research Base: Youth sense of belonging and collaboration is linked with positive academic and disciplinary outcomes (Faircloth & Hamm, 2005; Hromek & Roffey, 2009; Marzano & Marzano, 2003).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Program Quality Practices Hands-on, inquiry-based learning opportunities	**Activities:** • Data review of average youth-to-staff ratio in activity sessions • Youth survey • Program observations using a standardized tool & conducted by trained external observers **Frequency:** Annual **Burden:** High **Age:** Survey for youth, Grade 4 & above	**Goals:** • Assess the quality of program offerings & how this changes over time • Understand the use & value of a continuous improvement process • Determine the usefulness of aligned training and TA • Allocate resources for improvement practices • Inform programs in need of development and refinement	**Youth Level** Quality staff practices at the point of service may be connected to improved youth outcomes. *Are programs that promote a range of quality staff practices at the point of service more likely to have higher levels of youth participation and/or are youth more likely to achieve positive outcomes?*

Research Base: Active learning experiences that allow youth to practice and explore new skills support learning and improve academic achievement (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011; Mayer, 2004).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
👁 Program Quality Practices **Activities follow a sequence to support skill-building**	**Activities:** • Data review of average youth-to-staff ratio in activity sessions • Youth survey • Program observations using a standardized tool & conducted by trained external observers **Frequency:** Annual **Burden:** High **Age:** Survey for youth, Grade 4 & above	**Goals:** • Assess the quality of program offerings & how this changes over time • Understand the use & value of a continuous improvement process • Determine the usefulness of aligned training and TA • Allocate resources for improvement practices • Inform programs in need of development and refinement	**Youth Level** Quality staff practices at the point of service may be connected to improved youth outcomes. *Are programs that promote a range of quality staff practices at the point of service more likely to have higher levels of youth participation and/or are youth more likely to achieve positive outcomes?*

Research Base: Activities that encourage youth engagement in material, as well as staff guidance and feedback, have demonstrated positive youth outcomes (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Durlak & Weissberg, 2007; Eccles & Gootman, 2002; Greenberg et al., 2003; Hattie & Timperley, 2007; Kirschner, Sweller, & Clark, 2006; Lerner & Lerner, 2011; Li & Julian, 2012; Pianta, La Paro, & Hamre, 2006).

Youth Level

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
🚩 Engagement **High, sustained program attendance**	**Activity:** • Data review of annual program participation for an individual participant **Frequency:** Annual **Burden:** Medium/High	**Goals:** • Ensure youth are receiving the desired dosage of programming • Examine youth outcomes for participants who meet targeted participation levels	**System Level** As systems increase the number of slots and improve coordination and access to programming, they may see higher and more sustained levels of participation. *Are programs that can identify and overcome barriers to access more likely to sustain program attendance and retention?* **Program Level** Program quality practices may be related to program attendance. *Are high-quality programs that promote positive climate, supportive relationships, and engaging activities more likely to have high levels of program attendance and retention?*

Research Base: Consistent program participation over time contributes to positive youth outcomes (Fredricks & Eccles, 2006; Goerge, Cusick, Wasserman, & Gladden, 2007; Huang et al., 2007; Russell et al., 2006). Significant program impact on education-related outcomes has been demonstrated at participation levels as low as 30 days, while significantly higher program effects have been shown to occur at 60 days or more of participation (Naftzger et al., 2011; Naftzger et al., 2013).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
◼ Engagement **High, year-to-year retention in the program**	**Activity:** • Data review of consecutive program participation for an individual participant **Frequency:** Annual **Burden:** Low/Medium	**Goals:** • Ensure youth are receiving the desired dosage of programming • Examine youth outcomes for participants who meet targeted participation levels • Assess the availability of programs • Understand levels of interest in the program for participants as they age • Influence recruitment strategies and planning	**System Level** As systems increase the number of slots and improve coordination and access to programming, they may see higher and more sustained levels of participation. *Are programs that can identify and overcome barriers to access more likely to sustain program attendance and retention?* **Program Level** Program quality practices may be related to program attendance. *Are high-quality programs that promote positive climate, supportive relationships, and engaging activities more likely to have high levels of program attendance and retention?*

Research Base: Annual retention in quality afterschool settings contributes to positive outcomes (Fredricks & Eccles, 2006), including academic improvements (Goerge et al., 2007; Huang et al., 2007). Recent studies demonstrated a significant relationship between two or more years of program participation and education-related outcomes (Naftzger et al., 2011; Naftzger et al., 2013). In these studies, approximately 30 percent of program participants had attended programming for 2 years or more.

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
◼ Engagement **High levels of program engagement experienced/ demonstrated by youth**	**Activity:** • Youth survey • Program observations using a standardized tool **Frequency:** Annually for a sample of youth **Burden:** High **Age:** A youth survey is only appropriate for youth in Grades 4 and above. For students in Grades K–3, the program observation should include prompts to observe behaviors that indicate engagement.	**Goals:** • Understand program quality from the perspective of youth • Determine training and technical assistance offerings to support youth engagement • Discuss youth engagement strategies with staff and youth	**System Level** High levels of youth engagement may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth demonstrate high levels of engagement?* **Program Level** Programs that implement quality practices, including adoption of standards and a coordinated continuous improvement process, may have higher levels of youth engagement. *Are high-quality programs more likely to have high levels of engagement among youth participants?*

Research Base: Engaged participants increase their learning and development (Csikszentmihalyi & Larson, 1984; Gottfried, Fleming, & Gottfried., 2001; Guay, Boggiano, & Vallerand, 2001; Pearce & Larson, 2010; Shernoff & Vandell, 2010), and programs using engaging practices promote skill development and integration (Fischer & Bidell, 2006; Shernoff & Vandell, 2007; Vygotsky, 1978).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

➕ Development of Positive Skills and Beliefs
 	
Critical Thinking
	Activity:
	• Validated youth outcome tools:
	  - Survey on Academic and Youth Outcomes (SAYO)
	  - Youth Outcome Measures Online Toolbox
	  - Devereaux Student Strengths Assessment (DESSA)
	  - Holistic Student Assessment (HSA)[5]
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Critical thinking has been highlighted as a targeted skill for college success and workforce readiness, with employers citing it as one of the top skills and competencies in employee selection and development (American Management Association, 2012; Kress, Norris, Schoenholz, Elias, & Seigle, 2005).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

➕ Development of Positive Skills and Beliefs
 	
Persistence
	Activity:
	• Validated youth outcome tools:
	  - Survey of After-School Youth Outcomes (SAYO)
	  - Youth Outcome Measures Online Toolbox
	  - Devereaux Student Strengths Assessment (DESSA)
	  - Holistic Student Assessment (HSA)[5]
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Exercising self-discipline and task persistence are related to a number of positive outcomes (Duckworth & Seligman, 2005; Vandell, Pierce, Brown, Lee, Bolt, Dadisman, et al., 2006; Vandell, Reisner, & Pierce, 2007).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

➕ Development of Positive Skills and Beliefs
 	
Self-Regulation
	Activity:
	• Validated youth outcome tools:
	  - Survey of After-School Youth Outcomes (SAYO)
	  - Youth Outcome Measures Online Toolbox
	  - Devereaux Student Strengths Assessment (DESSA)
	  - Holistic Student Assessment (HSA)[5]
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Links exist between self-regulation skill development and positive youth outcomes (Fuchs et al., 2003; Mason, 2004; Shoda, Mischel, & Peake, 1990; Zimmerman, 2002).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

➕ Development of Positive Skills and Beliefs
 	
Collaboration
	Activity:
	• Validated youth outcome tools:
	  - Survey on Academic and Youth Outcomes (SAYO)
	  - Youth Outcome Measures Online Toolbox
	  - Devereaux Student Strengths Assessment (DESSA)
	  - Holistic Student Assessment (HSA)[5]
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Collaboration skills are critical to learning and productivity for youth to express ideas, share thoughts, and help peers (Kafai, 2002). Building collaboration and communication skills are linked to youth sense of self-efficacy (Huang, Gribbons, Kim, Lee, & Baker, 2000).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

Development of Positive Skills and Beliefs
 	
Communication
	Activity:
	• Validated youth outcome tools:
	  - Survey on Academic and Youth Outcomes (SAYO)
	  - Youth Outcome Measures Online Toolbox
	  - Devereaux Student Strengths Assessment (DESSA)
	  - Holistic Student Assessment (HSA)[5]
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Developing communication skills can reduce conflict and lead to healthier social relationships (Boyd, Lilling, & Lyon 2007; Butler & Stevens, 1997). Oral communication skills are a key priority for workforce development (American Management Association, 2012).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections

Development of Positive Skills and Beliefs
 	
Growth Mindset
	Activity:
	• Methods to assess are rapidly evolving:
	  - Theory of Intelligence Scale
	  - Self-Efficacy and Mindsets Scale from the Road Map Motivation and Engagement Survey
	
	Frequency: Annual
	
	Burden: High
		Goals:
		• Assess the impact of participation in programs on key outcomes important for youth success in the classroom, at work, and in life
		• Share the value of programming with community, schools, and policymakers
		• Highlight the value of nonacademic outcomes
			System Level
			Improvements in positive skills and beliefs may lead to greater partner involvement and more sustained funding. *Are partners and funders more likely to get involved in a system in which youth show improvement in positive skills and beliefs?*
			
			Program Level
			Youth may be more likely to demonstrate improvements in positive skills and beliefs in programs with intentional program design and high-quality staff practices. *Do programs that show the greatest gains in youth positive skills and beliefs have strong program design and quality staff practices?*

Research Base: Students' beliefs about their own learning can impact their performance (Blackwell, Trzesniewski, & Dweck, 2007; Cury, Elliot, Da Fonseca, & Moller, 2006; Dweck, 2006; Dweck & Legett, 1988).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Education High school-day attendance	**Activity:** • Data review of school records of days of school attended for each participant **Frequency:** Annual **Burden:** High	**Goals:** • Assess the impact of participation in programs on key education-related outcomes	**System Level** Improvements in education-related outcomes may lead to greater partner involvement, particularly from the school system, and more sustained funding. *Are partners, schools, and funders more likely to get involved in a system in which youth show improvement in education-related outcomes?* **Program Level** Programs with intentional connections to the school day, intentional program design, and high-quality staff practices may have larger improvements to education-related outcomes. *Do programs with greater improvements in education-related outcomes have strong connections to the school day, intentional program design, and quality staff practices?*

Research Base: Participation in afterschool programming can increase school-day attendance (Kauh, 2010; Reisner, White, Birmingham, & Welsh, 2001).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Education On-time grade promotion	**Activity:** • Data review of school records of grade-level promotion for each participant **Frequency:** Annual **Burden:** High	**Goals:** • Assess the impact of participation in programs on key education-related outcomes	**System Level** Improvements in education-related outcomes may lead to greater partner involvement, particularly from the school system, and more sustained funding. *Are partners, schools, and funders more likely to get involved in a system in which youth show improvement in education-related outcomes?* **Program Level** Programs with intentional connections to the school day, intentional program design, and high-quality staff practices may have larger improvements to education-related outcomes. *Do programs with greater improvements in education-related outcomes have strong connections to the school day, intentional program design, and quality staff practices?*

Research Base: Evaluations of afterschool and expanded learning programs have found that program participants achieved higher levels of grade-level promotion rates compared to non-participants (Espino, Fabiano, & Pearson, 2004; Huang, Gribbons, Kim, Lee, & Baker, 2000; Naftzger et al., 2013).

Desired Outcome	Measurement Tasks	Data Use Goals	Connections
Education Evidence of progress toward mastery of academic skills and content based on grades	**Activity:** • Data review of school records of student grades for each participant **Frequency:** Annual **Burden:** High	**Goals:** • Assess the impact of participation in programs on key education-related outcomes	**System Level** Improvements in education-related outcomes may lead to greater partner involvement, particularly from the school system, and more sustained funding. *Are partners, schools, and funders more likely to get involved in a system in which youth show improvement in education-related outcomes?* **Program Level** Programs with intentional connections to the school day, intentional program design, and high-quality staff practices may have larger improvements to education-related outcomes. *Do programs with greater improvements in education-related outcomes have strong connections to the school day, intentional program design, and quality staff practices?*

Research Base: Involvement in programming can lead to improved academic achievement and school-day attendance (Durlak et al., 2011; Huang et al., 2000; Mahoney, Larson, Eccles, & Lord, 2005; Pierce et al., 2010).

Appendix A. Note on Program and Youth Level Tools

The Every Hour Counts Measurement Framework provides a variety of measurement tasks that range from reviewing data and documents to conducting surveys of program directors, site coordinators, staff, families and youth. In response to the growing field of measurement in afterschool and expanded learning, we highlight standardized observation and youth outcomes tools at the program and youth levels.

At the program level, standardized observation tools that are commonly used in the field include the Youth Program Quality Intervention (YPQI) developed by the David P. Weikart Center for Youth Program Quality; the Assessment of Program Practices Tool (APT) developed by the National Institute on Out-of-School Time; and the New York State Afterschool Network (NYSAN) Quality Self-Assessment Tool developed by NYSAN. These tools can be used with youth of all ages in a variety of settings and can be implemented by trained external assessors or completed as a self-assessment. Although there are many other tools used throughout the field, these observation and youth outcome tools are widely used and demonstrate acceptable research standards associated with reliability, validity, and score distributions.

At the youth level, tools that capture youth skills and beliefs include the Survey on Academic and Youth Outcomes (SAYO) developed by the National Institute on Out-of-School Time; the Youth Outcomes Measures Online Toolbox (YOM Toolbox) developed by Deborah Lowe Vandell, Kim Pierce, Pilar O'Cadiz, Valerie Hall, Andrea Karsh, and Teresa Westover; the Devereaux Student Strengths Assessment (DESSA) developed by the Devereaux Center for Resilient Children; and the Holistic Student Assessment (HSA) developed by the Program in Education, Afterschool, and Resiliency (PEAR). The Theory of Intelligence Scale developed by Carol Dweck and colleagues is one potential measure that can be used to assess youth development of a growth mindset only, whereas the other tools capture multiple youth skills and beliefs more broadly.

- **SAYO.** The SAYO can be completed by program staff and school-day teachers using the SAYO-S or SAYO-T or by youth using the SAYO-Y. The SAYO-S and SAYO-T can be used for all youth in Grades K–12; however, the SAYO-Y should be completed only by youth in Grades 4 and above. The SAYO tools are part of the A Program Assessment System (APAS), a suite of tools that also contains the

Assessment of Program Practices Tool (APT) observation tool.

- **YOM Toolbox.** The Toolbox contains surveys that can be completed by program staff, school-day teachers, and youth. These surveys are appropriate for youth in elementary and middle school.

- **DESSA.** The DESSA can be completed by program staff and school-day teachers and is applicable for youth in Grades K–8. An alternative to the full DESSA (which contains 72 items) is the DESSA-mini, an 8-item scale that covers the same constructs as the full DESSA but does not allow for the calculation of individual subscales.

- **HSA.** The HSA is a youth self-report tool that can be used with youth in Grades 5–11.

The following table provides an overview of the various measurement activities and the outcomes with which they are associated within the measurement framework to demonstrate the potential to use a single tool to measure multiple outcomes.

Appendix B. Measurement Framework Summary Table

	REVIEW		SURVEY					OBSERVATIONS	YOUTH SKILLS/BELIEFS TOOL				
	Data	Document	Program Director	Site Coordinator	Staff	Family	Youth	Program Setting	Intelligence Scale	SAYO	YOM Toolbox	DESSA	HSA
System Level *Access*													
Sustain & expand program slots in underserved areas	■		■										
System Level *Infrastructure*													
Adoption and use of data/data systems for improvement	■		■										
Sustainable and diverse financial support		■	■										
Existence of a coordinating entity – includes public & private partners & a shared vision		■	■										
System Level *System Supports for a Continuous Improvement Process*													
Adoption of standards and aligned assessment tools			■	■									
Providing and participating in coordinated training and technical assistance	■		■	■									
Program Level *Management Practices*													
Processes to support the orientation, training, and development of staff	■				■								
Intentionality in program design		■			■								
Explicit connections between program design and the school day				■									
Family satisfaction with programming and sense of connection to the program			■			■							
Explicit outreach to the community in informing the design & delivery of programming			■										
Opportunities for meaningful and authentic youth input and leadership							■						
Program Level *Program Quality Practices*													
Positive emotional climate	■							■	■				
Supportive relationships between adults and youth	■							■	■				
Hands-on, inquiry-based learning opportunities	■							■	■				
Activities follow a sequence to support skill building	■							■	■				

Appendix B. Measurement Framework Summary Table

	REVIEW		SURVEY					OBSERVATIONS	YOUTH SKILLS/BELIEFS TOOL				
	Data	Document	Program Director	Site Coordinator	Staff	Family	Youth	Program Setting	Intelligence Scale	SAYO	YOM Toolbox	DESSA	HSA
Youth Level *Engagement*													
High, sustained program attendance	X												
High year-to-year retention in the program	X												
High levels of program engagement experienced/demonstrated by youth						X							
Youth Level *Development of Positive Skills and Beliefs*													
Critical thinking									X				X
Persistence									X	X	X		X
Self-management									X	X	X		
Teamwork and collaboration									X	X	X		X
Communication									X				
Growth mindset								X					
Youth Level *Education*													
High school-day attendance	X												
On-time grade promotion	X												
Evidence of progress toward mastery of academic skills & content based on grades	X												

References

American Management Association. (2012). *AMA 2012 critical skills survey.* New York: Author. Retrieved from http://www.amanet.org/uploaded/2012-Critical-Skills-Survey.pdf.

Blackwell, L.S., Trzesniewski, K.H., and Dweck, C.S. (2007). Implicit theories of intelligence

predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*(1), 246-263.

Blyth, D. A., & LaCroix-Dalluhn, L. (2011). Expanded learning time and opportunities: Key principles, driving perspectives, and major challenges. *New Directions for Youth Development, 131,* 15–27.

Bodily, S. J., McCombs, J. S., Orr, N., Scherer, E, Constant, L., & Gershwin, D. (2010). *Hours of opportunity, volume 1: Lessons from five cities on building systems to improve after-school, summer school, and other out-of-school-time programs.* Santa Monica, CA: RAND.

Bouffard, S. M., Little, P., & Weiss, H. (2006). Building and evaluating out-of-school time connections. *Evaluation Exchange, 12*(1&2), 2–6.

Boyd, L. B., Lilling, A. K., & Lyon, R. M. A. K. (2007). *Increasing student participation and advocacy of primary students through role play, modeling, and direct instruction of communication skills.* Unpublished Manuscript.

Butler, F. A., & Stevens, R. (1997). *Accommodation strategies for English language learners on large-scale assessments: Student characteristics and other considerations* (CSE technical report No. 448). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Catalano, R., Berglund, M., L., Ryan, J., A., Lonczak, H., S., & Hawkins, J., D. (2004). Positive youth development in the united states: Research findings on evaluation of positive youth development programs. *Annals of the American Academy,* 591, 98–124.

Collaborative for Building After-School Systems. (2012). *Making the connections: A report on the first national survey of out-of-school time intermediary organizations.* New York: The After-School Corporation. Retrieved from http://afterschoolsystems.org/content/document/detail/3779/

Csikszentmihalyi, M., & Larson, R. (1984). *Being adolescent: Conflict and growth in the teenage years.* New York: Basic Books.

Cury, F., Elliot, A. J., Da Fonseca, D., & Moller, A. C. (2006). The social cognitive model of achievement motivation and the 2 × 2 achievement goal framework. *Journal of Personality and Social Psychology,* 90, 666–679.

Deschenes, S. N., Arbreton, A., Little, P. M., Herrera, C., Grossman, J. B., & Weiss, H. B. (2010). *Engaging older youth: Program and city-level strategies to support sustained participation in out-of-school time.* New York: Wallace Foundation.

Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, 16,* 939–944.

Durlak, J., Dymnicki, A. B., Taylor, R. D., Weissberg, R., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Durlak, J. A., & Weissberg, R. P. (2007). *The impact of after-school programs that promote personal and social skills.* Chicago: Collaborative for Academic, Social, and Emotional Learning.

Durlak, J. A., Weissberg, R. P., & Pachan, M. K. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology, 16,* 294–309.

Dweck, C. S. (2006). *Mindset: The new psychology of success.* New York: Random House.

Dweck, C. S., & Legett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95,* 256–273.

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

Espino, J., Fabiano, L., & Pearson, L. M. (with Kirkwood K. P., Afolabi, K., & Pasatta, K.). (2004). *Citizen schools: Evidence from two student cohorts on the use of community resources to promote youth development. Phase II report of the Citizen Schools evaluation.* Washington, DC: Policy Studies Associates.

Faircloth, B. S., & Hamm, J. V. (2005). Sense of belonging among high school students representing 4 ethnic groups. *Journal of Youth and Adolescence, 34,* 293–309.

Farmer-Hinton, R. L., Sass, D. A., & Schroeder, M. (2009). What different does an hour make? Examining the effects of an afterschool program. *Planning and Changing, 40*(3&4), 160–182.

Fashola, O. (2002). *Building effective afterschool programs.* Thousand Oaks: CA: Corwin Press.

Fischer, K. W., & Bidell, T. R. (2006). *Dynamic development of action, thought, and emotion* (6th ed., vol. 1). New York: Wiley.

Fredricks, J. A., & Eccles, J. S. (2006). Extracurricular involvement and adolescent adjustment: Impact of duration, number of activities, and breadth of participation. *Applied Developmental Science, 10*(3), 132–146.

References (continued)

Fuchs, L. S., Fuchs, D., Prentice, K., Burch, M., Hamlett, C. L., Owen, R., & Schroeter, K. (2003). Enhancing third-grade students' mathematical problem solving with self-regulated learning strategies. *Journal of Educational Psychology, 95,* 306–315.

Goerge, R., Cusick, G. R., Wasserman, M., & Gladden, R. M. (2007). *After-school programs and academic impact: A study of Chicago's After School Matters.* Chicago: Chapin Hall Center for Children.

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology, 93,* 3–13.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6&7), 466–474.

Guay, F., Boggiano, A. K., & Vallerand, R. J. (2001). Autonomy support, intrinsic motivation, and perceived competence: Conceptual and empirical linkages. *Personality and Social Psychology Bulletin, 27,* 643–650.

Halpern, R., Deich, S., & Cohen, C. (2000). *Financing after-school programs.* Washington, DC: The Finance Project.

Harris, E., Rosenberg, H., & Wallace, A. (2012). *Families and expanded learning opportunities: Working together to support children's learning* (Brief No. 2). Cambridge, MA: Harvard Family Research Project, & Washington, DC: National Conference of State Legislatures. Retrieved from http://www.hfrp.org/publications-resources/publications-series/ncsl-harvard-family-research-project-brief-series-elo-research-policy-practice/families-and-expanded-learning-opportunities-working-together-to-support-children-s-learning

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112.

Hromek, R., & Roffey, S. (2009). Promoting social and emotional learning with games: It's fun and we learn things. *Simulation and Gaming, 40*(5), 626–644.

Huang, D., Coordt, A., La Torre, D., Leon, S., Miyoshi, J., Pérez, P., & Peterson, C. (2007). *The afterschool hours: Examining the relationship between afterschool staff-based social capital and student engagement in LA's BEST* (CSE Technical Report No. 712). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Center for the Study of Evaluation, Graduate School of Education and Information Studies, University of California.

Huang, D., & Dieteil, R. (2011). *Making afterschool programs better* (CRESST Policy Brief No. 11). Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing, University of California.

Huang, D., Gribbons, B., Kim, K. S., Lee, C., & Baker, E. L. (2000). *A decade of results: The impact of the LA's BEST after school enrichment initiative on subsequent student achievement and performance.* Los Angeles: UCLA Center for the Study of Evaluation, Graduate School of Education and Information Studies, University of California.

Kafai, Y. B. (2002). Elementary students' perceptions of social networks: Development, experience, and equity in collaborative software design activities. In G. Stahl (Ed.), *Computer support for collaborative learning: Foundations for a CSCL community* (pp. 556–557). Proceedings of CSCL 2002, Boulder, CO, & Hillsdale, NJ: LEA.

Kauh, T. (2011). AfterZone: *Outcomes for youth participating in Providence's citywide after-school system.* Philadelphia: Public/Private Ventures. Retrieved from http://www.wallacefoundation.org/knowledge-center/after-school/evaluations/Documents/AfterZone-Outcomes-Youth-Participating-Providences-Citywide-After-School-System-Executive-Summary.pdf

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist, 41*(2), 75–86.

Kress, J. S., Norris, J. A., Schoenholz, D. Elias, M. J., & Siegel, P. (2005). Bringing together educational standards and social and emotional learning: Making the case for educators. *American Journal of Education, 111*(1), 68–89.

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.

Lerner, R. M., & Lerner, J. V. (2011). *Waves of the future: 2009: Report of the findings from the first six years of the 4-H Study of Positive Youth Development.* Medford, MA: Institute for Applied Research in Youth Development, Tufts University.

Li, J., & Julian, M. M. (2012). Developmental relationship as the active ingredient: A unifying working hypothesis of "what works" across intervention settings. *American Journal of Orthopsychiatry, 82*(2), 15–166.

Little, P. (2012). A field is born: Reflections on a Decade of Afterschool. *Family Involvement Network of Educators, 4*(2). Retrieved from http://www.hfrp.org/publications-resources/browse-our-publications/a-field-is-born-reflections-on-a-decade-of-afterschool

References (continued)

Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development* (pp. 3–22). Mahwah, NJ: Erlbaum.

Marzano, R. J., & Marzano, J. S. (2003). *Classroom management that works.* Alexandria, VA: ASCD.

Mason, L. H. (2004). Explicit self-regulated strategy development versus reciprocal questioning: Effects on expository reading comprehension among struggling readers. *Journal of Educational Psychology, 96,* 283–296.

Mayer, R. E. (2004). Should there be a three-strike rule against pure discovery learning? *American Psychologist, 59*(1), 14–19.

McCombs, J. S., Orr, N., Bodilly, S. J., Naftel, S., Constant, L., Scherer, E., & Gershwin, D. (2010). *Hours of opportunity, volume 2: The power of data to improve after-school programs citywide.* Santa Monica, CA: RAND.

Naftzger, N., Manzeske, D., Nistler, M., Swanlund, A., Rapaport, A., Shields, J., et al. (2013). *Texas 21st Century Community Learning Centers: Final evaluation report.* Naperville, IL: American Institutes for Research.

Naftzger, N., Vinson, M., Manzeske, D., & Gibbs, C. (2011). *New Jersey 21st Century Community Learning Centers (21st CCLC)*

impact report 2009–2010. Trenton, NJ: New Jersey Department of Education.

National Institute on Out-of-School Time, & Academy for Educational Development Center for Youth Development and Policy Research. (2003). *Strategic plan: Building a skilled and stable out-of-school time workforce.* Wellesley, MA: Author.

Pearce, N. J., & Larson, R. W. (2010). How teens become engaged in youth development programs: The process of motivational change in a civic activism organization. *Applied Developmental Science, 10,* 121–131.

Pianta, R., La Paro, K. M., & Hamre, B. (2006). *CLASS Classroom assessment scoring system manual: Middle/secondary version.* Charlottesville, VA: Center for Advanced Study of Teaching and Learning, University of Virginia.

Pierce, K., Bolt, D., & Vandell, D. (2010). Specific features of after-school program quality: Associations with children's functioning in middle childhood. *American Journal of Community Psychology, 45*(3&4), 381–393.

Reisner, E., (2004). *Using evaluation methods to promote continuous improvement and accountability in after-school programs: A guide.* Washington, DC: Policy Studies Associates.

Reisner, E. R., White, R. N., Birmingham, J., & Welsh, M. (2001). *Building quality*

and supporting expansion of after-school projects: Evaluation results from the TASC After-School Program's second year. Washington, DC: Policy Studies Associates.

Russell, C. A., Mielke, M. B., & Reisner, E. R. (2009). *Evidence of program quality and youth outcomes in the DYCD out-of-school time initiative: Report on the initiative's first three years.* New York: Department of Youth and Community Development.

Russell, C. A., Reisner, E. R., Pearson, L. M., Afolabi, K. P., Miller, T. D., & Mielke, M. B. (2006). *Evaluation of DYCD's Out-of-School Time Initiative: Report on the first year.* Washington, DC: Policy Studies Associates.

Shernoff, D., & Vandell, D. (2007). Engagement in after-school program activities: Quality of experience from the perspective of participants. *Journal of Youth and Adolescence, 36,* 891–903.

Shernoff, D., & Vandell, D. (2010). Engagement in after-school programs as a predictor of social competence and academic performance. *American Journal of Community Psychology, 45,* 325–337.

Shoda, Y., Mischel, W., & Peake, P.K. (1990). Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental Psychology, 2,* 978–986.

Vandell, D., Reisner, E. R., & Pierce, K. (2007). *Outcomes linked to high-quality afterschool*

programs: Longitudinal findings from the study of promising afterschool programs. Irvine, CA: University of California, & Washington, DC: Policy Studies Associates.

Vandell, D., Pierce, K., Brown, B., Lee, D., Bolt, D., Dadisman, K., et al. (2006, March). *Developmental outcomes associated with the afterschool contexts of low-income children and adolescents.* Paper presented at the Society for Research on Adolescence Annual Meeting, San Francisco.

Vygotsky, L. (1978). *Mind in society.* Cambridge, MA: Harvard University Press.

Walker, J., Marczak, M., Blyth, D. & Borden, L. (2005). *Designing youth development programs: Toward a theory of developmental intentionality.* In J. L. Mahoney, R. W. Larson & J. S. Eccles (Eds.), Organized activities as contexts of development (pp. 399–418). Mahwah, NJ: Erlbaum.

Yohalem., N., Devaney, E., Smith, C., & Wilson-Ahlstrom, A. (2012). *Building citywide systems for quality: Guide and case studies for afterschool leaders.* Washington, DC: Forum for Youth Investment & Wallace Foundation.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice, 41,* 64–70.

Acknowledgements