

Program: FOUNDATIONS SCHOOL-AGE ENRICHMENT PROGRAMS (FND)

Population Served:

Size: Six elementary schools in urban areas
 Age: Elementary school students at all grade levels, varying in scope and purpose
 Other Characteristics: Implemented in several urban areas in the mid-Atlantic and Northeast.
 Separate programs operate during the school year and in the summer.

Program Components:

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Emphasis on family involvement, with frequent communication between staff and parents and with opportunities for families to volunteer in the classroom and participate in other ways	Program coordinators, staff	After school during the academic year (September – June); daily after school until the end of business hours	All staff have previous experience working with elementary school children
Includes a curriculum that involves daily activities emphasizing academic subjects as well as experiences designed to foster physical and emotional development	Teachers, program coordinators, staff	After school during academic year	Teachers and program coordinators have bachelor's or master's degrees in education or related fields. Student-adult ratio is approximately 10:1
Field trips, homework assistance, and computer lab time	Teachers, program coordinators, staff	After school during academic year	

Program Objectives/Goals:

To provide enrichment to students in a before- and after-school care setting.

Study:

Hamilton, L.S., Le, V.-N., & Klein, S.P. (1999). *Foundations School-Age Enrichment Program: Evaluation of student achievement (PM-998-EDU)*. Santa Monica, CA: RAND.

Study objectives and measurements:

Objective

To evaluate the extent to which students improve in academic skills areas of reading and math.

Measurement instrument

Terra Nova Reading/Language Arts and Mathematics Computation tests published by CTB/McGraw-Hill. All items are multiple-choice.

Evaluation:

Type: Quasi-experimental. Pre-test/post-test matched comparison group design, with baseline data provided.

Statistical techniques:

Quantitative analysis of gain scores. Test scores converted into national percentiles and national curve – equivalent scores. The scale score is derived from the raw item response using an item response theory methodology. Significance level=.05

Population evaluated: Students who were present for both evaluation sessions. The year 1 sample included 213 students, and the year 2 sample included 215. A comparison group of fourth-graders was also tested at two of the six schools.

Outcome: The scores of fourth-graders who participated in Foundations improved more than those of their nonparticipating counterparts by approximately two-fifths of a standard deviation unit.

Other Information:

Foundations youths had higher pre-test scores than comparison group youths. Benchmarking data were available for students in other grades. Students were from schools/regions with a strong focus on high-stakes testing. Baseline testing didn't begin until about 5 months after the program began, so initial program effects may not be detected.

Program: TEXAS PARK AND RECREATION DEPARTMENT SPONSORED AFTER-SCHOOL PROGRAM (TXPR)

Population Served:

Size: Not provided

Age: Elementary school age

Other Characteristics: Program offered in Texas communities. When compared to Austin as a whole, these communities showed: lower levels of per capita income, higher rates of unemployment, higher percentages of children under the age of 18 with incomes below the poverty level, lower rates of high school graduation, and higher rates of Spanish being spoken in the home.

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Explorers	Teachers	1 – 4 times per week; 45 – 120 minutes per day	Academic-oriented activity focused on natural science. The goal was to expose participants to a large number of species that were not indigenous to the inner-city and to help them appreciate those that were.
Let's Grow	Teachers	1 – 4 times per week; 45 – 120 minutes per day	An activity with both recreational and academic objectives. Students learn about water, energy, and agriculture through hands-on gardening and some cooking activities. Activities were designed to increase knowledge about measurement/math, cause-effect relationships, the environment, and social studies.
Traditional recreation and sports program	Teachers	1 – 4 times per week; 45 – 120 minutes per day	Team sports, activities went beyond purely recreational to include academics.
Cultural activities	Teachers	1 – 4 times per week; 45 – 120 minutes per day	Designed to celebrate the Hispanic culture integral to the community.
Clowning	Teachers	1 – 4 times per week; 45 – 120 minutes per day	Purely recreational, designed to encourage activity and to educate children about clowning and circus arts.

Program Objectives/Goals:

To provide safe, positive environments for children.

Study 1:

Witt, P. (1997). *Evaluation of the impact of three after-school recreation programs.* College Station, TX: Texas A&M University, Department of Recreation, Park and Tourism Sciences.

Study objectives and measurements:

Objective

- To determine if there was a need for after-school programs.
- To determine if any advantages accrued to children participating in TXPR-sponsored after-school programs in terms of school performance and scores on several scales measuring aspects of self-esteem and factors related to building protection against undertaking risky behaviors.
- To determine what program characteristics are most helpful in achieving the desired outcomes.
- To recommend adjustments that might make programs more effective.

Measurement instrument

Data from school records and after-school program. Scales from Harter's Self-Perception Profile for Children, Harter's Social Support instrument, and Witt, Baker and Scott's Protective Factors Scales. Interviews conducted with a sample of parents and program participants.

Evaluation:

Type: Quasi-experimental

Statistical techniques:

3X2, group-by-time repeated-measures analyses, cross tabs, ANOVA and MANCOVA analysis; significance level=.05

Population evaluated: Three schools selected from the 24 sites

Outcomes:

Positive results for school absences. For a number of self-perception and protective factor scales, children in the "after-school program (PARD)" group were equal to or slightly trailed children in the "high level of adult supervision after school but not at school" (HAS) group at the beginning of the year but greatly exceeded that group's scores by the end of the year. The scores of children in the "low level of adult supervision after school" (LAS) group decreased over the year.

On the Protective Factors Neighborhood Resources scale, participants' scores were higher than those of the other two groups initially and did not change much over the year. Scores of children in the HAS and LAS groups declined.

Initially, all three groups had about the same absence rate. Over time, the rate of the LAS group increased, while the rates of the other two groups remained constant.

In science and health grades, program participants improved their scores more than the other two groups.

Other Information: None.

Study 2:

Baker, D, & Witt, P. (1996). *Evaluation of the impact of two after-school recreation programs.* *Journal of Park and Recreation Administration*, 14(3), 23-44.

Study objectives and measurements:

Objective

To find out whether there is a relationship between level of participation in the after-school program and number of absences from school, tardiness, grades, self-esteem, and behavior at home and at school.

Measurement instrument

Records maintained by the school and Austin Independent School District, Behavior Rating Profiles-Second Edition (BRP-2), Culture-Free Self-Esteem Inventory-2.

Evaluation:

Type: Quasi-experimental; pre-test/post-test scores.

Statistical techniques:

MANCOVA and ANCOVA analyses; significance level=.05

Population evaluated: 237 program participants and 65 nonparticipants.

Outcome:

Program participants had higher post-test scores in math, science, language, and reading. There was no relationship between program participation and scores on the behavior rating profile. Program participants scored significantly higher on the self-esteem inventory than nonparticipants.

Other Information: None

Program: UNIVERSITY STUDENT ATHLETES TUTORING PROGRAM (USA)

Population Served:

Size: 15 tutors, 30 first-grade children

Age: Tutors – university students; children – first grade

Other Characteristics: Most tutors were student athletes; children were academically disadvantaged

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
One-on-one tutoring sessions with a college athlete	College athletes with low reading skills in comparison to other college students	45 minutes, twice a week	In classroom, during school hours. Covered three or four of the following activities: reading children's literature, writing, My Book, My Journal, alphabet book, hearing word sounds, letter-sound activities
Tutors—self-selected reading, journal writing	Self	4 hours per week	Logged time and wrote responses in journal
Tutors—classroom discussion of tutoring activities and how literacy develops	University professor	2 ½ hours per week	
Tutors—write children's book		2 books per semester	

Program Objectives/Goals:

To improve reading skills of university college athletes and first-grade students who have poor reading skills.

Study:

Juel, C. (1996). What makes literacy tutoring effective? *Reading Research Quarterly*, 31(3), 268 – 289.

Study objectives and measurements:

Objective

To determine whether (1) relatively untrained college students, who are poor readers themselves, can successfully help struggling first- and second-grade readers and whether (2) the college students could become stronger readers and writers in the process. Also, to determine what factors contribute to successful outcomes of one-on-one tutoring.

Measurement instrument

Multiple measures of reading, writing, and attitude toward school administered at the beginning and the end of the school year to both children and tutors. Tutors—Nelson-Denny Reading Test and LASSI test. Children—Metropolitan Readiness Test (MRT), Lay's letter identification test, Stones, Wide Range Achievement Test (WRAT), Diagnostic Test of Basic Coding Skills, attitude survey, Diagnostic Reading Scales, Iowa reading and listening comprehension subtests.

Most successful tutor-student relationships were analyzed to determine the particular forms of interaction and the specific tutoring activities that seemed to help children the most.

Evaluation:

Type: Pre-test/post-test design. Matched comparison groups for at-risk students.

Statistical techniques: Quantitative analysis of growth in scores. Qualitative analysis of videotaped sessions; quantitative analysis of minutes spent in various tutoring activities.

Population evaluated: Children—30 first-graders selected on the basis of need and availability of tutors (treatment group); 15 first-graders at lower risk were mentored but not tutored (control group). Tutors—15 university students who scored the lowest on the Nelson-Denny Reading Test (target group) and 15 next-lowest scorers (control group).

Outcome:

Children—High reading comprehension scores as children entered the next grade, but wide variation in performance. There was a large standard deviation, and mean scores were not improved to a normative level.

Tutors – Higher growth and mean scores on reading comprehension and vocabulary tests; better self-reported class attendance.

Both tutors and children improved their scores more made significantly greater improvements in comparison to their respective control groups.

Other Information:

Both tutors and children scored lower on the pre-test measures than their respective control group students.
