Promises and Paradoxes in Understanding Impacts of Out of School Programs for Youth

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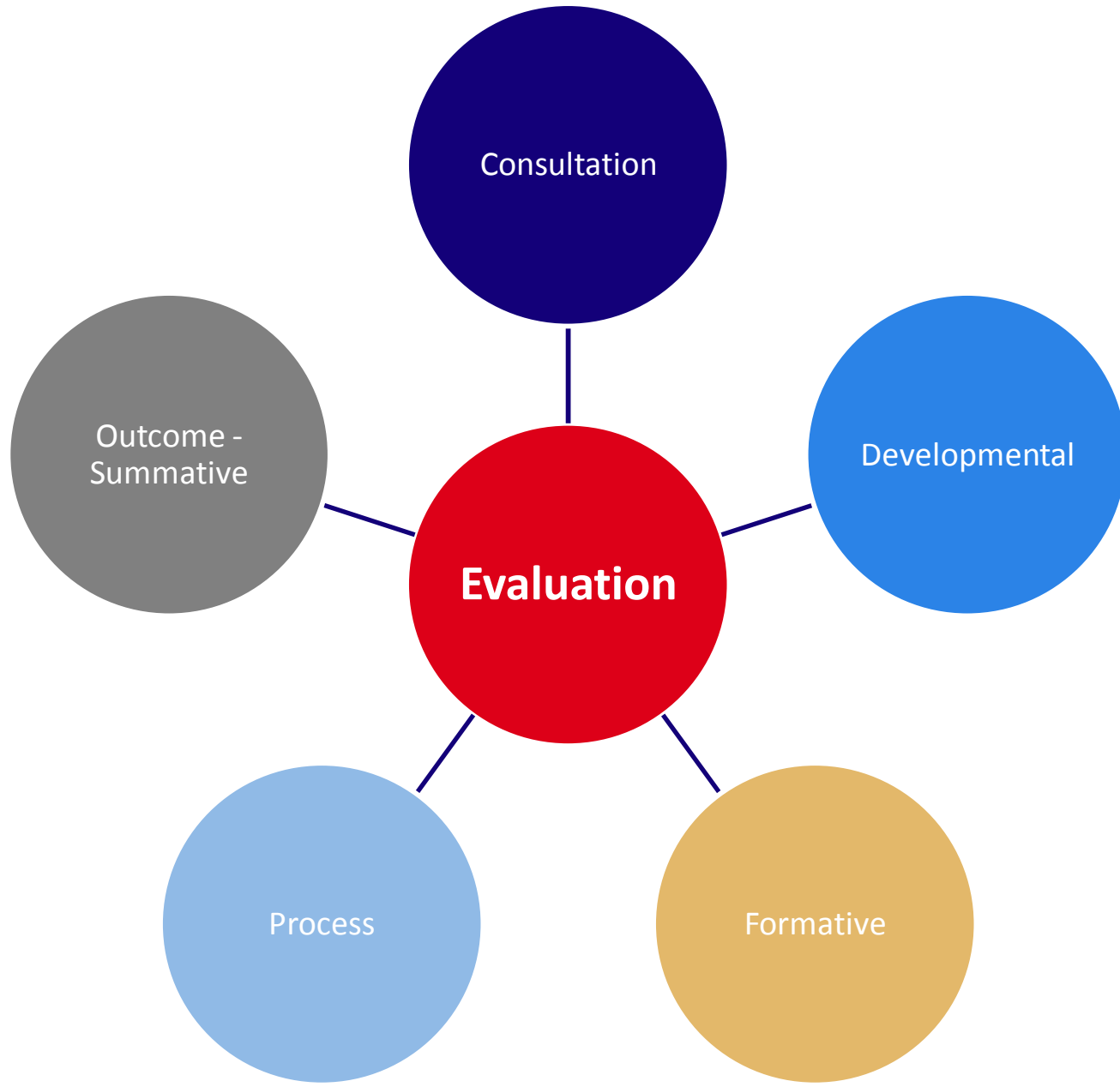SMU- Simmons

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CHANGING MINDS

SMU. | ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

CENTER ON RESEARCH & EVALUATION

Consultation

Developmental

Formative

Process

Outcome - Summative

Evaluation

Center on Research and Evaluation

CORE

Areas

- Out of School Time
- Early Childhood
- Social & Emotional Learning
- Literacy
- Parent education

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Areas	Supports
• Out of School Time • Early Childhood • Social & Emotional Learning • Literacy • Parent education	• Professional development & teacher training • Leadership training • Capacity building • Strategic partnerships

CORE

Areas	Supports	Outcomes
• Out of School Time • Early Childhood • Social & Emotional Learning • Literacy • Parent education	• Professional development & teacher training • Leadership training • Capacity building • Strategic partnerships	• **Achievement** • **Achievement gap** • Readiness

Community Psychology

- Understand individuals in context

- Enhance the well-being of individuals and communities through collaborative research and action

- Prove and improve

- Social science and community activism

Society for Community Research and Action (SCRA) –
Division 27 of the American Psychological Association

Impact

- Casual & Causal

- Jingle & Jangle

- Source & Audience

Impact – So What?

False Positive

- Think that things work when they really don't

False Negative

- Think that things don't work when they really do

Impact

Did it work?

How do you know it worked?
Or didn't?
For whom?
Why?
How?
Under what circumstances?

Sustain and Scale

Adults and Organizations
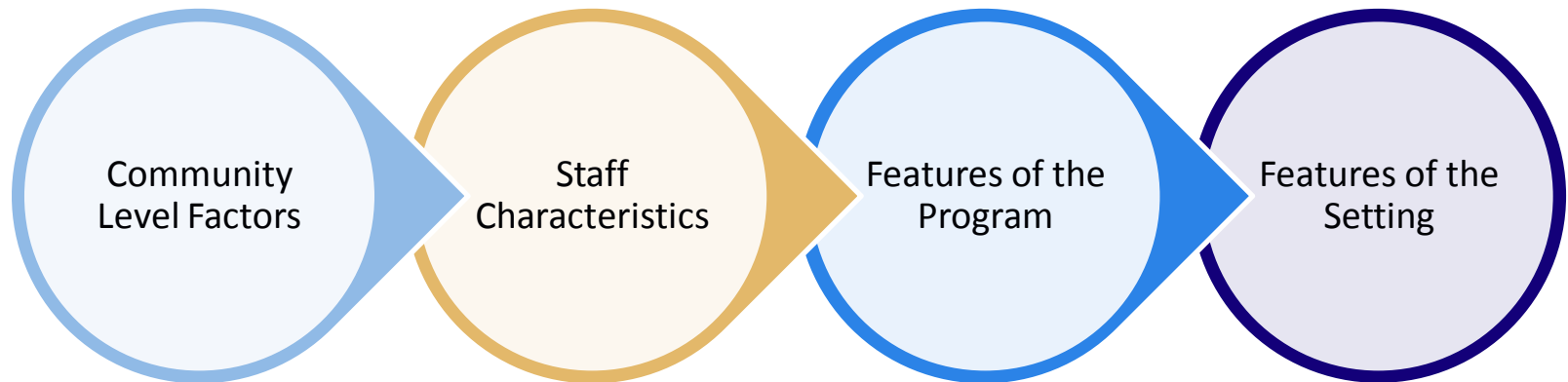
Evidence based practices

Adults and Organizations

Evidence based practices are necessary but not sufficient for achieving outcomes.

Wandersman

Programs aren't effective, only well-implemented programs are effective.
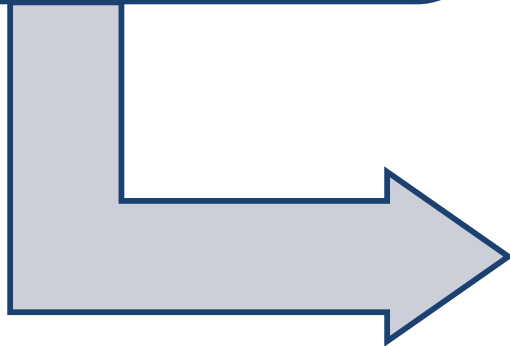
Durlak

Factors that support implementation

See: Table 26.1 Examples of Factors That Influence Quality of Implementation
Durlak, J.A. (2015). What everyone should know about implementation. In, Handbook on Social and Emotional Learning – Research and Practice. CASEL.

Adults and Organizations

Dallas Afterschool

Does coaching & training increase OST quality?

Does OST quality increase outcomes for youth?

Adults and Organizations

Dallas Afterschool

Does coaching & training increase OST quality?

- **What elements of AQuA changed within one year?**

Does OST quality increase outcomes for youth?

Adults and Organizations

Dallas Afterschool

Does coaching & training increase OST quality?

- Not all aspects of quality change at the same rate (Programs & Activities)
- Depends on where they started

Does OST quality increase outcomes for youth?

# Organizational Readiness

$$R=MC^2$$

Organizational readiness = motivation x general capacities x innovation specific capacities

Scaccia, J.P., Cook, B., Lamont, A., Wandersman, A. Castellow, J., Katz, J., & Beidas, R.S. (2015). A practical implementation science heuristic for organizational readiness: R = MC2. Journal of Community Psychology, 43, 4, 484-501.
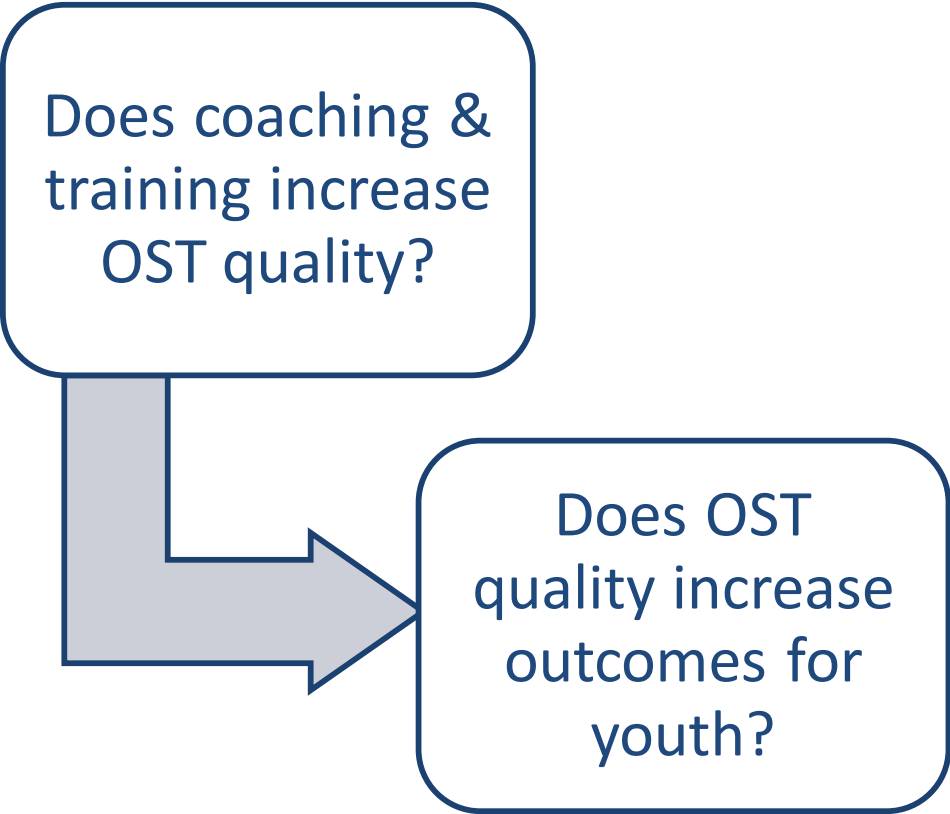
Methods Matter

Low to High Inference
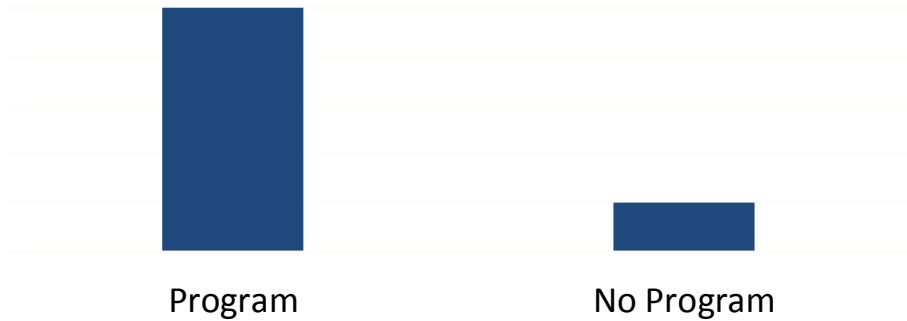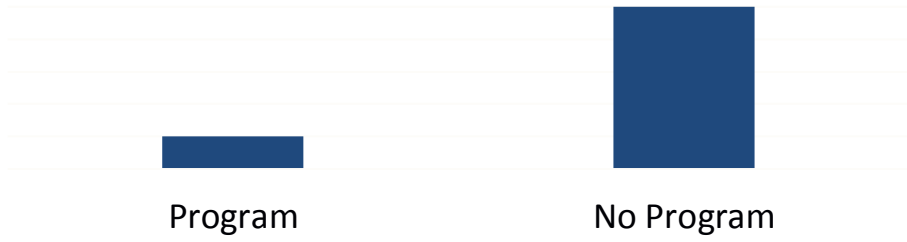
Program   No Program

Program   No Program

Program   No Program

Methods Matter

Dallas Afterschool

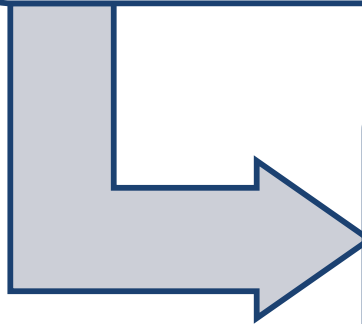Does coaching & training increase OST quality?

Does OST quality increase outcomes for youth?

- *Does the AQuA score for the OST site a student attends predict gains in achievement over one year?*

Methods Matter

Dallas Afterschool

Does coaching & training increase OST quality?

Does OST quality increase outcomes for youth?

- Early elementary reading
- Link to day & afterschool
- DAS math > non DAS

Its amazing how far you can get when you don't care who gets the credit.

Q&A