



National and local community-wide research and discussions were conducted prior to PASA's inception to begin articulating what high quality after school programs mean to providers, youth and parents in this community. To inform our strategies and the work we do, it was critical to have the input of Providence parents and youth.

Using Data

[After-School Data: What Cities Need to Know](#), Wallace Foundation

Data, smartly employed, can help after-school decision-makers with everything from allocating resources fairly to improving program quality. But what information is needed? How should it be collected? And what are the best ways to put it to use? A set of easy-to-read tip sheets answers these questions and more, giving city agencies, after-school program providers, intermediary organizations, and others a jump-start on making the most of data in after-school programming.

Recent Data

[Public/Private Ventures Implementation and Impact Study of the AfterZones](#)

Public/Private Ventures, a nonprofit organization that assesses and evaluates community programming to identify and replicate effective programs, conducted a 40-month evaluation of the AfterZone, supported by the Wallace Foundation.

Their two-part study consists of an implementation and quality study of the structure and operations of the AfterZone model, which can be read [here](#), and a participation and outcomes study designed to examine the patterns of youth participation in the AfterZone and the effects of participation on developmental outcomes compared with a group of non-participants. The complete results of the outcome study can be read [here](#)

[The Afterschool Alliance: Rhode Island After 3PM](#)

In 2009, Rhode Island families were surveyed to see how many children are in afterschool programs, how many are unsupervised after school and how these numbers compare to five years ago. America After 3 PM provides the most comprehensive and accurate picture to date of what this nation's youth are doing each day after school. With a sample size of nearly 30,000, the full report provides an [in-depth view of every state in the nation](#).

[Building Our Future: An Agenda for Quality Urban Education in Rhode Island](#)

The edification of our urban students has long been at the forefront of the education debate. This report, published by the Rhode Island Urban Education Task Force (UETF), puts forth a series of recommendations detailing how address pre-kindergarten education, early literacy, expanded learning time, multiple pathways for student success, and more. The UETF also published an [executive summary](#) to complement the more comprehensive report.



[The Finance Project](#)

The Finance Project provides resources tools, resources and reports related to financing and sustaining out-of-school-time programs. Their website has a variety of materials available for download.

[The Forum for Youth Investment](#)

The Forum provides youth and adult leaders with the information, technical assistance, training, network support and partnership opportunities needed to increase the quality and quantity of youth investment and youth involvement.

[Harvard Family Research Project \(HFRP\)](#)

HFRP strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. Their website provides a wealth of resources, particularly on evaluation. See their quarterly periodical, [The Evaluation Exchange](#), for good evaluation resources and information.

[Lessons for Youth Program Quality Improvement Initiatives](#)

The Raikes Foundation commissioned this case study about the YMCA of Greater Seattle's implementation of the Youth Program Quality Assessment (YPQA) over the past several years. It provides a great set of lessons learned and information about what this process looks like as it is implemented across a large multi-site organization.

[The Mott Foundation](#)

The Mott Foundation's Pathways Out of Poverty program supports initiatives around the U.S. that promote learning beyond the classroom --especially for traditionally underserved children and youth -- as a strategy for improving public education. This grantmaking includes strengthening the after school field through technical assistance, research, evaluation and policy development, and by building public support.

[The National After School Association](#)

The National After School Association (formerly NSACA) is a national organization that advocates for after school support and funding and assists with efforts at the local level.

[The National Institute on Out of School Time \(NIOST\)](#)

NIOST, based at Wellesley College, is a research, advocacy and technical assistance organization working to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours.

[The National Partnership for Quality Afterschool Learning](#)

Funded by the Department of Education in 2004, the Partnership is made up of 7 organizations that are working to identify and validate promising and exemplary after school practices. Their website contains an after school training toolkit, a searchable curriculum database and other key resources.



[The Nellie Mae Education Foundation](#)

The Nellie Mae Education Foundation promotes accessibility, quality, and effectiveness of education, especially for underserved populations, in the six New England states. The Foundation provides grants and technical assistance to programs focused on improving academic achievement in four strategic initiatives: adult literacy, college prep, minority high achievement, and out-of-school matters.

[The Partnership for After School Education \(PASE\)](#)

PASE promotes and supports quality after school programs for youth, particularly those from underserved communities, enabling them to identify and reach their full potential. Although their professional development is primarily focused on New York City, their website contains a variety of helpful resources and publications on after school.

[Promising Practices in After School](#)

The Promising Practices in After School list serve (PPAS) is an excellent way to stay connected to individuals working in after school across the country and to share ideas, information and successful practice.

[Resources on After School](#)

Funded by the Mott Foundation, Resources On Afterschool is an online tool featuring selected resources in the areas of: research and evaluation, promising practices, professional development, public awareness and communications, policy, and financing in after school.

[The Rhode Island 21st Century Community Learning Center Initiative: Supporting Student Success for Nearly a Decade](#)

This report, published by the Rhode Island Department of Education, offers a look back at the successes of the 21st Century Community Learning Center initiative, including serving over 11,000 youth to date, and highlights some of the exemplary sites across the state.

[Rhode Island Afterschool Plus Afterschool Transportation Study](#)

After-school transportation is one of the biggest challenges after school providers face in implementing program. Similarly, lack of transportation is a significant barrier to young people's participation in after-school programs. To begin to address this issue, the Rhode Island Afterschool Plus Alliance (RIASPA) contracted with Acadia Consulting Group to conduct research on the current situation with after-school transportation and potential strategies to improve the situation.

[Support Student Success: A Blueprint for Expanded Learning Opportunities in Rhode Island](#)

The purpose of the Supporting Student Success (S3) project, coordinated by the Rhode Island Afterschool Plus Alliance, was to work with a State Leadership Team and Advisors to analyze the possibilities around integration of high quality Expanded Learning Opportunities such as after-school programs, summer learning, and extended day programs, into a comprehensive approach to education. This report is intended to be used as an agenda for action (both near, mid- and long-term), as well as a case study for other states seeking to do similar work.



[The Wallace Foundation](#)

For more than a decade, The Wallace Foundation has invested in innovative practices and knowledge gathering efforts to deliver enriching opportunities to youth. Visit the Foundation's Knowledge Center for more information.

[The William T. Grant Foundation](#)

The W.T. Grant Foundation's mission focuses on improving the lives of youth ages 8 to 25 in the United States. They invest primarily in high quality empirical studies focused on understanding and improving social settings such as families, schools, peer groups, and organizations, and how these social settings affect youth. They have a special initiative focused on improving quality in after school programs.

[Youth for Youth](#)

This website was designed by the United States Department of Education specifically for 21st Century Community Learning Center staff as a way to share resources and connect with colleagues. It has a series of online courses for directors and site coordinators as well as a variety of coaching modules.

Market Street Research

PASA's accountability strategy began with a look at what youth and parents want from programming.

In 2004, prior to establishing the AfterZone, PASA enlisted the help of Market Street Research to take the pulse of Providence's parents and youth. According to the [2004 study](#), 48% of youth reported that they are home alone after school, while only one in four participated in a formal after-school program and only 10% reported participation in programs three or more days a week. Parents reported safety as their primary concern regarding after-school programming.

In 2006, Market Street Research convened another group of students and parents to discuss barriers to participation in programming and program interests and preferences. The [2006 study](#) found that safety was no longer an issue, having been replaced by a desire for additional academic programming and homework help. PASA began, and continues, to meet those needs through its programming.

PASA again commissioned Market Street Research in 2009 to survey more than 200 AfterZone parents and families. The overwhelmingly positive results of the [2009 study](#) showed over 75% of AfterZone parents as very satisfied with the quality of programs, with the safety of their children in the programs, and believing that the AfterZone has a highly positive impact on aspects of student success, including intra-familial relationships, friendships with other kids, and interest in school. [Read the entire report.](#)



Tools

Based on the needs assessment, and as PASA and our provider list grew, we discovered the need for a set of [quality standards](#). With providers, we created standards that comprise a shared definition of quality and serve as a benchmark for future providers. These standards led to a set of indicators and a quality self-assessment process, the [Rhode Island Program Quality Assessment \(RIPQA\)](#).

PASA also focuses on capacity building to increase providers' ability to provide high-quality programs to youth. By providing technical support and one-on-one assistance from trained quality-assurance personnel, PASA:

- ensures that providers offer high-quality programming
- teaches newer providers the standards to which they should aspire
- assists struggling providers in improving programming

Most importantly, PASA relies on positive youth development and engagement—we wouldn't exist without it. Our practices are research driven and speak directly to the needs of youth in Providence. [Learn more about our quality improvement strategy](#) designed to ensure both participants and providers maintain the Rhode Island Quality After School standards.

Evaluation

PASA has defined a set of achievable outcomes on three levels: youth, program and system.

- **Youth:** supporting students' academic success and improving social and emotional competencies
- **Program:** focusing on improvements in the quality of programming and the number of youth served
- **System:** looking toward successful partnerships and leveraging funding to create a more efficient systems building effort

These outcomes must be evaluated to determine our success. Public/Private Ventures, a nonprofit organization that assesses and evaluates community programming to identify and replicate effective programs, conducted a 40-month evaluation of the AfterZone, supported by the Wallace Foundation.

Their two-part study consists of an implementation and quality study of the structure and operations of the AfterZone model, which can be read [here](#), and a participation and outcomes study designed to examine the patterns of youth participation in the AfterZone and the effects of participation on developmental outcomes compared with a group of non-participants. The complete results of the outcome study can be read [here](#).



In addition to P/PV, we use a tracking tool, YouthServices.net, to track participation and retention and survey youth four times per year to determine their satisfaction with programming and suggestions for improvement.

Finally, PASA has been one of several cities involved in two national studies funded by the Wallace Foundation:

- The RAND Corporation is conducting a study of the 5 Wallace Foundation-funded OST systems-building grantees to explore their efforts to build citywide after-school systems with a specific focus on their use of management information systems (MIS). This study is complete and divided into three parts:
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 - [Volume I: Lessons from Five Cities on Building Systems to Improve After-School, Summer and Other Out-of-School Time Programs](#)
 - [Volume II: The Power of Data to Improve Systems Citywide](#)
 - [Volume III: Profiles of Five Cities Improving After-School Programs Through a Systems Approach](#)
- Harvard Family Research Project and Public/Private Ventures jointly conducted a study of how six cities engage older youth in out of school time activities, looking specifically at strategies and features of associated with high levels of participation. This study is complete and can be read [here](#).

Learning in Communities/Providence: Discussions and Reports

Led by Rhode Island Kids Count and funded by The Wallace Foundation, this 2003 citywide convening, research, and planning process mapped opportunities to increase the participation of children and youth in high-quality out-of-school time programming. Below are reports, based on best practices, produced to inform the planning:

[Out of School Time Program Standards](#)

[Out of School Time Workforce Development](#)

[Positive Youth Development](#)

[Citywide Out of School Time Initiative](#)

[Cost and Scale with Out of School Time](#)

[The Developmental Context for Out of School Time Programming](#)

[Financing Out of School Time Sector: Lessons Learned and Innovative Strategies](#)



[Intermediaries in Out of School Time: A Literature Review](#)
[Learning Partnerships in Out of School Time: A Literature Review](#)
[Out of School Time Survey Report on Program Provider Survey](#)

Stepping Up Report

This report, prepared by Community Matters and commissioned by the United Way of Rhode Island and the Providence Public School Department in 2002, examined the state of after-school programming in the city and explored opportunities to improve and expand to better meet the needs of Providence children and youth. To view the report, [click here](#).

After-School Field Research

Below you can find useful research, tools and reviews pertinent to the after-school field.

[Systems Building](#)
[Quality Improvement](#)
[Evaluation of After School](#)
[Youth Development](#)
[Sustainability](#)
[Family Engagement in After School](#)
[Expanded Learning Time - The School's Role in After School](#)

Systems Building

[AfterZone: Creating a Citywide System to Support and Sustain High-Quality After-School Programs](#)
This implementation study, undertaken by [Public/Private Ventures](#) and commissioned by [The Wallace Foundation](#), was released in 2010 with a key finding that the AfterZone is an innovative after-school model which has succeeded in enrolling over 40 percent of the student population in its seven participating middle schools.

A corresponding outcome study was published in 2011. You can read that [here](#).

Hours of Opportunity

A new report featuring PASA and out-of-school time systems in 4 other cities has been released by the RAND Corporation. The 3-volume report, "Hours of Opportunity," explores effects to bolster after-school services citywide by coordinating the work of the institutions involved in them, from schools and parks to nonprofit programs. The report concludes that the OST systems have real potential to improve the quality and accessibility of after-school, summer, and other out-of-school time programs.

- [Volume I: Lessons from Five Cities on Building Systems to Improve After-School, Summer and Other Out-of-School Time Programs](#)



- [Volume II: The Power of Data to Improve Systems Citywide](#)
- [Volume III: Profiles of Five Cities Improving After-School Programs Through a Systems Approach](#)

[Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study](#)

To meet the growing demand for providing better out-of-school time opportunities to more children, a number of cities have been working to create out-of-school time “systems” – meaning developing the coherent structures necessary to secure and maintain the needed leadership, information and other resources to deliver quality programs citywide. This new report analyzes the investments being made to develop such systems in six cities (three of which have been pursuing their OST work with Wallace support): Boston, Charlotte, Chicago, Denver, New York City and Seattle.

[A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities](#)

Drawing on early lessons from a Wallace initiative in five cities, this report describes a novel, coordinated approach to achieve widespread, sustained improvements in the quality and reach of out-of-school time programs so that many more children can benefit. While many questions remain about the effectiveness of this new approach, the report discusses a number of "action elements" that can help other cities get started, including: committed leadership, multi-year planning, reliable information, and commitments to expanding both participation and program quality.

Quality Improvement

[Administrative Management Capacity in Out-of-School Time Organizations: An Exploratory Study](#)

To run out-of-school time (OST) programs most effectively, organizations need strong managerial and administrative capabilities, from sound budgeting and human resources practices to carefully planned-for technology. The report describes in detail the administrative and managerial challenges confronting OST organizations and recommends possible solutions for OST leaders, public and private funders, and other interested parties.

[After School Grows Up](#)

A report published by The After School Project, a program of the Robert Wood Johnson Foundation, on how four large American cities approach scale and quality in after-school programs.

[Attracting and Sustaining Youth Participation](#)

An evaluation brief by the Harvard Family Research project on attracting and sustaining youth participation in out-of-school time programs.

[Building Quality Improvement Systems](#)

This report from the Forum for Youth Investment presents three case studies of quality improvement processes and outlines their lessons learned.



[Measuring Youth Program Quality: A Guide to Assessment Tools](#)

A compendium from the Forum for Youth Investment comparing the purpose, structure, content and technical properties of nine youth program quality assessment tools.

[Putting It All Together: Guiding Principles for Quality After-School Programs Serving Preteens](#)

This report from Public/Private Ventures focuses on six after-school program components associated with positive outcomes for preteens.

[Supporting Success: Why and How to Improve Quality in After-School Programs](#)

This Public/Private Ventures report examines the program improvement strategies, step-by-step, that allowed The James Irvine Foundation's CORAL initiative to achieve the levels of quality needed to boost the academic success of participating students.

Evaluation of After-School

Several major evaluation firms have done extensive work on after school and offer resources and reports on their websites related to evaluation of after school including:

[Child Trends](#)

[Policy Studies Associates](#)

[Public/Private Ventures](#)

Several evaluations of other cities' after school systems have informed PASA's work:

[Chicago's After School Matters](#)

[Massachusetts After-School Research Study \(MARS\)](#)

[San Francisco Beacons](#)

[The After School Corporation \(TASC\)](#)

[New York City Department of Youth and Community Development](#)

The following two meta-analyses provide excellent data on the impact of after school on youth outcomes:

[Critical Hours: Afterschool Programs and Educational Success](#)

Explores after-school programs contributions to educational and personal success.

[The Impact of After-School Programs that Promote Personal and Social Skills](#)

A report from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Loyola University describing the strong positive effects after-school programs can have, and the conditions needed to realize these benefits. A second [report](#) by the same authors goes deeper on the same subject.



Other useful evaluation resources and articles:

[Confronting the Big Lie: The Need to Reframe Expectations of Afterschool Programs](#)

A paper by Robert Halpern discussing the outcomes for which after school programs should be held accountable. Sam Piha take a similar stance in his article [Holding California Afterschool Programs Accountable](#).

[After School Counts!](#)

A study of effective ways to measure and track after-school participation.

[From Soft Skills to Hard Data: Measuring Youth Program Outcomes](#)

From Soft Skills to Hard Data reviews eight youth outcome measurement tools that are appropriate for use in after-school and other settings. For each tool, it provides sample items and crucial information about usability, cost, and evidence of reliability and validity. The guide can help providers select conceptually grounded, psychometrically sound measures appropriate for programs that serve upper-elementary- through high school-aged youth.

[Afterschool Evaluation 101: How to Evaluate an Expanded Learning Program](#)

This guide is designed to help out-of-school time (OST) program directors who have little or no evaluation experience develop an evaluation strategy. The guide will walk you through the early planning stages, help you select the evaluation design and data collection methods that are best suited to your program, and help you analyze the data and present the results.

Youth Development

[40 Developmental Assets](#)

The Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people.

[Adolescent Literacy Development in Out-of-School Time](#)

This Carnegie Corporation practitioner's guidebook was created to address integrating adolescent literacy development initiatives into a wide variety of out-of-school time programs.

[Core Principles for Engaging Young People in Community Change](#)

This report describes principles to build the capacity of organizations and communities to ensure that all youth believe that they have the responsibility and resources needed to make their communities better places.



[The Development of Children Ages 6 to 14](#)

By Jacqueline Eccles, Professor of Psychology, Education and Women's Studies at the University of Michigan in Ann Arbor.

[Engaging Older Youth](#)

This report from the Harvard Family Research Project focuses on program and city-level strategies to support the sustained participation of older youth in out-of-school time. The report looks at OST systems in 6 cities, including Providence and New York.

[Helping Youth Succeed Through Out-of-School Time Programs](#)

A guide from the American Youth Policy Forum that focuses on engaging older youth in after school.

[Increasing Opportunities for Older Youth in After-School Programs](#)

A report on the experiences of Boys and Girls Clubs in Boston and New York City.

[The Silent Epidemic: Perspectives of High School Dropouts](#)

A report on the results of focus groups and surveys of high school dropouts from 25 different locations throughout the U.S.

[Youth Involvement in Evaluation and Research](#)

An evaluation brief by the Harvard Family Research Project that highlights the benefits of involving youth in meaningful participation in out-of-school time program evaluation.

[Youth Report to America](#)

A report from the Boys and Girls Clubs of America summarizing the results of a national survey of more than 46,000 teenagers ages 13-18.

Sustainability

[The Cost of Quality Out-of-School-Time Programs](#)

Commissioned by the Wallace Foundation, this report is based on a rigorous study of 111 diverse, quality programs in six U.S. cities and offers an exploration of the cost of high-quality after-school programming and summer services.

[Cutting Costs, Keeping Quality](#)

The Finance Project published this report, detailing research on financial strategies for youth-serving organizations in a difficult economy, in March 2010.

[Finding Funding: A Guide to Federal Sources for Out-of-School-Time and Community School Initiatives](#)

Published by the Finance Project, this guide includes everything you need to know about federal funding for after school.



[Funding Opportunities: A Guide for Afterschool & Family Support Programs in Rhode Island](#)

This guide is a publication of The United Way of Rhode Island's Community Schools Rhode Island Initiative, and the Rhode Island Afterschool Plus Alliance.

[A Guide to Effective Investments in Positive Youth Development: Implications of Research for Financing and Sustaining Programs and Services for Youth](#)

This strategy brief reviews the research on “what works” to promote positive youth development and provides decision makers with background information for making good investment decisions.

[Profiles of Successful Afterschool Financing Strategies, 2007](#)

The Finance Project profiles the innovative approaches of the Ella J. Baker House in Boston and Heads Up in Washington D.C., among others. Learn from promising practices used to secure funding and sustain initiatives. There are 19 profiles by The Finance Project highlighting effective strategies for financing after school programs.

Expanded Learning

[Expanded Learning & Afterschool: Opportunities for Student Success](#)

This website from the Mott Foundation shows that high quality expanded learning programs link to student achievement. The tools and research summaries here outline some of the most recent and compelling research on the impact of expanded learning on student achievement, attendance and classroom behavior.

[ExpandED Schools: A New Way to Increase Kids' Learning Time and Opportunity](#)

This brief from the After-School Corporation describes their expanded learning model that has taken shape in New York City over the past several years.

[Frontiers in Urban Science Exploration Resource Guide](#)

This resource guide, published by the Collaborative for Building After-School Systems, offers strategies to advance informal science education in after-school.

[Integrating Expanded Learning and School Reform Initiatives: Challenges & Strategies](#)

Learning Point Associates & The Collaborative for Building After-School Systems have published this policy brief, which sets forth a set of six recommendations to address challenges to a broad adoption of expanded learning strategies in school reform initiatives.

[A New Day for Learning](#)

A report commissioned by the Mott Foundation that proposes a comprehensive, seamless approach to learning that values the distinct experiences that families, schools, after school programs, and communities provide for children.



[Principles of Effective Expanded Learning Programs: A Vision Built on the Afterschool Approach](#)

The Afterschool Alliance has created a publication to define and outline its view on the eight principles of afterschool best practices key to developing successful expanded learning programs.

[Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement](#)

A report from Massachusetts 2020 on 7 schools in Massachusetts with extended learning programs.

[ELT: Expanding and Enriching Learning Time for All](#)

The After-School Corporation's recently published policy brief contains policy recommendations and advice for schools, school systems, non-profit organizations and policymakers across the country. The report urges educators and policymakers to expand the learning day, to support more time for enrichments as well as academics and to rethink outdated school schedules.