Research to Practice and Back Again:
Examples of University, Community and Policy Partnerships in Urban Communities

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University-Community Partnership and Embedded Efficacy Trials: Putting “Science to Work” for Urban Afterschool Programs

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Overview

• **Aim 1:** Present a model and context for a university-community partnership

• **Aim 2:** Present preliminary research findings – “partnership products”

• **Aim 3:** Share lessons learned and key takeaways
Community Partner

- **Good Shepherd Services** - Community-based organization (CBO) for 150+ years
- **Programs**: education, child welfare, supportive housing, youth justice, domestic violence
- **Provider** of community-based academic programming in NYC (26,000 students a year)
- **Afterschool division**: 26 programs & 5,100+ youth

[https://goodshepherds.org/programs/where-we-work/](https://goodshepherds.org/programs/where-we-work/)
Context

Community
Context

Community

Day School
Background

• Poor academic outcomes related to limited opportunities to learn both in and beyond schools (Gándara & Orfield, 2012)

• High quality afterschool settings advance youth academic and social-emotional learning (Beckett et al., 2009; Durlak et al., 2010; Vandell et al., 2007)

• Policy: with expanded access to afterschool programming new focus on increasing afterschool workforce capacity and practices (Bouffard, 2004)
Partnership and Research Timeline

**Preparation**
- Relationship building
  - Spring 2014
  - Pilot instruments; assess current PD; apply for funding; select sites

**GSS-NYU Outcome Evaluation**
- Time 1 Data Collection
  - Spring 2015
  - Staff & youth surveys, observations

- Time 2 Data Collection
  - Summer 2015
  - Hire RAs; consent staff

- Time 3 Data Collection
  - Fall 2015
  - Quantitative and qualitative

- Winter 2016
  - Staff & youth surveys, observations; develop partnership agreement

- Ongoing
  - Data analysis; reflection; dissemination; develop MOU

- Fall 2014
  - Apply for funding; design research study; submit to IRB

- Summer 2015
  - Staff & youth surveys, observations; develop partnership agreement

- Winter 2016
  - Time 2 Data Collection
  - Staff & youth surveys, observations; develop partnership agreement
Goals of the Pilot Efficacy Trial

Focus on **academic and social-emotional** activities in **afterschool** to examine the change over time in...

1. Afterschool activity instruction and classroom interaction quality
2. Youths’ academic and psychosocial outcomes
3. Social ties at the individual and classroom level
4. Implementation of coaching support (fidelity, dosage)
Collaborative Decision Making
Partnership Product: Classroom Quality

• Assess the relation between afterschool classroom quality and child academic outcomes, and whether they are moderated by individual social-behavioral risk.

• Outcomes: Oral reading fluency (easyCBM, Alonzo et al., 2006)
  Group leader reports of student engagement (Academic Competence Engagement Scale; DiPerna, 2006)

\[ Y_{ij} = \beta_0 + \beta_{Risk_{ij}} + \beta_{ClassroomQuality_{ij}} + \beta_{Risk_{ij}} \times ClassroomQuality_{ij} + \lambda s_{ij} + \gamma e_{ij} + \eta_{ij} + \varepsilon_{ij} \]

<table>
<thead>
<tr>
<th>5 Sites</th>
<th>Bronx, NY</th>
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<tbody>
<tr>
<td>19 Groups</td>
<td>Activities: STEM, Real Stories, Poetry, Teen Confidential, Fashion, Flocabulary, Google Scratch</td>
</tr>
<tr>
<td>283 Children</td>
<td>Grades 3-8</td>
</tr>
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Observations of Classroom Quality

• CBO already conducting classroom observations and offering coaching support

• NYU conducted more structured observations using 8 markers of quality from the Promising Practices Rating Scale (PPRS, Vandell et al., 2005/2012)

<table>
<thead>
<tr>
<th>Interactions</th>
<th>Instruction</th>
<th>Classroom Organization</th>
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<tbody>
<tr>
<td>Supportive relations with adults</td>
<td>Opportunity for cognitive growth</td>
<td>Appropriate structure</td>
</tr>
<tr>
<td>Supportive relations with peers</td>
<td>Mastery orientation</td>
<td>Low chaos</td>
</tr>
<tr>
<td>Engagement</td>
<td></td>
<td>Low staff over-control</td>
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Ongoing Analyses

Figure 1. Individual social-behavioral risk moderating the relation between spring academic skills (i.e., oral reading fluency) and fall afterschool classroom quality ($b = 6.69; p < .01$).
Ongoing Analyses

Figure 2. Individual social-behavioral risk moderating the relation between spring academic engagement (staff-reported) and fall afterschool classroom quality ($b = .29, p < .01$).
Partnership Product: Social Networks

(1) Please CIRCLE the names of all of the kids in your group that **Sophia D.** hangs out with often:

- Leo
- Isobel
- Mia
- Steve
- Beth
- Lakeisha
- Maria
- Juan
- Martin
- Robert
- Sofia R.
- Brendan
- Eli
- Jaeline
- Rosalba
- Dzideo
- Jaed
- Alaya
- Chlowei
- Robert
- Jayson
- Jasmin
- Amparo

For internal use only:
Youth ID: _______
After-school ID: _______
Social network of one classroom in the fall
Winter

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>
Spring

Female
Male
Lessons Learned from Case Study

Build shared knowledge:
Afterschool classroom quality matters; similar, but different from day school

Strengthen best practices:
CBO invested in practical measurement of outcomes (e.g., literacy, social networks)

Commit to rapid cycle feedback
Disseminate findings internally and externally
Long term commitment, signed MOU
Thank you

- Good Shepherd Services
- Miranda Yates, Stephanie Mui, Jenny Nix (Program Evaluation and Planning)
- Diana Torres (Bronx Division Director)
- Lori Krane, Jenny Liu, Margo Lorber (Bronx Education Specialists)
- Bronx site directors
- Group leaders, students, and families

- IHDSC Seed Award
- PEG Steinhardt Challenge Grant
- Co-PIs: Elise Cappella and Michael Kieffer
- Co-I and project manager: Sophia Hwang
- Team of NYU doctoral, masters, and undergraduate students