



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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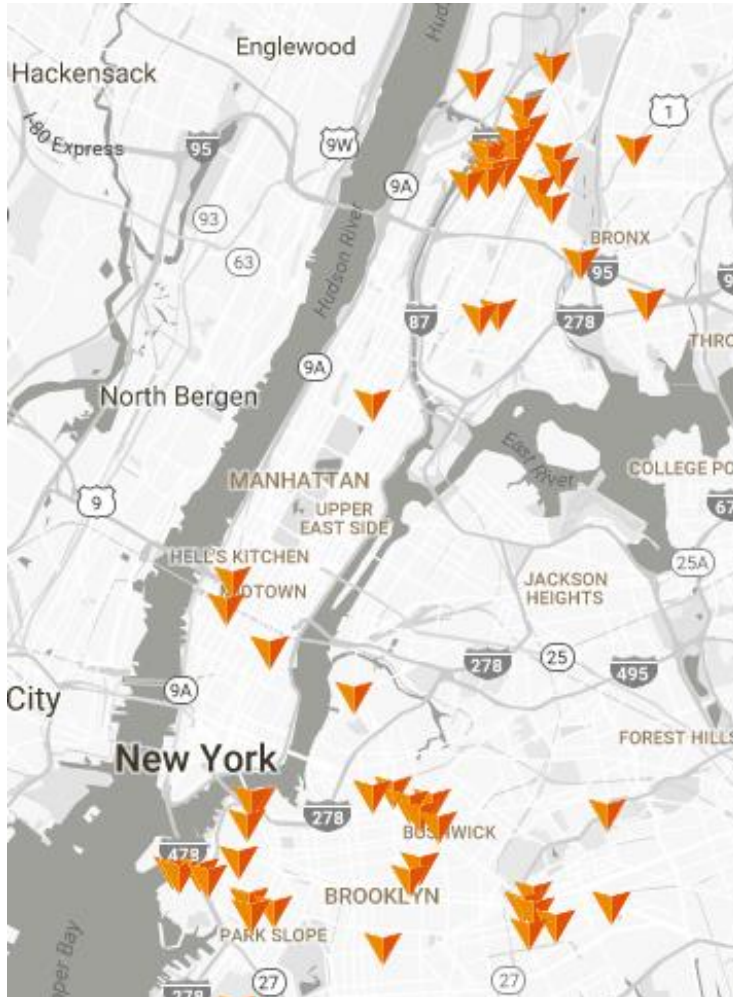


Overview

- **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

Context



Community



Context



Community

Day School



Context



Community

Day School

Afterschool



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
SPRING 2015

GSS-NYU OUTCOME EVALUATION

Time 1 Data
Collection
Staff & youth surveys,
observations
FALL 2015

Time 3 Data
Collection
Quantitative and
qualitative
SPRING 2016

ONGOING

Data analysis;
reflection;
dissemination;
develop MOU



FALL 2014

Apply for funding;
design research study;
submit to IRB

SUMMER 2015

Hire RAs;
consent staff

WINTER 2016

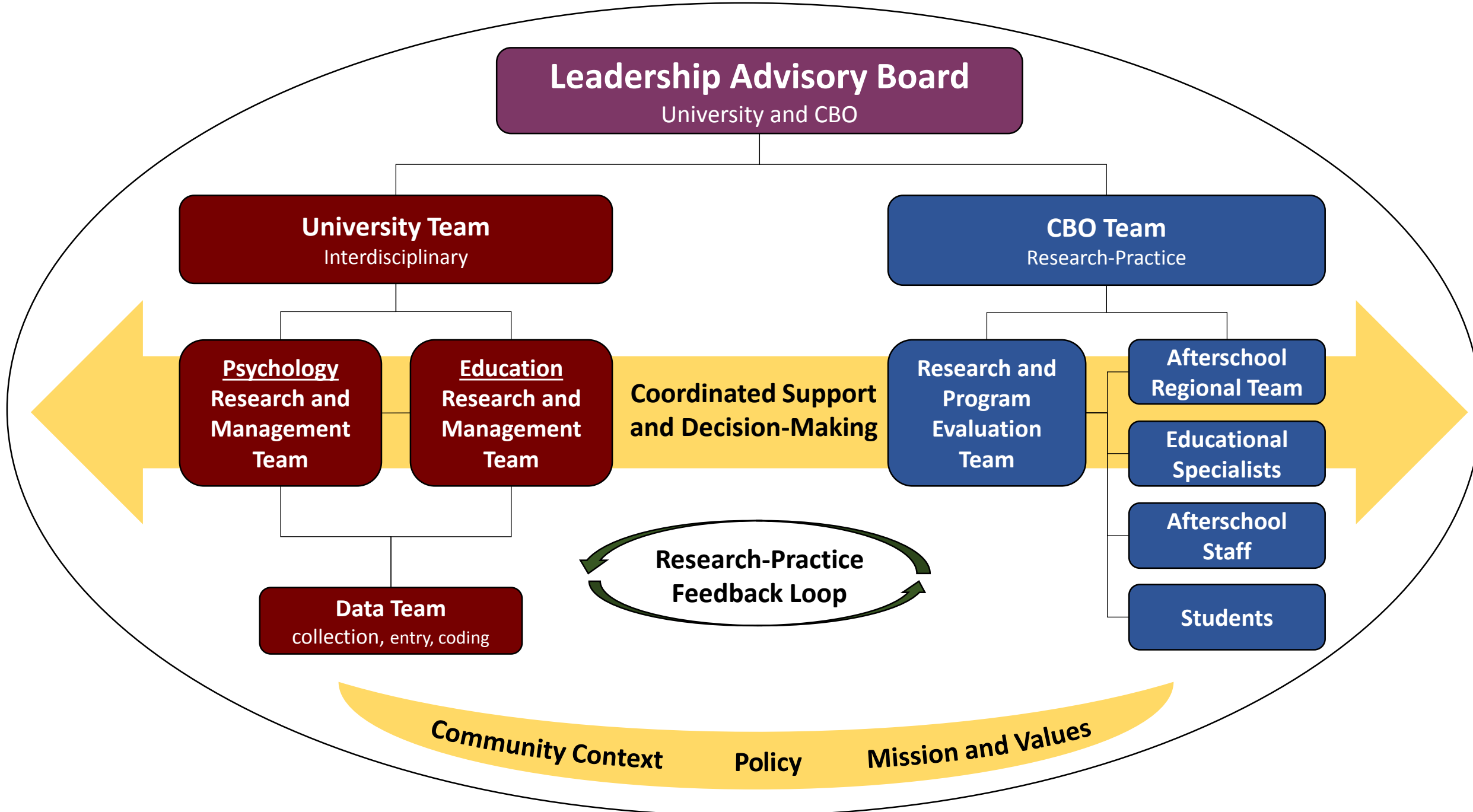
Time 2 Data Collection
Staff & youth surveys,
observations;
develop partnership
agreement

**Implementation
data collection**

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)



Leadership Advisory Board

University and CBO

University Team

Interdisciplinary

CBO Team

Research-Practice

Psychology
Research and
Management
Team

Education
Research and
Management
Team

Coordinated Support
and Decision-Making

Research and
Program
Evaluation
Team

Afterschool
Regional Team

Educational
Specialists

Afterschool
Staff

Students

Data Team
collection, entry, coding

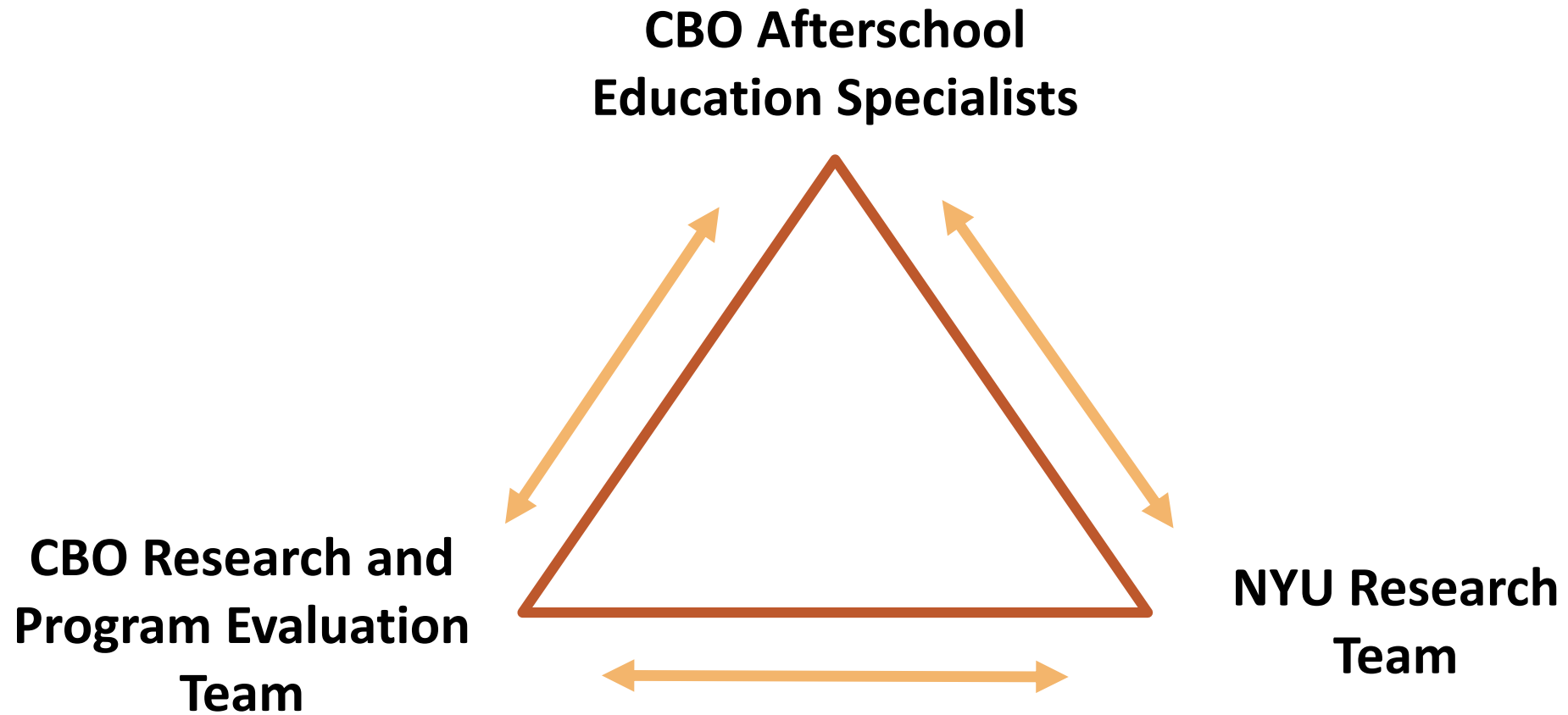
Research-Practice
Feedback Loop

Community Context

Policy

Mission and Values

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)

$$Y_{ij} = \beta_0 + \beta_1 Risk_{ij} + \beta_2 ClassroomQuality_j + \beta_3 Risk_{ij} * ClassroomQuality_j + \lambda s_{ij} + \gamma c_j + \eta_j + \varepsilon_{ij}$$

5 Sites	Bronx, NY
19 Groups	Activities: STEM, Real Stories, Poetry, Teen Confidential, Fashion, Flocabulary, Google Scratch
283 Children	Grades 3-8

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)

Interactions	Instruction	Classroom Organization
Supportive relations with adults	Opportunity for cognitive growth	Appropriate structure
Supportive relations with peers	Mastery orientation	Low chaos
Engagement		Low staff over-control

Ongoing Analyses

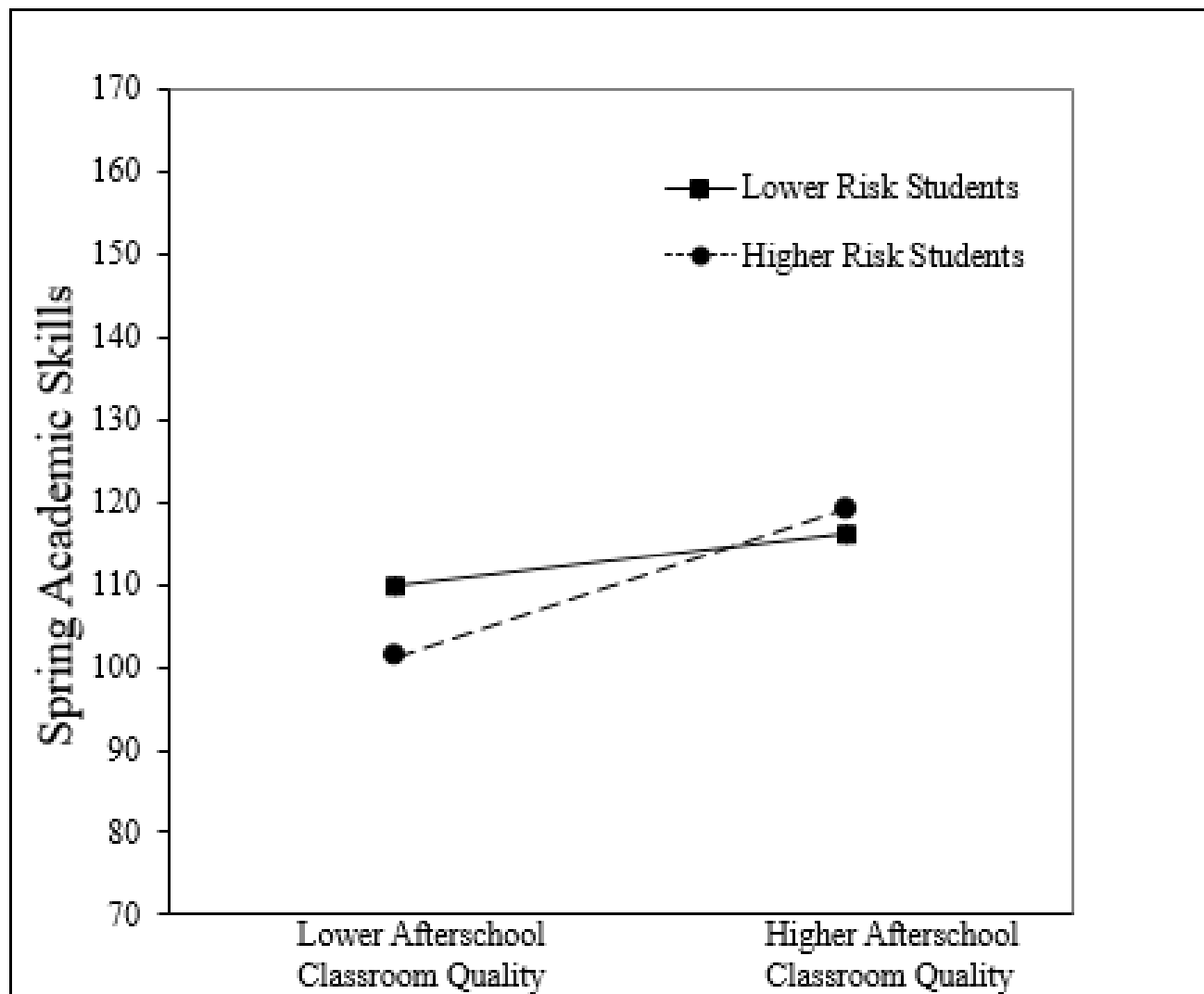


Figure 1. Individual social-behavioral risk moderating the relation between spring academic skills (i.e., oral reading fluency) and fall afterschool classroom quality ($b = 6.69$; $p < .01$).

Ongoing Analyses

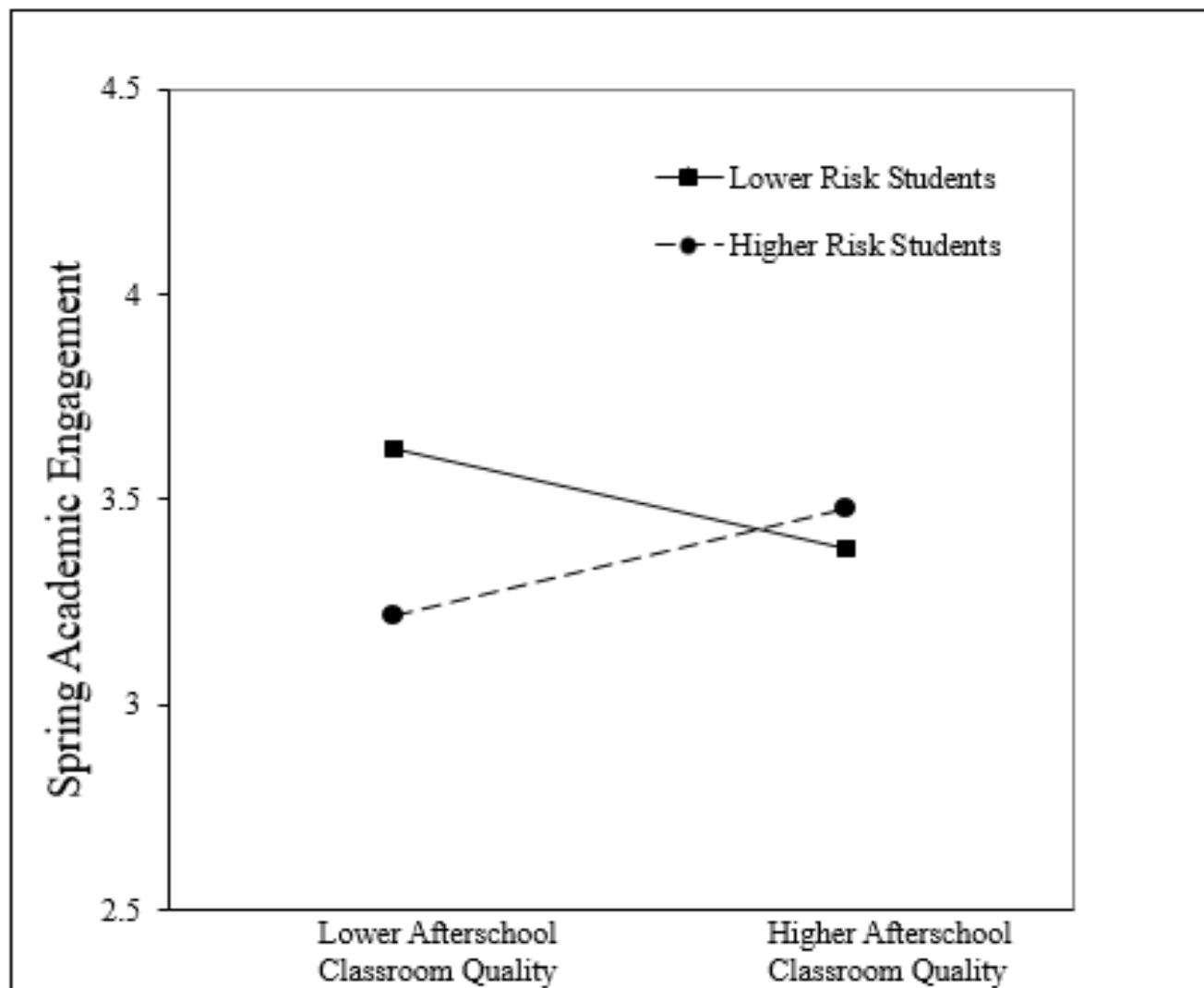


Figure 2. Individual social-behavioral risk moderating the relation between spring academic engagement (staff-reported) and fall afterschool classroom quality ($b = .29, p < .01$).



Partnership Product: Social Networks

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DEPARTMENT OF APPLIED PSYCHOLOGY

For internal use only:
Youth ID: _____
Afterschool ID: _____

Who does **Joseph** hang out with often?

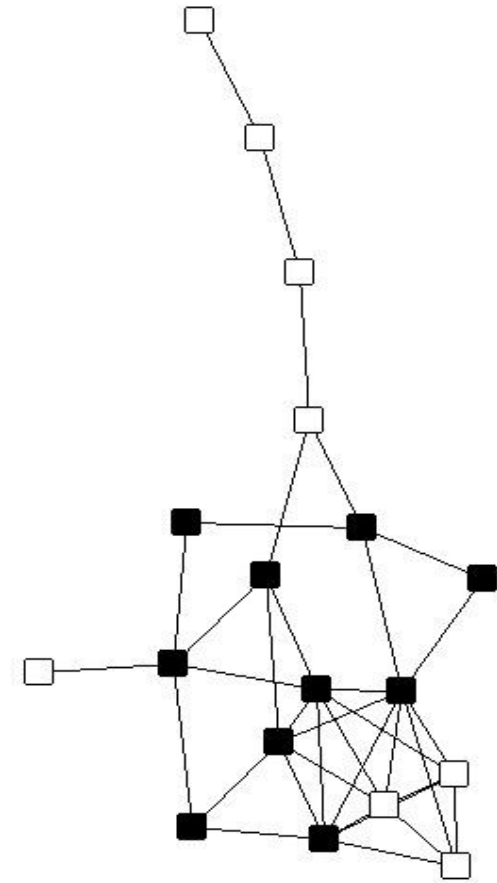
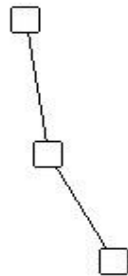
Jaeline	Chlowei
Rosalba	Robert
Dzidefo	Jayson
Jaed	Jasmin
Alaya	Amparo

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



- | | | |
|--------|----------|----------|
| Leo | Lakeisha | Robert |
| Isobel | Maria | Sofia R. |
| Mia | Juan | Brendan |
| Steve | Martin | Eli |
| Beth | Zachary | |

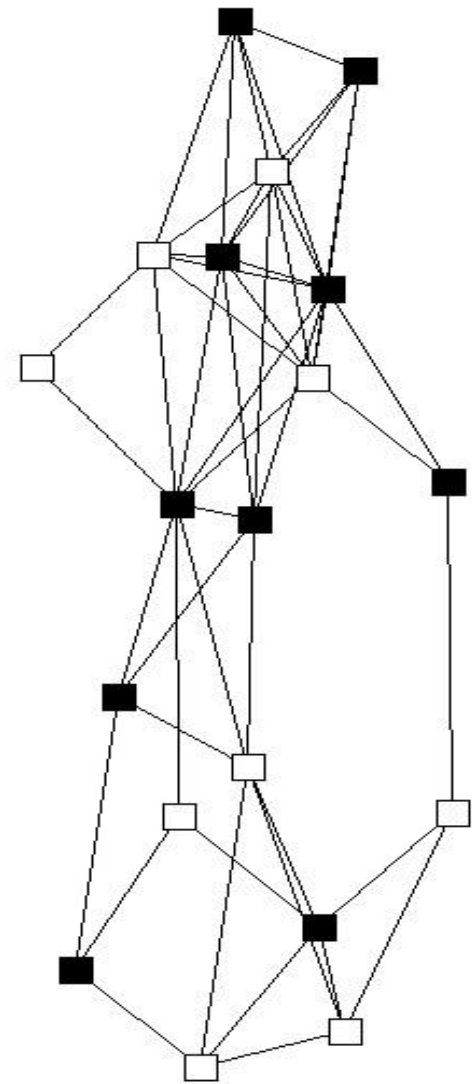
Social network of one classroom in the fall

Female 
Male 





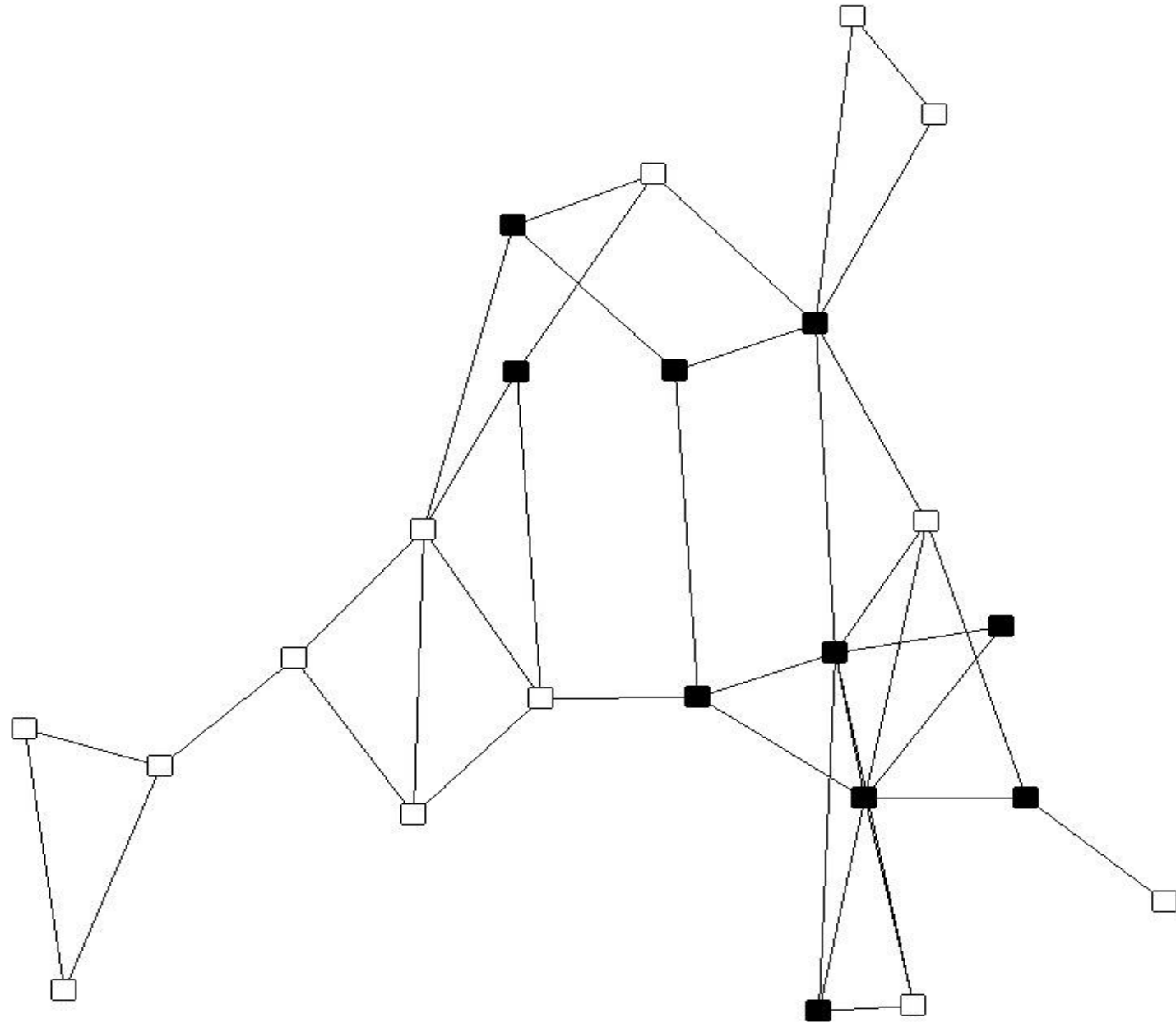
Winter

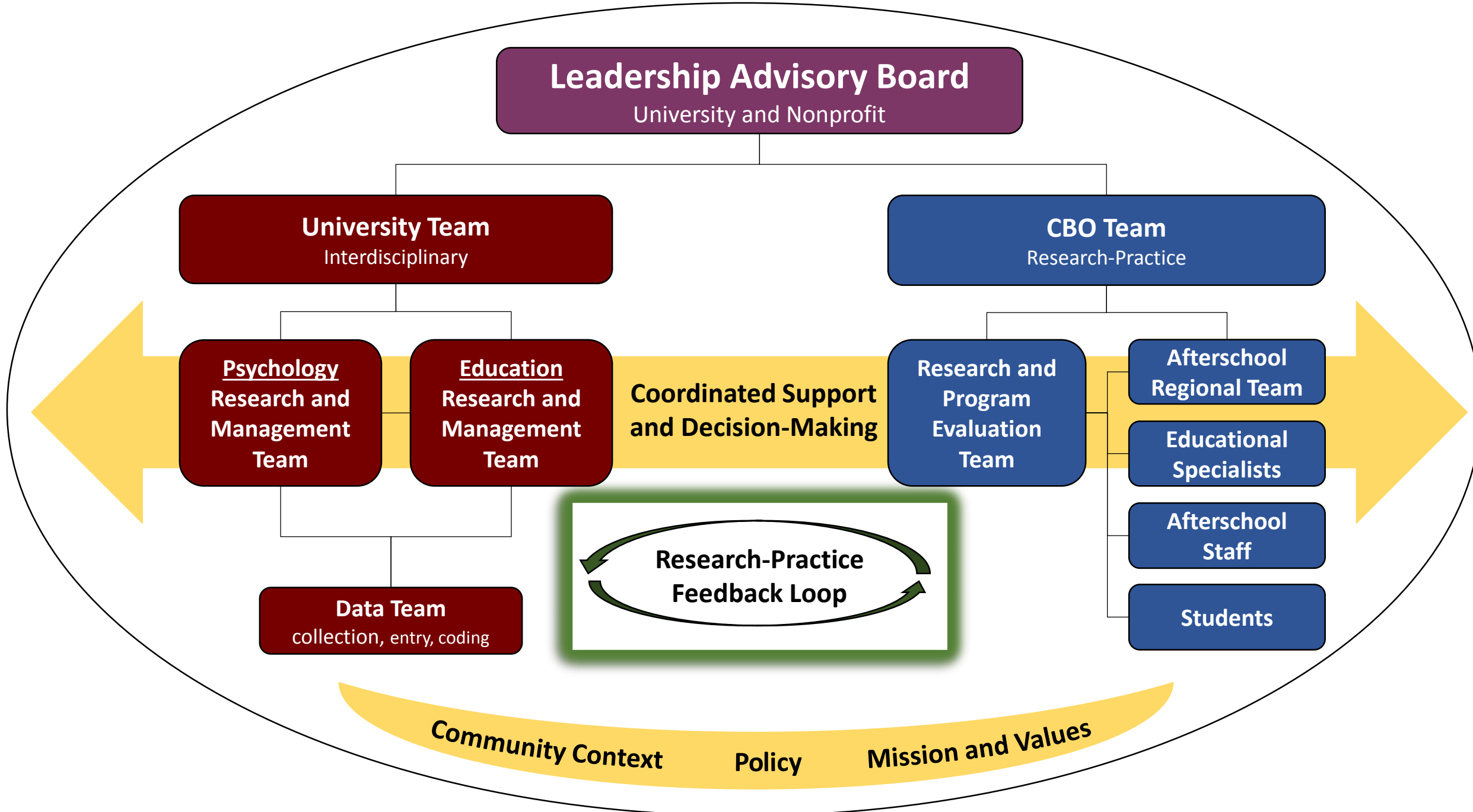
Female 
Male 



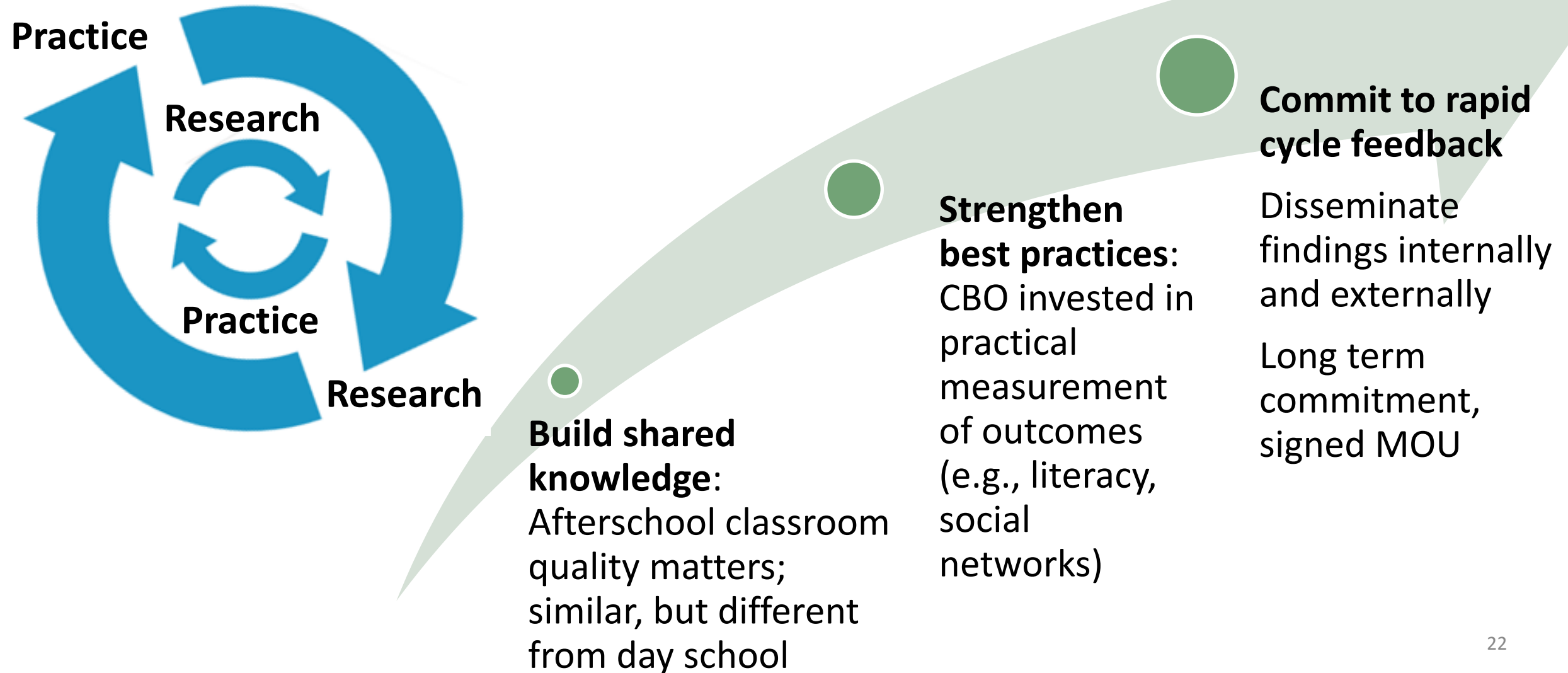
Spring

Female 
Male 





Lessons Learned from Case Study



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

