

## STUDY OF PROMISING AFTER-SCHOOL PROGRAMS

### PROMISING PRACTICES RATING SYSTEM

The *Promising Practices Rating System* (PPRS) assesses eight program processes that previous research has posited are indicators of program quality and are linked to social and academic outcomes for both children (Pierce et al., 1999; Vandell, Shumow, & Posner, 2005) and adolescents (Eccles & Gootman, 2002). The processes include:

- supportive relations with adults
- supportive relations with peers
- student engagement in activities
- opportunities for cognitive growth
- mastery orientation
- appropriate program structure
- setting chaos
- staff overcontrol

The PPRS uses a 4-point scale to measure program processes:

- 1 = highly uncharacteristic (little or no evidence of the process is observed)
- 2 = somewhat uncharacteristic (the process is not characteristic of the program but exemplars might be observed infrequently)
- 3 = somewhat characteristic (good evidence of the process but it is not pervasive)
- 4 = highly characteristic (the process construct is highly evident)

Ratings of the program processes are made based on observations in the programs across two days. Refer to the Promising Practices Rating System Observation Manual for more information.

#### Citation for PPRS

Vandell, D. L., Reisner, E. R., Brown, B. B., Dadisman, K., Pierce, K. M., Lee, D., & Pechman, E. M. (2005, March). *The Study of Promising After-School Programs: Examination of intermediate outcomes in year 2*. Report to the Charles Stewart Mott Foundation.

#### Other Citations

Eccles, J. S., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Committee on Community Level Programs for Youth. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press.

Pierce, K. M., Hamm, J. V., & Vandell, D. L. (1999). Experiences in after-school programs and children's adjustment in first-grade class classrooms. *Child Development, 70*, 756-767.

Vandell, D. L., Shumow, L., & Posner, J. (2005). After-school programs for low-income children: Differences in program quality. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 437-456). Mahwah, NJ: Erlbaum.

Administration

Fall 2003

Spring 2005

Scoring

Mean item scores; an overall quality score can be computed as the mean of the individual ratings after reverse scoring chaos and overcontrol.

Psychometrics

The Study of Promising After-School Programs focused on high-quality programs and as such, the scores shown below for the PPRS assessments demonstrate a restricted range. Psychometrics for a broader sample of programs are shown in the section below on interrater reliability.

|                                       | <i>N</i> | <i>M</i> | <i>SD</i> | Range  |
|---------------------------------------|----------|----------|-----------|--------|
| Elementary: Fall 2003                 |          |          |           |        |
| Supportive relations with adults      | 19       | 3.63     | 0.50      | 3-4    |
| Supportive relations with peers       | 19       | 3.68     | 0.58      | 2-4    |
| Engagement                            | 19       | 3.68     | 0.48      | 3-4    |
| Opportunities for cognitive growth    | 19       | 2.89     | 0.81      | 2-4    |
| Mastery orientation                   | 19       | 2.84     | 0.90      | 1-4    |
| Appropriate structure                 | 19       | 3.74     | 0.45      | 3-4    |
| Chaos                                 | 19       | 1.26     | 0.56      | 1-3    |
| Overcontrol                           | 19       | 1.26     | 0.56      | 1-3    |
| Overall program quality (alpha = .77) | 19       | 3.49     | 0.39      | 2.63-4 |
| Middle: Fall 2003                     |          |          |           |        |
| Supportive relations with adults      | 16       | 3.69     | 0.48      | 3-4    |
| Supportive relations with peers       | 16       | 3.63     | 0.62      | 2-4    |
| Engagement                            | 16       | 3.69     | 0.48      | 3-4    |
| Opportunities for cognitive growth    | 16       | 2.69     | 0.79      | 2-4    |
| Mastery orientation                   | 16       | 2.75     | 0.86      | 1-4    |
| Appropriate structure                 | 16       | 3.63     | 0.62      | 2-4    |
| Chaos                                 | 16       | 1.25     | 0.45      | 1-2    |
| Overcontrol                           | 16       | 1.19     | 0.40      | 1-2    |
| Overall program quality (alpha = .72) | 16       | 3.45     | 0.35      | 2.75-4 |

|                                       | <i>N</i> | <i>M</i> | <i>SD</i> | Range  |
|---------------------------------------|----------|----------|-----------|--------|
| Elementary: Spring 2005               |          |          |           |        |
| Supportive relations with adults      | 19       | 3.79     | 0.42      | 3-4    |
| Supportive relations with peers       | 19       | 3.68     | 0.48      | 3-4    |
| Engagement                            | 19       | 3.74     | 0.45      | 3-4    |
| Opportunities for cognitive growth    | 19       | 2.79     | 0.71      | 2-4    |
| Mastery orientation                   | 19       | 2.63     | 0.90      | 1-4    |
| Appropriate structure                 | 19       | 3.63     | 0.60      | 2-4    |
| Chaos                                 | 19       | 1.21     | 0.54      | 1-3    |
| Overcontrol                           | 19       | 1.26     | 0.45      | 1-2    |
| Overall program quality (alpha = .72) | 19       | 3.47     | 0.34      | 2.88-4 |
| Middle: Spring 2005                   |          |          |           |        |
| Supportive relations with adults      | 15       | 3.67     | 0.49      | 3-4    |
| Supportive relations with peers       | 15       | 3.47     | 0.83      | 1-4    |
| Engagement                            | 15       | 3.53     | 0.52      | 3-4    |
| Opportunities for cognitive growth    | 15       | 2.67     | 0.72      | 1-4    |
| Mastery orientation                   | 15       | 2.87     | 0.83      | 2-4    |
| Appropriate structure                 | 15       | 3.67     | 0.62      | 2-4    |
| Chaos                                 | 15       | 1.47     | 0.74      | 1-3    |
| Overcontrol                           | 15       | 1.13     | 0.35      | 1-2    |
| Overall program quality (alpha = .74) | 15       | 3.41     | 0.39      | 2.88-4 |

### Interrater Reliability

Reliability observations were conducted with the PPRS in programs that did not participate in the Study of Promising After-School Programs. The observed programs were representative of what is generally available in the community. Many of the programs served both elementary and middle school students; therefore, the psychometrics provided on the next page are for elementary and middle school combined.

### RELIABILITY OBSERVATIONS

|                                    | <i>N</i> | <i>M</i> | <i>SD</i> | Range | % exact agreement | Linear-weighted kappa |
|------------------------------------|----------|----------|-----------|-------|-------------------|-----------------------|
| Supportive relations with adults   | 37       | 2.65     | 0.86      | 1-4   | 95%               | .94                   |
| Supportive relations with peers    | 37       | 2.68     | 0.67      | 1-4   | 81%               | .68                   |
| Engagement                         | 37       | 3.03     | 0.76      | 1-4   | 81%               | .77                   |
| Opportunities for cognitive growth | 37       | 1.65     | 0.75      | 1-3   | 92%               | .89                   |
| Mastery orientation                | 37       | 1.78     | 0.82      | 1-3   | 78%               | .75                   |
| Appropriate structure              | 37       | 3.03     | 0.93      | 1-4   | 78%               | .78                   |
| Chaos                              | 37       | 2.05     | 0.81      | 1-4   | 78%               | .73                   |
| Overcontrol                        | 37       | 1.35     | 0.54      | 1-3   | 81%               | .63                   |