

## Matrix of ELO Programs, Outcomes, and Elements of Success

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
<b>21stCCLC Program at Children’s Aid Society (CAS) Community Schools (Middle Schools; NYC)</b>	Middle school students	21st CCLC afterschool program at CAS Community Schools provides 20 minute snack or supper, followed by homework help, academic enrichment, and youth development activities.	<p><b>Stronger evidence of effectiveness:</b> The evaluation was a quasi-experimental, longitudinal comparison study. Outcomes were measured in two ways: by comparing participants’ change over time and by comparing participants to nonparticipants. In addition, comparisons were made based on degree of program attendance. For youth development outcomes, a sample was used whereas for academic and attendance outcomes the entire population was analyzed.</p> <p><b>Data Sources:</b> Data collection methods used for academic achievement and attendance included standardized test score data, school attendance records, and teacher responses to the 21st Century Annual Performance Review (APR) teacher survey. Data collection methods for the youth development component included a youth survey and teacher surveys. In addition, focus groups, interviews with youth, staff, parents, family and community members, observations and the New York State After-School Program Quality Self-Assessment tool were used to explore preconditions to academic achievement and program implementation.</p>	The outcomes indicated a statistically significant increase in some academic achievement and positive youth development outcomes for CAS participants over nonparticipants. Students enrolled in CAS programs had higher school attendance than nonparticipants.	<ul style="list-style-type: none"> <li>■ Collaboration</li> <li>■ Community Support</li> <li>■ Offers a range of activities</li> <li>■ Personal relationships with staff</li> <li>■ Structured program</li> </ul>

<b>After School Matters (ASM)</b>	High school students	ASM offers paid apprenticeships in the arts, sports, technology, and communications. Students are taught by skilled professionals and are paid stipends.	<p><b>Stronger evidence of effectiveness:</b> Quasi-experimental study used a treatment and comparison group to determine if participation in ASM was associated with greater school attachment and improved academic performance; Participants were compared against students who applied to the program and didn't participate (Applicants) and to students who never applied to ASM and never participated (Nonparticipants). An additional treatment group and comparison group was used to determine whether ASM participation increased graduation rates and lowered dropout rates.</p> <p><b>Data sources:</b> Participation rates, attendance, course grades and test scores from participating schools.</p>	Students who participated in ASM missed fewer days of school and failed fewer courses than similar classmates. Additionally, students who participated in ASM at the highest levels and students who were enrolled for 3 or more semesters had higher rates of graduation and lower dropout rates than similar students who did not participate in ASM.	<ul style="list-style-type: none"> <li>■ Community support</li> <li>■ Experiential learning</li> <li>■ Financial incentives</li> <li>■ Personal relationships with adults</li> <li>■ Collaboration with schools</li> </ul>
<b>Bayview Safe Haven</b>	Youth in and out of school ages 10–21	Designed to help youth stay in school and out of the criminal justice system, while positioning them for responsible adulthood and improving the quality of life in their families and community. The program uses a strengths-based approach by focusing on youths' interests, hopes for the future, skills and hobbies and has academic, vocational, recreational and life skills/community service components.	<p><b>Stronger evidence of effectiveness:</b> Quasi-experimental and non experimental study randomly matched comparison (control) group was used to compare program impacts on participants compared to nonparticipants; evaluation controlled for demographics (age, gender), juvenile crime record, and school performance.</p> <p><b>Data sources:</b> Pre- and post-tests were done and data was collected at youth intake, at exit, and 6 months after exit.</p>	Overall, program participation significantly decreased school suspensions, recidivism, the seriousness of delinquent behavior, and further involvement with the juvenile justice system.	<ul style="list-style-type: none"> <li>■ Community partnerships</li> <li>■ Experiential learning</li> <li>■ Safe environment</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>

## Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
<b>Big Brothers Big Sisters (BBBSA)</b>	Youth ages 6–15	National mentoring program with over 500 local affiliates across the country. All affiliates must follow a certain BBBSA curriculum.	<p><b>Stronger evidence of effectiveness:</b> The random assignment impact evaluation studied 8 local affiliates for 18 months; participants were compared against nonparticipants who were on waitlists.</p> <p><b>Data sources:</b> Surveys (interviews) to parents/guardians and youth (at baseline and then 18 months after random assignment).</p>	Littles were significantly less likely to initiate drug and alcohol use, hit less, missed fewer days of school, felt more competent about school work, skipped fewer classes, showed modest gains in GPAs, and improved the quality of their relationships with family and friends.	<ul style="list-style-type: none"> <li>■ Fidelity to model</li> <li>■ Personal relationships with adults</li> <li>■ Safe environment</li> <li>■ Supportive adult relationships</li> </ul>
<b>Boys &amp; Girls Clubs: GPTTO/ GITTO</b>	Youth in and out of school, ages 6–18, who are at risk of or already involved in gangs, are eligible	Both programs focus on activities that meet the interests of the youth involved. Activities are centered on character and leadership development; health and life skills; the arts; sports, fitness, and recreation; and education. Each youth is provided with a counselor who tracks his or her progress and provides case management.	<p><b>Stronger evidence of effectiveness:</b> 1-year quasi-experimental study compared participants with similar students not in the programs. Comparison youth were youth attending alternative schools who had been suspended or expelled from mainstream schools.</p> <p><b>Data sources:</b> Baseline and post-test surveys, interviews, focus groups, and observations.</p>	Decreased levels of gang behaviors, decreased involvement with the juvenile justice system, increased academic achievement, and positive school behaviors.	<ul style="list-style-type: none"> <li>■ Personal relationships with adults</li> <li>■ Safe environment</li> <li>■ Supportive adult relationships</li> <li>■ Student-centered programming</li> </ul>
<b>Children’s Aid Society–Carrera Adolescent Pregnancy Prevention Program</b>	High school students ages 12–18	Adolescent Pregnancy Prevention Program includes five activity components and two service components, with activities ranging from a Job Club, individual tutoring, drama, sexuality education, and mental health and medical services. The intent of the program is for teens to learn about sexual responsibility while developing goals and aspirations for life.	<p><b>Stronger evidence of effectiveness:</b> 3-year random assignment, longitudinal study; six Children’s Aid Society supported agencies each randomly assigned 100 disadvantaged 13-15 year-olds to their regular youth program or to the Carrera pregnancy prevention program.</p> <p><b>Data sources:</b> Annual surveys, tests, and attendance and medical records.</p>	Statistically significant decline in sexual activity and teenage pregnancy for Carrera program participants. Participant had higher odds of condom and birth control use and increased odds of receiving good primary health care.	<ul style="list-style-type: none"> <li>■ Active programming</li> <li>■ Comprehensive prevention program</li> <li>■ Safe environment</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> </ul>

<p><b>Citizen Schools (CS)</b></p>	<p>Students in grades 6–8</p>	<p>Structured extended day program from 3:00-6:00pm that incorporates academic support, apprenticeships with adult volunteers in a variety of fields, as well as community explorations. CS also has an alumni program to help students and their families transition successfully during the high school process.</p>	<p><b>Stronger evidence of effectiveness:</b> Quasi-experimental study will include 6 phases; CS participants were compared to matched nonparticipants. The matched nonparticipants in the control group may have been enrolled in other out-of-school time programs. In Phase V, two comparison groups were used: the matched nonparticipants used in Phases I–IV and Boston Public School students as a whole.</p> <p><b>Data sources:</b> Boston Public Schools files, including the Massachusetts Comprehensive Assessment System (MCAS) data and Citizen Schools data: Test scores, grades, attendance rates, etc. were used as pre- and post-tests and were recorded when students started the program and then in an ongoing manner as they progressed through the program. Students who dropped out of the program at any time were not assessed after dropping out.</p>	<p>Increased levels of student engagement and achievement, more likely to be “on track” to graduation, higher attendance and course pass rate, lower suspension rates. CS had a positive impact on English and math course grades, MCAS ELA and math test scores, and the selection of a high-quality high school. CS has been successful in attracting and retaining educationally at-risk students and in putting these students on a path toward academic and social success. Participants felt a strong sense of connection to the program, experienced positive relationships with adults and peers and had opportunities to take on leadership roles.</p>	<ul style="list-style-type: none"> <li>■ Collaboration with schools</li> <li>■ High quality and devoted staff</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>
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## Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
College Now	High school students	Partners with high school and the City University of New York (CUNY) to offer courses specially designed to prepare high school students for college. Course offerings range from art to physics and are offered in the fall, spring and summer, after school hours. If eligible, students can earn free college credits and some courses are offered on campus.	<p><b>Stronger evidence of effectiveness:</b> Quasi-experimental study measured the effects of College Now participation on credits and Grade Point Average (GPA) earned in the 1st year at CUNY and persistence to a 3rd semester. Former College Now participants enrolled as 1st year CUNY freshmen were compared to similar 1st year CUNY freshmen who had never participated in College Now.</p> <p><b>Data sources:</b> CUNY Collaborative Program's College Now database and CUNY's Office of Institutional Research and Assessment provided student level records merged for both enrollment and performance data of 1st time freshmen at CUNY.</p>	Positive effects were found on credits earned, GPA earned, and on the probability that former College Now participants persisted to a 3rd semester at CUNY.	<ul style="list-style-type: none"> <li>■ Collaboration with a postsecondary institution</li> <li>■ Education system alignment</li> <li>■ Focus on minority achievement</li> <li>■ High quality and devoted staff</li> <li>■ Staff quality</li> </ul>
Cool Girls, Inc. (CG)	Girls in grades 3–8	Afterschool program provides comprehensive programming in the form of mentoring relationships, field trips, health and life skills education, and academic tutoring.	<p><b>Program to watch:</b> The 2005–2006 evaluation was designed to measure participant patterns of change in comparison to a control group of nonparticipants in 4 of CG's programmatic areas: decision making skills, academic achievement, health, wellness and nutrition, and awareness of life opportunities.</p> <p><b>Data sources:</b> Pre- and post-test surveys.</p>	Overall, the evaluation indicated that program participation had positive effects on perceived life chances, hope for the future, drug knowledge, physical activity, and levels of school competence.	<ul style="list-style-type: none"> <li>■ Comprehensive youth development services</li> <li>■ Personal relationships with staff</li> <li>■ Safe environment</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> </ul>

<p><b>Girls Scouts PAVE the Way</b></p>	<p>Girls ages 9–17</p>	<p>Anti-violence afterschool programs included programming on crime prevention, bullying prevention and intervention, internet safety, or gang prevention. Program format also varied across local councils.</p>	<p><b>Program to watch:</b> Outcome evaluation assessed program characteristics and the impact of the intervention on program participants’ personal growth and leadership development; studied programs at 26 councils, but focused on 5 successful models.</p> <p><b>Data sources:</b> Program assessment rubric (PAR), surveys, and interviews.</p>	<p>Statistically significant improvements in awareness of crime prevention and bullying prevention were found for middle and high school girls.</p>	<ul style="list-style-type: none"> <li>■ Community partnerships</li> <li>■ Peer support network</li> <li>■ Personal relationships with staff</li> <li>■ Professional development for staff</li> </ul>
<p><b>Middle School FAST (National)</b></p>	<p>Middle school students and their parents/guardians</p>	<p>Program consists of 10 weekly family meetings with goal of strengthening bonds within the family and their community. Youth attend meetings for 14 weeks; they start meeting 4 weeks before parents join. The meetings consist of 7 core elements including: 1) a meal shared as a family unit; 2) communication games; 3) time for couples or buddies; 4) a self-help parent group; 5) a youth support group; 6) one-on-one quality interaction; and 7) a fixed lottery in which each family wins once. Families graduate at the end of 10 weeks.</p>	<p><b>Program to watch:</b> Nonexperimental methods used to evaluate 1,030 parents from 152 FAST cycles between 2002 and 2007 (nationwide) and 1,153 youth.</p> <p><b>Data sources:</b> Pre- and post-tests aligned with the programs’ goals were given to both parents and youth.</p>	<p>Statistically significant improvements in classroom behavior, home behavior, self-esteem, family-closeness, parental involvement in school, and reduction in social isolation.</p>	<ul style="list-style-type: none"> <li>■ Fidelity to model</li> <li>■ High quality and devoted staff</li> <li>■ Professional development for staff</li> <li>■ Program models allow flexibility to adapt to individual needs of the community</li> <li>■ Student/family collaboration</li> </ul>
<p><b>Project Morry</b></p>	<p>Middle school students</p>	<p>Year-round youth development organization that provides comprehensive services to each individual child, anchored by a residential camp experience.</p>	<p><b>Program to watch:</b> Nonexperimental study followed cohort for 4 years.</p> <p><b>Data sources:</b> Quantitative questionnaires; qualitative surveys and interviews.</p>	<p>Boys showed a statistically significant drop in overall anger, overall scores for anger dropped, and scores for life effectiveness and protective factors increased.</p>	<ul style="list-style-type: none"> <li>■ Education system alignment</li> <li>■ Experiential learning</li> <li>■ Safe environment</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>

Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
<b>Project Venture</b>	Students in grades 5–8	Outdoors experiential youth development program designed for high-risk American Indian (AI) youth includes both classroom-based and outdoor experiential learning, adventure camps, wilderness treks, and community-oriented service learning.	<p><b>Program to watch:</b> Schools were randomly assigned; compares outcomes from 2 randomly chosen middle schools.</p> <p><b>Data sources:</b> The Center for Substance Abuse Prevention (CSAP) National Youth Survey was administered to both groups at baseline, 6 months after exit, and 18 months after exit. The CSAP tool assesses “actual” substance use as well as related risk and protective factors.</p>	Participants demonstrated significantly less of an increase in alcohol and drug use than nonparticipants.	<ul style="list-style-type: none"> <li>■ Focus on needs and interests of American Indian youth</li> <li>■ Safe environment</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>
<b>Policy Studies Associates (PSA) Study of Promising Afterschool Programs</b>	Students in grades 6–7	The programs offered a mix of age-appropriate enrichment and recreational activities, as well as tutoring and games designed to improve math and reading skills, community service, and arts opportunities.	<p><b>Stronger evidence of effectiveness:</b> The 2-year study followed approximately 3,000 low-income, ethnically diverse elementary and middle school students from 8 states in 6 metropolitan centers and 6 smaller urban and rural locations. The evaluation was designed to study relations between high-quality afterschool programs and academic and behavior outcomes for low-income students. In order to determine if selected afterschool programs were protective for children and youth at risk for social and academic problems, researchers compared outcomes for participants in the Program Plus vs. Low Supervision groups and Program Only vs. Low Supervision groups from baseline to Year 2.</p> <p><b>Data sources:</b> Surveys, standardized test scores</p>	Overall, a link was found between regular participation in high-quality afterschool programs and significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students, offsetting the negative impact of a lack of supervision after school. Positive academic and behavior outcomes were found for program plus and program only participants.	<ul style="list-style-type: none"> <li>■ Active programming</li> <li>■ Collaboration with schools</li> <li>■ Community partnerships</li> <li>■ High quality and devoted staff</li> <li>■ Peer support network</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>

<p><b>Quantum Opportunities Program</b></p>	<p>Youth in grade 9 (under the 67th percentile on 8th grade standardized tests) entering public high schools with high dropout rates (40% or higher).</p>	<p>Primarily an afterschool program providing case management and mentoring, supplemental education, developmental activities, community service activities, supportive services, and financial incentives. Supportive services include snacks, transportation assistance, and other services as needed, including child care, health and mental health services, and substance abuse treatment.</p>	<p><b>Stronger evidence of effectiveness:</b> Random assignment evaluation, conducted in 7 sites between 1995 and 2001. Data from 4 surveys was used to determine the impact of program participation on high school performance, graduation, postsecondary education or training, and risky behaviors as well as the fidelity of program implementation. About 1,100 eligible youth were randomly assigned to the statistically identical treatment or control group and followed for 5 years (1995–2000).</p> <p><b>Data sources:</b> Surveys, and standardized test scores.</p>	<p>Overall, QOP did not achieve its primary or secondary goals, however beneficial effects on high school graduation rates and college enrollment, for example, were found for some students, such as students who were 14 or under when entering 9th grade (“on-time” students) and for youth at the Cleveland, Philadelphia, and Washington, D.C. sites. Program implementation and outcomes varied across the 7 sites. Outcomes reported on include high school graduation rates, enrollment in postsecondary education or training, high school grades, test scores, and risky behaviors, as well as the fidelity of program implementation. There were no impacts found for youth at the Memphis, Tennessee; Fort Worth, Texas; Houston, Texas; Philadelphia, Pennsylvania; and Yakima, Washington sites.</p>	<ul style="list-style-type: none"> <li>■ Comprehensive services</li> <li>■ Fidelity to model</li> <li>■ Financial incentives</li> <li>■ Personal relationships with staff</li> <li>■ Structured program</li> </ul>
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Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
Seeds to Success	Students ages 14–18; Participants must have an IEP and attend Woodbury, Paulsboro, and Glassboro High Schools as well as an alternative school for special needs youth, Bankbridge Regional School. One third of the students in the summer program come from the Bankbridge Regional School.	Programming is delivered in-school, afterschool and during the summer. Seeds to Success is comprised of two in-school components, FUNDamental Finance (a financial basics course and assessment) and Jersey Fit (a healthy lifestyles and fitness course and assessment) and an 8-week summer farm stand work readiness component.	<b>Program to watch:</b> The evaluation was non-experimental and conducted internally without a control group.  <b>Data sources:</b> Pre- and post- tests.	The key findings for the evaluation reflect participant improvements in money management and banking skills, understanding of healthy lifestyle practices, developing workforce readiness skills, utilizing resources, working with others, using information, understanding systems, and working with technology.	<ul style="list-style-type: none"> <li>■ Active programming</li> <li>■ Community support</li> <li>■ Education system alignment</li> <li>■ Experiential learning</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>
<b>Work Ready Summer Internships (Formally the Summer Career Explorations Program)</b>	Teens in Philadelphia and Delaware counties in Pennsylvania and Camden, New Jersey are eligible.	Each summer, between 20-28 participating agencies provide youth with paid, real-work experience coupled with academic and career-related adult support through agency staff and college-age monitors who provide twice-weekly mentoring sessions.	<b>Stronger evidence of effectiveness:</b> Experimental and nonexperimental. Youth were randomly assigned to either the treatment or control group.  <b>Data sources:</b> Baseline survey, 3-month, and 1-year follow up interview with high response rates.	Positive outcomes were reported for short-term outcomes (provide teenagers with jobs, the means to earn money and be productively engaged during their summertime school break, provide teens with supportive adult contact). The intermediate outcomes (exhibit stronger orientation toward college, increase employment rates of participants after leaving the program, foster better attitude toward work or work readiness) were not met.	<ul style="list-style-type: none"> <li>■ Active programming</li> <li>■ Experiential learning</li> <li>■ Financial incentives</li> <li>■ Supportive adult relationships</li> </ul>

<p><b>Summer Search</b></p>	<p>High school students</p>	<p>Weekly mentoring sessions with highly trained staff mentors, from sophomore year to high school graduation. Two summer experiential education programs after the sophomore and junior years. College advisory services such as finding a college, applying to it, and applying for financial aid, are offered throughout the high school years along with an alumni support network.</p>	<p><b>Stronger evidence of effectiveness:</b> Study included a baseline and mid-program survey that was administered to a sample of 832 accepted and rejected applicants. The mid-program survey examined how accepted/continuing students one year into the program differed from students who dropped out or were rejected.</p> <p><b>Data sources:</b> Baseline and mid-program survey.</p>	<p>Overall, findings indicate that Summer Search did select students with higher academic and behavior outcomes, however significantly more accepted students had more family hardships (parental divorce, loss of job, or illness). Additionally, continuing youth perceived an increase in the amount of support in their lives and increased positive school-related behaviors (making good grades, taking college prep classes, studying, participating in sports, and participating in school clubs and activities). Information on statistical significance was not provided.</p>	<ul style="list-style-type: none"> <li>■ Experiential learning</li> <li>■ Personal relationships with staff</li> <li>■ Focus on needs and interests of youth</li> </ul>
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Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
<p><b>The After School Corporation (TASC)</b></p>	<p>Students in grades K-12</p>	<p>Programming includes academic enrichment, homework assistance, the arts, and recreation. Programs are run by a full-time site director and run until 6pm. The main objectives taken on by TASC programs are to help students build academic skills and to expose students to positive new experiences.</p>	<p><b>Stronger evidence of effectiveness:</b> The 2004 4-year quasi-experimental evaluation sought to determine if TASC services were meeting high expectations for quality, if students were benefitting from participation in TASC, and the practices associated with the greatest benefits for students. Participants were compared to nonparticipants at TASC and non-TASC schools.</p> <p><b>Data sources:</b> Surveys, site visits, and a review of administrative records. The 2007 report examined long-term effects of program participation on high school performance.</p>	<p>Overall, the 2004 study determined that TASC recruited a high number of students from schools with high enrollment of students at risk of education failure, retained the students and encouraged high levels of attendance for the students. Data from Year 4 indicated that the majority of site coordinators had a Bachelor's degree, the majority of projects had strong relationships with host schools, and the majority of principals reported alignment with curriculum and TASC programming.</p> <p>Overall, the 2007 study found positive outcomes in high school attendance and credit accumulation for former middle school TASC participants, compared to both matched and comparison groups.</p>	<ul style="list-style-type: none"> <li>■ Collaboration with schools</li> <li>■ Community partnerships</li> <li>■ High quality and devoted staff</li> <li>■ Provides choices for participants</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> <li>■ Supportive adult relationships</li> </ul>

**Upward Bound  
Math-Science  
(UBMS)**

Students in grades  
9–12

Grants are awarded to 2- and 4-year colleges and universities to operate UBMS projects, which are intensive hands-on science and math projects that include access to outside speakers and opportunities for field trips. A 6-week summer program including lab science and pre-calculus is also offered.

**Stronger evidence of effectiveness:** The Mathematica quasi-experimental report selected a random sample of students who participated in UBMS between 1993 and 1995 at 74 (out of 81 total) projects and compared them to similar UB participants and applicants. The RTI report presented data on postsecondary enrollment rates for participants who were expected to graduate high school during the 2004-05 academic year and examined a full cohort of those UBMS participants over a 6-year period.

**Data sources:** The Mathematica and RTI studies used the same baseline data. The baseline data was collected using high school transcripts and surveys and included demographic and family characteristics, participation in other precollege programs, and 9th grade academic achievement in math, science, and overall.

**Mathematica:** Surveys and high school transcripts.

**RTI:** Annual Performance Report (APR), financial aid database, TRIO and National Center for Education Statistics (NCES) databases.

**Mathematica:** Improved high school grades in math and science, increased the likelihood of taking chemistry and physics in high school, increased the likelihood of enrolling in more selective 4-year institutions, increased the likelihood of majoring in math and science, and increased the likelihood of completing a 4-year degree in math and science.

**RTI:** Significant positive outcomes for UBMS participants in postsecondary enrollment of participants. The report emphasizes that as length of participation in the program increased, college enrollment rates increased for UBMS participants.

- Active programming
- Collaboration with a postsecondary institution
- Education system alignment
- Focus on minority achievement
- High quality and devoted staff
- Small learning communities
- Structured program
- Student-centered programming

## Matrix of ELO Programs, Outcomes, and Elements of Success (cont.)

Program	Student Population	Description	Evaluation Strength and Description	Outcomes	Elements of Success
<b>Urban Alliance (UA)</b>	High school students	Provides internship opportunities throughout the entire year. Students also receive a professional mentor, skill building workshops, college/career planning, and a 3:1 matched savings account through Capital Area Asset Building, a financial education Community Based Organization (CBO). Additionally, UA provides job opportunities in the health field for high school graduates through their Health Alliance (HA) program, and they provide a Graduate Services program.	<p><b>Program to watch:</b> Nonexperimental; all program participants from 2005-07 made up the “sample” and were assessed at 4 points during the year on hard job skills (faxing, data entry, researching, taking notes) and soft job skills (more fluid abilities that make a person successful in the workplace including professionalism, communication, job competency and development of personal responsibility and goal setting).</p> <p><b>Data sources:</b> Baseline and 3 follow-up skills assessments.</p>	The findings indicate that students increased basic, intermediate, and advanced “hard skills” and generally increased “soft skills.”	<ul style="list-style-type: none"> <li>■ Active programming</li> <li>■ Clear, sequenced structure</li> <li>■ Community partnerships</li> <li>■ Experiential learning</li> <li>■ Financial incentives</li> <li>■ Highly quality and devoted staff</li> <li>■ Relevant work experience</li> <li>■ Supportive adult relationships</li> </ul>
<b>Woodcraft Rangers</b>	Students in grades K–8	The afterschool program begins with a homework clinic, snack time and a fitness period. Students also participate in Clubs, which run for 8 weeks at a time and meet 2 to 5 days a week. Each Club has a specific theme in categories of sports/fitness/recreation, visual and performing arts and academics. Reading, writing, and math exercises are woven into the Club activities. Students also have access to field trips.	<p><b>Stronger evidence of effectiveness:</b> Quasi experimental and nonexperimental; test scores and parent focus groups used (state-wide and localized measures). Surveys were given to all students, and 377 filled out both pre- and post-surveys, so they were considered the “sample.” Comparison groups were determined at the end of the year in order to allow all students the choice of participating or not in the program.</p> <p><b>Data sources:</b> Participant tracking database, focus groups, standardized tests, pre- and post-surveys, and supervisor reported assessments.</p>	Findings indicate that participants significantly improved or maintained their school attendance, learning skills and attitudes, student engagement, academic performance, grade point average, and pro-social interests and behavior between Spring 2004–05 and Spring 2005–06.	<ul style="list-style-type: none"> <li>■ Personal relationships with staff</li> <li>■ Provides choices for participants</li> <li>■ Structured program</li> <li>■ Student-centered programming</li> </ul>