

**SAN FRANCISCO UNIFIED  
SCHOOL DISTRICT**

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Program Evaluation &  
Research Unit

Evaluation  
Report

**Targeted Students  
After School  
Programs**

2009-2010

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## EXECUTIVE SUMMARY

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In this *Targeted Students After School Programs* evaluation report, there are three guiding questions: 1) What evidence is there to suggest that after school programs are having an impact on targeted student populations mathematic and language arts outcomes? 2) Do sites create a safe learning environment for students? 3) Do students get to engage in a variety of activities that account for the various cultural, language, and learning style differences?

### SUMMARY OF FINDINGS

- The Targeted Students After School Programs served their targeted population of students with high needs for assistance: 33.3% of students were African American, 13.5% were Latino, 41.4% were English Language Learners, and 88% qualify for free and reduced lunch.
- Students who participated in the Targeted Students After School Programs showed an increase in English Language Arts scores on the California Standards Test. Mathematics scores on the California Standards test showed some decline.
- Grade point average for African American, Latino, and Samoan students showed an increase a statistically significant increase.
- Grade point average for high school students closest to graduation who participated in the Targeted Students After School Programs also showed a statistically significant increase.
- All students who participated had access to a variety of high quality activities from sports and the arts to longer fieldtrips.
- All students were supervised and provided with a safe and structured environment.
- Although African American and Latino students compose a significant portion of the Targeted Students After School Programs numbers have been steadily decreasing as part of the Consent Decree Population.

## **PROGRAM DESIGN**

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### **PROGRAM DESCRIPTIONS**

According to The Afterschool Alliance and countless research studies, the hours between 3 p.m. and 6 p.m. on school days are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and other risky behaviors. By contrast, students who participate in after school programming have better academic outcomes, better social and emotional outcomes, better health and wellness outcomes, and reduced risk of delinquency, drug use, and risky sexual activity. In addition, parents with students in afterschool programs are less stressed, have fewer unscheduled absences and are more productive at work (After School Alliance, 2009).

The Targeted Students After School Programs are a set of community-based afterschool programs that attempt to engage youth in academics, increase their exposure to a variety of activities, and provide students with a safe space. These programs include the Citywide Tutorial Program, Ingleside Community Center, Ella Hill Hutch Community Center, and Providence Opportunity Program.

#### **CITYWIDE TUTORIAL PROGRAM**

The San Francisco Citywide Tutorial program is an after school program that operates two hours after school Monday through Thursday. Tutorial sites were located in or near community housing to serve some of San Francisco Unified School District targeted populations, including African American, Latino, and English Language Learners. Citywide Tutorial serves students from Ingleside, Bayview/Hunter Point, Western Addition, Crocker/Amazon and Chinatown. The mission of the program is to assist students with homework and to provide extended learning opportunities in the areas of reading, writing, math, and science.

#### **INGLESIDE COMMUNITY CENTER**

Ingleside Community Center is a faith-based after school program that provides after-school tutoring for underserved students who live in the Oceanview, Outer Mission, Lakeview and Ingleside areas. Students receive homework assistance and a rigorous program in Reading and Mathematics to supplement SFUSD school curriculum. In addition, the program takes students on several enrichment activities throughout the year during school break times.

#### **ELLA HILL HUTCH COMMUNITY CENTER**

The Ella Hill Hutch Community Center has a variety of programs which serve San Francisco Unified School District students between the ages 6 - 19 who live in the Western Addition. Programs include an onsite tutoring program, youth basketball, culinary arts, and dance lessons. In addition, Ella Hill Hutch partners with other CBOs to provide programs such as business plan competitions, job placement activities, and college preparation activities.

#### **PROVIDENCE OPPORTUNITY PROGRAM**

The Providence Opportunity Program provides mentoring services to targeted students from elementary, middle and high school in the San Francisco Unified School District. The focus is on increasing the academic achievement, the attendance rate, and decreasing the suspension rates for non-expulsionable offences for students involved in the program. Program activities include: tutorial services/homework assistance; one-on-one counseling; parent participation meetings, school and home visits, and mentor training. Providence students are taken by referral and often have unique circumstances that put them at risk to graduate high school.

## **PROGRAM OBJECTIVES**

The *Targeted Students After School Programs* have three main programmatic goals:

1. To increase academic achievement and engagement in learning through tutoring, homework assistance, and extra practice in language arts and math.
2. To provide a safe space after school where students can engage with one another and caring adults.
3. To provide under achieving students exposure to extra curricular opportunities such as sports, dance, environmental science, and computers.

## **PROGRAM STRATEGIES AND ACTIVITIES**

Recent research on successful after school programs suggests that they can and should include a wide variety of activities and foci. However, there are three components that must be included for positive youth outcomes: (a) access to and sustained participation in the program(s) (American Youth Policy Forum, 2006); (b) quality programming and staffing (Grossman Et. al., 2007); (c) a strong partnership between the program(s) and other places of students learning such as the school, the family, and other community services (Kakli Et. al., 2006).

The program strategies and activities of the *Targeted Students After School Programs* for youth in the San Francisco Unified School District serve to address and support:

*Increased Academic Achievement.* The first focus is on academic achievement. All sites offer one-on-one or small group tutoring and homework assistance. Additionally, Citywide Tutorial and Ingleside Community Center provide extra practice and emphasis on Language Arts through Xtra Weekly and Math through an on-site math specialist.

*Increased Student Engagement in Learning.* Students who are engaged in learning have higher attendance rates, less tardiness, and a better attitude toward school and higher educational aspirations (Harvard Family Research Project, 2008). Providence Opportunities Program and Ingleside Community Center offer project based learning activities that engage students in learning outside the classroom through activities such as building robots, computer modeling, and internships.

*Safe Space for Students.* All sites have building facilities to house students during rain or shine. Sites are staffed by a variety of adults including SFUSD school teachers, SFUSD retired teachers, paraprofessionals, coaches, clergy and community volunteers. All sites provide students with healthy snacks or a hot meal after school. All sites focus on the safety of students in their care and relationships between adults and students in the program.

*Enrichment Activities.* All sites attempt to expose students to activities that they may not have regular access to through school-based programming. Sites take students to museums, to working farms, and on camping trips. Some sites have on-site programs such as youth basketball, dance, music, and culinary arts.

# EVALUATION DESIGN

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## EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as surveys, open-ended response questions and one-on-one interviews. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation questions.

## EVALUATION OBJECTIVES

The design of this evaluation examines the program objectives, which are: to increase academic achievement and engagement in learning, to provide a safe space after school, and to provide under achieving students exposure to extra curricular opportunities.

Using these objectives as the guide, the evaluation is designed to address the following sets of questions:

- 1) What evidence is there to suggest that after school programs are having an impact on target student populations mathematic and language arts outcomes?
  - Do sites provide one-on-one or small group tutoring and homework assistance?
  - Do students have access to quality academic programming?
  - Do programs have a positive impact on student learning outcomes in language arts and math?
  
- 2) Do sites create a safe learning environment for students?
  - Do students have positive relationships with adults?
  - Do students have positive relationships with one another?
  - Are students provided with appropriate supervision?
  - Do students have access to healthy food choices?
  
- 3) Do students get to engage in a variety of activities that account for the various cultural, language, and learning style differences?

## DATA COLLECTION METHODS

To assess the success of the implementation and impact of the *Targeted Students After School Programs* four data collection methods were used: (1) Site Observations and Monthly Meetings, (2) Document Review, (3) Mid-Year/End-of-Year Surveys and (4) Changes in GPA and CST scores based student HO#s.

- *Site Observations & Monthly Meetings*

The program evaluator visited all program sites to observe students at the sites and gauge the appropriateness of site activities. In addition, program coordinators usually met with their staff/mentors and site coordinators about once a month. The program evaluator also attended these meeting to learn about the progress programs were making toward their goals and challenges they were facing.

- *Review of Program Documents*

Program documents were reviewed to gain an understanding of the preparation program staff received, to keep a record of activities that students and families were invited to attend, to understand site coordinator reflections on the development of their students, and to keep track of attendance. Documents reviewed included staff contracts and handbook, books from the book group, monthly student rosters, monthly site reports, meeting agendas, large event agendas, and program advertisements.

- *Mid-Year & End-of-Year Surveys*

Surveys were administered by program coordinators to students and families after large programs or events. The survey design was a short satisfaction survey to collect parent and student feedback to improve programming. The coordinator allowed the program evaluator to examine these surveys which are the basis for the formative and summative evaluation of the program.

- *CST & GPA*

Each student participating in the *Targeted Students After School Programs* is provided a student ID number from the district called an HO Number. This number allows the program evaluator to track the students' progress on formative and summative assessments as they are used by the school district. Using district databases and the student HO Number, the program evaluator will be able to track any possible impact of programming on student GPA for students in 6<sup>th</sup> grade or higher and CST for 2<sup>nd</sup> grade or higher.

## DATA ANALYSIS

Each aspect of the evaluation design provides information for triangulation. Interviews allow the program evaluator to understand how teachers and schools were using the program, student and teacher involvement in the programs, and the alignment of the contracted services to the delivery of services. Qualitative data are used to gather a summative view of student performance after the service intervention. All quantitative analyses were performed on SPSS 18.0.

## EVALUATION FINDINGS

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This section of the report is organized around the findings of the *Targeted Students After School Programs* evaluation. Guided by the following questions: 1) What evidence is there to suggest that after school programs are having an impact on targeted student populations mathematics and language arts outcomes, 2) Do sites create a safe learning environment for students, 3) Do students get to engage in a variety of activities that account for the various cultural, language, and learning style differences.

### QUANTITATIVE FINDINGS

#### Population

The Targeted Students After School Programs serve students primarily from the Bayview Hunters Point, Western Addition, Chinatown, and Ingleside areas although all SFUSD students are welcomed to attend. Students in the programs are quite diverse and represent all backgrounds. The primary populations served by these programs are African American, Latino, and Chinese. All grades are served by the programs as well.

ETHNICITY 2009-10

	Count	Percent
American Indian	2	.8%
Arabic	1	.4%
Black	79	33.3%
Chinese	90	38.0%
Decline to State	7	3.0%
Filipino	8	3.4%
Japanese	1	.4%
Korean	1	.4%
Other Non-White	10	4.2%
Other White	2	.8%
Samoan	4	1.7%
Spanish Surname	32	13.5%
<b>Total</b>	<b>237</b>	<b>100.0%</b>

GRADE 2009-10

	Count	Percent
K	24	10.1%
1	28	11.8%
2	35	14.8%
3	34	14.3%
4	22	9.3%
5	26	11.0%
6	18	7.6%
7	11	4.6%
8	9	3.8%
9	13	5.5%
10	5	2.1%
11	3	1.3%
12	9	3.8%
<b>Total</b>	<b>237</b>	<b>100.0%</b>



Targeted Students After School Program participants generally fit within the highest needs groups of students affected by the achievement gap in San Francisco Unified. These students qualify for free or reduced lunch at rates that do not match the district. They also have English Language difficulties.

### LANGUAGE FLUENCY 2009-10

	Count	Percent
English	103	43.5%
Fluent	13	5.5%
Limited English	98	41.4%
Reclassified/ Redesignated	23	9.7%
<b>Total</b>	<b>237</b>	<b>100.0%</b>

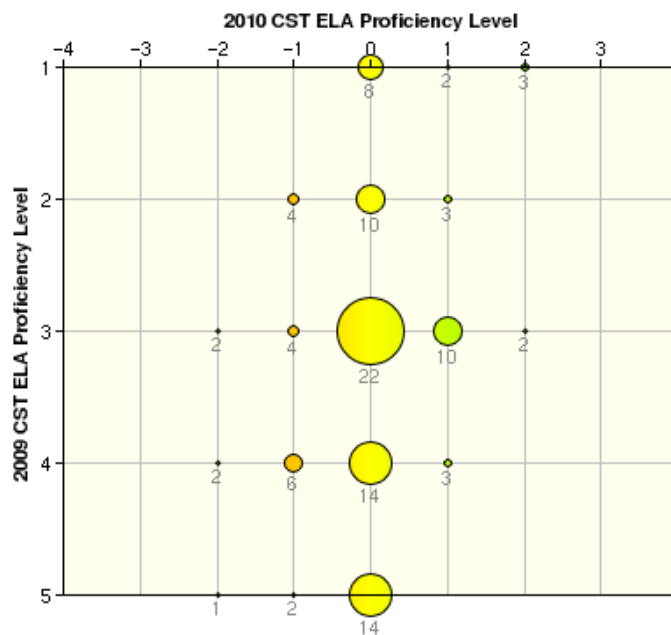
### SOCIOECONOMIC 2009-10

	Count	Percent
No	28	11.8%
Yes	209	88.2%
<b>Total</b>	<b>237</b>	<b>100.0</b>

### California Standards Tests

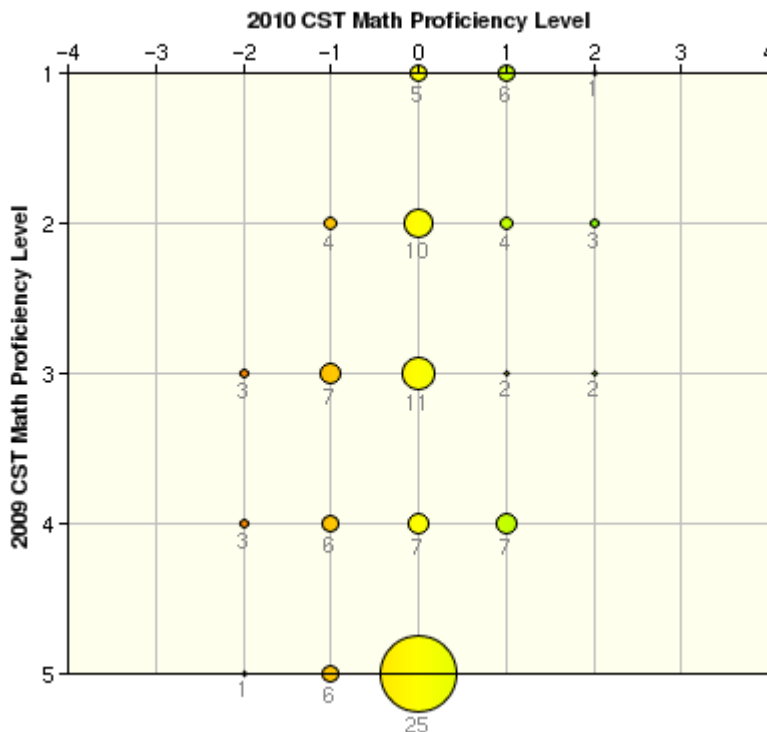
Approximately 237 students were served by the Targeted Students After School Programs during the 2009-10 school year, because many of these students are in elementary grades they will not have GPA scores because standards based report cards are used. In lieu of GPA changes in student proficiency on the CST for English Language Arts and Math will be used.

Matched English Language Arts test scores were available for 112 students who participated in the Consent decree programs. The pivot table chart and table below state that 20% of students gained at least one proficiency level, 61% remained the same, and 18% of students decreased at least one proficiency level.



	-4	-3	-2	-1	0	1	2	3	4	Total
Far Below Basic					8 12%	2 11%	3 60%	0 0%	0 0%	13 12%
Below Basic				4 25%	10 15%	3 17%	0 0%	0 0%		17 15%
Basic			2 40%	4 25%	22 32%	10 56%	2 40%			40 36%
Proficient		0 0%	2 40%	6 38%	14 21%	3 17%				25 22%
Advanced	0 0%	0 0%	1 20%	2 13%	14 21%					17 15%
<b>Total Students:</b>	<b>0 0%</b>	<b>0 0%</b>	<b>5 4%</b>	<b>16 14%</b>	<b>68 61%</b>	<b>18 16%</b>	<b>5 4%</b>	<b>0 0%</b>	<b>0 0%</b>	<b>112 100%</b>

Matched Mathematics test scores are available for 113 students who participated in the Consent decree programs. The pivot table chart and table below state that 22% of students gained at least one proficiency level, 51% remained the same, and 26% of students decreased at least one proficiency level.



	-4	-3	-2	-1	0	1	2	3	4	Total
Far Below Basic					5 9%	6 32%	1 17%	0 0%	0 0%	12 11%
Below Basic				4 17%	10 17%	4 21%	3 50%	0 0%		21 19%
Basic			3 43%	7 30%	11 19%	2 11%	2 33%			25 22%
Proficient		0 0%	3 43%	6 26%	7 12%	7 37%				23 20%
Advanced	0 0%	0 0%	1 14%	6 26%	25 43%					32 28%
<b>Total Students:</b>	<b>0 0%</b>	<b>0 0%</b>	<b>7 6%</b>	<b>23 20%</b>	<b>58 51%</b>	<b>19 17%</b>	<b>6 5%</b>	<b>0 0%</b>	<b>0 0%</b>	<b>113 100%</b>

Results suggest that students in Targeted Students After School Programs are maintaining well and making gains in English Language Arts. They are falling slightly behind in Mathematics.

### Grade Point Average

Grade Point Average, GPA, is available for middle and high school students who participated in the Consent Decree Programs. The average mean of these students increased from the 2008-09 to the 2009-10 school year. Below you will find the breakdown of GPA by ethnicity and grade level.

<b>GPA BY ETHNICITY</b>			
ETHNICITY		GPA 2009	GPA 2010
Arabic	Mean	.4000	.3300
	N	1	1
	Std. Deviation	.	.
<b>Black</b>	Mean	<b>1.8379</b>	<b>1.9066</b>
	N	28	32
	Std. Deviation	.92937	1.11839
Chinese	Mean	3.2400	3.0600
	N	7	14
	Std. Deviation	.90239	.93936
Decline to State	Mean	.4000	2.6450
	N	1	2
	Std. Deviation	.	.34648
Filipino	Mean		1.4000
	N		2
	Std. Deviation		.28284

Korean	Mean	3.8000	2.9000
	N	1	1
	Std. Deviation	.	.
Other Non- White	Mean	3.0900	2.6000
	N	3	3
	Std. Deviation	.64211	.91652
Other White	Mean	3.3300	3.6700
	N	1	1
	Std. Deviation	.	.
<b>Samoan</b>	Mean	<b>2.4650</b>	<b>2.9200</b>
	N	2	2
	Std. Deviation	.19092	.35355
<b>Spanish Surname</b>	Mean	<b>.6000</b>	<b>1.9143</b>
	N	2	7
	Std. Deviation	.00000	1.12462
<b>Total</b>	Mean	<b>2.1189</b>	<b>2.2443</b>
	N	46	65
	Std. Deviation	1.13492	1.13698

GPA BY GRADE LEVEL			
GRADE		GPA09	GPA10
6	Mean		2.5050
	N		18
	Std. Deviation		1.00122
7	Mean	<b>1.6400</b>	<b>1.8256</b>
	N	10	9
	Std. Deviation	1.02328	1.14919
8	Mean	2.2750	2.0589
	N	8	9
	Std. Deviation	1.35198	1.21438
9	Mean	1.8492	1.4683
	N	12	12
	Std. Deviation	1.13254	1.05267

10	Mean	<b>2.6775</b>	<b>2.7460</b>
	N	4	5
	Std. Deviation	1.30742	1.46683
11	Mean	<b>2.4900</b>	<b>2.9900</b>
	N	3	3
	Std. Deviation	1.05228	.53675
12	Mean	<b>2.5000</b>	<b>2.8344</b>
	N	9	9
	Std. Deviation	.99760	.83367
Total	Mean	<b>2.1189</b>	<b>2.2443</b>
	N	46	65
	Std. Deviation	1.13492	1.13698

GPA for students in the target population served by the Targeted Students After School Programs increased. African Americans, Samoans, and Latinos all saw increases in their GPA means. African American and Samoan high schools students have higher GPAs than those of their district counterparts.

## QUALITATIVE FINDINGS

Based on site observations, monthly meetings, and monthly report reviews, ample qualitative data was available about the role community-based after school programs played for their students. All sites provided tutoring or provided access to tutoring based on their mission. Students in the Citywide Tutorial Program and at the Ingleside Community Center had additional access to a math tutor and a reading specialist that came to sites twice a week. Citywide Tutorial sites also had access to Xtra Weekly, an online language arts complementary program that site coordinators were required to use with students to increase language arts exposure.

All sites were observed to have appropriate supervision of students and provided safe spaces for them. Smaller sites such as Providence, Ping Yuen, and Tindley usually had the site coordinator, tutorial staff, and volunteers while larger sites like Ingleside and Ella Hill Hutch had security on site in addition to program staff. Students had access to many adults and teachers for tutoring and mentoring. At several programs mentors and tutors attracted a small group of students with whom they connected. All sites provided students with a snack after school and Ingleside Community Center and the San Francisco Christian Center provided students with hot meals several days a week after school. Snacks generally included a piece of fruit and a granola bar or animal crackers.

Based on the differences in the programs, students were engaged in a variety of activities at after school programs. The Tindley Music Academy offers piano lessons to its after school students. The San Francisco Christian Center has sports and a girls group available to students. Ingleside and Ella

Hill Hutch have basketball and dance available to students. Ingleside, for example, took students to a working farm and on an overnight camping trip during the year. Students had access to non competitive activities such as bowling, modeling, and recreational sports as well as the arts through museums and music.

The benefits of community-based after school programming are evident from two incidents that occurred in the 2009-10 year where the after school program was able to intervene where schools did not. In one case, two students, a brother and sister, became homeless right before Christmas. The situation was complicated by the fact that the sister was near eighteen years old and then would be considered an adult. The Providence Opportunity Program staff and mentors worked within the community and church base to find a family shelter that would take both the brother and sister and not separate them nor make the sister leave once she turned eighteen. This allowed the sister to care for her brother and have a place to stay until she could graduate from high school in June. The sister was on track to go to college and the Providence staff was working with her to create a plan for the brother so that the sister did not defer college enrollment to take care of her brother.

In another incident Citywide Tutorial staff intervened on behalf of an immigrant family that was not receiving appropriate services. Tutorial staff at one Citywide after school site noticed that a student did not seem to be making appropriate progress on her school work. The site raised this issue at a monthly meeting and referred it to the program evaluator and Special Assistant to the Superintendent for review. It was determined based on CELDT data and report card data that the student was making no progress at all and had not since she entered the district in kindergarten. All parties involved were concerned that the student had been passed along and never tested for special service needs. Based on the tutorial staff discovery, a meeting occurred between the Citywide Tutorial program director, the Special Assistant to the Superintendent, and the school principal to develop a shared plan for the student as she entered sixth grade.

**LIMITATIONS OF THE DATA**

Because of the nature of afterschool program, the best indicators of their success are more qualitative than quantitative. After school programs are designed for safety, enrichment, and homework assistance. In so far as, homework completion impacts GPA and readiness for the CST, these indicators are fine measures of student progress. However, caution is recommended when examining these quantitative factors alone as both are more highly impacted by teacher instruction.

**COST ANALYSIS**

The Targeted Students After School Programs each have separate contracts and separate student populations. Each contract is listed separately below. The total cost of the contracts was \$195,000. The following is the cost per student based on the number of students served:

Citywide Tutorial Program	\$100,000
Ella Hill Hutch Community Center	\$45,000
Ingleside Community Center	\$25,000
Providence Opportunity Program	\$25,000
Total Number of Students Served	237
Total Cost Per Student	\$822.78

## ISSUES TO CONSIDER FOR CONTINUAL IMPROVEMENT

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### *Process Recommendations*

- ***Program Coordinators should make more efforts to connect with underserved populations across the district.*** Although African American and Latino students compose a significant portion of the Targeted Students After School Programs numbers have been steadily decreasing as part of the total population. This may be because of the decrease of minorities in the SFUSD.
- ***Program Coordinators should make more efforts to connect with middle and high school students across the district.*** Targeted Students After School Programs serve all grades but the number of high school students drops significantly. However, at risk high school students seem to benefit greatly from involvement in these programs.

### *Evaluation Recommendations*

- ***Program Directors should make more efforts to connect site coordinators and get rosters that provide student attendance and dosage.*** Although all site collect student attendance. Program Evaluation and Research still has difficulty getting dosage from all site coordinators. The number of hours or days served would assist with the quality of the evaluation.

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## APPENDIX

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