



# How can (and should) we assess high-quality afterschool interventions?



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## Assessment in Any Context Has Important Considerations

- Is there Validity?  
*(Measuring What We Want)*
- Is there Reliability?  
*(Consistency)*
- Is it Feasible?  
*(Cost, Logistics, and Effort Workable)*
- When Do We Need It?  
*(Formative and Summative Timelines)*





# Types of Assessment

| <b>Desired Measurement</b>              | <b>Method of Assessment/Data Collection</b>       |
|---|---|
| Critical Thinking                       | Delphi method/ 'think-aloud' session observations |
| Problem-solving skills                  | Delphi method/ 'think-aloud' session observations |
| D/F/W rates for participants pre-/post- | Transcript inquiry                                |
| GPA (pre-/post-)                        | Transcript inquiry & student self-report          |
| Grade level                             | Transcript inquiry & student self-report          |
| Career Choice(s)                        | Student self-report                               |
| Content Knowledge                       | Self-reported                                     |
| Level of engagement                     | Self-reported                                     |
| Level of dependability                  | Self-reported                                     |
| Level of organization                   | Self-reported                                     |
| Communication Skills                    | Self-reported, Delphi method, & DoS               |



## NE STEM 4U Program

- Initiated at UNO in 2013
- Student-run, faculty-led program engaging youth in STEM areas
- Partnership between UNO, Collective for Youth, Beyond School Bells, and Omaha Public Schools
- Serve ~1,200-2,000 students K-8 annually



## What types of assessment can we use for sustainability of the program?

- Focus groups
- Interest matrix
- Surveys



## What types of assessment can we use for quality of the program?

- Surprise observations
- Video taping
- Audio recording
- Dimensions of Success or CLASS or another instrument



## What types of assessment can we use in an effort to maintain funding of the program?

- Focus groups
- Interest matrix
- Surveys
- Surprise observations
- Video taping
- Audio recording
- Dimensions of Success or CLASS or another instrument



## Discussion of strengths of these assessments:

- Objective metrics
- Collection of very broad types of data
- Provides live information
- Allows for longitudinal studies
- Can compare these results with NeSA scores, etc



## Discussion of weaknesses of these assessments:

- Expensive
- Time consuming
- What's the short-term and long-term output?
  - How will we make immediate vs. long-term changes based on assessment results?
  - How do we make “live” changes to programming that don't affect data collection?
  - How do we ensure adequate control vs intervention groups?



## **What do funders want? (Long-term sustainability)**

- Reliable, replicable data
- Objective evaluations in place
- Dissemination of the results- in some venue
- Translation across schools, districts, states

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Omaha



More information: <http://nebraskaomaha.orgsync.com/org/nestem4u>