

**CALIFORNIA AFTERSCHOOL OUTCOME MEASURES PROJECT
FIELD TEST FINDINGS
FEBRUARY 2012**

The University of California Irvine has completed a field test of an online toolbox that can be used to assess skill development and positive behavior in ASES-funded afterschool programs in California. Assessments were conducted at two points in the 2010-11 school year, first during fall 2010 and then in late spring 2011. More than 22,000 reports of student outcomes were obtained from classroom teachers, program staff, and students themselves at 196 sites in nine regions across the state. At the spring assessment, students also reported the quality of their experiences at the ASES programs.

KEY FINDINGS

The online toolbox is an easy-to-use, inexpensive method of assessing skill development and positive behavior.

- More than 90% of classroom teachers and program staff, and 80% of students reported the online toolbox was easy to read, easy to understand and easy to answer. On average, it required less than 10 minutes to complete the full battery of assessments.
- All of the assessments had excellent psychometric properties for the sample as a whole and for all subgroups (gender, grade level, ELL status, and FRL status).

Elementary and middle school students reported having high quality experiences at their ASES programs.

- 69% of elementary and 51% of middle school students reported positive relationships with program staff and satisfaction with program activities.
- 70% of elementary and 60% of middle school students reported positive relationships with peers.
- These reports compare favorably to those reported in a large multi-state study of high quality afterschool programs

Quality of experiences at ASES programs is linked to students' skill development and positive behaviors.

- Students who reported positive experiences with staff and activities at the ASES sites demonstrated better task persistence and social competence, according to their classroom teachers.
- Students who reported more positive experiences displayed better work habits, task persistence, social skills, and prosocial behavior (i.e. helping and caring for others), according to program staff. These students were also reported to be less aggressive.

Significant improvements in student performance were found between the fall and spring assessments.

- A significant gain in students' academic performance was found in the classroom teachers' reports.
- A significant decrease in students' aggressive behavior was seen in the classroom teachers' reports.
- A significant increase in students' prosocial behavior was evident in the program staff reports.