

# Research-to-Results

Child **TRENDS**

...Information about types of evidence-based programs and online resources for out-of-school time funders, administrators, and practitioners.

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## ONLINE RESOURCES FOR IDENTIFYING EVIDENCE-BASED, OUT-OF-SCHOOL TIME PROGRAMS: A USER'S GUIDE

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### PURPOSE

Child Trends produced this Guide to assist funders, administrators, and practitioners in identifying and navigating online resources to find evidence-based programs that may be appropriate for their target populations and communities.<sup>3</sup> The Guide offers an overview of 21 of these resources—11 searchable online databases, 2 online interactive summaries, and 8 online documents—that offer information on a range of evidence-based, intervention programs. These programs include, but are not limited to, out-of-school time programs. Issues to consider while reviewing these online resources and ways to determine where particular programs lie on a continuum of evidence are discussed.

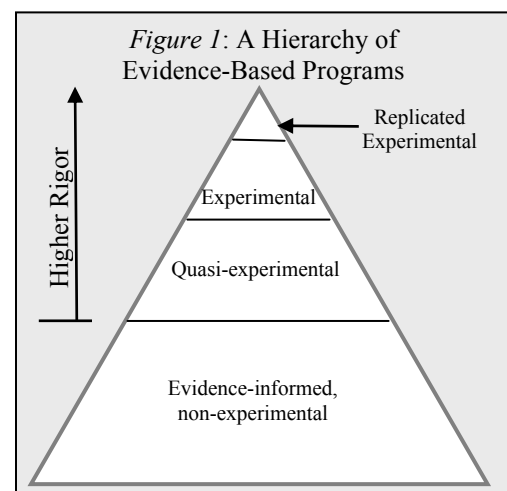
### WHAT IS AN EVIDENCE-BASED PROGRAM?

As the varied criteria described in this Guide make clear, there is no one, firmly established and universally accepted way to define evidence-based programs.<sup>4</sup> The determination of whether a program is evidence-based varies across government agencies, research organizations, and other entities dedicated to promoting evidence-based policy and practice. Some definitions are more stringent than are others.

Although it is generally acknowledged that random assignment experiments provide the strongest evidence of a program's impact, some researchers suggest that, to be deemed effective and highly rigorous, programs not only must be experimentally evaluated, but evaluations must be *replicated* and show evidence of *sustained* impacts.<sup>5</sup> Alternately, some researchers would argue for the inclusion of programs that have been evaluated using well-executed, quasi-experimental designs, and others see the benefits of expanding the definition to include evidence-informed programs.

As illustrated in *Figure 1*,<sup>6</sup> relatively few programs have had a replicated, long-term experimental evaluation; more programs have had one experimental evaluation.<sup>7</sup> Still more programs have had a quasi-experimental evaluation, while evidence-informed programs comprise the largest category. By evidence-informed, we refer to programs that are guided by child development theory, practitioner wisdom, qualitative studies, and findings from basic research.

A range of evidence exists within each of these categories as well. For instance, among experimentally-evaluated programs, some programs may be evaluated by an independent research investigator (higher rigor), whereas other programs may be evaluated by the research investigator who developed the program (lower rigor/less independence).



Online resources for identifying evidence-based, out-of-school time programs vary widely (see *Exhibit 1*). While we acknowledge the advantages of this diversity, we also recognize how confusing this might be to users. Thus, one of the aims of this brief is to assist users with sorting through these resources and their respective rating systems. However, because the goals and circumstances of users differ, we have not ranked the databases. Rather, users should select and consult those online resources most appropriate to their needs.

## OVERVIEW OF ONLINE RESOURCES

This review classifies online resources designed to inform the selection of evidence-based programs into three types: 1) searchable databases; 2) interactive program summaries; and 3) documents. *Table 1* offers information about each database, including facts about a) how many programs are included; b) whether program cost and contact information are included; c) which program outcomes are addressed; and d) how different levels of evidence are characterized. Online resources for identifying evidence-based programs differ widely in their focus and the criteria they establish (see *Exhibit 1*). Some sites will rate a particular program as evidence-based, and others will rate the same program as unproven. However, the needs and circumstances of users also vary considerably. The task is to draw from whichever resources relate best to the goals of users and to select programs that are best suited to the intervention context, population, and community. Examining evaluation findings and assessing the criteria used to rate the rigor of evaluation studies can help users make an informed decision and increase the likelihood of choosing an appropriate effective program.

### ***Exhibit 1: Varied Characteristics of Online Databases to Identify Evidence-Based Programs***

- 1. Inclusion and Exclusion Criteria.** Databases use different criteria for the programs that they include (and exclude), with some being more selective than others. For example, with the exception of [LINKS \(Lifecourse Interventions to Nurture Kids Successfully\)](#) and [Social Programs that Work](#), all databases exclude programs that are not effective or promising.
- 2. Definition of Evidence Level.** What one database designates as a *model* or highly effective program may be listed a *promising* program in another database. This inconsistency reflects variation in how different organizations define the term *evidence-based*. For example, one resource may solely include experimentally evaluated programs, whereas another resource may include programs evaluated using both experimental and quasi-experimental study designs. Finally, while some institutions use the term “model” to describe a program with the highest level of research evidence or scientific rigor, other institutions may use the term “exemplary”.
- 3. Breadth and Depth.** Databases also differ with regard to the quantity and quality of information they provide; for example, information about what resources are needed to implement the intervention – such as materials, space, staffing, and funding – may or may not be presented.
- 4. Flexibility of Search Methods.** The most flexible search methods are those that allow users to enter their own keywords and those that allow users to select multiple criteria at once to narrow a search. Seven out of eleven databases feature this search method.

5. **Search Terms.** Databases vary according to which keywords or criteria users can apply to narrow their search. A comprehensive list of these search terms, with corresponding databases, is provided in *Table 2: Guide to Search Terms*.
6. **Sponsors.** Sponsors of evidence-based program databases are most often federal agencies (such as the U.S. Departments of Education and Justice) or nonprofit research organizations or centers (including Child Trends and the Harvard Family Research Project).
7. **Live or Archived.** Some databases include information on evidence-based programs up to a certain year and not beyond that time. These databases are considered *archived*. As such, they will lack the most current program evaluations.

Below are some issues to consider when searching for evidence-based programs.

- **Engage in program planning with key community stakeholders.** For resources on planning and best practices, you may want to consult the [Child Trends'](#) series on implementing evidence-based practices in out-of-school time programs and Web sites such as the Center for Substance Abuse Prevention's [Center for the Application of Prevention Technology](#) (review their Strategic Prevention Framework) or the [University of Pennsylvania's Out-of-School Time Resource Center](#) (see their research page for a list of useful publications).
- **Identify short-term and long-term outcomes.** You may find it helpful to consult your logic model or theory of change to identify targeted outcomes. These are important tools that help ensure that your program has clearly articulated goals and outcomes. (If you or your organization has not developed these tools, consult this online document: [http://www.childtrends.org/Files/Child\\_Trends-2007\\_01\\_05\\_RB\\_LogicModels.pdf](http://www.childtrends.org/Files/Child_Trends-2007_01_05_RB_LogicModels.pdf)).<sup>8</sup>
- **Identify databases that address your targeted outcomes.** Once you know what outcomes you seek to improve, you are ready to begin selecting databases to search. Use Tables 1 and 2 to assist you in determining which databases will be most helpful.
- **Recognize that evidence-based programs for many outcomes of interest may not currently exist.** If you have searched the Internet but still cannot locate information on evidence-based programs addressing the outcomes that you seek to affect, this may indicate that such programs: a) have not been successful; b) have not been rigorously evaluated; or c) do not exist. If this latter situation is the case, you may want to shift the focus of your search to evidence-informed programs and/or promising practices that might help to bring about desired outcomes.
- **Search multiple databases (if possible).** Search results, ratings, and other information vary among databases. Comparing results from different databases can provide a better foundation upon which to select appropriate programs.
- **Keep searching—evidence-based ratings may change over time and new programs may be added.** New evaluation studies may change the level of evidence about a program. These studies can either provide support for the program or yield negative findings, thus showing mixed results. In addition, new programs may be added to the database. Online databases and registries are updated at varying rates. Some are updated on a routine basis, some are updated sporadically, and others never get updated, due to a lack of resources and/or funding. Therefore, before making a final decision about program selection, we suggest that you conduct a literature search and/or contact the program developer to find out whether any new evaluation studies have been done.

As you are identifying evidence-based programs, consider the following questions:

**QUESTION 1: Has the program been evaluated with your target population?** A target population is defined according to characteristics such as race/ethnicity, country of origin, gender, age, neighborhood characteristics, or socioeconomic status. This question is important to consider because an intervention that has been found to be effective with one population may not be effective with another.

**QUESTION 2: Does the program address risk factors that are relevant to your target population and/or community?** For example, your target community may have a higher rate of teen parenthood than the average rate for the U.S. population as a whole. Thus, programs in this community might want to address risk factors for teen parenthood, even when their primary purpose is to prevent drug use or some other issue affecting the community. In truth, of course, many issues have overlapping or common risk factors.<sup>9</sup> Thus, the amelioration of one issue often corresponds with the amelioration of others.

**QUESTION 3: For the types of interventions you seek, what level of evaluation evidence or rigor is available?** In all databases, evaluations with *high rigor* use (at the minimum) an experimental research design—meaning that there has been random assignment to intervention and control group conditions. If you locate several programs that match your search criteria and that have been evaluated using random assignment studies, especially independent and replicated random assignment studies, you may not need to continue your search. Evaluations with high rigor are generally preferred over those with medium and low levels of rigor. However, when such evaluations are not available for your target outcome(s), or if available rigorously evaluated programs are not feasible (e.g., too costly), you may decide to select a program that has been evaluated with lower levels of rigor.

Evaluations with *medium rigor* include *pre-test/post-test* quasi-experimental designs with a comparison group, where random assignment to groups does not occur. Quasi-experimental evaluations with *low rigor* may measure the pre-test to post-test changes of intervention participants but do not compare these to the changes of a control or comparison group or compare the post-test scores of intervention and comparison group participants, without taking pre-test scores into account. Evidence-informed programs comprise the lowest level of evaluation rigor; therefore online resources for identifying evidence-based programs do not generally include programs of this type. (To view how various levels of evaluation rigor map onto the evidence classifications used by each online resource included in this review, see the last column of Table 1, entitled Evaluation Rigor.)

**QUESTION 4: Do desired outcomes match the achieved outcomes?** Some databases inform users of a program’s desired and/or intended outcomes without noting which outcomes have been achieved. Therefore, before program selection, you should review the evaluation findings.

**QUESTION 5: How long does it take to implement the program?** Individuals choosing a program should carefully consider and plan for the time needed for full implementation. For example, some programs require months for training and certification, whereas others only require a few days.

**QUESTION 6: Does the program have a manual or curriculum?** Not all evidence-based programs have guides or manuals containing lessons or activities designed to support implementation. However, if you wish to replicate a program (and obtain similar impacts), a manual or curriculum is invaluable. If the program you wish to implement lacks these guides, you may contact the principal investigator, program developer, or evaluator for further information. (Note: The online resources listed in this brief include programs both with and without manuals. One way to easily identify if a program has been manualized is to consult Child Trends’ LINKS database –program descriptions generally note whether the program has a manual and provide readers with a reference and/or a web address so that they may locate the manual.)

**QUESTION 7: Is the program active or is it no longer being implemented?** Programs that are currently being implemented are likely to provide better support for implementation and training. In addition, if a program is no longer active, there may be a reason why. For example, the program may have had problems with implementation, or it may not have been replicated outside of a controlled research environment. Implementing a program with fidelity can be very difficult without support. No databases contain current information on whether a program is still active, so it will be necessary to search the internet for this information or to contact the program developer.

**QUESTION 8: What resources are necessary to implement and sustain the program?** It is worth considering issues such as staffing requirements and the cost of the program, as well as the cost-effectiveness of the program, if this information is available.

### **SOME FOLLOW-UP STEPS**

**STEP 1: Assess requirements for implementing the program with fidelity.** To yield results comparable to the impacts obtained from prior evaluations, programs must be implemented with fidelity. This means that organizations must have the required materials, space, and any other resources necessary for full implementation.

**STEP 2: Determine whether implementation is feasible and sustainable.** Feasible and sustainable implementation benefits from strong community partnerships, effective leadership, stable sources of funding, and the appropriate organizational infrastructures. Keeping the program operational over time is vital to ensure that children and families continue to benefit from participation. Closing a program after it has operated for only a short time may not only hurt those it has served, but may also breed cynicism about similar efforts in the future.

**STEP 3: Develop an organized system for collecting data on program quality, implementation, and outcomes.** Collecting data on program quality and data on participation and fidelity to the model is imperative to assure that a program yields the same outcomes as the outcomes reported in the random assignment evaluation of the program. This effort may require instituting a software-based performance management system. (To obtain information on program quality, implementation, and evaluation, see *Table 3.*)

### **CONCLUSION**

This Guide is intended to serve as a resource for institutions and organizations that are seeking to identify new programs for their community and/or to broaden or improve their program offerings. It explains how to judge the rigor of evaluation studies and how to find a program that is likely to be effective for your target outcome(s), population, and community setting. If they target the right population and outcomes, and have a manual and other information needed for implementation with fidelity, programs evaluated with high rigor (those that use a randomized assignment experimental research design) should be prioritized over programs evaluated with medium and low levels of rigor and over evidence-informed programs. However, when experimental evaluations are not available or feasible, promising programs evaluated with lower levels of rigor can be selected.<sup>10</sup>

This document may be considered one piece of a larger *toolkit* necessary for understanding how to select, implement, and evaluate evidence-based programs and practices. The choice of the most useful database will vary depending upon the goals and circumstances of the user. Given the need for higher-quality programs and the current economic and political climate, knowing how to identify and select evidence-based programs adds value to any organization seeking to improve outcomes for children and youth.

**Table 1: Online Resources on Evidence-Based Programs**

Resource	General Information			Select Program Outcomes						Evidence Level Defined in Each Database		
	Cost Information	Program Contact Info	Number of Programs	Mental Health	Substance Abuse	Behavior Problems	Academic Achievement	Sexual Behavior	Physical Health	High Evidence Level	Medium Evidence Level	Low Evidence Level
<b>ONLINE DATABASES (Name, Sponsor, and URL)</b>												
<b>LINKS - Lifecourse Intervention to Nurture Kids Successfully</b> Child Trends <a href="http://www.childtrends.org/links">http://www.childtrends.org/links</a> <i>Updated regularly. Users may narrow search by selecting multiple criteria at once.</i>	Yes	Yes	364	*	*	*	*	*	*	All <sup>i</sup>	None	None
<b>NREPP - National Registry of Evidence-Based Programs and Practices</b> Substance Abuse and Mental Health Administration (SAMHSA) <a href="http://nrepp.samhsa.gov/">http://nrepp.samhsa.gov/</a> <i>Updated regularly. Users may narrow search by selecting multiple criteria at once.</i>	Yes	Yes	129	*	*	*	*	*	*	Effective	Model	Promising
<b>Promising Practices Network Programs that Work</b> Promising Practices Network on Children, Families and Communities, RAND Corporation <a href="http://www.promisingpractices.net/programs.asp">http://www.promisingpractices.net/programs.asp</a> <i>Updated regularly.</i>	Yes	Yes	68	*	*	*	*	*	*	Proven	Proven	Promising
<b>FindYouthInfo.gov Program Tool</b> FindYouthInfo.gov <a href="http://findyouthinfo.gov/DefaultSearch.aspx?sc=ProgramTool">http://findyouthinfo.gov/DefaultSearch.aspx?sc=ProgramTool</a> <i>Updated regularly.</i>	Yes	Yes	200	*	*	*	*	*	*	Level 1	Level 2	Level 3
<b>Ohio State CLEX Evidence-based Program Database</b> Ohio State Center for Learning Excellence (CLEX) <a href="http://cle.osu.edu/evidence-based-programs/">http://cle.osu.edu/evidence-based-programs/</a> <i>Programs updated until 2008. Users may narrow search by selecting multiple criteria at once.</i>	Yes	No	101	*	*	*	*	*	*	Evidence-based	Promising	None
<b>NDPC/N Model Programs</b> National Dropout Prevention Center/Network (NDPC/N) <a href="http://www.dropoutprevention.org/model_programs/default.htm">http://www.dropoutprevention.org/model_programs/default.htm</a> <i>Updated regularly.</i>	Yes	Yes	121		*	*	*	*		Strong	Moderate	Limited
<b>HFRP Out of School Time Database</b> Harvard Family Research Project (HFRP) <a href="http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database">http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database</a> <i>Updated regularly. Users may narrow search by selecting multiple criteria at once.</i>	Yes	Yes	132		*	*	*	*		No distinction	No distinction	None

<sup>i</sup> All programs included in *LINKS* have been evaluated experimentally. However this online resource includes programs found to have negative impacts or no impacts, as well as programs with positive impacts. *LINKS* users must review program summaries and/or *LINKS* syntheses (also available at [www.childtrends.org](http://www.childtrends.org)) to determine program effectiveness.

**Table 1: Online Resources on Evidence-Based Programs (continued)**

Resource	General Information			Select Program Outcomes						Evidence Level Defined in Each Database		
	Cost Information	Program Contact Info.	Number of Programs	Mental Health	Substance Abuse	Behavior Problems	Academic Achievement	Sexual Behavior	Physical Health	High Evidence Level	Medium Evidence Level	Low Evidence Level
<b>ONLINE DATABASES (Name, Sponsor, and URL)</b>												
<b>OJJDP Model Programs Guide</b> The Office of Juvenile Justice and Delinquency Prevention (OJJDP) <a href="http://www2.dsgonline.com/mpg/mpg_search.aspx">http://www2.dsgonline.com/mpg/mpg_search.aspx</a> Updated regularly. Users may narrow search by selecting multiple criteria at once.	Yes	No	209	*	*	*				Exemplary	Effective	Promising
<b>Western CAPT Best and Promising Programs</b> Center for Substance Abuse Prevention <a href="http://casat.unr.edu/bestpractices/search.php">http://casat.unr.edu/bestpractices/search.php</a> Programs updated until 2008. Users may narrow search by selecting multiple criteria at once.	Yes	Yes	140	*	*	*		*	*	Best	Promising	None
<b>Blueprints Model Programs</b> Center for the Study and Prevention of Violence <a href="http://www.colorado.edu/cspv/blueprints/index.html">http://www.colorado.edu/cspv/blueprints/index.html</a> Updated regularly.	Yes	No	31	*	*					No distinction	No distinction	None
<b>What Works Clearinghouse</b> U.S. Department of Education <a href="http://ies.ed.gov/ncee/wwc/publications/intervention/">http://ies.ed.gov/ncee/wwc/publications/intervention/</a> Updated regularly. Users may narrow search by selecting multiple criteria at once.	No	No	93	*	*					No distinction	No distinction	None
<b>INTERACTIVE ONLINE SUMMARIES (Name, Sponsor, and URL)</b>												
<b>Best Evidence Encyclopedia</b> John Hopkins University Dept. of Education <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> Updated regularly.	No	Yes	641			*	*			Strong	Moderate/Limited	None
<b>Strengthening America's Families</b> Effective Family Programs for Prevention of Delinquency <a href="http://www.strengtheningfamilies.org">http://www.strengtheningfamilies.org</a> Programs updated until 1999.	Yes	Yes	35	*	*	*	*			Exemplary	Model	Promising
<b>SELECT ONLINE DOCUMENTS (Name, Sponsor, and URL)</b>												
<b>Campbell Collaboration Systematic Reviews</b> Campbell Collaboration <a href="http://www.campbellcollaboration.org/campbell_library/index.php">http://www.campbellcollaboration.org/campbell_library/index.php</a>	No	No	N/A	*	*	*	*		*	All <sup>ii</sup>	None	None

<sup>ii</sup> All programs included in the *Campbell Collaboration Systematic Reviews* have been evaluated experimentally. However this online resource includes programs found to have negative impacts or no impacts, as well as programs with positive impacts.



**Table 1: Online Resources on Evidence-Based Programs (continued)**

Resource	General Information			Select Program Outcomes						Evidence Level Defined in Each Database		
	Cost Information	Program Contact Info	Number of Programs	Mental Health	Substance Abuse	Behavior Problems	Academic Achievement	Sexual Behavior	Physical Health	High Evidence Level	Medium Evidence Level	Low Evidence Level
<b>SELECT ONLINE DOCUMENTS</b> <b>(Name, Sponsor, and URL)</b>												
<b>Compendium of HIV Prevention Interventions with Evidence of Effectiveness</b> Centers for Disease Control and Prevention <a href="http://www.cdc.gov/hiv/topics/prev_prog/rep/resources/index.htm#_Identifying_Evidence-Based_Interventions">http://www.cdc.gov/hiv/topics/prev_prog/rep/resources/index.htm#_Identifying_Evidence-Based_Interventions</a>	Yes	No	6	*	*			*	*	No distinction	No distinction	None
<b>Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs</b> U. S. Department of Education <a href="http://www.ed.gov/admins/lead/safety/exemplary01/index.html">http://www.ed.gov/admins/lead/safety/exemplary01/index.html</a>	Yes	No	42	*	*					Exemplary	Promising	Promising
<b>Preventing Drug Abuse among Children and Adolescents</b> National Institute on Drug Abuse (Updated in 2003) <a href="http://www.nida.nih.gov/Prevention/examples.html">http://www.nida.nih.gov/Prevention/examples.html</a>	No	Yes	20	*	*	*	*			No distinction	No distinction	None
<b>Research-Validated Programs</b> California Healthy Kids Resource Center <a href="http://www.californiahealthykids.org/c/@CwNi361f7_ykA/Pages/rvalidated.html">http://www.californiahealthykids.org/c/@CwNi361f7_ykA/Pages/rvalidated.html</a>	Yes	No	35		*	*		*	*	No distinction	No distinction	No distinction
<b>Social Programs that Work</b> Coalition of Evidence-Based Policy <a href="http://www.evidencebasedprograms.org/?navItemNumber=9625">http://www.evidencebasedprograms.org/?navItemNumber=9625</a>	No	No	27	*	*	*	*	*		All <sup>iii</sup>	None	None
<b>Suicide Prevention Research Center (SPRC) Reviewed Evidence-Based Practices</b> American Foundation for Suicide Prevention <a href="http://www.sprc.org/featured_resources/bpr//ebpp.asp#list">http://www.sprc.org/featured_resources/bpr//ebpp.asp#list</a>	Yes	Yes	17	*						Effective	Promising	Promising
<b>Youth Violence: A Report of the Surgeon General</b> (Updated in 2001) Office of the Surgeon General <a href="http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html">http://www.surgeongeneral.gov/library/youthviolence/chapter5/sec3.html</a>	No	Yes	27	*		*				No distinction	No distinction	None

<sup>iii</sup> All programs included in *Social Programs That Work* have been evaluated experimentally. However this online resource includes programs found to have negative impacts or no impacts, as well as programs with positive impacts.



**Table 2: Guide to Search Terms**

Search Terms Used in Databases	Online Databases and Interactive Summaries
<b>Target Outcome:</b> For example, mental health, substance abuse, sexual behavior, physical health, dropout, school success.	<a href="#">LINKS</a> , <a href="#">NREPP</a> , <a href="#">Promising Practices Network</a> , <a href="#">Ohio State CLEX</a> , <a href="#">What Works Clearinghouse</a> ,
<b>Risk and protective factors:</b> <i>Risk factors</i> such as exposure to violence, early timing of puberty, deviant peers, attention deficit, and maternal depression. <i>Protective factors</i> such as closeness to caregiver, social competence, relationship with a caring adult.	<a href="#">OJJDP Model Programs Guide</a> , <a href="#">Find Youth Info</a> , <a href="#">NDPC/N</a> , <a href="#">Blueprints Model Programs</a> , <a href="#">Western CAPT</a>
<b>Target population:</b> Age/Grade	All except for FindYouthInfo.gov
<b>Target population:</b> Gender	<a href="#">NREPP</a> , <a href="#">Eastern CAPT</a> , <a href="#">NDPC/N</a> , <a href="#">Ohio State CLEX</a>
<b>Target population:</b> Race/Ethnicity	<a href="#">NREPP</a> , <a href="#">Eastern CAPT</a> , <a href="#">Western CAPT</a> , <a href="#">NDPC/N</a> , <a href="#">Ohio State CLEX</a>
<b>Target population:</b> Risk Status. <i>Universal</i> programs are conducted with heterogeneous populations. <i>Selective</i> programs are conducted with at-risk populations. <i>Indicated</i> programs are implemented with high-risk populations.	<a href="#">Promising Practices Network</a> , <a href="#">Strengthening America’s Families</a> , <a href="#">Blueprints Model Programs</a> , <a href="#">Western CAPT</a>
<b>Program type or intervention strategy:</b> Examples: Family therapy, tutoring, mentoring, parent education, social skills training, home visitation, behavior modification, etc.	<a href="#">HFRP Out-of-School Time Database</a> , <a href="#">LINKS</a> , <a href="#">OJJDP Model Programs Guide</a> , <a href="#">Promising Practices Network</a> , <a href="#">Blueprints Model Programs</a> , <a href="#">NDPC/N</a> , <a href="#">What Works Clearinghouse</a>
<b>Evidence level:</b> For example, exemplary, effective, model, promising; high, medium, low.	<a href="#">OJJDP Model Programs Guide</a> , <a href="#">Find Youth Info</a> , <a href="#">NDPC/N</a> , <a href="#">Promising Practices Network</a> , <a href="#">Strengthening America’s Families</a>
<b>Evaluation design:</b> Experimental; Quasi-experimental; Pre-experimental.	<a href="#">NREPP</a> , <a href="#">HFRP Out-of-School Time Database</a>
<b>Location:</b> Urban, Suburban, Rural, Tribal	<a href="#">NREPP</a> , <a href="#">HFRP Out-of-School Time Database</a> , <a href="#">Eastern CAPT</a> , <a href="#">Western CAPT</a> , <a href="#">NDPC/N</a> , <a href="#">Ohio State CLEX</a>
<b>Location:</b> Setting. For example, settings may be school-based, home-based, clinic-based, or residential.	<a href="#">NREPP</a> , <a href="#">HFRP Out-of-School Time Database</a> , <a href="#">Eastern CAPT</a> , <a href="#">Promising Practices Network</a> ,
<b>Replication History:</b> Disseminated worldwide, full or partial replication.	<a href="#">NREPP</a> , <a href="#">Eastern CAPT</a>

**Table 3: Selected Child Trends Resources for Aiding Program Improvement**

TOPIC	RESOURCES (Available at <a href="http://www.childtrends.org/youthdevelopment">www.childtrends.org/youthdevelopment</a> )
<b>Program Quality</b>	Kahn, J., Bronte-Tinkew, J., & Theokas, C. (2007). <a href="#">How can I assess the quality of my program? Tools for out-of-school time program practitioners.</a>
<b>Program Planning</b>	Burkhauser, M., Bronte-Tinkew, J., & Kennedy, E. (2008). <a href="#">Building community partnerships: Tips for out-of-school time programs.</a> Hamilton, J., & Bronte-Tinkew, J. (2007). <a href="#">Logic models in out-of-school time programs: What are they and why are they important?</a>
<b>Program Implementation</b>	Kennedy, E., Wilson, B., Valladeres, S., & Bronte-Tinkew, J. (2007). <a href="#">Improving attendance and retention in out-of-school time programs.</a> Metz, A. J., Blase, K., & Bowie, L. (2007). <a href="#">Implementing evidence-based practices: Six “drivers” of success: Part 3 in a series on fostering the adoption of evidence-based practices in out-of-school time programs.</a> Metz, A. J., Bandy, T., & Burkhauser, M. (2009). <a href="#">Staff selection: What’s important for out-of-school time programs? Part 1 in a series on implementing evidence-based practices in out-of-school time programs: The role of frontline staff.</a> Metz, A. J., Burkhauser, M., & Bowie, L. (2009). <a href="#">Training out-of-school time staff: Part 2 in a series on implementing evidence-based practices in out-of-school time programs: The role of frontline staff.</a> Burkhauser, M., & Metz, A. J. (2009). <a href="#">Using coaching to provide ongoing support and supervision to out-of-school-time staff: Part 3 in a series on implementing evidence-based practices in out-of-school time programs: The role of frontline staff.</a> Collins, A., & Metz, A. J. (2009). <a href="#">How program administrators can support out-of-school time staff: Part 4 in a series on implementing evidence-based practices in out-of-school time programs: The role of organizational context and external influences.</a> Burkhauser, M., & Metz, A. J. (2009). <a href="#">Building systems-level partnerships: Part 5 in a series on implementing evidence-based practices in out-of-school time programs: The role of organizational-level activities.</a> Bandy, T., Burkhauser, M., & Metz, A. J. (2009). <a href="#">Data-driven decision making in out-of-school time programs: Part 6 in a series on implementing evidence-based practices in out-of-school time programs: The role of organizational-level activities.</a>
<b>Effective Practices</b>	Collins, A., Bronte-Tinkew, J., & Logan, C. (2008). <a href="#">Strategies for improving out-of-school programs in rural communities.</a> Kennedy, E., Bronte-Tinkew, J., & Matthews, G. (2007). <a href="#">Enhancing cultural competence in out-of-school time programs: What is it, and why is it important?</a> Horowitz, A., & Bronte-Tinkew, J. (2007). <a href="#">Building, engaging, and supporting family and parental involvement in out-of-school time programs.</a>
<b>Process Evaluation</b>	Bowie, L., & Bronte-Tinkew, J. (2008). <a href="#">Process evaluations: A guide for out-of-school time practitioners: Part 3 in a series on practical evaluation methods.</a>
<b>Outcomes Evaluation</b>	Allen, T., & Bronte-Tinkew, J. (2008). <a href="#">Outcome evaluations: A guide for out-of-school time practitioners: Part 4 in a series on practical evaluation methods.</a> Moore, K.A., & Metz, A. (2008). <a href="#">Random assignment evaluation studies: A guide for out-of-school time program practitioners: Part 5 in a series on practical evaluation methods.</a> Moore, K.A., & Metz, A. (2008). <a href="#">Quasi-experimental evaluations: A guide for out-of-school time program practitioners: Part 6 in a series on practical evaluation methods.</a>

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## ENDNOTES

<sup>1</sup> Children’s Services Council of Palm Beach County, Boynton Beach, FL.

<sup>2</sup> University of New Hampshire, Durham, NH.

<sup>3</sup> Those who do not seek to identify additional programs, but instead seek to improve the practices of their existing programs, can refer to information about evidence-based practices and program quality. Some Child Trends resources are listed in Table 3.

<sup>4</sup> When we use the term “programs,” we are referring to *social intervention* programs, which seek to alter the knowledge, skills, or behaviors of participants.

<sup>5</sup> Replicated experiments refer to programs that have been implemented with another sample and in another setting, following the same protocol as a previous study. In some instances, replication may refer to a program which has been implemented multiple times as part of a multi-site, randomized-controlled trial (RCT), if impacts at each site are estimated separately.

<sup>6</sup> The Edna McConnell Clark Foundation (<http://www.emcf.org/>) has developed a three-tiered approach to evaluations. The categories are Proven Effective, Demonstrated Effective, and Apparent Effective. ICF has also used a triangle graphic to describe varied evaluation approaches - see Porowski, A., Lamb, Y., Passa, K., Sun, J., Gdula, J., & Basta, K. (2008, April). *Communities-in-Schools national evaluation school-level report: Summary of findings*. Fairfax, VA: ICF International. Finally, the World Bank uses another graphic to convey similar ideas (see <http://www.ifc.org/ifcext/rmas.nsf/Content/ExperimentalDesigns>).

<sup>7</sup> Child Trends’ out-of-school time program database, LINKS (Lifecourse Interventions to Nurture Kids Successfully), is limited to studies that use experimental evaluation designs.

<sup>8</sup> Hamilton, J., & Bronte-Tinkew, J. (2007, January). Logic models in out-of-school time programs: What are they and why are they important? (*Research-to-Results* brief). Washington, DC: Child Trends.

<sup>9</sup> Durlak, J. A. (1998). Common risk and protective factors in successful prevention programs: Prevention science research with children, adolescents and families: Introduction. *American Journal of Orthopsychiatry*, 68, 512-520.

<sup>10</sup> Program administrators seeking to improve current programs may also want to consult additional resources. Child Trends has published numerous briefs outlining effective and promising practices in out-of-school time. Two forthcoming briefs entitled “Practices to Avoid in Out-of-School Time Programs” and “Practices to Foster in Out-of-School Time Programs” may serve as useful guides. Practitioners may also consult resources published by other organizations that disseminate information on effective and promising practices for out-of-school time, such as the National Institute for Out-of-School Time and the Harvard Family Research Project.

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