

About the Developmental Studies Center

Our Mission

Developmental Studies Center (DSC) is a nonprofit organization dedicated to children's academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

DSC's Programs Develop Skills and Community

Programs for use in classrooms

Caring School Community™ • Grades K–6

The Caring School Community (CSC) program is a nationally recognized, research-based program that builds community—in the classroom, across grades, schoolwide, and with families.

Making Meaning® • Grades K–8

The Making Meaning program is a reading comprehension curriculum that teaches comprehension strategies through read-alouds, collaborative structures, and reflective partner work.

SIPPS® (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Grades K–12

The SIPPS program teaches decoding systematically. It is designed specifically for intervention and covers single-syllable decoding, short vowels, simple consonants, complex vowels, consonant digraphs, polysyllabic strategies, and high-frequency sight words.

Being a Writer™ • Grades K–5

The Being a Writer program is a yearlong writing curriculum—the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. (Available August 2007)

Programs for out-of-school time

AfterSchool KidzLit® • Grades K–8

The AfterSchool KidzLit program is a literacy enrichment program consisting of terrific read-aloud books, and discussions and activities that help kids make connections between the stories, their own lives, and the world.

AfterSchool KidzMath™ • Grades K–6

The AfterSchool KidzMath program provides academic enrichment using cooperative math games and literature-based activities. Kids deepen their understanding and practice important math skills—and have fun.

Science Explorer • Grades K–6

Science Explorer is an inquiry-based, interactive program of experiments using ordinary materials that inspire students to explore scientific principles.

Math Explorer • Grades 6–8

Math Explorer invites children to fly planes, launch rockets, learn card tricks, and make cool stuff to take home—all while practicing the important math skills middle-school students need extra help with.

For more information, please visit www.devstu.org or contact us by phone at 800.666.7270.



**DEVELOPMENTAL
STUDIES CENTER™**

Nonprofit. Research Based. Mission Driven. Since 1980.

Scoring and Analysis of *AfterSchool KidzLit*TM Youth Questionnaire

Data Entry

Responses to the questionnaire items should be entered as numeric: A = 1, B = 2, C = 3, etc. The data file also should include a numeric code that uniquely identifies each individual youth, and any demographic information (e.g., gender, ethnicity, age/grade) that will be used in analyses of the data. The numeric identifier will be needed to correctly match each youth's pretest and posttest scores.

Recoding and Scale Construction

The questions concerning *amount of reading* can be analyzed as single items. The remaining items are grouped into five multi-item scales: *sense of efficacy as a reader*, *enjoyment of reading*, *enjoyment of read-alouds*, *concern for others*, and *positive behavior*. The items that form each of these scales are indicated in the document "Youth Outcome Measures for *AfterSchool KidzLit*TM Evaluation."

To construct the scales:

1. Reverse-score relevant items: i.e., 5 = 1, 4 = 2, etc. These items are indicated by "[R]" in the outcome measure document.
2. Compute the scale scores as the mean (arithmetic average) of the relevant item responses.

Analysis

Generally, the questionnaire will be administered on two occasions: prior to exposure to the *AfterSchool KidzLit*TM program (pretest), and after some length of exposure to the program (posttest). In this case, program effects can easily be examined by conducting paired t-tests on the mean pretest and posttest scores. To examine subgroup differences (e.g., boys vs. girls, etc.), the sample can be split and paired t-tests conducted within each subgroup.