

## Evaluation of PlayWorks Implementation

At the request of PlayWorks, with funding from the Robert Wood Johnson Foundation, and with the permission of school principals, the John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University will be conducting an implementation study of PlayWorks at eight Bay Area schools between September 2009 and December 2010.

### Introduction to the Study

This independent study of Playworks has two primary goals: (1) to understand the ways that PlayWorks affects the students, school personnel and schools involved; and (2) to explore how Playworks is integrated into schools, with a focus on how the program operates differently at different sites. The specific questions we will address are:

1. In what ways does PlayWorks affect students' recess and classroom experiences as well as their social, emotional, physical, and intellectual development?
2. In what ways does PlayWorks affect school personnel?
3. In what ways does PlayWorks affect the overall school climate?
4. What are program implementation experiences at eight new schools?

This is a study of PlayWorks *only*. At no time will we be evaluating teachers, their classroom management or curriculum, administrators or the school itself.

### Study Activities

During the 2009-10 school year we will collect the following data from each site:

- Interviews—In the fall and spring we will interview principals, administrators, teachers, and staff about their experiences with PlayWorks. We anticipate selecting two to three teachers at each school from different grade levels.
- Observations—Throughout the year, we will observe student interactions with the PlayWorks site coordinator during recess and after school. We will also observe students' behavior in their classrooms before and after recess.
- Teacher Surveys—We will survey all teachers at the end of the school year. Surveys will be confidential, take no more than 20 minutes, and will focus on their experiences with the program and its effect on their students, classroom management, and school climate.
- Student Surveys—In the fall and spring we will survey fifth grade students. Surveys will be anonymous and capture students' views of recess time, conflict and conflict resolution on the play yard and in class, and other indicators of youth development.
- Junior Coach Focus Groups—In the fall and spring we will hold focus groups with PlayWorks Junior Coaches about their motivation for becoming a Junior Coach, experiences helping resolve conflicts, and lessons learned from participation.

### Products

The evaluation will culminate with products aimed at both PlayWorks staff and individual school sites. We will produce a report for each of the eight schools with information about school-specific implementation experiences and student and faculty views of the program.

### About The John W. Gardner Center for Youth and Their Communities (JGC)

The JGC in the Stanford University School of Education has been supporting Bay Area schools, public agencies, and community organizations in their endeavors to promote youth development for nearly a decade. For more information, see <http://jgc.stanford.edu>. For questions about JGC or the PlayWorks study, please contact: Rebecca London, Co-Principal Investigator, at [rlondon@stanford.edu](mailto:rlondon@stanford.edu) or 650-736-6076.