

Endnotes

- 1 In 2003, P/PV conducted an evaluation of the Foundation's preteen-focused grantmaking program, which resulted in a set of benchmarks for successful programs. The report, "Promoting Emotional and Behavioral Health in Preteens: Benchmarks of Success and Challenges Among Programs in Santa Clara and San Mateo Counties," is available at www.lpfch.org/grantmaking/ppvevalfull.pdf or www.ppv.org.
- 2 Youth development is the ongoing process in which young people are engaged in building the skills, attitudes, knowledge and experience that prepare them for life. It is an approach that builds on the strengths of young people rather than concentrating solely on the prevention or treatment of problems.
- 3 Behavioral health includes the choices preteens make about how they spend their time and the environmental factors that contribute to their behaviors. Emotional health includes mental health issues, coping skills, identity, ability to relate to others, social support and positive peer relationships.
- 4 Cooper et al, 2005; Halpern, 2005.
- 5 Carnegie Council on Adolescent Development, 2000; Eccles et al, 1993a and 1993b; Eccles and Midgley, 1989; Simmons et al, 1987; Walker and Arbreton, 2001; Eccles and Gootman, 2002.
- 6 See www.afterschoolalliance.org.
- 7 Grossman et al, 2002; Eccles and Gootman, 2002; Mahoney, Larson, Eccles, 2005.
- 8 Miller, 2003; Pedersen and Seidman, 2005; Quinn, 1999.
- 9 The Harvard Family Research Project put together a list of varied standards derived from different assessment tools. See <http://www.gse.harvard.edu/hfrp/content/projects/after-school/conference/summit-2005-standards.pdf>
- 10 Raley, Grossman, Walker, 2005.
- 11 Walker, 2006; Walker et al, 2004.
- 12 Durlak and Weissberg, 2007.
- 13 Lauer et al, 2003.
- 14 Reisner et al, 2004.
- 15 Fiester, Simpkins, Bouffard, 2005.
- 16 In the 2003 report for the Foundation (*Promoting Emotional and Behavioral Health in Preteens*), as noted in endnote 1, P/PV used a threshold of seven months, based on programs' responses to an organizational survey asking how long participants were expected to participate. This was a threshold developed out of P/PV's evaluation of the 44 grantees with disparate program structures (e.g., mentoring, parent education, after-school, in school). The threshold was developed for evaluation purposes only, based on an assumption that those programs included in the evaluation who provided programming for a minimum of seven months were more likely to have provided programming for one school year or longer and that this would be associated with a greater likelihood of promoting emotional and behavioral health outcomes than programs of shorter duration.
- 17 Kane, 2004; Walker and Arbreton, 2004; Lauer et al, 2003; Miller, 2003; Hangley and McClanahan, 2002; Arbreton and McClanahan, 2002; Eisen et al, 2000.
- 18 Grossman and Rhodes, 2002.
- 19 Walker et al, 2005.
- 20 Studies reviewed by Simpkins, Little and Weiss and referred to in Fiester et al, 2005.
- 21 Fiester et al, 2005.
- 22 The examples are from programs that looked at youth development outcomes, including emotional, behavioral and academic outcomes.
- 23 Walker and Arbreton, 2004
- 24 Vandell et al 2006 looked at intermediate and long-term outcomes such as improved grades, work habits, school attendance, social skills and interpersonal behavior, reduced misconduct and risky behavior, and enhanced self-efficacy.
- 25 Grossman et al, 2002.
- 26 Raley, Grossman, Walker, 2005.
- 27 Reisner et al, 2004.
- 28 The TASC evaluation also showed that participants made more positive one-year gains in TASC projects that offered high intensity in activities focusing on fitness, sports and recreation. Evaluators speculate that these activities influenced participants both by drawing them into the after-school program and promoting high attendance, and also by providing the physical exercise needed for subsequent mental acuity.
- 29 Huang et al, 2000.
- 30 McClanahan, Sipe, Smith, 2004.
- 31 Walker and Vilella-Valez, 1992.
- 32 Fiester et al, 2005.
- 33 Harvard Family Research Project, 2004.
- 34 The studies differ greatly in how they define the threshold for low, moderate and high attendance.
- 35 Raley, Grossman, Walker, 2005.
- 36 Herrera and Arbreton, 2003; Walker and Arbreton, 2004; Gambone and Arbreton, 1997; Eisen et al, 2000.
- 37 Walker and Arbreton, 2004; Eisen et al, 2000; Hangley and McClanahan, 2002.
- 38 Vandell et al 2005 compared outcomes for youth participating in a "promising after-school program" and other activities to youth involved only in a "promising after-school program" and to youth being supervised at home.
- 39 Eccles and Gootman, 2002.

- 40 Gambone, Klem, Connell, 2002.
- 41 Ibid.
- 42 Grossman and Rhodes, 2002.
- 43 Grossman and Johnson, 1999.
- 44 Vandell et al, 2005; Miller, 2003; DuBois et al, 2002; Tierney and Grossman, 1995.
- 45 Gambone, Klem, Connell, 2002.
- 46 Grossman, Campbell, Raley, 2007.
- 47 Herrera and Arbreton, 2003; Grossman et al, 2002; Arbreton and McClanahan, 2002; Gambone and Arbreton, 1997.
- 48 Walker and Arbreton, 2001.
- 49 Arbreton and McClanahan, 2002.
- 50 Research (MARS and Beacons) has shown clear links between low ratios and high-quality programs. One hypothesis is that the low child-to-staff ratios are related to developing supportive relationships.
- 51 Arbreton, Sheldon, Herrera, 2005.
- 52 Weiss, Caspe, Lopez, 2006.
- 53 Strickland, 2005.
- 54 Family here includes any caretaker of the youth.
- 55 Harris and Wimer, 2004.
- 56 Katz, 2005.
- 57 The other types of family engagement may also be beneficial, but studies documenting specific practices to outcomes in after-school programs were not found.
- 58 Grossman et al, 2002.
- 59 Ibid.
- 60 The Exemplary Practices developed by the Center for Collaborative Solutions and the Community Network for Youth Development for the California Department of Education refer to cultural competence as diversity, access, inclusion and equity.
- 61 Colorado Foundation for Families and Children, 2002.
- 62 Ibid.
- 63 Olsen, Bhattacharya, Scharf, 2006.
- 64 Gentry and Campbell, 2002.
- 65 Camino, 1992.
- 66 Catalano et al, 1998.
- 67 Gentry and Campbell, 2002.
- 68 Camino, 1992.
- 69 Family Strengthening-Policy Center Policy Brief, 2005.
- 70 Quinn, 2005.
- 71 US Department of Education, 2003; Miller, 2003.
- 72 Herrera, 2004.
- 73 Grossman, Campbell, Raley, 2007.
- 74 Sheldon and Hopkins, 2008.
- 75 Sheldon and Hopkins, 2008.
- 76 Raley, Grossman, Walker, 2005.
- 77 Sheldon and Hopkins, 2008.
- 78 Fashola, 1998.
- 79 Sheldon and Hopkins, 2008.
- 80 Miles, 2006.
- 81 For a more detailed discussion about the appropriate time for a program to embark on outcome analysis, see “Philanthropy and Outcomes: Dilemmas in the Quest for Accountability” at http://www.ppv.org/ppv/publications/assets/139_publication.pdf.
- 82 The guiding principles are applicable to both elementary- and middle-school children.