

Inkluderede studier i forskningsoversigten:

Fritids- og ungdomsklubbers betydning for børn og unges hverdagsliv, trivsel og udvikling

	Reference	Abstract
1	Ahponen, P., Harinen, P., Honkasalo, V., Kivijärvi, A., Pyykkönen, M., Ronkainen, J., Souto, A., & Suurpää, L. (2014). NEW CHALLENGES FOR NORDIC WELFARE SERVICES. <i>Nordic Journal of Migration Research</i> , 4(1), 30–39.	This article summarises the results of a two-phase research project, which concentrated on leisure practices of ethnic minority youth and their expectations on multicultural youth services. The question is how youth work as "cultureless" principles of Nordic welfare universalism function in contemporary social conditions. Have youth workers and administrative authorities adopted multicultural demands of increasing ethnic diversity? The case of Finland is taken as a special example. The analysis of the data is based on a survey and thematic interviews. The current culturally diverse reality is seen as leading to new youth work practices, but this happens slowly and is disturbed by resistant attitudes [PUBLICATION ABSTRACT]
2	Akiva, T., Li, J, Martin, K. M., Horner, C.G. & McNamara, A.R. (2016). Simple Interactions: Piloting a Strengths-Based and Interaction-Based Professional Development Intervention for Out-of-School Time Programs, <i>Child & Youth Care Forum</i> , 46(3), 285-305.	Background Adult-child relational interactions constitute an essential component of out-of-school-time programs, and training staff to effectively interact with children is key to improving program quality. Efficient staff training, that meets the limited time availability of out-of-school time staff, is particularly needed. Objective This pilot study introduces Simple Interactions (SI), an innovative, strengths-based, and interaction-based professional development approach. Rather than attempting to teach generic competencies or targeting weakness areas for improvement, SI is designed to help program staff build from their strengths. Methods In two cohorts over the course of 10 months, ten afterschool programs (N = 70 staff) participated in a pilot of SI. Program staff watched short video clips of themselves working with children and used the intuitive, 1-page SI Tool to

		<p>guide discussion of adult-child interactions; specifically, connection (affective intune-ness), reciprocity (balanced roles of engagement), participation (involving all children), and progression (incremental challenge). Results Results suggest that participants valued the professional development process, the strengths-based approach, and the use of self-video despite initial apprehension, and reported perceived improvements in their professional learning communities. Pre-post videos of Cohort 2 staff (n = 20), coded blind to time point (pre or post), indicate significant and substantive improvements in staff-child connection, reciprocity, and participation. Conclusion These results support the use of this simple, practical, and potentially effective model of supporting quality improvement for and by local staff.</p>
3	<p>Alexander, K.P. & Hirsch, B.J. (2012). Marketable Job Skills for High School Students: What We Learned from an Evaluation of after School Matters, <i>New Directions for Youth Development</i>, 2012(134), 55-63.</p>	<p>This article summarizes findings from an experimental evaluation of After School Matters (ASM), a paid, apprenticeship-based, after-school program in Chicago for high school students. Analysis of quantitative data from a mock job interview revealed that ASM participants did not demonstrate more marketable job skills than youth in the control group. Qualitative data suggested that the nature of interpersonal interactions and the degree of professional orientation in apprenticeships contributed to variation in marketable job skills across apprenticeships. The article considers the perspective of human resource professionals who participated in the evaluation and describes an interviewing skills curriculum developed in response to the evaluation findings.</p>
4	<p>Anderson-Butcher, D. (2010). The Promise of Afterschool Programs for Promoting School Connectedness, <i>Prevention Researcher</i>, 17(3), 11-14.</p>	<p>While many strategies for enhancing school connectedness occur inside the school walls, during the school day, and administered by teachers and school staff, additional opportunities to build connections to the school exist in the out-of-school time. This article overviews key design features and qualities within afterschool programs that promote school connectedness, as</p>

		evidenced by research completed over a 4 year period in 24 afterschool programs located in Central Ohio.
5	Anderson-Butcher, D. & Conroy, D.E. (2002). Factorial and Criterion Validity of Scores of a Measure of Belonging in Youth Development Programs, <i>Educational and Psychological Measurement</i> , 62(5), 857-876.	Examined the factorial validity, internal consistency, and predictive validity of scores form a measure of belonging to an after-school youth development program. Confirmatory factor analysis based on results from 309 and 185 participants (aged 9 to 16 years) yielded a 5-item measure with high internal consistency estimates and scores positively related to actual program attendance. (SLD)
6	Annesi, J.J. (2019). Generalizability of an adult-validated model for predicting increased physical activity in after-school program children: Effects of treatment formats on fitness indicators, <i>Evaluation and Program Planning</i> , 73, 33-43.	Inappropriately high weight in children is a persistent problem in the United States, and physical activity is often reduced in schools due to academic demands. Effective after-school programs could positively impact both physical activity and overweight/obesity, however previous reviews and meta-analyses have indicated minimal effects. Both 4- and 3-day/week versions of a social cognitive theory-driven physical activity/nutrition after-school program were evaluated against unstructured care to assess effects in children (overall M age = 10.00 years, SD = .80). For changes over 9 months in body mass index (BMI), effects sizes (Cohen's d) were .68, .40, and .07 in the 4-day (n = 70), 3-day (n = 70), and unstructured (n = 50) groups, respectively. Similar patterns of effects were found for changes in free-time physical activity and cardiovascular endurance. Incorporating a theory-based prediction model previously supported in teens through older adults, with and without medical disorders and health-risk factors, improvements in exercise-related self-regulation and self-efficacy, and mood, significantly predicted increased free-time physical activity (R ² = .48). Effects significantly strengthened to R ² = .62 when completion/non-completion of the recommended 300 min/week of physical activity was also accounted for. Change in BMI was inversely related to physical activity change, $\beta = -.14$, $p < .05$. The present

		<p>evaluation process indicated promising effects, and indicated theory-based targets to foster future program improvements. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)</p>
7	<p>Anyon, Y., Kennedy, H., Durbahn, R. & Jenson, J.M. (2018). Youth-Led Participatory Action Research: Promoting Youth Voice and Adult Support in Afterschool Programs, <i>Afterschool Matters</i>, 27, 10-18.</p>	<p>How can afterschool programs engage middle school students of color as they enter their teenage years? The authors asked this question while working with the Bridge Project, a drop-in community-based academic enrichment program serving low-income children and adolescents of color living in public housing in Denver, Colorado. Faced with dwindling enrollment among middle school participants, they turned to the research literature for guidance about how to respond to early adolescents' increasing desire for independence while also keeping them connected to the program. Youth-led participatory action research (YPAR) is an approach that is designed to support participants' self-determination and increase power-sharing between youth and adults. The authors piloted a YPAR program to assess whether middle school participants increased their perceptions of (1) opportunities for voice and choice in the program, such as planning and leading activities or making rules, and (2) supportive relationships with program staff who listen, show respect, and care about their ideas. They surveyed YPAR participants and a comparison group to chart the change they experienced on these two dimensions during nine months of programming. This article shares the results of their study, which has implications for OST programs interested in retaining participants during the transition from childhood to early adolescence.</p>

8	<p>Apsler, R. (2009). After-school programs for adolescents: A review of evaluation research. <i>Adolescence</i>, 44(173), 1–19.</p>	<p>During the last ten years, an infusion of private foundation and government funding markedly increased the number of after-school programs targeting adolescents. This review focuses on the quality of after-school program evaluation research. Numerous evaluations of after-school programs exist, but serious methodological flaws limit the conclusions that can be drawn with confidence from most of the studies. Major obstacles to conducting sound evaluations include difficulties in obtaining appropriate comparison groups and dealing with sporadic attendance and attrition. The review summarizes promising results, discusses the extent to which after-school programs have achieved their goals, describes characteristics associated with successful after-school programs, and reports on efforts to assess the cost effectiveness of afterschool programs. [PUBLICATION ABSTRACT]</p>
9	<p>Armstrong, T. & Armstrong, G. (2004). The organizational, community and programmatic characteristics that predict the effective implementation of after-school programs, <i>Journal of School Violence</i>, 3(4), 93-109.</p>	<p>To identify characteristics predicting the effective implementation of after-school programs, in-depth interviews were conducted at five sites randomly selected from a subset of 16 ACE after-school sites serving high risk youth in a southwestern city. Qualitative data from structured in-depth interviews, follow-up telephone conversations with personnel as well as researcher observations during site visits were synthesized. Data identified three constellations of characteristics associated with effective implementation: staffing, community and programmatic. Staffing characteristics included limited staff turnover and sufficient training. Community characteristics included cultural sensitivity and community integration. Programmatic characteristics included clearly defined program goals and specific program content. Researcher observations found outcomes assessment would also facilitate program implementation. [PUBLICATION ABSTRACT]</p>

10	<p>Badura, P., Sigmundova, D., Sigmund, E., Geckova, A., van Dijk, J., & Reijneveld, S. (2017). Participation in organized leisure-time activities and risk behaviors in Czech adolescents. <i>International Journal of Public Health</i>, 62(3), 387–396.</p>	<p>Objectives: The study aimed to assess the associations between participation in organized leisure-time activities (OLTA) and risk behaviors, and whether the associations differed by gender, age, and pattern of OLTA involvement. Methods: Data from the 2013/2014 Health Behaviour in School-Aged Children study on 10,279 11-, 13-, and 15-year-old Czech adolescents (49.2% boys) were used. We assessed the associations between OLTA participation and risk behaviors, and modification by age and gender. Results: OLTA participants were less likely to smoke, get drunk repeatedly, or skip school and, in contrast, more likely to get injured and fight repeatedly. The associations with lower occurrence of risk behaviors were the strongest for artists, while none was significant for adolescents participating only in team sports. Girls participating in OLTA had lower odds to smoke, get drunk, or skip school than boys, and these boys had higher odds to get injured or fight. Conclusions: OLTA participation is associated with lower occurrence of repeated substance use and truancy and inversely with higher odds for physical fights and injuries. Girls, in general, are at lower risk when participating in OLTA than boys. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
11	<p>Bajaj, M., Canlas, M. & Argenal, A. (2017). Between Rights and Realities: Human Rights Education for Immigrant and Refugee Youth in an Urban Public High School, <i>Anthropology & Education Quarterly</i>, 48(2), 124-140.</p>	<p>This article presents data from a two-year ethnographic case study to explore how immigrant and refugee youth in the United States made sense of participation in a weekly human rights club after school. Three types of student responses to human rights education are exemplified through the profiles of students. The article offers new insights on studies of immigrant youth as well as possibilities that exist at the intersection of human rights education and anthropology of education.</p>
12	<p>Barnes, C. & Nolan, S. (2019). Professionals, friends, and confidants: After-school staff as social support to low-income parents, <i>Children and Youth Services Review</i>, 98, 238-238.</p>	<p>Policy makers, practitioners, and researchers have emphasized the importance of supportive relationships between staff and parents in early childhood education settings and schools. Child care staff members can provide social support for disadvantaged parents who often lack social capital and sources of social</p>

		<p>support. Yet, there has been limited theory to help understand how these supportive relationships emerge and how parents draw resources from these relationships. Further, very few studies examine staff-parent relationships in after-school programs-widely used programs that can provide social support to parents with school-aged children and adolescents. This qualitative study applies concepts from social capital theory to examines 1) how social ties between parents and staff members develop and vary and 2) how parents mobilize these ties for resources. In doing so, we analyze 23 in-depth staff interviews and 48 parent interviews across three after-school programs. We find that a select group of parents develop and activate strong social ties with staff for social support. Strong tie development reflects a distinct social process of rapport building, time, shared experiences, and pivotal moments in which staff members demonstrate trustworthiness.</p>
13	<p>Barr, S., Birmingham, J., Fornal, J., Klein, R. & Piha, S. (2006). Three High School After-School Initiatives: Lessons Learned, <i>New Directions for Youth Development</i>, 2006(111), 67-79.</p>	<p>Little attention has been paid to older youth in the recent expansion of school-based after-school programs. High school clubs and community-based programs have existed for years, but many have struggled to sustain the participation of teens. Alarmed by the large numbers of high school-age youth who are disengaged at school and leaving high school without a diploma or the important skills for the workplace, policymakers and youth advocates are beginning to see high school afterschool as the new frontier in after-school programming. Despite potential benefits of quality high school after-school programs, there is a dramatic shortage of such programs. Relatively few after-school initiatives across the country even offer programs on high school campuses. Of those that do, many are still learning about what it takes to meet student interest and needs. This article reviews the insights and lessons learned from three after-school initiatives that have shown success in attracting high school students to their programs and engaging them in meaningful activities to support their success in school and transition to early adulthood. These after-school initiatives are: (1) After School Safety and Education</p>

		<p>for Teens (ASSETs); (2) After School Matters (ASM); and (3) The After-School Corporation (TASC). (Contains 9 notes.)</p>
14	<p>Barton, A.C., Tan, E. & Greenberg, D. (2017). The makerspace movement: Sites of possibilities for equitable opportunities to engage underrepresented youth in STEM, <i>Teachers College Record</i>, 119(6), 1-44.</p>	<p>Background/Context: Large gaps in achievement and interest in science and engineering (STEM) persist for youth growing up in poverty, and in particular for African American and Latino youth. Within the informal education community, the recently evolving “maker movement” has sparked interest for its potential role in breaking down longstanding barriers to learning and attainment in STEM, with advocates arguing for its “democratizing effects.” What remains unclear is how minoritized newcomers to a makerspace can access and engage in makerspaces in robust and equitably consequential ways. Purpose: This paper describes how and why youth engage in making in an after-school, youth-focused, community-based makerspace program “Making 4 Change.” Four in-depth stories of engagement are shared. Using a mobilities of learning framework, we discuss how youth appropriated and repurposed the process of making, and unpack how the program attempted to value and negotiate youths’ ways of making from an equity-oriented perspective. Research Design: Utilizing a two-year critical ethnography, involving 36 youth over two years in two making settings, we assumed roles of both program teachers and researchers. Data collected included field notes, session videos, weekly youth conversation groups, youth created artifacts, and interviews. Analysis was iterative, involving movement between a grounded approach to making sense of our data, and a mobilities of learning framework. Findings: Three forms of engagement—critical, connected and collective—supported youths’ sustained and mutual engagement in the</p>

		<p>makerspace. Across the three, it was essential to balance purposeful playfulness with just-in-time STEM modules, invite a broadening range of identities youth could draw on and perform, and to more critically address the affordances and constraints inherent in a community makerspace. Conclusions: From the insights gained, we suggest that framing youths' experiences through the lens of equitably consequential learning and becoming challenges the field to consider how making—as a practice—is always linked to individual and social histories that unfold across space and time. Who can make and who cannot, whose knowledge matters and whose does not, are all a part of making itself. But such understandings are not without tensions, for the work that youth do, which can invoke nontraditional tools and practices towards nontraditional ends, can be fraught with complexities that youth and adults alike are unprepared to handle. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
15	<p>Bash, L. (2005). Identity, Boundary and Schooling: Perspectives on the Experiences and Perceptions of Refugee Children, <i>Intercultural Education</i>, 16(4), 351-366.</p>	<p>In assuming ethnic/national identity as problematic, we examine its dynamic aspects in the context of refugee children and their educational experiences. While the starting point of our analysis is a deconstruction of ethnic/national identity in conventional terms of language, religion, education etc., the emerging focus is the notion of boundary. On the one hand, we look at the relevance of fluid boundaries for identity formation, while on the other hand, the experience of crossing boundaries will also be examined, particularly in the case of forced migration and displacement. Boundaries are conceptualised in the context of a continuum in which the experiences of refugee children range across school, home, locality and country. To illustrate the central arguments two case studies will be highlighted: a child refugee from Kosovo, the older of two brothers arriving in the UK about four years ago, who now attends a north London primary school; and several young minors, mainly from Kosovo, who attend a youth club in south London. Preliminary observations of the</p>

		<p>child, together with subsequent small group discussions and semistructured interviews, serve to identify how the child relates to the various spaces in the school. The analysis of his drawings forms the main part of the argument. In the case of the youth club users, observations and conversations show how these young people construct their individual and social identities by accessing global resources in response to local interests.</p>
16	<p>Beets, M.W., Wallner, M. & Beighle, A. (2010). Defining Standards and Policies for Promoting Physical Activity in Afterschool Programs, <i>Journal of School Health</i>, 80(8), 411-417.</p>	<p>Background: National guidelines exist that define "quality" afterschool programs (3-6 pm, ASP). No widely adopted national standards/policies exist, however, for ASP providers for the promotion of physical activity (PA). To address this gap, state-level ASP organizations have developed or adopted standards/policies related to PA. The extent to which standards and policies are uniform and disseminated is unclear. The purpose of this study was to review state-level ASP documentation to identify standards/policies for promoting PA within the ASP setting. Methods: A systematic review of state-level ASP organizations' standards/policies was conducted to identify documentation that included language explicitly defining or related to the promotion of physical activity within ASP. State-level ASP organizations were identified from registries available from national ASP organizations. Documentation was retrieved from online sources and reviewed using a standardized content analysis protocol. Results: Quality ASP definitions were retrieved from 47 states. Of these, 14 incorporated language related to the promotion of PA. This included the provision of adequate outdoor space for attendees to be active, provision of frequent PA opportunities, and promoting physical development. A total of 5 states had standards/policies that explicitly identified the amount of time for attendees to be physically active during ASP attendance, while 3 states outlined standards/policies regarding</p>

		<p>core competencies for ASP providers to promote PA. Conclusions: Overall, standards/policies related to promoting PA within ASP were largely absent. Those that do exist, however, can provide a foundation for future empirical tests. The testing of these standards/policies will assist in the development of national guidelines to promote PA within the ASP setting. (Contains 1 table.)</p>
17	<p>Berry, T. & LaVelle, K.B. (2013). Comparing socioemotional outcomes for early adolescents who join after school for internal or external reasons, <i>The Journal of Early Adolescence</i>, 33(1), 77-103.</p>	<p>Students' reason for joining after school programs can be categorized into two groups: self-joined (internal orientation) or other-joined (external orientation stemming from parents, teachers, etc.). Drawing upon Self-Determination Theory (Deci & Ryan, 1985), we tested whether students' reason to join an after school program related to proximal and distal socioemotional outcomes (i.e., autonomy, perceived trust in staff, self-efficacy, and prosocial behavior) in 277 low-income, early adolescents (sixth through eighth graders) participating in an after school program. Within the context of an external evaluation of a large after school program, student surveys were administered at the beginning and end of the school year to assess change over time in socioemotional outcomes. After controlling for gender, compared to other-joined students, self-joined students demonstrated significantly higher autonomy, self-efficacy, and prosocial behaviors both initially and over time. However, students who switched their reported motivation for joining from self-joined at pretest to other-joined at posttest significantly decreased socioemotional ratings compared to all other student groups. Implications for youth development researchers, evaluators, and after school practitioners are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>

18	<p>Betts, J. D. (2006). Multimedia Arts Learning in an Activity System: New Literacies for At-Risk Children, <i>International Journal of Education & the Arts</i>, 7(7), 1-44.</p>	<p>This study concerns a multi-year after school arts technology program, the Multimedia Arts Education Program (MAEP). The Tucson Pima Arts Council (TPAC) sponsored MAEP in downtown Tucson for low-income youth. A five-semester curriculum was developed to introduce multimedia literacies in the electronic arts workplace and provide tools for students to become creators as well as consumers of new literacies. In this six-year study, formative data on an early cohort of participants was collected over an eighteen-month period using participant observation in the labs and interviews with students and their parents or guardians. A pre- and posttest questionnaire measured changes in perceived self-efficacy and attitudes about art, technology and learning. This study also looked at long-term effects of participation in MAEP. Program graduates were contacted four years later and asked about their high school success (defined as graduation) and career directions. The study findings are reviewed and analyzed using Cultural Historical Activity Theory (CHAT) for retrospective analysis. The paper includes a description of the MAEP activity system and the interrelationships within the system. Survey instruments and a sample lesson outline are included in the appendix. The program was successful for many of the participants who completed the five semesters and earned a computer to go with the new skills to use it. (Contains 1 figure and 3 tables.)</p>
19	<p>Bhattacharya, J. & Quiroga, J. (2011). Learning English and beyond: A Holistic Approach to Supporting English Learners in Afterschool, <i>Afterschool Matters</i>, 14, 13-19.</p>	<p>Throughout the nation, afterschool programs are seeing increasing numbers of English learners (ELs) among their participants. Many afterschool program practitioners, recognizing the growth in the EL population in their programs, are hungry for professional development and research to understand how better to educate this population. However, reports indicate that, although practitioners recognize that this growing population has specific needs, they do not have the skills or training to work effectively with ELs. As a result, afterschool sites are not currently designing their programming to serve ELs effectively,</p>

		<p>and minimal resources and professional development opportunities are available to help them do so. When afterschool programs understand the various needs of different ELs, they can adopt a holistic approach to nurturing EL students in their many dimensions. Afterschool practitioners must build on the strengths and assets that ELs bring into the program, such as their rich cultures and languages, while also addressing their varying needs. More and more afterschool programs are implementing strategies to help ELs with English language development. While some of the strategies being offered are valuable, programs need to use the same intentionality to support ELs' social, emotional, and cultural needs. To guide them in doing so, California Tomorrow developed the following Quality English Learner Principles: (1) Know your English language learners; (2) Be cultural brokers for families and communities; (3) Build cross-cultural leadership skills; (4) Support language development; (5) Create a safe space and affirming environment; (6) Promote home culture and language for healthy identity development; and (7) Customize programming. This article discusses these principles which incorporate California Tomorrow's comprehensive vision of what EL education can look like in afterschool programs, based on its 25 years of experience in reforming EL K-12 education and on 10 years of research, technical assistance, and coaching experience in the afterschool field.</p>
20	<p>Bilchik, S. (2009). The impact of after-school programs on middle-school students-Policy implications, <i>Criminology & Public Policy</i>, 8(2), 423-423.</p>	<p>The release of the study, "The impact of after-school programs on the routine activities of middle-school students: Results from a randomized, controlled trial" (Cross, Gottfredson, Wilson, Rorie, and Connell, 2009), provides valuable information for policymakers and practitioners interested in strengthening positive youth development opportunities and in reducing juvenile offending in this nation's communities. Indeed, the study raises the question as to what must be done to maximize the use of after-school programs as a positive youth development and crime-fighting tool. Here, Bilchik takes a more programmatic</p>

		<p>look at the deficiencies with many after-school programs (ASPs). He envisions a strategy that will establish a single board in each jurisdiction that will coordinate the efforts of several agencies in providing services.</p>
21	<p>Bitz, M. (2004). The Comic Book Project: Forging Alternative Pathways to Literacy, <i>Journal of Adolescent & Adult Literacy</i>, 47(7), 574-586.</p>	<p>Many deep-rooted problems in urban areas of the United States--including crime, poverty, and poor health--correlate with illiteracy. The statistics reported by organizations such as the National Alliance for Urban Literacy Coalitions are telling. Urban citizens who cannot read sufficiently are at a clear disadvantage in life. They are more likely to be poor, to be incarcerated, and to have health problems. Meanwhile, another body of research shows a strong correlation between arts-rich environments and children's academic performance. Do the arts make kids smarter, or are smart kids involved in the arts? While the debate continues in the academic community, the fact remains that most urban schools are not "rich" in arts or anything else. Most urban schools cannot make a connection between their arts and academic programs because there are simply too many other issues to worry about, particularly budgets and standardized test scores. Even in an arts-oriented program, urban youth face extraordinary challenges: family situations, safety concerns, lack of affordable or appropriate instructional opportunities, and peer resentment. As urban schools continue to struggle, many now look to after-school programs as the future of education in the city. The need for and development of after-school programs are on the rise, and many after-school programs are attempting to reconnect children with the arts. This article describes how The Comic Book Project went from small concept to large-scale pilot in an effort to launch an arts-based literacy initiative for youth in urban after-school programs. Children brainstormed, outlined, sketched, wrote, and designed original comic books that represented their lives as urban youth--what they experience, how</p>

		<p>they view themselves, how they interact with peers, and how they struggle with daily hardships. (Contains 6 figures.)</p>
22	<p>Boyer, K., & Tracz, S. (2014). Hmong High School Students in Afterschool: Effects on Achievement, Behavior, and Self-Esteem. <i>Afterschool Matters</i>, 19, 44–50.</p>	<p>Afterschool programs can support Asian-American young people by providing academic support and culturally specific programming designed to help them bridge their native and adopted cultures. However, little is known about the effect of afterschool participation on academic and social outcomes for Asian-American students. This causal-comparative study helps to fill this gap by studying the differences in achievement, behavior, and self-esteem between Hmong students who did and did not participate in afterschool programs in two high schools in the Central Valley of California. The focus on a specific ethnic group is a reminder that Asian Americans are not a single entity but a diverse set of groups. This study helps to fill another gap in the literature by focusing on the high school level, where the effects of afterschool programming are much less well documented than at the elementary and middle school levels. Among the findings were that study participants had a lower than average GPA compared to nonparticipants, had significantly better average attendance rates, and findings for self-esteem were mixed. Generally, The afterschool program produced positive outcomes for the Hmong high school students in the authors' sample. Implications for policy and practice are presented.</p>

23	<p>Bulanda, J., Szarzynski, K., Siler, D., & McCrea, K. (2013). “Keeping It Real”: An Evaluation Audit of Five Years of Youth-Led Program Evaluation. <i>Smith College Studies in Social Work</i>, 83(2-3), 279–302.</p>	<p>Youth are increasingly seen as competent in participating in research and program evaluation, two activities previously reserved for adults. This article is a report of the findings from an evaluation audit of Stand Up! Help Out!, a participatory action after-school youth leadership development program for disadvantaged urban youth that utilized youth evaluations to develop a best practices service model. The youths' feedback assisted providers in improving services so that youth engagement in the program was 99% (by comparison with national highs of 79%). Here, the authors describe an important aspect of the process of youth-led program evaluation leading to such high youth engagement: how youth interviewed each other so as to optimize the authenticity of their program evaluations and contributions to program design. Drawing from over 5 years of program evaluation data collected by youth, the authors report on the youths' experiences as informants and coresearchers, consider strategies used to help youth best describe their experiences in the program, and describe implications for other settings looking to incorporate youth-led program evaluation. Youth-led program evaluation has considerable promise for helping service providers make programs more meaningful for disadvantaged youth. Adapted from the source document.</p>
24	<p>Burke, K.J., Greene, S. & McKenna, M.K. (2017). Youth voice, civic engagement and failure in participatory action research, <i>The Urban Review</i>, 49(4), 585-601.</p>	<p>In this article, we tell the story of a changing urban landscape through the eyes of the youth we work with in an ongoing after-school program and community-based research project rooted in Photovoice methodology. In particular, we focus on the work that, over the 6 years of our time with youth, has “ended up on the cutting room floor” (Paris and Winn (eds) <i>Humanizing research: decolonizing qualitative inquiry with youth and communities</i>. SAGE Publications, Thousand Oaks, 2014, p. xix). This attention to the work that has fallen through the cracks is a move to engage the central tenets of Humanizing Research, but it’s also a call to think critically with and through the failures that emerge in work with youth. We attend specifically to an ongoing</p>

		<p>failure in our work as a way to think about the kinds of promises that are often made and broken in participatory action research. In doing so, we tease out the implications of our work with youth and the steps community-based researchers can take to navigate the challenges that can impede the goals of fostering meaningful change. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
25	<p>Capaldi, D.M. (2009). Youth after-school programs: Time to involve the parents and community? <i>Criminology & Public Policy</i>, 8(2), 413-422.</p>	<p>After-school programs (ASPs) provide supervision and activities for children in the period between the end of school and their parent's return from work; these programs have intuitive appeal in the United States, where it is estimated that 33% of children ages 12-14 with a single working parent or working parents are in self-care. Here, Capaldi focuses on the key feature of an ASP: the supervision and monitoring of the child's behavior. ASPs can have the unintended effect of increasing activity with delinquent others even in supervised programs. Parents need to be involved so they can monitor what is happening in these programs and with whom their children are participating. In addition, she calls for programs that involve children in community activities. Such programs may have the added advantage of being sufficiently diverse and attractive to encourage those youth who otherwise would not be interested in volunteering for an ASP.</p>
26	<p>Cavanagh, B.D. & Meinen, A. (2015). Utilizing Wisconsin Afterschool Programs to Increase Physical Activity in Youth, <i>Journal of School Health</i>, 85(10), 697-703.</p>	<p>Background: Approximately 31.7% of children in the United States are overweight or obese. Interventions in the afterschool setting may help combat childhood obesity. Research exists on interventions in school settings, but a few data exist for interventions about afterschool programs. This study investigates increasing physical activity (PA) in Wisconsin afterschool programs. Methods: A literature review was used to develop key informant interviews. Utilizing a constant comparative method, interview data were coded and themes were identified. The themes, literature review, and expert opinions were used to formulate recommendations for improving PA in afterschool programs. Results: Programs had success in utilizing different</p>

		<p>resources to improve PA. Key barriers to improving PA included grant-imposed academic restrictions, the need for provider education, fears of conflict and competitiveness, and a lack of understanding between health and sedentariness. Conclusions: There is a clear need for additional exploration into improving PA in Wisconsin afterschool programs. This study resulted in specific recommendations to increase PA in afterschool programming, including utilizing school wellness policies and staff professional development to improve PA in afterschool programs.</p>
27	<p>Charmaraman, L. (2013). Congregating to Create for Social Change: Urban Youth Media Production and Sense of Community, <i>Learning, Media and Technology</i>, 38(1), 102-115.</p>	<p>This case study explored how adolescents were empowered through afterschool media production activities and, in the process, re-imagined themselves as active and engaged citizens within their community. Through analyzing interviews, participant observations, and media artifacts of 14 participants (aged 15-19) over a period of 18 months, three main themes emerged from the triangulation of data: (1) sociocultural capital through group ownership; (2) safe space for creative expression; and (3) developing a sense of community with diverse voices. These young people exercised their collective voice toward pro-social actions by writing and producing their stories and showcasing their works at community screenings. They hoped that their videos would promote individual and community transformations. Building on youth development, community psychology, and media literacy frameworks, this article discusses educational implications like advocating for the power of youth media production to bridge participants personal and private artistry to public and political statements. (Contains 1 note.)</p>
28	<p>Chung, H., Jusu, B., Christensen, K., Venescar, P., & Tran, D. (2018). Investigating motivation and engagement in an urban afterschool arts and leadership program. <i>Journal of Community Psychology</i>, 46(2), 187–201.</p>	<p>Despite the potential benefits of afterschool arts-based programs on development, urban youth in low-income areas are unlikely to participate in these activities. The aim of the current study was to investigate motivation and engagement in an arts and leadership afterschool program among 10 urban, predominantly African American youth. We took a mixed-methods approach, as limited</p>

		<p>research has examined motivational processes in arts-based programs. Youth identified program content, staff, and peers as important sources of motivation. Specifically, the program leader played multiple roles in youths' lives, and it is critical to pay careful attention to how youth experience and learn to navigate these complex relationships. Youth especially valued opportunities to develop a sense of competence (e.g., learn teamwork skills) and engage in identity work (e.g., gain a better sense of themselves), and they envisioned their program participation having a positive influence on motivation in their everyday lives outside of program activities. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)</p>
29	<p>Coatsworth, J. D. & Conroy, D.E. (2007). Youth Sport as a Component of Organized Afterschool Programs, <i>New Directions for Youth Development</i>, 2007(115), 57-74.</p>	<p>Organized afterschool programs have received increased attention over the past two decades because of changes in family demographics and in society's structures for supervising and socializing youth. The number of afterschool programs has been rapidly expanding to meet the increased need. However, not all youth in need are being reached, and the programs that are being created are loosely connected. The authors present several advantages of more fully integrating sport and afterschool activities. There are well-documented positive effects of physical activity and sports participation on physical and psychosocial youth outcomes, especially if those programs are implemented with these points in mind. Promoting healthy lifestyles and preventing obesity are also important federal- and state-level policy priorities. Finally, physical activity and fitness and sport participation are linked with improved cognitive functioning and greater academic achievement, two desired outcomes of many afterschool programs. The authors note, however, that many youth sports programs designed to enhance positive youth development will not succeed without more attention focused on improving them, because they do not use best practices and principles of afterschool and youth sports programs. The authors</p>

		<p>focus on best practice ideas in four areas that are essential to the successful intersection of youth sport and afterschool programming: setting a clear mission, programming with appropriate content, staff training, and research and evaluation or frequent assessments. They illustrate best practices in each of these areas using program descriptions and provide recommendations for strengthening the connections among afterschool programs, sports, and physical activity. (Contains 52 notes.)</p>
30	<p>Cole, P. (2011). Building an Afterschool Workforce: Regulations and beyond, <i>Afterschool Matters</i>, 13, 12-21.</p>	<p>In the space of an afternoon, an afterschool worker may perform many roles--homework tutor, mentor, athletic director, games master, role model, reading coach, top chef, bridge to parents, and, above all, an adult who develops positive relationships that can change children's lives. Program staff is a critical ingredient of the quality of afterschool programs, which are increasingly seen as means to support youth development and school success. But what qualifications--education, training, and experience--should staff members possess? Building the workforce to help children and youth in afterschool programs reach their potential is a task that the field itself should undertake, together with the policymakers who regulate, fund, and oversee programs. With the reauthorizations of both the Elementary and Secondary Education Act and the Child Care and Development Block Grant long overdue, the role of afterschool in achieving national education goals by supporting the development of well-rounded children and youth must come into sharper focus. The National AfterSchool Association developed a baseline look at how states are approaching staff qualifications and training in two federal funding streams for afterschool programs: (1) Child Care Development Fund (CCDF), the umbrella term for all federal childcare funding, discretionary and mandatory, governed by the provisions of the Child Care and Development Block Grant; and</p>

		<p>(2) 21st Century Community Learning Centers (21st CCLC). This article describes the results of the study that looked at states' basic floors for qualifications and professional development for staff in center-based afterschool programs. The study also examined approaches to improving quality. The article concludes with some recommendations. (Contains 5 tables and 1 figure.)</p>
31	<p>Conklin-Ginop, E., Braverman, M. T., Caruso, R., & Bone, D. (2011). Bringing Carnival drum and dance traditions into 4-H programming for Latino youth. <i>Journal of Extension</i>, 49(4), 1-8.</p>	<p>4-H Bloco Drum and Dance is an afterschool program that teaches adolescents drumming, dancing, and theater arts in the rich traditions of Brazilian Carnival. Teens learn to express themselves in a variety of modalities and perform at community events. The program was developed by a community coalition that included 4-H, other youth programs, and the school district. Most program participants are Latino, high-risk youth. Program evaluation revealed that 4-H Bloco has positive impacts with regard to cultural appreciation, gang-related attitudes and awareness, health awareness, exercise, and nutrition. Bloco demonstrates the value of culturally relevant arts education in Extension youth programming. (Contains 3 figures.)</p>
32	<p>Cooper, B. (2013). Teaching the "What" As Well As the "How": Content-Rich OST Professional Development, <i>Afterschool Matters</i>, 18, 1-8</p>	<p>This article examined the literature on best practices in content-specific professional development and then aligns this work with the practices of a citywide afterschool chess program run by After School Activities Partnerships (ASAP) in Philadelphia. School teachers, out-of-school time (OST) staff, and youth workers readied themselves to think and talk about their work, to learn something new and useful. As OST programs are increasingly pressured to connect their activities to school day learning, identifying and implementing best practices in OST professional development has become increasingly important. Workshops were chosen as the main avenue for ASAP's</p>

		<p>professional development for several reasons. First, workshops were the most cost-effective way for a small-budget outfit to provide high-quality professional development to a group of educators. Second, an in-person workshop created an opportunity for club leaders and ASAP staff to meet face to face, building a sense of community and belonging. The diversity among ASAP club leaders and host sites made this connection to ASAP especially important. In the review of professional development practices, it was concluded that "a qualified, motivated staff with a low turnover rate" was critical to creating quality afterschool programming. As OST programs consider content-specific programming, the sustainability and quality of their workforce played a prominent role in their thinking, as well as student outcomes. When staff members were equipped to create content-specific activities and were given autonomy to implement them, OST programs created an "experience-rich" environment that pushes youth to achieve and that engenders enthusiasm and longevity among staff.</p>
33	<p>Cross, A., Gottfredson, D., Wilson, D., Rorie, M., & Connell, N. (2010). Implementation Quality and Positive Experiences in After-School Programs. <i>American Journal of Community Psychology</i>, 45(3-4), 370–380.</p>	<p>Data collected during an evaluation of a multi-site trial of an enhanced after-school program were used to relate quality of program implementation to student experiences after school. The enhanced after-school program incorporated a drug use and violence prevention component that was shown to be effective in previous research. Building on Durlak and Dupre's (Am J Community Psychol 41:327-350, 2008) dimensions of implementation, we assessed the level of dosage, quality of management and climate, participant responsiveness, and staffing quality achieved at the five program sites. We evaluated how these characteristics co-varied with self-reported positive experiences after-school. The study illustrates how multiple dimensions of program implementation can be measured, and shows that some but not all dimensions of implementation are related to the quality of student after-school experiences. Measures of quality of management and climate, participant</p>

		<p>responsiveness, and staffing stability were most clearly associated with youth experiences. The importance of measuring multiple dimensions of program implementation in intervention research is discussed.[PUBLICATION ABSTRACT]</p>
34	<p>Cummings, M., Whitlock, A., Draper, M., Renschler, L., Bastian, K., Cox, C., & Visker, J. (2014). "All Stars" for at-risk middle school students in an afterschool setting: a pilot program. <i>Journal of Substance Use, 19</i>(6), 444–447.</p>	<p>Introduction: The evidenced-based program, All Stars, usually conducted in the in-school setting and taught by classroom teachers; was implemented in an afterschool setting for at-risk middle school students by local university student volunteers. The classroom-based program was moved to the after-school setting in this study in order to target the most at-risk students, and university student volunteers served as instructors to decrease program costs. Methods: Middle school students enrolled in an afterschool program for the most academically and socially at-risk participated in an evidence-based substance abuse prevention program and study as a part of their overall afterschool curriculum. The Pre-Post All Stars Student Survey was used as the data collection instrument and included 45 demographic, behavior, and core mediator Likert-scale questions. A series of paired samples t-tests were used to assess pre-post differences in the following: Commitment to Avoid Risky Behaviors, Normative Beliefs, and Lifestyle Incongruence. Results: At the conclusion of the program, participants' lifestyle incongruence about substance abuse improved significantly, their commitment to avoid risky behaviors improved, but their normative beliefs decreased. Discussion/conclusion: For those youth at high-risk, providing the program in the afterschool setting and using non-classroom teachers as instructors does seem to have potential for successful program delivery. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>

35	<p>D'Amico, E., Green, H., Miles, J., Zhou, A., Tucker, J., & Shih, R. (2012). Voluntary After-School Alcohol and Drug Programs for Middle School Youth: If You Build it Right, They Will Come. <i>Journal of Research on Adolescence</i>, 22(3), 571–582.</p>	<p>Few after-school programs target alcohol and other drug (AOD) use because it is difficult to encourage a diverse group of youth to voluntarily attend. The current study describes CHOICE, a voluntary after-school program which targeted AOD use among middle school students. Over 4,000 students across eight schools completed surveys and 15% participated in CHOICE. Analyses indicated that there were some differences between CHOICE participants and nonparticipants. For example, African American and multiethnic students were more likely to attend. Past month alcohol users were more likely to initially attend, and marijuana users were more likely to continue attendance. Thus, CHOICE reached students of different racial and ethnic groups and attracted higher risk youth who may not typically obtain prevention services. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
36	<p>DeGennaro, D. (2008). The Dialectics Informing Identity in an Urban Youth Digital Storytelling Workshop. <i>E-Learning and Digital Media</i>, 5(4), 429–444.</p>	<p>This article examines an after-school program entitled Silk City Media Workshop. Briefly, the workshop engages youth in digital storytelling as a means of enhancing both their technology and literacy skills. Transcending these goals, this workshop also provides opportunities for youth to reveal multiple aspects of their unfolding identities as well as the employment of their agency in the process. The article draws on aspects of cultural sociology and concepts of identity and agency to explore one student's digital story. The study of this student's digital story suggests how it both reveals and embodies her identity and agency. Analysis illuminates connections to her histories and interactions between herself and others. Examining the digital story through the explicated framework assists educators in understanding the ways in which students identify themselves and how those identities relate to a set of organized actions that form and re-form over lifetimes, and through collective histories. (Contains 9 notes.)</p>

37	<p>Denner, J., Meyer, B., & Bean, S. (2005). Young Women's Leadership Alliance: Youth-adult partnerships in an all-female after-school program. <i>Journal of Community Psychology</i>, 33(1), 87-100.</p>	<p>This article describes program strategies and adult practices that can build youth-adult partnerships. In particular, it focuses on strategies to empower girls in all-female after-school programs. The Young Women's Leadership Alliance has involved 164 girl leaders and five adult women leaders over three years. To build the partnerships, adults made two key contributions: provided guidance rather than instruction, and created a place where girls can know and speak their minds. We describe specific practices and draw on analyses of the qualitative data to provide evidence of the utility of the practices for creating youth-adult partnerships that empower and engage girls. Three program practices may be particularly relevant for all-female programs: legitimizing a range of leadership styles, creating a way for all voices to be heard, and creating a norm of respectful disagreement. This article also highlights the importance of peer relationships in building effective youth-adult partnerships.</p>
38	<p>Deutsch, N., & Jones, J. (2008). Show Me an Ounce of Respect: Respect and Authority in Adult-Youth Relationships in After-School Programs. <i>Journal of Adolescent Research</i>, 23(6), 667-688.</p>	<p>Authority is an important component of adult-youth relations. Little work has been done exploring authority outside of families and classrooms. This article consolidates findings from two studies of urban after-school programs. The article examines youths' experiences of authority in after-school programs, compares those with their reports of authority relations at school and explores how adult-youth relationships in these settings influence those experiences. A relational climate exists in the after-school programs which informs youths' experiences of authority. Respect emerged as an important construct which influences youths' perceptions of and relations to adult authority. This may be particularly salient for racial minority youth. Youth differentiate respecting rules from respecting people and highlight the importance of bidirectional respect. Findings suggest that as educators and youth practitioners attempt to balance adolescents' needs for autonomy with adults' needs for authority, they should be cognizant of how respect can work to enhance authority. [PUBLICATION ABSTRACT]</p>

39	<p>Diversi, M., & Mecham, C. (2005). Latino(a) students and Caucasian mentors in a rural after-school program: Towards empowering adult–youth relationships. <i>Journal of Community Psychology</i>, 33(1), 31–40.</p>	<p>High rates of immigration, especially from Latin America, have created a large population of immigrant youth, many of whom are having difficulty in American schools. The central goals of our project were to assist in empowering students to find academic success and to foster a more bicultural identity. According to three perspectives (youth, mentor, and coordinator), the adult-youth relationship central to our project has been successful in fostering academic engagement and cross-cultural relations. Youth improved their grades and reported being more connected to school. Mentors and youth reported trust in their relationship and satisfaction in learning about each other's culture. We also discuss shortcomings in our program and offer suggestions for positive adult-youth practices.</p>
40	<p>Duodu, E., Noble, J., Yusuf, Y., Garay, C., & Bean, C. (2017). Understanding the delivery of a Canadian-based after-school STEM program: a case study. <i>International Journal of STEM Education</i>, 4(1), 1–11.</p>	<p>Background: Due to the rising demands for a Canadian workforce with science, technology, engineering, and math (STEM)-related education, there is a need to increase youth engagement in STEM education and programming. Research, however, has shown that youth residing in low-income communities are disproportionately affected by psychosocial barriers, which often inhibit meaningful engagement in STEM programming. Visions of Science Network for Learning (VoSNL) was designed and implemented to address these existing barriers. VoSNL is a charitable organization in Southern Ontario, Canada, that provides weekly community-based STEM programming to low-income and marginalized youth during out-of-school time. VoSNL programming is delivered directly within the community and is free-of-charge for all youth in order to minimize barriers of physical and financial accessibility. The purpose of this report was to provide a detailed description of a core program within VoSNL--Community Science Clubs--and summarize the findings of a process evaluation, specifically the successes and challenges of implementing a community-based, out-of-school STEM program. Results: Program successes are outlined along with the challenges that have been identified through program</p>

		<p>implementation. Successes include (a) delivering the program within a community context, (b) opportunities for consistent engagement, and (c) establishing positive youth-staff relationships. Challenges include (a) navigating community-based issues, (b) conducting outreach and promotion, and (c) accommodating a wide age range of youth. Further, lessons learned from an evaluation of program implementation are also discussed. Conclusions: This report provides one of the first program descriptions and process evaluations of a community-based, youth-focused STEM program within a Canadian context. The findings in this report have helped to improve the delivery and evaluation of the VoSNL program and may act as a catalyst for program expansion to reach more youth in marginalized communities. Further, the findings can also provide a strong framework for programmers interested in implementing STEM youth programming in a community context, assist in the replication of similar models in other locations, and enhance STEM learning amongst youth.</p>
41	<p>Durlak, J., Weissberg, R., & Pachan, M. (2010). A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents. <i>American Journal of Community Psychology</i>, 45(3-4), 294–309.</p>	<p>A meta-analysis of after-school programs that seek to enhance the personal and social skills of children and adolescents indicated that, compared to controls, participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors. The presence of four recommended practices associated with previously effective skill training (SAFE: sequenced, active, focused, and explicit) moderated several program outcomes. One important implication of current findings is that ASPs should contain components to foster the personal and social skills of youth because youth can benefit in multiple ways if these components are offered. The second implication is that further research is warranted on identifying program characteristics that can help us understand why some programs are more successful</p>

		than others. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
42	Ersing, R. L. (2009). Building the capacity of youths through community cultural arts. <i>Best Practices in Mental Health</i> , 5(1), 26-43.	This paper examines the role that community-based arts programs play in empowering marginalized youths to become agents of community change. A positive youth development perspective is used to identify the characteristics of after-school cultural arts programs that nurture core developmental assets and build strong connections between youths and their communities. Attention is given to promoting assets that strengthen the resilience of young people struggling with emotional stressors that may lead to risk-taking behavior. The Prodigy Cultural Arts Program is presented as an example of a successful after-school arts program that incorporates principles of positive youth development. Prodigy focuses on building the capacity of adolescents to become confident and competent young adults, engaged as leaders in community building. Implications for using cultural arts programs to promote developmental assets, especially among youths residing in socially and economically disadvantaged neighborhoods, are discussed. Adapted from the source document.
43	Farmer-Hinton, R., Sass, D., & Schroeder, M. (2009). What Difference Does an Hour Make? Examining the Effects of an After School Program. <i>Planning & Changing</i> , 40(3-4), 160–182.	The use and scope of after-school programs (ASPs) have always varied with the local context. Historically, affluent families used ASPs to provide enrichment for their children. During the Civil Rights and Black Nationalist movements, African Americans used ASPs for cultural and educational activities. In recent times, ASPs have been used for latchkey children who are responsible for their own care after school. However, in this accountability era, the way that students spend their after-school hours has changed, particularly for academically and socioeconomically vulnerable students. ASPs in poor schools focus more on

remediation than counterpart programs in affluent schools. In addition, public and private funders of ASPs require measurable improvements in student outcomes, particularly student test scores. Further, the No Child Left Behind (2001) legislation mandates after-school instruction for students attending consistently underperforming schools. Unlike prior moments in the history of after-school programming, this accountability era dictates the use and scope of after-school programs as extended learning opportunities for students most academically and socioeconomically vulnerable. Similarly, in response to declining test scores of low performing students across Chicago, the Lighthouse after-school program was implemented in the Chicago Public Schools (CPS). The program became an answer to several concerns such as parental need for after-school care, supervised recreational time, and an extra meal for students in need. However, the use and scope of the program was created within the context of the accountability era in Chicago. In 1996, CPS ended social promotion by requiring third, sixth, and eighth graders to meet district-wide test score requirements or fail. While high stakes accountability measures have been heavily criticized, ending social promotion in CPS provided academically at-risk students with extra instructional time after school. The purpose of this paper is to examine the effects of the Lighthouse program. The effects of Lighthouse are important because the literature is "mixed" in terms of the impact of ASPs on students' academic performance. An important challenge has been for ASPs to synchronize their efforts with regular school day instruction. The effects of Lighthouse add to the literature because some clarity is needed on whether leveraging the resources of the regular school day will lead to increased learning for students.

44	Farrell, A., Collier-Meek, M., & Pons, S. (2013). Embedding Positive Behavior Intervention and Supports in Afterschool Programs. <i>Beyond Behavior</i> , 23(1), 38-45.	There is growing recognition that after-school programs (ASPs) provide opportunities for positive youth development. Many ASPs focus on behavior and socio-emotional challenges, provide evidence-based interventions to improve homework completion and academic skills, and offer physical activities and nutritious foods. Generally speaking, ASPs offer a critical service to families by providing safe environments for students during "risky" after-school hours. These programs have an opportunity to reap many benefits by utilizing evidence-based education initiatives, such as positive behavior interventions and supports (PBIS), to promote a positive environment, support participant and staff behavior, and enhance outcomes. In support of extending PBIS into ASPs, this paper includes an overview of PBIS, specifies its relevance to ASPs, outlines initial research support, and reviews considerations related to preparation, implementation, and evaluation of PBIS in ASPs. Considerations for embedding PBIS into ASPs during preparation, implementation, and evaluation are provided.
45	Fernández, J. (2018). Toward an Ethical Reflective Practice of a Theory in the Flesh : Embodied Subjectivities in a Youth Participatory Action Research Mural Project. <i>American Journal of Community Psychology</i> , 62(1-2), 221–232.	The focus of this paper is to demonstrate how embodied subjectivities shape research experiences. Through an autoethnography of my involvement in a Youth Participatory Action Research (YPAR) after-school program with low-income and working-class youth of Color from predominantly Latinx communities I examined my embodied subjectivities, via an ethical reflective practice, as these surfaced in the research context. Autoethnography is presented as a tool to facilitate an ethical reflective practice that aligns with heart-centered work. Drawing from an epistemology of a theory in the flesh (Anzaldúa & Moraga, 1981), embodied subjectivities are defined by the lived experiences felt and expressed through the body, identities, and positionalities of the researcher. The article concludes with implications for the development of community psychology competencies that attend to the researcher's embodied

		subjectivities. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
46	Forrest-Bank, S., Nicotera, N., Anthony, E., & Jenson, J. (2015). Finding their Way: Perceptions of risk, resilience, and positive youth development among adolescents and young adults from public housing neighborhoods. <i>Children and Youth Services Review, 55</i> , 147–158.	Knowledge of the risk and protective factors associated with problem behavior and the application of principles consistent with positive youth development have led to significant advances in understanding why some young people develop behavioral and social problems while others display resilience in the face of adversity. Qualitative research methods were used to identify principles of risk, protection, resilience, and positive youth development in a sample of 17 adolescents and young adults (ages 14–20) who participated in after school programs located in 4 urban public housing neighborhoods. Template analysis in conjunction with constant comparative analysis revealed 7 themes identified as challenges, resources that support development, coping, caring and compassion, aspirations and well-being, competence and confidence, and wisdom and advice. The discussion considers how these themes are congruent with key constructs of risk, protection, resilience, and positive youth development. Implications for promoting positive behavior in adolescents and young adults are noted. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
47	Forthun, L., Montgomery, M., & Bell, N. (2006). Identity Formation in a Relational Context: A Person-Centered Analysis of Troubled Youth. <i>Identity, 6</i> (2), 141–167.	The purpose of this study was to examine the identity formation of troubled youth (8 female & 12 male adolescents, ages 14-17) in an after-school treatment program for problem behavior. To achieve this goal we (a) garnered information from 2 identity interviews given 6 to 8 weeks apart, (b) adopted a qualitative, person-centered analytical strategy to identify identity profiles, & (c) examined the identity profiles within a relational context, focusing on the developmentally salient domains of parents & peers. Analyses revealed 5 identity profiles similar to the identity statuses previously described by Marcia & others, but with unique phenomenological differences. Across the profiles, youth differed in their responses (in terms of exploration &

		<p>commitment) to the "identity challenges" they encountered during this brief period. Likewise, the relational contexts of parental & peer support also varied across profiles. References. Adapted from the source document.</p>
48	<p>Frazier, S. L., Chou, T., Ouellette, R. R., Helseth, S. A., Kashem, E. R., & Cromer, K. D. (2019). Workforce Support for Urban After-School Programs: Turning Obstacles into Opportunities. <i>American journal of community psychology</i>, 63(3-4), 430-443.</p>	<p>Organized after-school programs can mitigate risk and build resilience for youth in urban communities. Benefits rely on high-quality developmental experiences characterized by a supportive environment, structured youth–adult interactions, and opportunities for reflective engagement. Programs in historically disenfranchised communities are underfunded; staff are transient, underpaid, and undertrained; and youth exhibit significant mental health problems which staff are variably equipped to address. Historically, after-school research has focused on behavior management and social-emotional learning, relying on traditional evidence-based interventions designed for and tested in schools. However, after-school workforce and resource limitations interfere with adoption of empirically supported strategies and youth health promotion. We have engaged in practice-based research with urban after-school programs in economically vulnerable communities for nearly two decades, toward building a resource-efficient, empirically informed multitiered model of workforce support. In this paper, we offer first-person accounts of four academic–community partnerships to illustrate common challenges, variability across programs, and recommendations that prioritize core skills underlying risk and resilience, align with individual program goals, and leverage without overextending natural routines and resources. Reframing obstacles as opportunities has revealed the application of mental health kernels to the after-school program workforce support and inspired lessons regarding sustainability of partnerships and practice.</p>

49	<p>Fredricks, J., & Simpkins, S. (2012). Promoting Positive Youth Development Through Organized After-School Activities: Taking a Closer Look at Participation of Ethnic Minority Youth. <i>Child Development Perspectives</i>, 6(3), 280–287.</p>	<p>Youth participation in organized after-school activities provides opportunities for positive growth and development. Unfortunately, ethnic minority youth, especially those living in low-income communities, participate in these activities at lower rates and less consistently than nonminority youth. This article reviews the research on the academic, psychological, and behavioral outcomes of participation in organized activities for African American and Latino youth. Second, it highlights individual and contextual factors associated with these youth’s initial and ongoing participation. It concludes by outlining the gaps in the literature on ethnic minority youth and articulates areas that require additional theory and research. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
50	<p>Fredricks, J., Bohnert, A., & Burdette, K. (2014). Moving beyond attendance: Lessons learned from assessing engagement in afterschool contexts: MOVING BEYOND ATTENDANCE. <i>New Directions for Youth Development</i>, 2014(144), 45–58.</p>	<p>Youth engagement is the least researched, but potentially most important, aspect of participation in afterschool programs. The level of youth engagement can vary across programs, across youth within a program, and within individual youth over time. Engagement is important for both recruiting and retaining participants, and has been associated with more positive academic outcomes over time. This chapter integrates perspectives from practitioners, researchers, and the school engagement literature. Reasons why engagement is an important dimension of afterschool programming, different methods for assessing engagement, key features of engaging afterschool programs, and implications for practice are also outlined.</p>

51	<p>Fredriksson, I., Geidne, S., & Eriksson, C. (2015). Important strategies for youth centers to be health-promoting settings. <i>Health Science Journal</i>, 10(1), 1-16.</p>	<p>Background: Adolescence is a time that offers many opportunities for good health. It is also when the foundations for future patterns of adult health are established. Leisure time is a significant part of young people's lives, and is often spent together with peers, it could therefore be a crucial arena for helping adolescents develop their full potential and attain the best possible health in the transition to adulthood. Since many young people spend their leisure time at youth centers they can play an active role in health promotion and be a health-promoting setting. This study aims to explore different strategies at two NGO-driven youth centers in multicultural, socially deprived suburbs in Sweden, and to determine what factors are important for making the youth centers health-promoting settings. Method and findings: The study includes data from seven individual interviews with staff and six group interviews with youth at two youth centers. The groups consisted of three to five members with different ages (13–17 years), ethnicities, experiences and number of years at the center, totally 26 young people. An inductive qualitative content analysis was performed to analyze the interviews. The two youth centers studied are located in suburbs of two top-ten (by population) cities in Sweden. Both suburbs are characterized by apartment blocks and a high proportion of people with immigrant backgrounds and lower socio-economic status. The results show that youth centers can be health-promoting settings when their strategies include some important factors, both in theory and in daily practice. Conclusion: To be a health-promoting setting a youth center needs to be open and inclusive towards its target groups, foster supportive relationships, emphasize youth empowerment, and integrate family, school and community into its strategies.</p>
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52	<p>Froyum, C. (2010). The Reproduction of Inequalities Through Emotional Capital: The Case of Socializing Low-Income Black Girls. <i>Qualitative Sociology</i>, 33(1), 37–54.</p>	<p>The concept of emotional capital suggests that adults transfer emotion management skills to children in ways that are consequential for the social reproduction of inequalities. Using ethnographic data from a popular after-school program, this study analyzes the emotional capital transmitted to low-income black girls by staff. They passed on four aspects of emotional capital: stifling attitude, being emotionally accountable for peers, sympathizing with adult authority figures, and emotional distancing from cultural 'dysfunction.' Staff intended to teach girls to manage their emotions as a way to counteract racism, but the socialization largely promoted emotional deference, thereby reinforcing racialized, classed, and gendered ideologies. Adapted from the source document.</p>
53	<p>Fuller, R., Percy, V., Bruening, J., & Cotrufo, R. (2013). Positive Youth Development: Minority Male Participation in a Sport-Based Afterschool Program in an Urban Environment. <i>Research Quarterly for Exercise and Sport</i>, 84(4), 469–482.</p>	<p>Purpose: As there is little research that investigates the experiences of minority boys participating in youth development programs (Fashola, 2003), the current research focused on a sport-based youth development program for early adolescent Black and Latino boys in Hartford, CT. Specifically, the present study explored (a) what attracted minority boys to participate in youth development programs, (b) what kept them involved, and (c) whether their involvement translated into positive developmental outcomes. Method: The study used semistructured individual interviews to collect data from 8 participants and their parents. The research team deductively coded interviews in accordance with the a-priori framework of the Five Cs and Sixth C of youth development (i.e., competence, character, caring, confidence, connection, and contribution; Roth & Brooks-Gunn, 2003). In addition, interviews were deductively coded to investigate why participants became involved in the program and why they continued participation. Results: Findings from the study indicated that participants became involved with the Sport Hartford Boys (SHB) program mainly due to its emphasis on sport-related activities. Moreover, findings related to the youths' continued involvement revealed their value for the SHB program</p>

		<p>as a safe place that kept them out of trouble and provided experiences that led to positive personal development. Furthermore, results indicated that participation in the program facilitated the development of each "C" of youth development. Conclusion: By promoting positive relationships and providing opportunities for self-exploration in a safe and trusting environment, afterschool programs can cultivate positive youth development in minority boys, at least in the short term.</p>
54	<p>Futch, V. (2016). Utilizing the Theoretical Framework of Collective Identity to Understand Processes in Youth Programs. <i>Youth & Society</i>, 48(5), 673–694.</p>	<p>This article explores collective identity as a useful theoretical framework for understanding social and developmental processes that occur in youth programs. Through narrative analysis of past participant interviews (n = 21) from an after-school theater program, known as The SOURCE , it was found that participants very clearly describe a collective "member" identity. Aspects of the collective identity become psychological assets that participants are able to recall at later points in their lives--in their future roles as college roommates, parents, teachers, nurses, and so on. Findings suggest that collaboratively and purposefully crafting a collective identity provides youth programs with a useful way to cultivate meaningful results of participation for current members as well as provide an underlying identity framework that past participants can build on in new social arenas as emerging adults.</p>
55	<p>Gandarilla, M., & O'Donnell, J. (2014). Keeping Children Safe: Afterschool Staff and Mandated Child Maltreatment Reporting. <i>Afterschool Matters</i>, 20, 28–38.</p>	<p>With 8.4 million children in the U.S. spending an average of eight hours a week in afterschool programs, afterschool providers are an important part of the network of caring adults who can help to keep children safe. In addition, afterschool staff are "mandated reporters." Whether or not the laws specifically mention afterschool staff, every state requires people whose employment puts them in contact with children to report suspected child abuse or neglect (Child Welfare Information Gateway, 2010). The close relationships that staff, children, and families often form in afterschool programs make it quite possible that children will disclose maltreatment or that staff will</p>

		<p>identify maltreatment warning signs. However, it is not clear that afterschool staff understand their responsibility to report this information to authorities. To begin to understand reporting of suspected child maltreatment by afterschool staff, the authors surveyed staff in a large California afterschool program about their knowledge of child maltreatment and mandated reporting. They also asked about their training in this area and about the factors that might influence their decision to report suspected abuse or neglect. The results suggest that further training may be necessary to help afterschool providers understand their responsibility to report and the process of making a report.</p>
56	<p>Gast, M., Okamoto, D., & Feldman, V. (2017). We Only Speak English Here: English Dominance in Language Diverse, Immigrant After-School Programs. <i>Journal of Adolescent Research</i>, 32(1), 94–121.</p>	<p>Past research suggests that community after-school programs (ASPs) are crucial sites for culturally relevant programming for minority and immigrant youth; yet, we know little about how ASPs address language in their programming. Using an ethnographic fieldwork approach, we examine the goals and practices of ASP workers serving immigrant youth with diverse ethnic and language backgrounds in San Francisco, California. We find that, despite the best intentions regarding culturally relevant programming, ASP workers faced funding mandates, capacity issues, and increasingly diverse youth populations, and they adopted English-only policies or simply placed little priority on native-language usage. Ultimately, we observed competing processes related to English dominance: a lack of support for English language learners (ELLs) and bilingual youth, and the use of English as a bridge language across racial and ethnic lines. While staff sought to support and empower immigrant youth, ELL youth were often left on the sidelines and had limited opportunities to develop social capital in ASPs. Without reworking funding and institutional systems for language programming, English dominance may continue as a normalized method of practice in city youth programs. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>

57	<p>Geidne, S., Fredriksson, I., & Eriksson, C. (2016). What motives are important for participation in leisure-time activities at Swedish youth centres? <i>Health Education Journal</i>, 75(8), 972–985.</p>	<p>Objective: This study aimed to explore the motives of young people in multicultural suburbs for participating in youth-centre activities. Design and setting: The study employed practice-based research with a focus on collaboration and methodological diversity. Data on motives for participation were collected in spring 2013 at two nongovernmental organisation (NGO)-run youth centres located in the suburbs of two cities in Sweden using surveys and focus-group interviews. Method: The study used mixed methods, with qualitative data being used to help explain initial quantitative findings. Statistical analysis was conducted using measures of competence and social motives. Qualitative analysis used both deductive and inductive content analysis. Results: Study findings suggest that motives concerning competence development and socialising are insufficient to account for why young people in multicultural, socially disadvantaged suburbs participate in youth-centre activities. The study highlights the importance of additional motives influencing participation in leisure-time activities. The additional motives of ‘fun/undemanding’ and ‘support’ were found to be important to most young people in this study. Conclusion: Study findings suggest that motives for participation in youth-centre activities have to do with characteristics of the participants, of the neighbourhood in which the centre is located and the specific type of unstructured leisure-time activity. Future motive measurement scales should include items concerning socioeconomic status, activities provided and young people’s degree of influence over the activities in which they participate.</p>
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58	<p>Gottfredson, D., Cross, A., Wilson, D., Rorie, M., & Connell, N. (2010). An Experimental Evaluation of the All Stars Prevention Curriculum in a Community After School Setting. <i>Prevention Science, 11</i>(2), 142–154.</p>	<p>This study tested the effectiveness of a prevention curriculum, All Stars, as implemented in a year-long school-based after school program and provides an independent replication of the effects of All Stars on targeted mediators and problem behaviors using an experimental methodology. Middle school students (N = 447) who registered for the after school program were randomly assigned to the experimental or control condition. The sample included approximately equal proportions of males and females, was 70% African American, and 59% of the students received subsidized meals at school. All Stars was delivered with reasonable integrity to the program design, although with lower quality than reported in earlier efficacy trials. However, actual student exposure to the program was lower than expected due to low levels of attendance in the after school program. Students who ever attended received an average of 16 h of All Stars instruction. Results showed no differences between the treatment and control students at post-test on any of the outcomes or mediators. Further, no positive effects were found for youths receiving higher dosage, higher quality program delivery, or both. Insufficient time to achieve high quality implementation in the after school context and potential deviancy training are suggested as reasons for the failure to replicate positive program effects. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
59	<p>Greene, K., Lee, B., Constance, N., & Hynes, K. (2013). Examining Youth and Program Predictors of Engagement in Out-of-School Time Programs. <i>Journal of Youth and Adolescence, 42</i>(10), 1557–1572.</p>	<p>The purpose of this study was to examine the child and family characteristics that predict enrollment in after-school programming for school-age children of immigrant and nonimmigrant families. Although much is known about the beneficial effects of after-school programming for children and youths, the literature focused on immigrant children -- the fastest growing segment of the youth population today -- is limited. Using 2005 National Household Education Survey data, this study compares the effects of child and family characteristics on enrollment in a nationally representative sample of 7,694 school-</p>

		<p>age children. Results from this study add to the current body of research on after-school programming and suggest that the importance of mother's immigrant status did not vary according to demographic characteristics such as ethnicity, household income, and education. However, children of immigrant families were found less likely to be enrolled in after-school programming than their native-born counterparts. In light of these results, social work practice and policy must address access and affordability of quality after-school programming for all school-age children.</p> <p>[PUBLICATION ABSTRACT]</p>
60	<p>Greene, K., Lee, B., Constance, N., & Hynes, K. (2013). Examining Youth and Program Predictors of Engagement in Out-of-School Time Programs. <i>Journal of Youth and Adolescence</i>, 42(10), 1557–1572.</p>	<p>Prior research suggests that youths' engagement in out-of-school time programs may be a crucial factor linking program participation to positive outcomes during adolescence. Guided by the theoretical concept of flow and by stage-environment fit theory, the present study explored correlates of engagement in youth programs. Engagement was conceptualized as the extent to which youth found the program activities enjoyable, interesting, and challenging. The current study examined how program content, monetary incentives, and youth demographic characteristics were linked to youth engagement among a sample of primarily low-income middle and high school youth attending 30 out-of-school programs (n = 435, 51 % female). Results from multilevel models suggested that program content and staff quality were strongly associated with youth engagement. Youth who reported learning new skills, learning about college, and learning about jobs through activities in the program were more engaged, as were youth who found the staff caring and competent. Results demonstrated that the link between learning content for the future and engagement was stronger for older youth than younger youth. In addition, there was a trend suggesting that providing a monetary incentive was associated negatively with youth engagement. Taken as a whole, these findings have important implications for researchers, practitioners, and policymakers interested in understanding the</p>

		characteristics of out-of-school time programs that engage older youth.[PUBLICATION ABSTRACT]
61	<p>Grossman, J., Goldmith, J., Sheldon, J., & Arbreton, A. (2009). Assessing after-school settings. <i>New Directions for Youth Development</i>, 2009(121), 89–108.</p>	<p>According to previous research, three point-of-service features--strong youth engagement, well-conceived and well-delivered content, and a conducive learning environment--lead to positive impacts in after-school settings, the ultimate gauge of quality. To assess quality at a program's point of service, researchers and program administrators should measure indicators of these three quality features. We argue that youth engagement should be the first of these indicators to be measured because it reflects both the content of program activities and the conditions of the learning environment. Next, content should be assessed to ensure that staff deliver a well-designed sequence of active tasks that are linked explicitly to the development of desired skills or competencies. Finally, assessing the learning environment can help explain whether youths' absorption of the content is inhibited by poor interactions, limited youth decision making, or unsafe conditions. In presenting and evaluating multiple measurement approaches, the authors argue that the most reliable measures are those collected from the agent (either youth or staff members) to whom the indicator is most directly tied. Engagement, for example, is an experience of the youth, content is delivered by staff members, and the learning environment, which is maintained by staff members and experienced by the youth, is tied to both agents. Findings from quality assessments should be used to feed an ongoing process of training, support, and content change aimed at quality improvement. (Contains 1 figure, 1 table, and 16 notes.)</p>

62	<p>Haglund, B. (2015). Everyday Practice at the Sunflower: The Staff's Representations and Governing Strategies as Contributions to the Order of Discourse, <i>Education Inquiry</i>, 6(2), 209-229</p>	<p>Swedish leisure-time centres were formerly part of Swedish social and family policies but were transferred to an educational context in the 1990s. This transfer was accentuated by both the Education Act of 2010 and the new teacher training established in 2011, which also included education particularly directed for leisure-time centres. The state's intention with this discursive shift was to highlight education and learning within the activity in a more distinct way. This article is based on an ethnography-inspired study at one leisure-time centre called the Sunflower. The data are based on six weeks of field work including participating observations, field notes and walk-and-talk conversations. The study takes its point of departure from representations by staff concerning what they emphasise regarding the centre's activity, how these representations are related to each other and which strategies staff members use when talking about and monitoring the pupils' activities. The results show the strong presence of older traditions concerning values and practices regarding the performance at work: supporting children with good care, stressing the importance of children's free play and using a peripheral subject position during work. The results also show that a stress on the child-to-staff ratio as circumscribing the activity which is enhanced by the pupils misallocated age distribution.</p>
63	<p>Hall, K., Williams, L., & Daniel, L. (2010). An Afterschool Program for Economically Disadvantaged Youth: Perceptions of Parents, Staff, and Students. <i>Research in the Schools</i>, 17(1), 12–28.</p>	<p>The present study investigated perceived effects of an afterschool program located in 6 Title 1 schools on students' achievement, self-esteem, and attitudes. Data sources comprised surveys (n = 257), 5 focus groups (n= 23), and an individual interview with the program director (n = 1). Survey data indicated overall satisfaction with the program. Perceptions of the program related strongly to student perceptions of personal and social variables. Parent perceptions did not vary across student participation levels, and differences in staff philosophies of education were unrelated to perceptions of program quality. Focus group data indicated that participants viewed the program as a safe haven</p>

		<p>and a means to improve academic and social skills. Student and parent focus groups indicated fondness for the staff, whereas staff and parent groups mentioned character development as a significant outcome. Findings supported the notion that afterschool programs are valuable to many children, especially those from economically disadvantaged backgrounds. Additionally, afterschool programs can provide children with more than academic services, such as character development, social skills, and safety. (Contains 3 tables.)</p>
64	<p>Hallenbeck, A., & Fleming, D. (2011). Don't You Want to Do Better? Implementing a Goal-Setting Intervention in an Afterschool Program. <i>Afterschool Matters</i>, 13, 38-48.</p>	<p>Goal setting is not an innate skill. Adults who are successful at reaching their goals have learned to set realistic goals and to plan to attain them. Afterschool programs, because they have latitude in their curricular offerings and program elements, can provide strong backdrops for goal-setting initiatives. While studies have shown that goal setting is a behavior elementary-age children can accomplish, they do not examine goal-setting initiatives in afterschool programs. This article describes a goal-setting intervention implemented in a 21st Century Community Learning Centers afterschool program serving students in grades 1-5 at two school sites. The authors structured the goal-setting intervention using the Transtheoretical Model, which depicts behavior change as a process that evolves through a series of stages. They believed that use of the Transtheoretical Model, and specifically its Stages of Change construct, could provide elementary afterschool students with a method of setting and achieving goals. With the assistance of afterschool teachers as the goal-setting facilitators, the authors wanted to discern: (1) Is there a difference in the pre-intervention and post-intervention scores of the Stages of Change among students participating in the afterschool intervention?; (2) How does an afterschool goal-setting intervention affect students' goal-setting behaviors?; and (3) How does an afterschool goal-setting intervention affect intervention facilitators? The results show that the intervention offered benefits for both students and teacher-facilitators. The authors used their data to assess the</p>

		strengths and weaknesses of the goal-setting intervention in order to improve its implementation. (Contains 4 figures and 1 table.)
65	Halpern, R. (2006). Youth Programs into the Void. <i>Social Service Review</i> , 80(1), 179-190.	
66	Hanlon, T., Simon, B., O'Grady, K., Carswell, S., & Callaman, J. (2009). The Effectiveness of an After-school Program Targeting Urban African American Youth. <i>Education and Urban Society</i> , 42(1), 96–118.	The present study reports on the effectiveness at one-year follow-up of an after-school prevention program targeting 6th grade African American youth residing in high-risk urban areas. The program, conducted on-site over the school-year period, involved a group mentoring approach emphasizing remedial education and an appreciation of African American cultural heritage in promoting school bonding, social skills development, and greater academic achievement. Behavioral and adjustment outcome data were obtained from two participating middle-school sites (intervention and comparison, involving 237 and 241 students, respectively) serving essentially equivalent urban communities. Results of the study revealed significant effects for academic achievement and behavior in terms of grade point average and teacher ratings that favored students at the intervention site. At this site, greater participation of parents in the intervention program was found to be positively related to improvement of the children in grade point average. No differential site-related changes in negative behavior were observed. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
67	Hjalmarsson, M. (2018). Leisure-time teachers' reflections on systematic quality work: approaches and challenges. <i>Early Child Development and Care</i> , 189(13), 2197–2205.	In times of global tendencies on governance of the public sector, 'quality' has become a keyword, an ideal. In Sweden, all municipalities, school heads and teachers are required to carry out systematic quality work to meet the demand on goal attainment. Working with documentation is a crucial aspect of this process. The Swedish leisure-time centre aimed for younger school children has goals to strive towards but not goals to attain. This study aims to gain knowledge of leisure-time teachers' reflections on their work with documentation. Based on written reflections from 22 groups of leisure-time teachers engaged in a

		<p>continuing professional development course, the article call for a discussion on meanings of ‘quality’ and what effect systematic quality work has on views of valued activities, content and professional skills, and on the holistic notion of pupil’s learning and development. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)</p>
68	<p>Holstead, J., Hightower King, M., & Miller, A. (2015). Research-Based Practices in Afterschool Programs for High School Youth. <i>Afterschool Matters</i>, 21, 38–45.</p>	<p>Structured afterschool programs are often perceived as a service for young children only. Communities often overlook teenagers, expecting more substantial benefits from investments in programs for younger children (Hall & Gruber, 2007). Of about 8.4 million children participating in afterschool programs nationwide, only 1 million are high school students (Afterschool Alliance, 2009b). In addition, only 15 percent of the programs funded by the 21st Century Community Learning Centers (CCLC) program include high school students (Afterschool Alliance, n.d.). Recent budget cuts in many schools have reduced or eliminated high school extracurricular activities such as music and athletics, leaving some teenagers without safe, enriching activities after school (Hall & Gruber, 2007). A small body of research identifies characteristics of afterschool programs that enhance the academic and social development of high school youth. Given the relatively small number of afterschool programs that serve high school students, ensuring that the programs that do exist follow these promising practices is critical. If existing programs maximize the academic and social benefits of participation by following these practices, more investment in out-of-school time programming for high school youth may be possible. To determine the extent to which high school afterschool programs followed promising practice research, the authors studied 19 21st CCLC high school afterschool programs in one Midwestern state. They looked for research-based promising practices in three key areas identified in the literature: program activities, recruitment and retention, and student choice and voice. They found that evidence-based academic practices such as tutoring services and homework help</p>

		<p>or credit recovery opportunities were implemented more often than were practices related to student choice and voice. These findings have implications for practice in other afterschool programs serving high school youth.</p>
69	<p>Hurd, N., & Deutsch, N. (2017). SEL-focused after-school programs. <i>The Future of Children</i>, 95-115.</p>	<p>After-school programs offer young people opportunities for self-expression, exploring their talents, and forming relationships with supportive adults. That is, after-school programs promote young people's social and emotional learning (SEL) skills--whether the programs use that term or not. Despite these programs' potential, Noelle Hurd and Nancy Deutsch write, they have yet to make a big impact on the field of SEL. One reason is that studying them poses many problems for researchers--for example, attendance is not mandatory, meaning that it can be hard to separate a program's effects from young people's personal characteristics that led them to choose the program in the first place. Still, research shows that after-school programs can promote many desirable SEL outcomes, and Hurd and Deutsch outline the factors that make high-quality programs stand out. How could policy help after-school programs promote SEL more effectively? First, positive youth-staff relationships are crucial to effective programs, and competent adult staff are the linchpin of effective after-school programs targeting SEL outcomes. Yet the after-school work force is poorly paid, and turnover is high. Hurd and Deutsch suggest several ways to professionalize after-school work--for example, by boosting professional development and creating more opportunities for career advancement. Second, as schools have become more focused on standardized test scores, funders and policymakers have pushed after-school programs, too, to demonstrate their academic impact. Hurd and Deutsch write that this approach is misguided: overemphasizing academic outcomes leads to neglect of SEL outcomes that can help young people become productive and engaged citizens. They argue for expanding the criteria used to determine whether after-school programs are effective to include SEL. More broadly, they write,</p>

		high-stakes evaluations create a disincentive for programs to undertake the difficult work of assessing and improving their own practices. A better approach to evaluation would focus less on whether programs "work" and instead seek ways to make them work better.
70	Intrator, S. M., & Siegel, D. (2008). Project coach: Youth development and academic achievement through sport. <i>Journal of Physical Education, Recreation & Dance</i> , 79(7), 17-24.	Researchers and educators have long tried to find the connection between participation in sport-related activities and academic and social development among youths. This article traces the conceptual ideas that led to the design of an after-school sports program (Project Coach). This program promotes positive youth and community development through teaching disadvantaged minority adolescents to be sport coaches and to run youth-sports leagues for elementary-age children in their home neighborhoods. The article describes how youth development can be achieved by focusing on key life skills, such as communications, initiative taking, perseverance, conflict resolution, and other leadership capacities. These "soft skills"--or supercognitives--are essential for success in school and in the workplace, and coaching provides an opportunity for youths to acquire and employ these foundational supercognitives.
71	Jenner, E., & Jenner, L. (2007). Results from a First-Year Evaluation of Academic Impacts of an After-School Program for At-Risk Students. <i>Journal of Education for Students Placed at Risk (JESPAR)</i> , 12(2), 213-237.	This article presents the research findings of an evaluation of the academic impacts of 21st Century Learning Centers (CCLC) in Louisiana. Using quasi-experimental design, the article operationalizes academic achievement as core and subject test performance on nationally standardized pre- and posttests (Iowa Test of Basic Skills; ITBS). Based on previous research and evaluation requirements, the article (a) employs outcomes of interest to policymakers (standardized test scores); (b) uses program attendance as a key independent variable; (c) uses efficient methods to control for extraneous impact on the dependent variable; and (d) focuses the evaluation on a specific group of student--at-risk children in Louisiana. Findings indicate that the 21st CCLC program is having a positive academic impact on participants who attend the program for 30 days or more.

		<p>Further, impacts are shared across specific grantee programs, specific subjects, and subgroupings of students. Finally, the study finds that intensity of attendance is positively related to academic impact. (Contains 2 figures, 5 tables and 12 footnotes. Overview of Programs is appended.)</p>
72	<p>Jenson, J., Veeh, C., Anyon, Y., St. Mary, J., Calhoun, M., Tejada, J., & Lechuga-Peña, S. (2018). Effects of an afterschool program on the academic outcomes of children and youth residing in public housing neighborhoods: A quasi-experimental study. <i>Children and Youth Services Review</i>, 88, 211–217.</p>	<p>Afterschool programs (ASPs) designed to increase academic performance and prevent behavior problems among young people are implemented widely. Yet few evaluations that include a comparison group have been conducted to assess the effects of these preventive interventions. This is particularly true for programs located in community settings, where research infrastructure tends to be less developed than schools. This study used a quasi-experimental design with nonequivalent comparison groups to examine the effects of a community-based ASP—located in low-income and racially segregated neighborhoods—on academic performance and school behavior problems among students in grades kindergarten to 12. The ASP's ecological program model is guided by positive youth development and a public health framework that considers risk and protective factors for academic and other behavior problems. Intervention components include academic tutoring, homework help, a manualized reading curriculum, and skill building groups that aim to enhance participants' academic and social-emotional development. Youth who participated in the ASP (n = 418; mean age = 10.8 years; 52% female; 89% youth of color) had significantly higher levels of school attendance, a greater increase in independent reading level over the academic year, and lower odds of incurring a suspension or expulsion from school than youth in a comparison group (n = 226; mean age = 8.99; 49% female; 94% youth of color). Participation in the ASP was also significantly related to classroom teacher ratings of proficiency in the subject areas of math and science. These findings suggest that community-based afterschool interventions have the potential to improve academic performance and school behavior among</p>

		children and youth living in public housing. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
73	Jones, J., & Deutsch, N. (2011). Relational Strategies in After-School Settings: How Staff–Youth Relationships Support Positive Development. <i>Youth & Society</i> , 43(4), 1381–1406.	Staff-youth relationships are a key strength of after-school settings, though more research is needed to understand the actual processes whereby these interpersonal connections lead to beneficial outcomes. This qualitative study focuses on the relational strategies that staff employ within an urban youth organization, and the ways in which those strategies contribute to a positive developmental climate. Researchers observed staff-youth interactions for a year and conducted a series of interviews with 17 youth between the ages of 12 and 18. We found three specific relational strategies that staff used to develop relationships with youth. These were minimizing relational distance, active inclusion, and attention to proximal relational ties. These strategies contribute to an overall supportive culture, suggesting a relational pedagogy in this after-school setting. The staff-youth relationships serve as the foundation for both youth engagement in programs and the promotion of positive developmental outcomes. [PUBLICATION ABSTRACT]
74	Jones, J., & Deutsch, N. (2013). Social and Identity Development in an After-School Program: Changing Experiences and Shifting Adolescent Needs. <i>The Journal of Early Adolescence</i> , 33(1), 17–43.	The negotiation of complex social settings and the creation of an integrated identity are major tasks of adolescence. Institutions such as after-school programs can influence social-emotional development through organizational and interpersonal practices, and prosocial growth can be encouraged through the alignment of supportive structures with developmental needs. This qualitative study explores the developmental and environmental fit of an urban after-school program for its participants. Using participant-observation and interviews, we explore how youths’ experiences in this setting are congruent with the developmental needs of pre-, early, and mid-adolescence. We find that program activities and relationships shift as youth mature to provide levels of support congruent with youths’ changing social-emotional and self-representation needs. These shifts provide contexts aligned with

		contemporary theories of adolescent development. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
75	<p>Khurana, S. (2005). So You Want to Be a Superhero? How the Art of Making Comics in an Afterschool Setting Can Develop Young People's Creativity, Literacy, and Identity. <i>Afterschool Matters</i>, 4, 1-9.</p>	<p>Comic art is one of the most popular storytelling media around the globe. From classic American comic strips to Japanese Manga, comics cover subjects ranging from humorous teen angst to social commentary. Comics class in an afterschool program is a natural draw for many young people. Older youth, in particular, vote with their feet when it comes to regular participation in afterschool programs. Many afterschool programs have naturally chosen to align themselves with youth culture, promoting activities to which young people are drawn, such as hip-hop dance, photography, fashion club, and soccer. To that list we can add comics. Sarita Khurana is the director of Community Schools and Youth Services for the Educational Alliance. She describes her research for this article, which took place at School of the Future, a public middle and high school in Manhattan where the Educational Alliance serves children and families in a number of capacities including afterschool programs. As an observer, she attended a comics class every Wednesday afternoon for three hours during 12 weeks. She participated in several exercises during class time, and spoke with students individually and in groups. Khurana discovered that comic book reading can serve as one of many possible points of entry into literacy. She found that engaging young people in comic production is a clever way to help them work on language arts skills. A look at the four New York State English language arts standards reveals how comics can enhance literacy instruction: Standard 1: Students will read, write, listen and speak for information and understanding. Standard 2: Students will read, write, listen and speak for literary response and expression. Standard 3: Students will read, write, listen and speak for critical analysis and evaluation. Standard 4: Students will read, write, listen and speak for social interaction. (New York State English Language Learning Standards, 2004).</p>

		The comics class turned out to be a fun and engaging way for students in the afterschool program, and provided a semester of learning, supporting literacy skills, and exploring new worlds.
76	Kiilakoski, T., & Kivijärvi, A. (2015). Youth clubs as spaces of non-formal learning: professional idealism meets the spatiality experienced by young people in Finland. <i>Studies in Continuing Education</i> , 37(1), 47-61.	For many young people, youth clubs constitute a key instrument for learning outside the school curriculum. In this article, we scrutinise Finnish youth clubs empirically as spaces of non-formal learning from the perspectives of both professional youth workers and young people themselves. We propose that youth workers tend to present an educational ideal which can be termed the pedagogy of loose space. This implies that educational outcomes are achieved when a diverse group of young people is able to decide what they want to do under the guidance of a professional youth worker. However, when analysing the experiences of young people, it became apparent that a youth club is not a loose space per se. Instead, the experienced tightness of a youth club can diminish its accessibility to many groups. Our results imply that to achieve the professional ideal of non-formal learning, youth workers need to pay more attention to exclusive spatial practices.
77	Klerfelt, A., & Haglund, B. (2015). Walk-and-talk conversations: A way to elicit children's perspectives and prominent discourses in school-age educare. <i>IJREE-International Journal for Research on Extended Education</i> , 2(2), 5-19.	This article highlights the discourses of children and leisure-time pedagogues regarding ways the activity at two different Swedish school-age educare centres are mutually constructed. Two different topics are stressed: children's perspectives and school-age educare centres as a social and educational practice. Data was constructed through walk-and-talk conversations supported by photos from a digital camera. The results are described through narratives that depict the children's discourses in their school-age educare activity. The emerging discourses show that children's perspectives are met in several ways but also that their perspectives are, in some respects, ignored. These results have the potential to contribute by helping to make children's voices heard as a tool to change the social practices in school-age educare centres.

78	<p>Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: A systematic review and meta-analysis. <i>Journal of youth and adolescence, 44</i>(3), 616-636.</p>	<p>The popularity, demand, and increased federal and private funding for after-school programs have resulted in a marked increase in after-school programs over the past two decades. After-school programs are used to prevent adverse outcomes, decrease risks, or improve functioning with at-risk youth in several areas, including academic achievement, crime and behavioral problems, socio-emotional functioning, and school engagement and attendance; however, the evidence of effects of after-school programs remains equivocal. This systematic review and meta-analysis, following Campbell Collaboration guidelines, examined the effects of after-school programs on externalizing behaviors and school attendance with at-risk students. A systematic search for published and unpublished literature resulted in the inclusion of 24 studies. A total of 64 effect sizes (16 for attendance outcomes; 49 for externalizing behavior outcomes) extracted from 31 reports were included in the meta-analysis using robust variance estimation to handle dependencies among effect sizes. Mean effects were small and non-significant for attendance and externalizing behaviors. A moderate to large amount of heterogeneity was present; however, no moderator variable tested explained the variance between studies. Significant methodological shortcomings were identified across the corpus of studies included in this review. Implications for practice, policy and research are discussed.</p>
79	<p>Kuperminc, G., Seitz, S., Joseph, H., Khatib, N., Wilson, C., Collins, K., & Guessous, O. (2019). Enhancing Program Quality in a National Sample of After-school Settings: The Role of Youth–Staff Interactions and Staff/Organizational Functioning. <i>American Journal of Community Psychology, 63</i>(3-4), 391–404.</p>	<p>Using multilevel data from the national evaluation of Boys and Girls Clubs of America (BGCA), this study examined associations among programmatic structures, workplace and workforce characteristics, and relational practices of program staff as they relate to young people's ratings of their experience attending local clubs. The sample included 57,710 members and 5,231 staff members at 740 BGCA sites throughout the United States. Staff relational practices—including establishing caring relationships, setting high expectations, positive behavior management, encouraging youth input and agency, and cultural</p>

		<p>sensitivity—explained associations between staffing and organizational functioning and youths’ perceptions of the quality of their clubs. Findings suggest a central role of staff relational practices in establishing conditions that youth experience positively, and that staffing and organizational processes, including community engagement and teamwork and efficiency can be viewed as foundations for establishing a culture of positive adult-youth interaction, which in turn can contribute to the promotion of positive youth development. Further, identification with the experiences of youth had a direct association with youths’ perceptions of club quality. These results underscore the importance of staff workforce development initiatives as key to improving youth experiences in after-school programs.</p>
80	<p>Larson, R., & Ngo, B. (2017). Introduction to Special Issue: The Importance of Culture in Youth Programs. <i>Journal of Adolescent Research</i>, 32(1), 3–10.</p>	<p>This article aims at the importance of culture in youth programs. The goal is to examine how issues related to culture matter to the effectiveness of after school programs and staff practices. Demographic changes in the U.S. population make these questions increasingly relevant to the field. In 2015, a majority of all U.S. children younger than 5 years were racial or ethnic minorities and that will soon be true of U.S. adolescents. Currently, 25% of children under 18 have an immigrant parent, and this figure is rising. All of the papers in this issue points to ways in which programs can effectively draw on the assets of minority and immigrant youth and respond to the needs. (PsycINFO Database Record (c) 2017 APA, all rights reserved)</p>
81	<p>Larson, R., Pearce, N., Sullivan, P., & Jarrett, R. (2007). Participation in Youth Programs as a Catalyst for Negotiation of Family Autonomy with Connection. <i>Journal of Youth and Adolescence</i>, 36(1), 31–45.</p>	<p>Current research and theory suggest that the healthy path of autonomy development involves gradual negotiation of adolescents' independence within a context of continued family connection. This theory-generating study examined the role that adolescents' participation in youth programs plays in these adolescent-parent negotiations. Qualitative data from high-school-aged youth in 12 programs and from a sub-sample of parents were analyzed employing methods of grounded theory.</p>

		<p>These analyses suggest that program participation provides a pathway of opportunities for youth to exercise individual choice and develop qualities of self-reliance with parental approval. In turn, parents' observation of self-reliance in the program and youth's demonstration of these qualities in family interactions can lead to changes in adolescent-parent relationships that provide youth greater family autonomy with connection.</p> <p>[PUBLICATION ABSTRACT]</p>
82	<p>Lauzon, A. (2013). Youth and lifelong education: After-school programmes as a vital component of lifelong education infrastructure. <i>International Journal of Lifelong Education</i>, 32(6), 757–779.</p>	<p>This paper argues that after-school programmes need to be considered an essential part of lifelong learning infrastructure, particularly in light of the dominance of the economic discourse in both lifelong learning literature and the initial schooling literature. The paper, which is based upon existing literature, begins by providing an overview of after-school programmes, including their historical development. This is followed by an examination of the changing discourse in the lifelong learning literature and the initial school literature. The argument is made that the narrowing of lifelong learning and initial schooling perspectives represented by economic determinism leads to an increase in those on the margins. The youth development literature is then reviewed with a focus on positive youth development, arguing that after-school programmes with a positive youth development focus can meet the needs of those disengaged youth who are marginalised by the formal educational system. The Fusion Youth and Technology Centre is then presented as an illustrative case of an after-school programme that has a positive youth development focus. This is followed by a discussion of after-school programmes and the role they can play as part of the lifelong learning infrastructure.</p>

83	<p>Lee, O., Park, M., Jang, K., & Park, Y. (2017). Life lessons after classes: investigating the influence of an afterschool sport program on adolescents' life skills development. <i>International journal of qualitative studies on health and well-being</i>, 12(1), 1-10.</p>	<p>The purpose of this study was to investigate the influence of an afterschool sport program on adolescents' life skills development and to identify which characteristics of the program would have an influence on their life skills acquisition. The participants were six children (4 boys, 2 girls) who participated in a 12-week afterschool program implemented in two elementary schools, as well as the two program instructors who implemented the afterschool sport program. Data were collected from individual interviews with program participants and instructors. The inductive analysis of data revealed four categories of life skills developed through program participation: (1) playing well and being more active, (2) connecting well and having better social skills, (3) coping well and becoming a better problem solver, and (4) dreaming well and having a better sense of purpose. Regarding the characteristics of the program that influenced life skills development, three themes emerged: (1) having a clear goal and building consensus with stakeholders, (2) establishing a firm yet flexible structure, and (3) instructors' use of effective strategies for teaching life skills. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
84	<p>Lindström, L. (2016). The case of open leisure activities organized in Swedish local councils: The role of citizenship and entrepreneurship skills development. <i>Citizenship, Social and Economics Education</i>, 15(2), 104–116.</p>	<p>In this article, we contribute to theory by integrating literature on citizenship and entrepreneurship, based on which we develop a framework for how personal development is achieved for young people in the context of open leisure activities. The empirical material in this study consists of survey data collected in Swedish open leisure centers. A questionnaire was distributed to 265 publicly funded leisure centers all over Sweden. The material was analyzed in an exploratory study involving factor analysis using hierarchical regression in four steps. When reviewing the results, it is clear that citizenship and entrepreneurship both contribute to personal development at open leisure centers in Sweden. To conclude, this exploratory study provides evidence that concepts from citizenship and entrepreneurship theory can help in</p>

		understanding the personal development of young people in publicly run leisure settings.
85	Lipschultz, J. (2016). Relational trust: An ethnographic look at staff and students' relationships in an afterschool program. <i>Sociological Studies of Children and Youth</i> , 20, 251–279.	This study documents the role of relational trust in an afterschool organization and its influences on young people's experiences. Through a 10-month ethnographic study of one afterschool program that teaches teens how to make documentaries, I demonstrate that the confluence of blurred organizational goals; weak relational trust among staff; and funding pressures may have the unintended consequence of exploiting students for their work products and life stories. The study finds that, while not all organizations function with student work at its center, many afterschool organizations are under increasing pressures to document student gains through tangible measures. Implications from these findings reveal the need for developing strong relationships among staff members as well as establishing transparency in funding afterschool programs from within the organization and from foundations in order to provide quality programming for young people. This study informs organizational theory, specifically in terms of measures of variation in relational trust within an organization and its influence on young people. This chapter includes student accounts of experiences with staff to enhance the significance of relational trust.
86	Macy, C. (2003). Now More than Ever: Changing Lives in an After School Theater Program. <i>Afterschool Matters</i> , 2, 37–48.	All of us are aware that young people today are facing challenges far greater than the ones we ourselves faced growing up. Now more than ever, the music, television, and film industries are busy parenting their young consumers at an alarming rate and with a fierce intensity. The products of these industries are, for the most part, stripped of any magic or true inspiration so essential to childhood, often giving young people access to far more information than they are able to process. In addition, recent news events have deeply shaken our children, leaving many of them vulnerable and uncertain about the future. After School educators can balance what is happening by finding ways to slow

		<p>children down and help them process all that they are exposed to each day. Carol Macy discusses her experiences working as a workshop leader and theater director in public schools and in her own after school program for young people. Based on her own twenty five years of experience she considers theater exercises and the dramatization of stories and poetry to be vital to the education of young people. Macy believes that after school programs can make a major contribution to the education of the "whole" child. This article shares what she has come to know both through her graduate research, and in her practice.</p>
87	<p>Marttinen, R., & Fredrick, R. (2017). R.E.A.C.H: An After-School Approach to Physical Education. <i>Strategies</i>, 30(1), 8–14.</p>	<p>After-school physical activity programs are great opportunities to increase daily physical activity for adolescent youth in urban environments who often do not get the recommended amounts of physical activity needed for health benefits. Black and Hispanic youth in urban environments are particularly under-resourced in not just facilities but opportunities for being physically active during the school week. The lack of structured after-school programming, specifically physical activity programming, in many urban environments has been suggested as a meaningful contributor to the high levels of physical inactivity and risky behaviors among adolescents in urban environments. The purpose of this article is to introduce and describe the components, processes and methods of an innovative after-school program called R.E.A.C.H., which, through positive youth development, aims to positively influence urban adolescents through physical, character and health education.</p>
88	<p>Mason, M., & Chuang, S. (2001). Culturally-Based After-School Arts Programming for Low-Income Urban Children: Adaptive and Preventive Effects. <i>The Journal of Primary Prevention</i>, 22(1), 45–54.</p>	<p>Evaluates the preventive effect of an after-school culturally-based arts program with low-income urban children. The specific objective of this study was to evaluate the changes in adaptive functioning and in problem behaviors for program participants. Main findings indicated that the participating children experienced an increase in self-esteem, social skills, and in leadership competencies as compared to the comparison group. (Contains 32 references and 3 tables.) (GCP)</p>

89	<p>McCrary, B.S. (2019). "How Can After-School Programs Become Delinquency Prevention and Gang Prevention Partnership Initiatives to Reduce the Likelihood of Youths Joining a Gang?". <i>Journal of Gang Research</i>, 26(4), 23-30.</p>	<p>The purpose of this article was to review various after school programs and explore how after school programs can decrease the likelihood of youth committing crimes and joining gangs. After school program can facilitate gang intervention and prevention initiatives to help decrease violence. The hypothesis is that after school programs and prevention efforts may help to identify the reason why youth get into trouble. Also this review reinforces the need to focus on innovative programs which may be successfully contributing to drug control, violent crime, and criminal justice system improvement and identify what works. The organizations that will be focused on in this article are various out of school time initiatives OST.</p>
90	<p>McDaniel, S. & Yarbrough, A.-M. (2016). A Literature Review of Afterschool Mentoring Programs for Children at Risk. <i>Journal of At-Risk Issues</i>, 19(1), 1-9.</p>	<p>Afterschool programs such as tutoring and school-based or community-based programs have effectively functioned as prevention and intervention programs for children at risk. This literature review focuses on afterschool mentoring programs for children at risk. The purpose of reviewing the literature was to (a) determine the breadth and scope of the literature base, (b) identify program features, and (c) synthesize information to inform practical considerations. A systematic review process yielded 10 articles that met the criteria and were reviewed for (a) mentee characteristics, (b) mentor characteristics, (c) program components, (d) program evaluation procedures, (e) program type, and (f) type of research. Results are discussed in terms of program features and practical implications based on the findings of the review.</p>
91	<p>Monkman, K., & Proweller, A. (2016). Emerging Youth Leaders in an After-School Civic Leadership Program. <i>Schools</i>, 13(2), 179-197.</p>	<p>This qualitative study examines the notion of youth leadership in an after-school program focused on teaching leadership skills and instilling habits of civic engagement within a long-term support program that prioritizes college readiness for low-income minority students. Through activities designed to help youth discover their passions, envision their academic and professional potential, and engage with their communities, the leadership program provides the space--physical, curricular, structural, and</p>

		relational--for youth to cultivate purposeful notions of self and explore ways they can make a difference in the lives of their peers and their communities. Authentic leadership development was found to depend on relationships with program staff that are more horizontal than hierarchical in nature. Beyond centering youth experience and voice, the study also illustrates distinctive programmatic conditions conducive to supporting youth leadership development experiences that are relevant to youth and that are based in shared power with adults and peers.
92	Moon, S. (2016). "Active Citizenship Is an Awesome Party!" Creating In-Between Spaces for the School-Community-University Partnership. <i>Teaching Artist Journal</i> , 14(3), 145-153.	An arts-based afterschool program is introduced in advancing children's democratic citizenship and a sense of community. The ARtS Initiative (Aesthetic, Reflexive thoughts, & Sharing) has reimagined arts and aesthetics for young people in urban settings, providing an unquantifiable experience focused on promoting pluralistic societies. The program was designed to afford fourth, fifth, and sixth graders in neighborhood schools opportunities to grow and demonstrate skills in dance, poetry, and clay pottery. Reflecting on successful implementation of the program, the author suggests three important principles for implementation: (1) Connecting art and aesthetic experience with equity issues; (2) Developing a safe learning environment for sharing multiple perspectives; and (3) Creating a common language for university-school-community partnerships.
93	Morehouse, H. (2009). Making the most of the middle: A strategic model for middle school afterschool programs. <i>Afterschool Matters</i> , 8, 1-10.	Early adolescence is a time of transition, change, and growth. At no other time after gestation and early infancy are the human body and mind undergoing such rapid developmental changes. The bodies of young adolescents are physically and sexually maturing. Cognitive changes expand thinking abilities; social and emotional changes move adolescents towards greater independence. During early adolescence, youths' very existence is about transition; their skills and abilities, like their bodies and minds, are under development. However, what can be seen as an exciting period of growth and change can create frustration for both students and adults unless afterschool programs serving

		<p>middle school youth are designed with the specific, unique characteristics of young adolescents in mind. In an effort to improve afterschool programming for middle school youth in Vermont, the Vermont Department of Education partnered with the Nellie Mae Education Foundation to identify best practices for middle school afterschool. The goals of this project were to increase regular attendance in Vermont's middle school afterschool programs and to build stronger student outcomes for participating youth. Drawing from both the literature on adolescent development and the studies of best practices in afterschool programming, the project resulted in the development of a new framework for middle school afterschool programs based on five components, which the authors call the five Rs of program design: relationships, relevance, reinforcement, real-life projects, and rigor. The five Rs, which are described in this article, offer a strategic model for after-school programs, a model that acknowledges and embraces the stages of transition and growth in early adolescence while building on the common strategies, characteristics, and practices of successful middle school afterschool programs in Vermont. Afterschool leaders can use these five components, each of which plays a role in increasing youth participation rates and supporting positive youth development outcomes, to inform the development and design of their middle school afterschool programs.</p>
94	<p>Mueller, M., & Maher, C. (2009). Learning to reason in an informal math after-school program. <i>Mathematics Education Research Journal</i>, 21(3), 7-35.</p>	<p>This research was conducted during an after-school partnership between a University and school district in an economically depressed, urban area. The school population consists of 99% African American and Latino students. During the informal after-school math program, a group of 24 6th-grade students from a low socioeconomic community worked collaboratively on open-ended problems involving fractions. The students, in their problem solving discussions, coconstructed arguments and provided justifications for their solutions. In the process, they questioned, corrected, and built on each other's ideas. This paper</p>

		<p>describes the types of student reasoning that emerged in the process of justifying solutions to the problems posed. It illustrates how the students' arguments developed over time. The findings of this study indicate that, within an environment that invites exploration and collaboration, students can be engaged in defending their reasoning in both their small groups and within the larger community. In the process of justifying, they naturally build arguments that take the form of proof. (Contains 10 figures, 1 table, and 3 footnotes.)</p>
95	<p>Nation, J. M., Harlow, D., Arya, D. J., & Longtin, M. (2019). Being and Becoming Scientists: Design-Based STEM Programming for Girls. <i>Afterschool Matters</i>, 29, 36-44.</p>	<p>The past decade has brought increased focus on STEM learning (Bell, Lewenstein, Shouse, & Feder, 2009; NGSS Lead States, 2013; U.S. Department of Education, 2015). The growth of STEM-related industries and the power associated with STEM fields make access to STEM careers an equity issue (Buechley, 2016). Despite gains in educational achievement, women and individuals from nondominant cultures remain underrepresented in STEM majors and careers (National Science Foundation, 2017). Afterschool programs offer a promising context for engaging diverse students: African American and Latinx children attend afterschool programs at rates twice that of White students (Afterschool Alliance, 2015). STEM programs at youth-centered sites capitalize on the resources of spaces children find welcoming and accessible. The natural curricular flexibility of afterschool programs enables immersive exploration and experimentation in STEM as well as authentic opportunities for building skills and developing relationships helpful to STEM careers (Afterschool Alliance, 2015; Krishnamurthi, Ballard, & Noam, 2014). Afterschool science programs naturally blur disciplinary boundaries and incorporate diverse ways of knowing (Calabrese Barton, Birmingham, Sato, Tan, & Calabrese Barton, 2013). These factors can be leveraged to broaden young people's definition of science and to foster "productive hybrid STEM identity work for underrepresented youth" (Calabrese Barton, Tan, & Greenberg, 2017, p. 21). Science education in youth-</p>

		<p>centered sites can value the cultures of underrepresented students while encouraging them to explore new science-related interests and identities (Calabrese Barton & Tan, 2010). Despite widespread acceptance of the benefits of afterschool STEM, more research is needed on how program factors affect student engagement and learning (Laursen, Thiry, Archie, & Crane, 2013). Coburn and Penuel (2016) call for more studies on program processes, collaboration strategies, and productive responses to challenges. The STEMInist Program, created by the authors, was a research-practice collaboration between university researchers and an afterschool program for female students in grades 4 to 6. This article describes how the program's ongoing design transformations increased girls' understanding of and interest in STEM. Design-based framing (Barab & Squire, 2009) enabled ongoing adjustments to the program while also identifying best practices for afterschool STEM learning. To understand the program's progression and outcomes, the authors examined the features of the learning environment and the relationships among design components by analyzing qualitative data collected before, during, and after program implementation. Participants' perceptions of science and scientists helped them understand the impact of the program and ways to improve it.</p>
96	<p>Nicholson, H. J., Collins, C., & Holmer, H. (2004). Youth as people: The protective aspects of youth development in after-school settings. <i>The ANNALS of the American academy of political and social science</i>, 591(1), 55-71.</p>	<p>Youth development organizations have a common commitment to young people's physical, emotional, & educational growth & development. A youth-centered atmosphere where young people feel supported & empowered by the community distinguishes successful programs from others that approach programming without considering young people the most important stakeholders. Programs serve youth best when the environments in which they function are intentionally inclusive, multicultural, & systematically nondiscriminatory. A safe & supportive place in which to develop an identity & confront the tough issues & extraordinary pressures of growing up is at the core of youth development environments that make a real difference. Some of</p>

		the best youth development programs also make the successful link between volunteerism & positive mental health & support the concept that community service is an important component of subsequent civic engagement. 86 References. [Copyright 2004 Sage Publications, Inc.]
97	Nielsen, O. S., Madsen, B. L., Larsen, D. O., & Brøndsted, C. (2018). Forældresamarbejde i fritids-og klubtilbud: en upågtet praksis med oversete potentialer.	Formålet med dette projekt er at: • synliggøre hvordan pædagogerne selv beskriver og begrundet forældresamarbejdet • belyse forældresamarbejdets forskellige fremtrædelsesformer som det ser ud i praksis, så det faglige indhold og praksisformer synliggøres som en fagligt begrundet pædagogisk opgave • sprogliggøre forældresamarbejdet i dets forskellige former som en pædagogisk praksis, så det bliver muligt at gøre det til genstand for systematisk udvikling Denne rapport belyser tre forskellige pædagogiske ”forholdemåder” i pædagogernes praksis med forældresamarbejdet: 1) Et særligt pædagogisk perspektiv 2) Tillidsskabende relationer 3) Den professionelle dømmekraft. Rapporten peger desuden på relevante udviklingsperspektiver på lovgivningsniveau, kommunalt niveau, ledelses- og medarbejderniveau med henblik på en yderligere professionalisering af forældresamarbejdet. Afslutningsvist peges på nogle pædagogiske potentialer i samarbejdet og på behovet for en yderligere belysning af, hvordan viden og erfaringer i denne praksis kan bringes i spil af pædagoger på fritids- og klubområdet i forhold til aktuelle lovgivningsinitiativer fx ”En sammenhængende kommunal ungeindsats.”
98	Noam, G. G., & Bernstein-Yamashiro, B. (2013). Youth development practitioners and their relationships in schools and after-school programs. <i>New directions for youth development</i> , 2013(137), 57-68.	This article examines the kinds of relationships that nonteacher educators, especially youth development practitioners working in after-school settings, have with students. It addresses the fact that these adults in schools have an explicit youth-oriented and relational approach, find out many productive and anxiety-provoking facts about their students, and often do not have sufficient training and supervision to deal with the problems that emerge. It also examines the issue that the roles of these practitioners are varied and differ from the often very defined

		<p>roles of other school personnel. The article divides the typical functions of the youth development practitioner into three main domains: educator, mentor, and connector. (Contains 1 note.)</p>
99	<p>Palmer, K. L., Anderson, S. A., & Sabatelli, R. M. (2009). How Is the Afterschool Field Defining Program Quality? A Review of Effective Program Practices and Definitions of Program Quality. <i>Afterschool Matters</i>, 9, 1-12.</p>	<p>While research on program effectiveness offers ample evidence that afterschool programs can benefit young people in a variety of ways, this same body of research demonstrates that not all programs are equally effective (Granger, 2008). Some programs show positive results in many or all major outcome categories. Other programs are associated with positive results for some but not all outcomes; still others show no positive outcomes at all. This variability in effectiveness highlights the need for a better understanding of "how" successful afterschool programs actually work, while keeping in mind the ever-present question of how to define success. This review article examines formulations of afterschool program quality emerging from outcome research, expert and professional consensus, and "process" research on how successful afterschool programs operate. After briefly summarizing current literature on the effectiveness of afterschool programs, the authors review empirical evidence regarding the characteristics of effective programs, that is, what effective afterschool programs do to produce positive outcomes. Next, they provide an overview of how program quality has been conceptualized by afterschool researchers. We conclude by discussing the field's emerging consensus regarding quality afterschool programming, highlighting key considerations as the afterschool field undertakes efforts to achieve both program quality and positive outcomes for youth.</p>

100	<p>Paluta, L. M., Lower, L., Anderson-Butcher, D., Gibson, A., & Iachini, A. L. (2016). Examining the quality of 21st century community learning center after-school programs: Current practices and their relationship to outcomes. <i>Children & Schools, 38</i>(1), 49-56.</p>	<p>Although many youths participate in afterschool programs, the research is unclear about which aspects of afterschool program quality contribute most to positive outcomes. This article examines the relationship among quality and outcomes of 21st Century Community Learning Centers (CLCCs) afterschool programs, as perceived by 3,388 stakeholders from 337 21st CLCCs in one midwestern state. Perceptions were gathered using the Ohio Quality Assessment Rubric. Descriptive frequencies were generated to identify cross-site strengths and weaknesses, and a canonical correlation was conducted to identify which quality indicators were most related to perceived outcomes. Stakeholders perceived quality across multiple program areas, but the indicator most strongly correlated to outcomes was that of family engagement strategies, an area of relatively poor performance among participating sites. Perceptions of the quality of general youth development strategies and of facilities, space, and equipment were the most favorable among stakeholders. These factors held the weakest correlations with outcomes. These patterns have implications for 21st CLCCs, schools, afterschool partners, and school social workers looking to improve the quality of programs to achieve better youth outcomes.</p>
101	<p>Park, H., & Zhan, M. (2017). The impact of after-school childcare arrangements on the developmental outcomes of low-income children. <i>Children and Youth Services Review, 73</i>, 230-241.</p>	<p>Even though after-school programs (hereafter ASPs) and other types of childcare arrangements have long been implemented, childcare for school-aged children remains a patchwork made up of ASPs, relative care, parental care, and self-care, also with many families opting to use some combination of these types of care. Few studies, however, have examined the impact of various childcare arrangements for school-aged children aside from those focused substantially on ASPs. This study aims to examine how five different after-school childcare arrangements, ASPM's, relative care, parental care, self-care, and combinations of care, are related to the academic and behavioral outcomes among low-income, school-aged children. The present study utilized data from the National Household Education Survey Programs: after-</p>

		<p>school programs and Activities (2005) (NHES: ASPA). Multivariate logistic regressions were conducted using 717 low-income households with children who utilized one of five childcare arrangements. Children's academic performance- academic scores and whether having schoolwork problems or not- and their behavioral outcomes that included whether having behavioral problems or not and whether having experience of suspension, detention, or expulsion, were examined. Findings from the study indicate that, compared to children in ASPs, those in relative care and parental care had better academic performance (fewer schoolwork problems). Parental care was also positively associated with children's behavioral outcomes (fewer behavioral problems). The study demonstrates that relative and parental care have a more positive association with children's developmental outcomes, compared to ASPs. Based on the study findings, practice and policy implications are discussed for low-income children's development. Several methodologies are also suggested for future research.</p>
102	<p>Park, H., Lin, C. H., Liu, C., & Tabb, K. M. (2015). The relationships between after-school programs, academic outcomes, and behavioral developmental outcomes of Latino children from immigrant families: Findings from the 2005 National Household Education Surveys Program. <i>Children and youth services review</i>, 53, 77-83.</p>	<p>After-school programs function especially well in improving academic and behavioral outcomes for disadvantaged children in general. However, little is known about the effectiveness of after-school programs in improving outcomes among Latino children in particular. Latino children from immigrant families are disadvantaged and vulnerable due to limited English skills and fewer educational resources. We hypothesized that Latino children of immigrant families in after-school programs would have stronger academic performance and fewer behavioral problems than their counterparts who were not in after-school programs. Using the 2005 National Household Education Surveys Program's After-School Programs and Activities survey, we examined whether children in community- or school-based after-school programs (n =192) presented differences in academic development (i.e., higher grades and fewer schoolwork problems) and behavioral development (i.e., fewer behavioral problems, in-</p>

		<p>school and out-of-school suspensions) than children who were not enrolled in after-school programs (n =720). We found that there were no significant differences in academic and behavioral domains between Latino children in after-school programs compared to students not in after-school programs. Findings from this study provide an opportunity to reflect on whether typical after-school programs are appropriate for Latino children from immigrant families. These findings also highlight the need to integrate culturally valid components into the program for areas where a large number of immigrant Latino families reside. [Copyright Elsevier B.V.]</p>
103	<p>Pedlar, A., & Tirone, S. (2005). Leisure, Place, and Diversity: The Experiences of Ethnic Minority Youth [Canadian Ethnic Studies Association 7th biennial conference, 2003]. <i>Canadian Ethnic Studies</i>, 37(2), 32-48.</p>	<p>As it is generally understood in North America, leisure presents a distinct set of difficulties for many immigrant groups. North-American leisure is characteristically self- serving and is valued for its autonomous and individualistic nature. At the same time, for some immigrants, particularly those who are second-generation young people and who experience the dominant culture as a result of school attendance, leisure as it is known in North America can offer an exciting departure from the constraints presented by minority ethnic parents and communities ([Wolf] 1997). Through leisure, young people can learn new skills and have opportunities their parents may not have had in their homelands. Leisure places also offer opportunities for second-generation youths to try out new roles, to learn North-American dating traditions, and to achieve some measure of independence from their parents' watchful eyes (Tirone and Pedlar 2000). However, the leisure experiences of immigrants and the second generation are also known to be stressful when minority individuals encounter racism or discrimination in their interactions with dominantgroup peers ([Vicky Paraschak] and Tirone 2003; Stodalska and Jackson 1998; [S. Tirone] 2000). Such experiences are known to cause immigrants to retreat to or seek out leisure experiences with people from their homelands, thus perpetuating and solidifying the experience of richness of</p>

		<p>leisure within ethnic enclaves. Indeed, although there is compelling evidence that immigrants have more opportunity for economic security when they immerse or assimilate into the dominant culture, leisure can exacerbate their vulnerability and exclusion if, in leisure places, they encounter racism or discrimination. Such experiences are likely to reinforce the value and desirability of maintaining ethnic places and enclaves. Thirdly, participants experienced leisure in places where they interacted with people from other minority groups. The young adults were comfortable with the fact that some leisure activities and leisure places were different from those of their dominant-group peers. Their interest in diverse leisure extended to the leisure practices of peers who identified with other minority groups. In these leisure spaces, participants had opportunities to explore another set of leisure experiences, such as food, music, dance, literature, and religious celebrations. The openness of this group to other minorities meant their leisure was further enhanced and their repertoire of activities expanded beyond their traditional leisure and dominant-culture leisure. The places where they encountered other minority peers were free from discrimination among those who enjoyed mutual leisure activity, and there was no evidence that their parents objected to their minority-leisure peers. The young people we studied were able to enter and exit various places for leisure for several reasons. Some of them had been able to negotiate with their parents for the time and space they needed for leisure outside of the traditional family and community. In those instances, despite resistance from some of the parents who did not understand or support participation in leisure in dominant spaces, the young people's friendships in these places were of tremendous importance. At the same time, all of the people in this study maintained strong friendships with young adults they knew within their traditional communities. These were important, highly valued friendships and activities that often occurred in separate places from activities with friends</p>
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		<p>from dominant groups. Friends who shared the same minority ethnic identity shared a common understanding of the expectations that constrained some kinds of leisure at times but also protected the participants from the discrimination that could occur in dominant-leisure places. As well, friends with a common ethnic identity were a source of companionship for traditional leisure. Equally relevant were friendships with young people who were not part of their traditional community or extended family; such friendships were significant in facilitating mobility between leisure places. These friends shared their interests in, and commitments to, diverse leisure that included some aspects of their minority traditions, some aspects of dominant-leisure traditions, and some aspects of leisure known to other minority-group friends from cultures unlike their own. They were supportive and understanding of the South-Asian young people who at times needed to immerse themselves in family or traditional community activities and leisure. As well, they provided something of a buffer for the minority youths in terms of protecting them from discrimination and racism that they may have encountered if they entered dominant-leisure places on their own. These friendship groups helped to explain the mobility of the participants as they moved between fulfilling family and traditional community obligations and re-entering dominant-leisure places when they so desired.</p>
104	<p>Pelcher, A., & Rajan, S. (2016). After-school program implementation in urban environments: Increasing engagement among adolescent youth. <i>Journal of school health</i>, 86(8), 585-594.</p>	<p>Background: After-school programs (ASPs) play a crucial role in supplementing the present school day. However, implementing ASPs in the urban environment and among adolescents (grades 6-12) poses unique challenges. The purpose of this study was to conduct a systematic literature review to identify evidence-based barriers and facilitators to after-school programming in urban school environments. Methods: Twenty-five publications meeting the authors' inclusion criteria over the past 10 years were reviewed and synthesized. Results: Results demonstrated that the demand for ASPs is increasing. Several barriers, including</p>

		<p>staffing, funding, resources, transportation, and space, were identified. Specific challenges regarding the implementation of ASPs for adolescents in urban areas were also determined. A number of best practices were identified along with benefits for academic engagement and social-emotional coping skill development. Conclusions: Efforts to address these specific barriers and facilitators to ASP implementation may contribute to improving broader health and academic outcomes among adolescent youth.</p>
105	<p>Petersen, K.E., Hedegaard-Sørensen, L., Sørensen, T.E.M. & Ladefoged, L. (2019). <i>Fritids- og ungdomsklubbers betydning for børn og unges hverdagsliv og fællesskaber i udsatte boligområder</i>. DPU, Aarhus Universitet, Emdrup.</p>	
106	<p>Price-Shingles, J., & Place, G. (2016). Seven Steps for Implementing Afterschool Programs: Strategies for Physical Educators. <i>Strategies : A Journal for Physical and Sport Educators</i>, 29(2), 34–38.</p>	<p>After-school programs (ASP) are a long-standing activity historically facilitated by organizations such as the YMCA, Boys and Girls Club, social service/community centers and, in the past decade, an increasing number of municipal park districts. Staffing usually consist of recreation professionals, social and youth workers, and volunteers. In recent years, physical educators have joined the list of those sought to facilitate ASPs and are considered uniquely qualified, given the close relationship between physical education and recreation activities. In an effort to prepare physical educators for facilitating ASPs, formal presentations and discussions were conducted at the state level (2008) and again at the national level (2012) via the Illinois Association for Health, Physical Education, Recreation and Dance and the American Alliance for Health, Physical Education, Recreation and Dance (now SHAPE America--Society of Health and Physical Educators), respectively. The purpose was to inform physical educators on how to create, implement and evaluate an ASP for their school. The purpose of this article is to provide physical educators with a strategy to design an ASP by identifying and discussing steps for creating sustainable programs.</p>

107	<p>Pryce, J., Kelly, M., & Lawinger, M. (2019). Conversation Club: A Group Mentoring Model for Immigrant Youth. <i>Youth & Society, 51</i>(7), 879–899.</p>	<p>This mixed-methods research evaluates Conversation Club (CC), a Canadian after-school group mentoring intervention for newcomer youth. The study’s main objectives are to examine the effects of CC on newcomer youth’s experiences of belonging, connectedness, hopefulness, and integration into Canadian society. Using a quasi-experimental design, CC (n = 67) and a comparison group of immigrant youth (n = 25) completed questionnaires focused on sense of ethnic identity, community, belonging, and hope for the future. In addition, a subset of CC participants (n = 13) completed in-depth interviews focused on their experience of the Club. Interview findings suggest that participation in the Club results in an increased sense of belonging and connection for these young people. Implications for research and programs are discussed, focused on ways to enhance and expand innovative group mentoring programs to the important populations of immigrant and migrant young people across Canada and beyond.</p>
108	<p>Quane, J. M., & Rankin, B. H. (2006). Does it pay to participate? Neighborhood-based organizations and the social development of urban adolescents. <i>Children and Youth Services Review, 28</i>(10), 1229-1250.</p>	<p>Research on the developmental gains associated with participation in youth-service organizations has not kept pace with the proliferation in funding for these kinds of programs. Advocates describe them as important venues for youth to connect to mainstream institutions & to promote social & cognitive development, especially among underserved minority youth. Using data collected from 546 urban African-American mothers & their children in Chicago, we compare the availability of youth-serving organizations in poor & non-poor neighborhoods & consider whether participation has some positive implications for youth on a number of developmental assets. A theoretical model is proposed to consider the mechanisms by which youth may be affected. The findings suggest that when available, youth participation in locally based organizations is greater in more disadvantaged neighborhoods & that participation has important & positive implications for youth's self-concept as well as their academic commitment &</p>

		<p>educational expectations. While participation may also help to connect youth to prosocial neighborhood peers, school-based peers appear to be the most important friendship networks for encouraging a normative orientation toward academic attainment. The policy implications of these findings are discussed in terms of ways to help youth develop prosocial competencies in organized social settings during after-school hours. Tables, Figures, References. [Copyright 2006 Elsevier B.V.]</p>
109	<p>Rahm, J., Lachaine, A., & Mathura, A. (2014). Youth Voice and Positive Identity-Building Practices: The Case of ScienceGirls. <i>Canadian Journal of Education</i>, 37(1), 209-232.</p>	<p>Through two stories of youth voice, learning, and identity development in an afterschool science program for girls only, we show the ways in which such programs can be understood as important identity-building practices. We describe key dimensions of a sociocultural approach to youth voice, learning, and identity, situated also in the context of the literature on afterschool programs. We then explore the manner in which youth voice and identity were marked by time and space. We conclude with a discussion of youth voice and ethics in collaborative research projects with youth. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)</p>
110	<p>Rhodes, J. E. (2004). The critical ingredient: Caring youth-staff relationships in after-school settings. <i>New Directions for Youth Development</i>, 2004(101), 145-161.</p>	<p>After-school programs have become an increasingly integral component of youth services. Numerous federal, state, and local initiatives have been implemented or expanded recently, resulting in a broad array of school- and community-based programs. A growing number of peer-reviewed outcome studies and longitudinal evaluations suggest that thoughtfully developed after-school programs can lead to improvements in academic performance, social skills, and internalizing and externalizing behavior. Additional research attention is needed, however, to understand these influences and to decipher the underlying processes by which participation in after-school programs promotes positive outcomes. Such processes are likely to be as varied as the needs of particular young people, and they may range from simply keeping adolescents out of harm's way or</p>

		<p>improving grades to more profound shifts in developmental outcomes. Despite this range of purposes, there is growing consensus that caring youth-staff relationships may be a key determinant of both retention and success in these programs. In this article, the author reviews the literature as it pertains to youth-staff relationships in after-school settings. (Contains 1 figure and 36 notes.)</p>
111	<p>Riedinger, K., & Taylor, A. (2016). "I Could See Myself as a Scientist": The Potential of Out-of-School Time Programs to Influence Girls' Identities in Science. <i>Afterschool Matters</i>, 23, 1–7.</p>	<p>Out-of-school time (OST) programs like the Coastal Ecology science camp can positively influence science identities, particularly for youth from groups historically underserved and underrepresented in science, technology, engineering, and math (STEM). OST STEM programming gives youth opportunities to learn science outside the formal classroom in such settings as afterschool programs, science camps, outreach programs, internships, and scouting. OST science programs often do not formally assess participants or assign grades. They provide opportunities for authentic, meaningful learning that may be more comfortable for some youth than school curricula. Further, OST programs may give youth access to resources and to scientific practices and tools not typically available in classrooms. This access may be especially important for youth from underresourced schools. Many programs allow youth to explore science in ways that support their identities. The study presented in this article explored how the Coastal Ecology science camp helped participants, specifically girls, develop science identities. It also studied how the girls' social interactions supported their identities as learners of science.</p>

112	<p>Riggs, N., Bohnert, A., Guzman, M., & Davidson, D. (2010). Examining the Potential of Community-Based After-School Programs for Latino Youth. <i>American Journal of Community Psychology, 45</i>(3), 417–429.</p>	<p>Results are presented from two pilot studies examining the potential influence of community-based after-school programs (ASPs) on regionally diverse Latino youth of varying ages. Study 1 examined relations between dimensions of ASP attendance and content, and ethnic identity development, and self-worth in urban Latino adolescents. In this study, higher ratings of the ASP's emphasis on ethnic socialization were associated with a more developed ethnic identity, while greater intensity of ASP participation and perceptions of ASP quality were associated with higher levels of self-worth. Study 2 examined relations between ASP participation and development of concentration and emotion regulation skills in rural Latino grade-school youth. In this study, youth who regularly attended the ASP demonstrated significantly better concentration and regulation skills than those who did not regularly attend, if they exhibited preexisting concentration and regulation problems. Findings illustrate how ASPs with varying strategies, activities, and assessment tools can be evaluated in the interest of designing future large-scale investigations into ASPs and Latino positive youth development.[PUBLICATION ABSTRACT]</p>
113	<p>Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the Amount of Participation in Afterschool Programs Relate to Developmental Outcomes? A Review of the Literature. <i>American Journal of Community Psychology, 45</i>(3), 310–324.</p>	<p>Contrary to the findings from previous reviews we found little support for the general notion that greater amounts of participation in afterschool programs was related to academic, behavioral, or socio-emotional outcomes. However, some relationships did emerge depending on how participation was conceptualized and measured, and the methodology used to assess the relationship between participation and outcomes. For example, some benefits occurred when participants with high levels of participation were compared to non-participants, not when they were compared to other program participants. Several suggestions are offered to improve future research on the relationship between aspects of participation and developmental outcomes.[PUBLICATION ABSTRACT]</p>

114	<p>Sanderson, R. C., & Richards, M. H. (2010). The after-school needs and resources of a low-income urban community: Surveying youth and parents for community change. <i>American journal of community psychology</i>, 45(3-4), 430-440.</p>	<p>Using a collaborative research approach, this project describes a partnership between community residents and university researchers to develop a comprehensive survey of the after-school needs of a low-income urban community in a large Midwestern city. Surveying parents and children was considered particularly important because the current literature on after-school does not include much input from them, the key stakeholders in programming. By surveying pre- and young adolescent youth (N = 416) and parents (N = 225) in the community, information was gathered to document the need for after-school programming, tap program preferences, and uncover barriers to participation and enrollment. Survey findings revealed significant differences between youth and parent perspectives. Disagreements between youth and parent survey responses suggest that after-school programs in the community should offer a balance of academic, recreational, and social activities, as well as a tutoring or homework component. Further, in order to increase participation and attendance rates, community after-school programs need to address the following barriers to participation: safety, transportation, family responsibilities (e.g., care for siblings, household chores), and access to information about available programs. These findings guided the planning of future after-school programs. The survey results and comparisons between youth and parent data will be presented. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
115	<p>Sarampote, N., Bassett, H., & Winsler, A. (2004). After-School Care: Child Outcomes and Recommendations for Research and Policy. <i>Child and Youth Care Forum</i>, 33(5), 329–348.</p>	<p>With increases in family employment rates, there is growing interest in how children spend their time after school. This paper reviews the current research literature on relative care, non-relative care, after-school programs, and self-care for school age children with special attention paid to child outcomes from participation in various after school care arrangements. Research shows mixed findings regarding relations between type of after-school care and child outcome. The use of self-care is not</p>

		<p>associated with negative child outcomes for predominantly Caucasian children within rural and suburban populations. Different outcomes for self-care are found, however, within urban and minority communities. For low-income families, positive effects from participation in formal after-school programs are found. Major policy recommendations are: (1) to increase federal funding available for after-school programs; (2) to set standards for programs; (3) to involve the community in administering after-school programs, and (4) to make more information regarding after-school care options available to parents.[PUBLICATION ABSTRACT]</p>
116	<p>Schaefer-McDaniel, N., Libman, K., Zeller-Berkman, S., & Krenichyn, K. (2007). Focusing In: The Promise and Challenges of Focus Groups in Afterschool Evaluation. <i>Afterschool Matters</i>, 6, 25–34.</p>	<p>In these days where "accountability" is the byword, organizations more and more frequently seek to evaluate their programs. They often hire outside evaluators to help them assess the effectiveness of their programs, to find out what works and what doesn't, and to determine what programmatic changes would be beneficial. ActKnowledge, a New York City action research organization, is one such evaluator. In this article, the authors examine an evaluation they conducted of an afterschool program operating in New York City public schools to reflect on the use of focus groups as a means of evaluating afterschool programs. Since the administrative office that hired the authors the evaluation and the directors of the program they evaluated wanted to learn more about the young people enrolled in the program and the staff that runs it, the use of focus groups as a research method seemed a logical choice. The literature on focus groups as a methodology provides a rationale for using this technique although it also suggests some of the challenges. To this research, the authors bring their own experience in evaluating the afterschool program, discuss the challenges they encountered in using focus groups, and conclude with suggestions for future work involving focus groups in afterschool evaluation.</p>

117	<p>Schnittka, C., Evans, M., Won, S., & Drape, T. (2016). After-School Spaces: Looking for Learning in All the Right Places. <i>Research in Science Education</i>, 46(3), 389–412.</p>	<p>After-school settings provide youth with homework support, social outlets and fun activities, and help build self-confidence. They are safe places for forming relationships with caring adults. More after-school settings are starting to integrate Science, Technology, Engineering, and Mathematics (STEM) topics. What science skills and concepts might youth learn in "engineering design-based" after-school settings? Traditional assessments often fail to capture the ways youth learn in informal settings, and deep science understandings are notoriously difficult to measure. In this study, we examined three after-school settings where 65 youth were learning science through engineering design challenges. In this informal setting, we examined storyboards, social networking forum (SNF) chat logs, videos of whole-class interactions, interviews with groups and single participants, and traditional multiple-choice pre- and posttest results. As we looked for evidence of learning, we found that the social networking forum was rich with data. Interviews were even more informative, much more so than traditional pencil and paper multiple-choice tests. We found that different kinds of elicitation strategies adopted by site leaders and facilitators played an important role in the ways youth constructed knowledge. These elicitation strategies also helped us find evidence of learning. Based on findings, future iterations of the curricula will involve tighter integration of social networking forums, continued use of videotaped interviews for data collection, an increased focus on training site leaders and facilitators in elicitation strategies, and more open-ended pencil and paper assessments in order to facilitate the process of looking for learning.</p>
118	<p>Schwarz, E., & Stolow, D. (2006). Twenty-first century learning in afterschool. <i>New Directions for Youth Development</i>, 2006(110), 81–99.</p>	<p>After-school programs offer a superb venue to teach twenty-first century skills. The programs enable students to explore new fields, use new technology, meet real-world challenges, and develop mastery. They create a new civic space in which young people can forge positive relationships with adults, learn the joys of productive work, and be recognized as contributors to their</p>

		<p>communities. Indeed, after-school programs are emerging as one of the nation's most promising strategies for developing twenty-first century skills. This article examines the current and potential role of after-school programs in building twenty-first century skills--a set of competencies that include creativity, using data to solve complex problems, nuanced oral and written communication, and the ability to work well on diverse teams. The authors present examples, research, and expert testimonials that suggest the power of out-of-school learning to boost twenty-first century skills. (Contains 1 figure and 24 notes.)</p>
119	<p>Sheldon, J., Arbreton, A., Hopkins, L., & Grossman, J. (2010). Investing in Success: Key Strategies for Building Quality in After-School Programs. <i>American Journal of Community Psychology, 45</i>(3), 394–404.</p>	<p>This paper examines the relation between the implementation quality of after-school literacy activities and student reading gains. The data are from an evaluation of a multi-site after-school program in California in which continuous program quality improvement strategies were implemented to improve the delivery of a new balanced literacy program. Strategies included: (1) targeted staff training throughout the year, (2) regular observations and coaching of staff, and (3) the use of data to measure progress. Programs struggled to successfully implement these strategies early in the initiative, but gradually improved the quality and consistency of their use. Program quality, as measured through observations, also increased. Results suggested that the size of student reading gains were positively correlated with the quality of literacy programming provided by each instructor.[PUBLICATION ABSTRACT]</p>
120	<p>Sheltzer, J., & Consoli, A. (2019). Understanding the impact of an after-school music program with engaged underserved youth. <i>Journal of Community Psychology, 47</i>(6), 1364–1379.</p>	<p>Aims This study aims to document and understand the benefits of underserved youths' successful involvement in an after-school music program (ASMP). Methods The contents of semi-structured, individual interviews with 11 alumni and five staff members of an ASMP were coded and analyzed using inductive Thematic Analysis. Results Alumni identified several positive program characteristics as most influential (e.g., consistency, opportunity, exposure), and described the program's favorable impact at a personal (e.g., identity development), relational (e.g.,</p>

		<p>improving social skills), and musical level (e.g., acquiring performance skills). Staff members identified similar program characteristics as crucial for the success of the program and singled out their personal, relational, and social motivations as important dimensions that bring about the program's impact.</p> <p>Conclusions The study highlights the value of musical experiences and after-school resources for a group of underserved youth who would otherwise not be exposed to them due to socioeconomic barriers and inequities in opportunities.</p> <p>(PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)</p>
121	<p>Shernoff, D., & Vandell, D. (2007). Engagement in after-school program activities: quality of experience from the perspective of participants. <i>Journal of Youth and Adolescence</i>, 36(7), 891–903.</p>	<p>Middle school students' experiences at after-school programs were compared as they participated in different types of activities and with different social partners. The students (N = 165) attended eight programs in three Midwestern states. A total of 1,596 experiences were randomly sampled using the Experience Sampling Method (ESM) during 1 week in the fall of 2001 and 1 week in the spring of 2002. Student engagement was conceptualized as the simultaneous experience of concentration, interest, and enjoyment. Students reported high levels of engagement while participating in sports activities and arts enrichment activities at the after-school programs, and low levels of engagement while completing homework at programs. They reported being more engaged in activities involving both adults and peers than activities with peers only. Concentrated effort, intrinsic motivation, and positive and negative mood states were also compared by program activities and social partners. Findings about participants' subjective experiences and engagement in specific program activities have implications for understanding after-school programs as a context for youth development.</p> <p>[PUBLICATION ABSTRACT]</p>

122	<p>Simpkins, S., Riggs, N., Ngo, B., Vest Ettekal, A., & Okamoto, D. (2016). Designing Culturally Responsive Organized After-School Activities. <i>Journal of Adolescent Research</i>, 32(1), 11–36.</p>	<p>Organized after-school activities promote positive youth development across a range of outcomes. To be most effective, organized activities need to meet high-quality standards. The eight features of quality developed by the National Research Council's Committee on Community-Level Programs for Youth have helped guide the field in this regard. However, these standards have largely been defined in terms of universal developmental needs, and do not adequately speak to the growing ethnic and racial diversity within the United States, which is further complicated by issues of power and social class differences. Given U.S. population shifts and after-school funding priorities, the time has come to consider new ways to provide organized after-school activities that are responsive to youth's culture and everyday lives. The goal of this article is to explore how we can help ensure that after-school activities are culturally responsive and address the specific needs of the youth who participate in these activities. Based on theory and empirical evidence, we provide proposed practices of cultural responsiveness for each of the eight features of quality for program structure and staff. The article concludes with future directions for research and strategies to implement culturally responsive practices and harness resources.</p>
123	<p>Smith, C., Peck, S., Denault, A., Blazeovski, J., & Akiva, T. (2010). Quality at the Point of Service: Profiles of Practice in After-School Settings. <i>American Journal of Community Psychology</i>, 45(3-4), 358–369.</p>	<p>A unique observational data set was used to explore quality at the point of service in after-school programs. Staff practices in after-school settings were represented on a series of unidimensional scales closely indexed to staff behavior. In order to account for heterogeneity of staff performances, pattern-centered methods were used to construct profiles of common staff practices. Results revealed six pedagogy profiles that were classified in terms of three broad types of performances delivered by after-school staff: (1) positive youth development, (2) staff-centered, and (3) low-quality. Staff membership in these profiles was not related to youth-staff ratio. However, results revealed significant differences between the profiles on the content of the offering</p>

		and the age of youth in the setting.[PUBLICATION ABSTRACT]
124	<p>Smith, E. P., Osgood, D. W., Oh, Y., & Caldwell, L. C. (2018). Promoting afterschool quality and positive youth development: Cluster randomized trial of the Pax Good Behavior Game. <i>Prevention Science, 19</i>(2), 159-173.</p>	<p>This randomized trial tested a strategy originally developed for school settings, the Pax Good Behavior Game (PAX GBG), in the new context of afterschool programs. We examined this approach in afterschool since 70% of all juvenile crime occurs between the hours of 3–6 pm, making afterschool an important setting for prevention and promotion. Dual-career and working families need monitoring and supervision for their children in quality settings that are safe and appropriately structured. While substantial work has identified important features of afterschool programs, increasing attention is being given to how to foster quality. PAX GBG, with its focus on shared norms, cooperative teams, contingent activity rewards, and liberal praise, could potentially enhance not only appropriate structure and supportive relationships, but also youth self-regulation, co-regulation, and socio-emotional development. This study examined the PAX GBG among 76 afterschool programs, serving 811 youth ages 5–12, who were diverse in race-ethnicity, socio-economic status, and geographic locale. Demographically matched pairs of afterschool programs were randomized to PAX GBG or treatment-as-usual. Independent observers conducted ratings of implementation fidelity and program quality across time; along with surveys of children’s problem and prosocial behavior. Interaction effects were found using hierarchical linear models such that experimental programs evidencing higher implementation fidelity demonstrated better program quality than controls, (i.e., less harshness, increased appropriate structure, support, and engagement), as well as reduced child-reported hyperactivity and intent-to-treat effects on prosocial behavior. This study demonstrates that best practices fostered by PAX GBG and implemented with fidelity in afterschool result in higher quality contexts for positive youth development.</p>

		(PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
125	Smith, E., & Bradshaw, C. (2017). Promoting Nurturing Environments in Afterschool Settings. <i>Clinical Child and Family Psychology Review</i> , 20(2), 117–126.	<p>Given the rise in dual-career and single-parent families, and the need for monitoring and supervision during out-of-school time, afterschool settings are becoming important contexts for the prevention of problem behaviors and the promotion of the positive development of youth. Research indicates that high-quality afterschool programs can have positive effects on children’s academic, socio-emotional, and behavioral outcomes. But less is known about how these influences occur and potential mechanisms involved in this nurturing and promotion process. This paper draws upon the current theoretical and empirical literature in school settings and beyond to examine ways in which afterschool settings can be leveraged as a potential nurturing environment. We apply the conceptualization of nurturing environments put forth by Biglan et al. (Am Psychol 67(4):257–271, 2012. doi:10.1037/a0026796), which attends to the minimization of toxic social and biological conditions, reinforcement of diverse prosocial behaviors, limiting opportunities and influences for problem behavior, and promoting psychological flexibility in the pursuit of one’s values and goals. This paper concludes by identifying potential future research directions and practice implications regarding afterschool settings as nurturing environments for all youth.</p> <p>(PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>

126	<p>Smith, E.P., Osgood, D.W., Caldwell, L.C., Hynes, K., & Perkins, D. (2013). Measuring Collective Efficacy Among Children in Community-based Afterschool Programs: Exploring Pathways toward Prevention and Positive Youth Development. <i>American Journal of Community Psychology</i>, 52(1-2), 27–40.</p>	<p>Collective efficacy refers to a perceived sense of connectedness and willingness to intervene among youth, and is a potential aspect of positive youth development (Larson in <i>Am Psychol</i> 55:170-183, 2000 ; Lerner et al. in <i>Child Dev</i> 71:11-20, 2000 ; Sampson et al. in <i>Science</i> 277:918-924, 1997). Theoretically, those who feel connected to a group that is empowered to positively influence the behavior of their peers may demonstrate fewer problem behaviors. Few studies, however, have measured the impact of youth perceptions of collective efficacy. As a relatively new child-related research topic, there is much to be learned. One contribution to the foundation of this research agenda begins by evaluating the reliability and validity of a measure of collective efficacy with elementary children attending community-based afterschool programs. This paper describes the internal consistency reliability and various indicators of construct and concurrent validity of the Collective Efficacy Among Children Scale. The measure was found to have high internal consistency reliability. Construct validity was tested using exploratory factor analyses of collective efficacy including the dimensions of willingness to intervene and cohesion found in previous research (Sampson et al. in <i>Science</i> 277:918-924, 1997). Concurrent validity assessed relations between the scale and other measures in theoretically congruent ways. Using Hierarchical Linear Models to account for children's nestedness in after-school programs, connectedness was found to be more related to emotional adjustment, particularly children's prosocial attitudes (caring about others and sharing). Children's perception of the willingness of the group to intervene was found to be related to less problem behavior, (i.e. smoking tobacco, drinking alcohol, vandalism, and stealing). The implications suggest that future research should further explore children's collective efficacy, and ways to foster its development in youth-serving afterschool settings.[PUBLICATION ABSTRACT]</p>
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127	<p>Soep, E. (2006). Youth Media Citizenship: Beyond "Youth Voice". <i>Afterschool Matters</i>, 5, 1-11.</p>	<p>The globalization of youth culture complicates young people's relationship to democracy as traditionally conceived. More and more young people define themselves as cosmopolitan citizens, connected through popular culture, digital technologies, and migration histories to social geographies outside their own local and national contexts. Despite these new forms of citizenship in youth culture, however, one familiar image of young people remains unchanged: They continue to be seen as disengaged from organized efforts to lead and represent their communities. This article focuses on the dimension of the youth media movement focused on hands-on production in non-school spaces--sites where young people generate original stories for significant audiences. Sites operating outside of schools, especially independent afterschool programs, are a key force in the youth media movement. Such programs provide a vehicle for young people to tell stories using dialogue, reflection, and action to convey their truth. Youth media programs operating outside of schools, such as Youth Radio--a nonprofit afterschool organization in which young people produce stories for local and national broadcasts on radio, television, and online outlets--often deal with democracy as both content for stories and context for teaching and learning. Young people in these sites take on some of democracy's most pressing themes and issues, while working in an environment that promotes active participation, involvement in decision making, and constant vigilance toward matters of equity. These programs have the potential to do more than simply foster "youth voice." This article describes an ethnographic study of Youth Radio, in which four features emerged: (1) peer teaching; (2) collegial pedagogy; (3) multiple outlets; and (4) applied agency.</p>
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128	<p>Spencer, R., & Rhodes, J. E. (2014). Growth-promoting relationships with children and youth. <i>New directions for youth development</i>, 2014(144), 59-72.</p>	<p>At the heart of afterschool programs are the relationships that form between the children and youth who participate in these programs and the adults who lead them. To be effective, adults working in afterschool settings must be able to engage youth in growth-promoting relationships. This article identifies and describes four foundational ways of interacting with youth that foster the development of such relationships--engaging in warm and emotionally supportive connections, providing developmentally appropriate structure and support, cultivating and responding to youth initiative, and scaffolding and propelling youth learning and skill development.</p>
129	<p>Steven B. Carswell, Thomas E. Hanlon, Kevin E. O'Grady, Amy M. Watts, & Pattarapan Pothong. (2009). A Preventive Intervention Program for Urban African American Youth Attending an Alternative Education Program: Background, Implementation, and Feasibility. <i>Education & Treatment of Children</i>, 32(3), 445-469.</p>	<p>This paper presents background, implementation, and feasibility findings associated with planning and conducting an after-school intervention program in an alternative education setting designed to prevent the initiation and escalation of violence and substance abuse among urban African American youth at high risk for life-long problem behaviors. Evolving from earlier preventive interventions implemented in clinic and school settings, the program, entitled "The Village Model of Care", consisted of structured group mentoring, parental support, and community outreach services administered to alternative education students and their primary caregiver(s) during the school year. Over a two-year intake period, 109 youth participated in the present process evaluation study. Findings from the study not only provided relevant demographic information on the characteristics of youth likely to be included in such programs but also indicated the importance of including the family in the rehabilitation effort and the need for school administrative system support for the underlying alternative education approach. The information presented in this report has a direct bearing on the planning of future prevention efforts conducted in similar settings that are aimed at reducing problem behaviors and promoting positive lifestyles among high-risk youth. (Contains 2 tables.)</p>

130	<p>Strobel, K., Kirshner, B., O'Donoghue, J. & McLaughlin Milbrey, W. (2008). Qualities that Attract Urban Youth to After-School Settings and Promote Continued Participation, <i>Teachers College Record</i>, 110(8), 1677-1705.</p>	<p>Background/Context: Studies carried out over the last two decades have established structured after-school programs as significant contexts for adolescent development. Recent large-scale evaluations of after-school initiatives have yielded mixed results, finding some impact on adolescents' attitudes toward school but limited impact on their academic performance. One clear conclusion of these studies, however, is that it matters how often and for how long young people spend time in after-school settings. Purpose/Research Question: This study describes the features of after-school settings that are most appealing and engaging to youth growing up in low-income communities. Setting: Analyses focus on a network of five after-school centers that serve predominantly racial and cultural minority youth living in low-income urban neighborhoods. Participants: Participants in the study include 120 youth who varied in their frequency of participation in the after-school centers. Of these participants, 20 were in elementary school, 76 were in middle school, and 24 were in high school. Forty-two percent identified themselves as Asian American, 22% as African American, 13% as Latino/Latina, 7% as European American, and 5% as Filipino, and 10% were categorized as "other" or "unknown." Research Design: This study is a qualitative investigation geared toward understanding young people's subjective experiences and meaning making. Data are drawn principally from focus groups and individual interviews with participants over a 2-year period and supplemented with field work conducted by a team of trained youth ethnographers. Findings: Our analysis of these data points to three features of the youth centers that youth identified as valuable: supportive relationships with adults and peers; safety; and opportunities to learn. Results highlight the meaning and significance youth ascribed to each feature, while also underlining the important function that centers with these features play in adolescent development. Conclusions/Recommendations: After-school settings have the potential to serve as a unique</p>
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		<p>developmental niche by meeting needs that are not consistently met in other contexts. Youths' descriptions of supports and opportunities also underscore the interrelationships among the positive features they perceived. Researchers, practitioners, and policy makers are encouraged to recognize after-school programs as core contexts of development that should be assessed according to the full spectrum of adolescents' developmental needs.</p>
131	<p>Teasley Martell, L. & Lee, E. (2006): Examining the Association between Academic Achievement and Self-Esteem in African American Male Youth in a Community-Outreach After-School Program, <i>School Social Work Journal</i>, 30 (2), 64-81</p>	<p>The purpose of this study is to investigate the impact of a community-outreach after-school academic enhancement program on self-reported levels of self-esteem in African American male youth ages eight to eighteen (N = 51). Using survey research methods, two research questions are asked: (1) Will youth with higher levels of academic achievement report higher levels of self-esteem than youth with lower levels of academic achievement? And (2) Are levels of program satisfaction related to levels of academic achievement &, therefore, levels of self-esteem in participants; The analyses revealed that higher GPAs are related to higher levels of school self-esteem in participants & that school self-esteem is related to member program satisfaction scores. Findings from this study may provide new research information about levels of self-esteem in African American male youth with similar ethnic & social experiences as well as promote evidence-based practice for social work professionals engaging in community outreach programs. Tables, References. Adapted from the source document.</p>

132	<p>Tebes, J., Feinn, R., Vanderploeg, J., Chinman, M., Shepard, J., Brabham, T., Genovese, M., & Connell, C. (2007). Impact of a Positive Youth Development Program in Urban After-School Settings on the Prevention of Adolescent Substance Use. <i>Journal of Adolescent Health, 41</i>(3), 239–247.</p>	<p>Purpose: Positive youth development (PYD) emphasizes a strengths-based approach to the promotion of positive outcomes for adolescents. After-school programs provide a unique opportunity to implement PYD approaches and to address adolescent risk factors for negative outcomes, such as unsupervised out-of-school time. This study examines the effectiveness of an after-school program delivered in urban settings on the prevention of adolescent substance use. Methods: A total of 304 adolescents participated in the study: 149 in the intervention group and 155 in a control group. A comprehensive PYD intervention that included delivery of an 18-session curriculum previously found to be effective in preventing substance use in school settings was adapted for use in urban after-school settings. The intervention emphasizes adolescents' use of effective decision-making skills to prevent drug use. Assessments of substance use attitudes and behaviors were conducted at program entry, program completion, and at the 1-year follow-up to program entry. Propensity scores were computed and entered in the analyses to control for any pretest differences between intervention and control groups. Hierarchical linear modeling (HLM) analyses were conducted to assess program effectiveness. Results: The results demonstrate that adolescents receiving the intervention were significantly more likely to view drugs as harmful at program exit, and exhibited significantly lower increases in alcohol, marijuana, other drug use, and any drug use 1 year after beginning the program. Conclusions: A PYD intervention developed for use in an urban after-school setting is effective in preventing adolescent substance use. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)</p>
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133	<p>Tiffany, J. S., Exner-Cortens, D., & Eckenrode, J. (2012). A new measure for assessing youth program participation. <i>Journal of community psychology, 40</i>(3), 277-291.</p>	<p>Participation in after-school programs is an important lever to improve adolescents' health and well-being; however, well-defined measurement of the quality of participation in these programs is limited. The present study validated a newly designed measure of participation in a sample of urban youth enrolled in community-based after-school programs. Exploratory and confirmatory factor analyses were used to test the structure of the 20-item Tiffany-Eckenrode Program Participation Scale (TEPPS). Results suggest that the scale comprises four subscales (Personal Development, Voice/Influence, Safety/Support and Community Engagement). The TEPPS was also correlated with several commonly used measures of program participation. Findings from this article provide support for the use of the newly designed scale as a valid and reliable measure of quality program participation by youth. (Contains 5 tables and 1 footnote.)</p>
134	<p>Townsend, L. O. (2003). Transformative Work in Programs for Children and Youth. <i>Afterschool Matters, 2</i>, 3-12.</p>	<p>Youth programs that meet during the out-of-school hours, particularly those offered by organizations that have historically collaborated with their community members to support their interests and meet their needs, are in a unique position. These programs have the potential for and a history of engaging young people in experiences that can transform their lives in the most positive ways. In this article, the author explores the nature of engagement in what she refers to as "work" and some of the transformative experiences that can and do occur as a result of this "work." She also highlights and celebrates those programs that engage youngsters in developmentally appropriate transformative experiences. The article concludes that at a time when there is greater pressure to be more "school-like," after-school programs have a responsibility to think carefully about the developmental needs of the young people they serve and to meet these needs in creative and developmentally appropriate ways.</p>

135	<p>Tuason, M. T., Marcetic, A., Roberts, S., Stuart, K., & Rearick, J. (2009). The Refuge: an after-school care programme for African–American children in poverty. <i>Early Child Development and Care</i>, 179(7), 977-997.</p>	<p>The Refuge is an after-school care programme in the southeastern USA that caters to the academic and psychological needs of impoverished African-American children. This study evaluated the Refuge through interviews with staff, small group discussions with children and persistent observation. By evaluating the after-school care services they receive, children expressed their need for safe and secure environments to grow, their vulnerability to family relationships, their need for fair treatment and nurturance in relationships and their want for opportunities to express their unique developmental strengths. Results reiterate child workers' significant and urgent purpose of reaching out to low-income African-American children to inspire them and urge them into vocations - despite the realities of death, poverty and violence in their lives. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)</p>
136	<p>Vakil, S. (2014). A critical pedagogy approach for engaging urban youth in mobile app development in an after-school program. <i>Equity & Excellence in Education</i>, 47(1), 31-45.</p>	<p>To understand the digital divide as a matter of social justice, I identify access to computational fluency as a civil rights issue. "Access" refers to material as well as social resources, including meaningful learning opportunities that create the conditions for urban youth to engage in computational thinking. In this article, I explore how a critical pedagogical approach facilitates the engagement of urban youth in a mobile app development project within an after-school program. Drawing on field notes and video data over a semester-long project, I provide qualitative reflections on student engagement using the theoretical perspective of situated cognition. Findings reveal that the affordances of critical pedagogy for student engagement include the opportunity to situate computational activity within a sociopolitical context, as well as an allowance for multiple pathways into meaningful participation.</p>

137	Vance, F. (2018). Understanding Adolescents' Skill-Building in the After-School Context. <i>Youth & Society</i> , 50(7), 966–988.	<p>In after-school programs, skill-building is a holistic process by which adolescents—guided by adults—achieve mastery. Developmental theories such as Bronfenbrenner’s bioecological model position youth as active learners; however, little is known about the specific actions youth use to enhance their learning during skill-building opportunities. Qualitative analysis of 49 semi-structured observations of enrichment activities at a high-quality after-school program showed that adolescents used four types of actions while completing a project: inquiry, contribution, self-regulation, and peer education. These behaviors indicated youths’ level of cognitive engagement. Instructors’ practices related to questioning, monitoring, group management, and sharing control demonstrate the range of instructional practices that can be used in response to teens’ use of the four types of learning actions. This study presents a theoretical model of the skill-building process that illustrates how teens’ behaviors interact with staff practices and the demands of project-based learning.</p>
138	Vasudevan, L., Kerr, K. R., Hibbert, M., Fernandez, E., & Park, A. (2014). Cosmopolitan literacies of belonging in an after-school program with court-involved youths. <i>Journal of Adolescent & Adult Literacy</i> , 57(7), 538-548.	<p>This article focuses on the concept of belonging as an embodied practice that is expressed by adolescents in multimodal ways and that can be nurtured inside and also beyond schools, such as within afterschool programs. We explore belonging in an afterschool program designed for court-involved youth. Our research is theoretically framed by educational cosmopolitanism and multimodal literacy and we situate our analysis within a discussion of cosmopolitan literacies of belonging. The research reported in this article is part of an ongoing, multi-year study, and our initial analyses suggest that youth seek out and create opportunities to experience and communicate a sense of belonging through play, in fleeting moments, during structured curricular moments, and through both verbal and non-verbal modes. Our article concludes with recommendations for how practitioners might build on adolescents' cosmopolitan literacies of belonging within institutional contexts.</p>

139	Walker, K. E., & Arbreton, A. J. (2005). Improving Participation in After-School Programs. <i>Prevention Researcher</i> , 12(2), 11-13.	After-school programs attempt to provide safe havens that keep youth off the streets and offer them a variety of opportunities to enhance their experiences and skills, including educational outcomes such as grades. What the programs actually accomplish has been somewhat different. Major evaluations of after-school programs have shown that they do not necessarily serve youth who would be otherwise unsupervised. To examine how participation rates in after-school programs can be improved, this article draws on data and summarizes some findings from Public/Private Ventures' (P/PV) evaluation of the San Francisco Beacon initiative, which P/PV conducted between October 1998 and December 2001. The initiative aimed to create community centers in eight San Francisco schools that would attract community youth and adults to a wide array of activities. The evidence from the San Francisco Beacon initiative on program features that affect youth participation suggests that there are concrete steps that program staff can take to improve adolescent participation.
140	Whalen, L., McCaughtry, N., Garn, A., Kulik, N., Centeio, E., Maljak, K., Kaseta, M., Shen, B., & Martin, J. (2016). Why inner-city high-school students attend after-school physical activity clubs. <i>Health Education Journal</i> , 75(6), 639–651.	Objective: The population of young people most vulnerable to low levels of physical activity (e.g. urban/minority/low socio-economic status/female/non-athletes) often has the least access to physical activity opportunities and resources. It has been suggested that a comprehensive, school-based approach, including prudent use of time before, during and after the school day may be an effective way to increase overall physical activity, but little is known about why urban students voluntarily participate in these extracurricular programmes. Using social cognitive theory as a framework, this study examines urban high-school students' rationale for attending after-school physical activity clubs designed to provide fun, safe, supportive places to do physical activities with friends. Design and setting: Qualitative study in an urban school district. Method: Over a 2-year period, adult leaders within 14 inner-city schools in a large urban district in the Midwest USA held 938 physical activity club sessions

		<p>targeting traditionally inactive youth to promote non-competitive physical activity. Interviews with student participants (n = 278) and researcher field observations (n = 115) were used as primary data sources. Results: Three primary themes emerged to explain the voluntary participation of high-school students in after-school physical activity clubs: (a) social affiliation, especially group identification and establishing relationships with adult leaders and like-minded peers; (b) health and performance, including improving physical health and performance in other athletic endeavours; and (c) the "right" types of activities and focus, including those that were student-centred, non-competitive and culturally relevant. Conclusion: Creation and sustainability of successful inner-city physical activity clubs will largely hinge upon the capitalisation on an understanding of the motivations of an urban student population.</p>
141	<p>Whitson, M., Robinson, S., Valkenburg, K., & Jackson, M. (2019). The benefits of an afterschool music program for low-income, urban youth: The music haven evaluation project. <i>Journal of Community Psychology, 48</i>(2), 426–436.</p>	<p>Aims This study was an evaluation of an afterschool music program that serves primarily low-income, urban children, and adolescents. The evaluation examined academic and nonacademic outcomes through a mixed-method design. Methods Focus group participants included 10 parents/caregivers and 8 youth. Focus groups yielded several themes regarding academic and nonacademic (musical skills, responsibility/discipline, self-efficacy, empowerment, social competence, and family bonding) benefits of involvement with the program. An annual questionnaire for the program was created based on these themes. Results Fifty-three parents/caregivers completed the questionnaire and rated their children highly on all outcomes. The independent t tests revealed that lower-income students were rated higher on responsibility/discipline than higher-income students and that those children who attended the program more than three times per week were rated higher on responsibility/discipline than those who attended less. Conclusion Implications of these results, particularly the need for increased access to afterschool music programs for low-income youth, are</p>

		discussed. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract)
142	Woodland, M. (2016). After-School Programs: A Resource for Young Black Males and Other Urban Youth. <i>Urban Education, 51</i> (7), 770–796.	While after-school programs are plentiful, they are often developed arbitrarily with little attention given to theoretical underpinnings that may inform program interventions. In this article, after-school programs are situated in resilience theory as protective factors, which encourage resilience among young Black males and other urban youth. The resilience literature is explored, granting attention to varying resilience models and contextualizing resilience in young Black males. Several risk factors such as poverty, violence exposure, and academic difficulty, which often plague these young men, are also examined. Finally, after-school programs are introduced as resources for Black males and other urban youth.
143	Wright, R., Alaggia, R., & Krygsman, A. (2014). Five-Year Follow-Up Study of the Qualitative Experiences of Youth in an Afterschool Arts Program in Low-Income Communities. <i>Journal of Social Service Research, 40</i> (2), 137–146.	Semistructured follow-up interviews were conducted with 32 Canadian youth ages 14 to 20 years old; 5 years prior, these youth had participated in a structured arts program. Given that little is known about the long-term effects of afterschool arts-based programs, interviews took a qualitative approach to delineate adolescents' experiences with the program and their subsequent development. The findings from the qualitative interviews suggest that skill acquisition, positive staff-youth relationships, development of team building, positive peer relationships, a sense of belonging, and program flexibility were pertinent to sustained positive youth development 5 years following program completion. This article discusses the importance of follow-up studies and implications for future research and practice. [PUBLICATION ABSTRACT]
144	Wright, R., John, L., Duku, E., Burgos, G., Krygsman, A., & Esposito, C. (2010). After-School Programs as a Prosocial Setting for Bonding Between Peers. <i>Child & Youth Services, 31</i> (3-4), 74–91.	This study reports on the longitudinal analysis of a structured after-school arts program for Canadian youth, ages 9 to 15 years, from low-income communities where the relationship of peer social support, family interactions, and psychosocial outcomes is evaluated. Multi-level growth curve analyses suggest an increase in prosocial development with peer social support and a decrease

		<p>in prosocial development when negative family interactions are present. Comparisons between matched controls, using estimated linear propensity scores, revealed significant improvement in prosocial behaviors for the intervention group. The structured after-school arts program was found to increase prosocial behaviors and bonding with peers for youth from low-income communities. (Contains 3 tables.)</p>
145	<p>Yohalem, N., & Wilson-Ahlstrom, A. (2010). Inside the Black Box: Assessing and Improving Quality in Youth Programs. <i>American Journal of Community Psychology</i>, 45(3), 350–357.</p>	<p>Over the past decade, structured programming for children and youth during the non-school hours has expanded exponentially. A confluence of recent research studies and program evaluations backs the publicly perceived notion that after-school programs can positively influence important developmental and learning outcomes. The rapid expansion of the field and the potential of programs to contribute to child and youth development have made defining what high quality programs look like and learning how to improve program quality key challenges facing the field. This paper describes what is known about the relation between youth program quality and youth developmental outcomes, summarizes different quality assessment tools being used in the field, and discusses how such tools are being used to drive systemic quality improvement efforts.[PUBLICATION ABSTRACT]</p>
146	<p>Zimmerman, M., Eisman, A., Reischl, T., Morrel-Samuels, S., Stoddard, S., Miller, A., Hutchison, P., Franzen, S., & Rupp, L. (2018). Youth Empowerment Solutions: Evaluation of an After-School Program to Engage Middle School Students in Community Change. <i>Health Education & Behavior</i>, 45(1), 20–31.</p>	<p>We report on an effectiveness evaluation of the Youth Empowerment Solutions (YES) program. YES applies empowerment theory to an after-school program for middle school students. YES is an active learning curriculum designed to help youth gain confidence in themselves, think critically about their community, and work with adults to create positive community change. We employed a modified randomized control group design to test the hypothesis that the curriculum would enhance youth empowerment, increase positive developmental outcomes, and decrease problem behaviors. Our sample included 367 youth from 13 urban and suburban middle schools. Controlling for demographic characteristics and pretest outcome</p>

		<p>measures, we found that youth who received more components of the curriculum reported more psychological empowerment and prosocial outcomes and less antisocial outcomes than youth who received fewer of the intervention components. The results support both empowerment theory and program effectiveness.</p>
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