

Report to the DC Children and Youth Investment Trust Corporation

**Outcomes for Youth in
Out-Of-School Time Programs**

**SUMMARY REPORT OF A PILOT STUDY
(DRAFT)**

Prepared by
Jonathan F. Zaff, Ph.D.
Jacinta Bronte-Tinkew, Ph.D.
Kristy Webber, B.A.
Zakia Redd, M.P.P.

**Project Manager, Jacinta Bronte-Tinkew, Ph.D.
Project Director, Kristin Moore, Ph.D.**

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**Child Trends, Inc.
4301 Connecticut Ave, NW Suite 100
Washington, DC 20016
(202) 362-5580
www.childtrends.org**

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EXECUTIVE SUMMARY

The Study

Results from multiple rigorous research studies support the effectiveness of out-of-school time programs to increase the psychological, academic and physical well-being of children and adolescents. However, program funders and developers need to know whether their individual programs are promoting these outcomes. To this end, Child Trends has been contracted by the DC Children and Youth Investment Trust Corporation (DCCYIT) to conduct an outcomes monitoring study to track the well-being of children and adolescents who participate in DCCYIT-funded out-of-school time programs. The purpose of the present report is to describe the pilot study and to provide preliminary data on the well-being of DCCYIT out-of-school program participants. The lessons learned from this study will guide the implementation of the data collection for the outcomes monitoring project that will commence in the fall of 2002.

The Youth Studied

The pilot study began in late Spring of 2002 and attempted to identify and recruit as many youth as possible who were enrolled in Out-of-School programs across 48 program sites. However, the results in this study are from 2 program sites. The participants in the pilot study included those youth who met the following study criteria: (a) were enrolled in out-of-school programs funded by the DCCYIT as of April 1, 2002; (b) had attended the program at least twice as of April 1, 2002 (c) provided consent to participate in the study; and were (d) physically and mentally capable of completing a questionnaire in English, Spanish, Vietnamese or Mandarin Chinese. Study participants age 13 and older were informed that participation involved the collection of data from academic records (if enrolled in school), and survey data collected from self-administered questionnaires. Study participants age 13 and younger were informed that participation involved the collection of data from academic records provided to the programs.

Study Context

Several indicators of child and adolescent well-being give a picture of the state of youth in DC. Fifteen percent of DC births are mothers under 20 years old, numbering 1,172 in 1999. Regarding education indicators, only about 50% of 10th and 11th graders score at the basic or higher level on the Stanford-9 reading achievement test and approximately 25% score at basic or higher on the math test. Both of these rates are well below the national average. In addition, there is an 8.2% drop-out rate among high school students and 51% of youth graduate from high school.

Finally, 2,748 juvenile cases were referred to the Washington, DC superior court in 1999, the lowest level since data were collected on this indicator in 1989 – though still a very high number.

Study Outcomes

The outcomes that will be the focus of the outcomes study are those mandated by the DCCYIT Board of Directors. Child Trends has also recommended additional outcomes to be used in future iterations of the outcomes monitoring project. The DCCYIT Board mandated outcomes include:

- **Increased school advancement from grade to grade**
- **Improved school grades and standardized test scores**
- **Increased enrollment in GED or other educational programs**
- **Increased school attendance**
- **Decreased teen pregnancy**
- **Decreased youth crime as evidenced by reduced contact with the juvenile justice system**

These outcomes can be placed in the broad domains of academic outcomes, teenage pregnancy and childbirth, and deviant behaviors.

Research Design and Limitations

This is a longitudinal, non-experimental study. In other words, we are collecting data from the participants over several time points, but the participants are not randomly assigned to a program and there is no comparison group. This type of design provides information that suggests whether the outcomes targeted by the DCCYIT programs are changing in the desired way (e.g., the number of youth being arrested decreasing over time). However, we cannot draw conclusions about the causal relationship between the programs and the outcomes, because factors aside from the programs might impact the outcomes, such as, among other factors, motivated parents and teachers, attendance at higher quality schools, or habitation in a neighborhood with greater resources.

Study Findings

What did the pilot study data tell us about youth in out-of-school programs?

While we present averages as benchmarks for how youth are faring in terms of Board-approved outcomes, we caution about drawing conclusions regarding program services and quality, as the pilot study is not experimental and the data are only for a sub-set of out-of-school

programs in D.C. Accordingly, comparisons are suggestive rather than definitive. Key findings from the pilot study survey are summarized below.

Participant Characteristics

- The mean age of pilot study participants is 14.8 years, with ages ranging from 13 to 19. Of these respondents, 68 percent are female, and 32 percent are male. Ninety-six percent of these children are African-American. Forty-six percent of pilot study participants reported attending the program every day, 46 percent reported attending the program three or more times per week, and the remaining eight percent reported attending the program once or twice per week. The average length of time that participants have been attending programs is 1.25 years.

Outcome: Increased School Grades and Standardized Test Scores

Twenty six percent of participants in the pilot study achieved an “A,” in Reading, 17 percent received a “B,” 43 percent received a “C,” 13 percent received a “D” and no participants reported receiving an “F.” In Mathematics, 16 percent of participants in the pilot study repeated receiving an “A,” 36 percent received a “B,” 36 percent received a “C,” 8 percent received a “D,” and 4 percent received an “F.” Data on standardized test scores (Stanford 9) became available after the pilot study was conducted, and so are not available for this report.

Outcome: Increased school attendance

- Seventy two percent of youth reported missing school for four or fewer days in the previous advisory period and 28 percent reported missing five or more days of school during the previous advisory period (quarter).

Outcome: Decreased youth crime as evidenced by reduced contact with the juvenile justice system

- Eighty eight percent of pilot study participants reported never being stopped by the police in the past year. Four percent reported being stopped 3-4 times, while eight percent indicated they were stopped five times or more. Of those program participants who were stopped by the police, fifty percent reported that they were let go right away or given a ticket or a warning. And 50 percent reported that some other action was taken, although this was not defined.

Outcome: Decreased teen pregnancy

- Ninety six percent of pilot study participants reported that they have never been pregnant or gotten someone pregnant in the past 12 months. One hundred percent of participants have never given birth or fathered a child.

Summary

The data that were collected during the pilot study illustrate that questionnaires are a valid and reliable form of data collection for this population. Furthermore, the data give insight into the demographics, attitudes and behaviors of DCCYIT-funded out-of-school programs. More specifically:

- All of the pilot study youth appear to be committed to the out-of-school time programs, with 100% reporting that they attend at least once per week and 92% reporting that they attend three or more times per week.
- A majority of the pilot study participants report receiving either B's or C's in math and either A's or C's in reading. Few pilot study participants receive grades lower than "C."
- Absenteeism does not appear to be a problem among the pilot study participants, with most only missing a few days of school. However, a small minority of participants may be at high risk for school failure since they missed 21 or more days.
- Few pilot study participants are involved in high-risk behaviors. Only a small minority of the pilot study participants have been stopped by police and a very small minority has become pregnant or gotten someone pregnant. Although these percentages were small, they illustrate the need to be aware of these risks among at least some the program participants.

As previously noted, we do not believe that it would be appropriate to make direct comparisons between the pilot data and national benchmarks since the pilot data are not representative of all DCCYIT out-of-school time programs. However, these national benchmarks are available for comparisons with data from the comprehensive waves of data collection.

Recommendations

The findings from the pilot study, and Child Trend's experiences working with grantees confirms that with careful planning and adequate resources, we can learn more about DCCYIT out-of-school program participants. Programs' continuing efforts can move the outcomes study forward. Some recommendations for future rounds of data collection based on experiences with the pilot study are provided below.

- **Focus on improving the accountability of programs and building an atmosphere in which evaluation and outcome monitoring will be a welcome exercise.** Interactions with grantees during the pilot study suggests that several program sites were reluctant to partake in the study for one reason or another. To improve the process of outcome monitoring within program sites, we must continue to foster an atmosphere in which accountability is a welcome exercise across programs. These efforts must be continuous. The challenge for an independent evaluator is to foster an environment in which evaluation is welcome.
- **Build increased capacity to conduct the outcomes monitoring study within program sites by providing staff with extra resources and supports for data collection and increasing staff's understanding of the norms regarding outcome studies.** The DCCYIT and Child Trends should continue to provide the resources and supports necessary to conduct the outcomes monitoring study. This includes being on-site more often to answer questions and address problems (including WebStars), be available by phone and to provide up-to-date training and information on the implementation of an outcomes monitoring study. These supports are especially important for programs that have few resources to begin with. In addition, program staff should become more sensitive to the potentially positive value of outcomes studies.
- **Continue to provide extra resources and supports for the continuous collection of data related to outcomes for youth.** The DCCYIT should continue to provide the resources necessary to monitor the outcomes for youth in these programs. Without assistance programs cannot collect the necessary data.
- **DCCYIT grantees need to increase their understanding of and appreciation for the procedures regarding outcome studies.** Program managers need to become more aware of the importance and potentially positive impact and value of outcome studies in their program settings.
- **Include additional child and adolescent outcomes.** Additional waves of data collection should include additional measures for children and adolescents that capture a more comprehensive set of academic, social, psychological and physical outcomes.

SECTION ONE INTRODUCTION

Purpose and Organization of the Report

Results from multiple rigorous research studies support the effectiveness of out-of-school time programs to increase the psychological, academic and physical well-being of children and adolescents.¹ Program funders and developers need to know whether their individual programs are promoting these outcomes. To this end, Child Trends is conducting an outcomes monitoring study to track the well-being of children and adolescents who participate in out-of-school time programs funded by the DC Children and Youth Investment Trust Corporation (DCCYIT). The purpose of the present report is to describe the pilot study and to provide preliminary data on these programs that give insight into the well-being of program participants. The lessons learned from this study will guide the implementation of the comprehensive outcomes monitoring project that will commence in the fall of 2002.

In this report, we describe and summarize the key findings from a pilot study conducted to collect outcome data from participants in Out-of-School Time Programs funded by the DC Children and Youth Investment Trust Corporation (DCCYIT). The field test provides an opportunity to assess the feasibility of interviewing youth about themselves on a larger scale using a set of brief selected instruments, and it provides valuable information on the status of youth in DCCYIT Out-of-School Time programs. The DCCYIT currently funds Out-of-School Time Programs in 48 program sites across the District of Columbia, although the results reported here are obtained from two of these 48 sites. Comparisons are also provided for DCCYIT youth outcomes for which national benchmark data are available, although comparisons should be done with caution since the populations examined differ.

This report is divided into four sections. The first section of the report describes the background of DCCYIT out-of-school time programs, and the importance of out-of-school time programs for children and adolescents. Section two describes the research methods used for data collection for this pilot study. In section three, data are provided on DCCYIT board-mandated outcomes. These data provide insight into the demographic characteristics, behaviors and attitudes of youth in DCCYIT-funded out-of-school time programs. The final section draws conclusions and makes recommendations based on findings from the pilot study for the baseline survey that will constitute the next round of data collection.

¹ National Research Council and Institute of Medicine (2000). After-school programs to promote child and adolescent development: Summary of a workshop. Committee on Community-Level Programs for Youth. J.A. Gootman, ed. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press

Background

The 49 out-of-school time programs of the DCCYIT have varying degrees of activities, however their common objective is to provide enriching experiences for children and youth in safe settings during non-school hours for youth between the ages of 5 and 17. The out-of-school time programs of the DCCYIT range from six-week summer programs to year-round programs. Most of the programs meet several times per week and range in content from education and arts to sports and community service. Although these 49 programs are unique in many ways, their common objective is to provide enriching experiences for children and youth in safe settings during non-school hours. Detailed summaries of these programs are provided in **Table 1 (see pp. 47)**.

Context for the Study

According to data from 1999, there are 67,990 youth in Washington, DC between the ages of five and 17 years old; the primary age range targeted by DCCYIT programs. Twenty-five percent of youth under the age of 18 live in poverty and 34,389 receive TANF benefits - the District of Columbia ranks first among states for highest youth poverty levels. Furthermore, the median income level for families with children in the District of Columbia is \$24,000. Seventy-eight percent of DC youth are African American/Black, 19% are White/Caucasian American, 3% are Asian and 9% are Hispanic.²

Pertinent to the present study, several indicators of child and adolescent well-being give a picture of the state of youth in DC. Fifteen percent of DC births are mothers under 20 years old, numbering 1,172 in 1999. Regarding education indicators, only about 50% of 10th and 11th graders score at the basic or higher level on the Stanford-9 reading achievement test and approximately 25% score at basic or higher on the math test. Both of these rates are well below the national average. In addition, there is an 8.2% drop-out rate among high school students and 51% of youth graduate from high school. Finally, 2,748 juvenile cases were referred to the Washington, DC superior court in 1999, the lowest level since data were collected on this indicator in 1989 – though still a very high number.³

Report Sponsor

This outcomes monitoring study is funded by the Washington, DC Children and Youth Investment Trust Corporation (DCCYIT). The DCCYIT was formed in June 1999 as a 501(c)(3)

² 2000 Census Data (2002). Summary Profile for District of Columbia, www.aecf.org/cgi-bin/aecensus.cgi

³ District of Columbia Courts, Court of Appeals and Superior Court (2000). District of Columbia Courts, Annual Report, 1999. Washington, DC.

organization to link public and private resources to strategically address the long term needs of children, youth and families in the District of Columbia. The DCCYIT seeks to develop strategic alliances to strengthen the quality, quantity and accessibility of services and opportunities which foster the healthy development of children and youth, and to create an evaluation framework designed to measure the effectiveness of individual programs and youth serving agencies throughout the District of Columbia. Child Trends was contracted by the DCCYIT to conduct the outcomes monitoring study for the 48 out-of-school DCCYIT funded programs. The evaluation is being conducted over an 18 month period.

THE IMPORTANCE OF OUT-OF-SCHOOL TIME PROGRAMS FOR YOUTH DEVELOPMENT

Schools are charged with the primary responsibility for helping students to learn academic, social, and civic competencies. Accordingly, the U.S. Congress and many federal policy makers focus on in-school initiatives and reforms. However, a significant amount of time is spent in discretionary, non-caretaker settings. Discretionary time (i.e., time spent not sleeping, in school or in child care) accounts for 30% of a child's time.⁴ According to recent data, nearly five million children are unsupervised after school and the majority of juvenile violent crime, gang violence and drug use occurs between 2 and 8 p.m.⁵ With approximately 66% of America's children and adolescents living in homes with a single employed parent or two parents who are both employed,⁶ creating and sustaining programs that provide a safe and caring environment during non-school hours is a pressing need.

Why and how are out-of-school programs important for youth development?

Out-of-school time programs are assumed to have several positive short- and long-term effects on youth development. The mission of programs tends to focus on the reduction of negative outcomes, such as reducing the number of students dropping out of school becoming pregnant. Although a reduction in negative behaviors is desired, youth also need to develop the skills and attributes in order to navigate the trials and tribulations of adolescents as well as the transition into adulthood.⁷

Within this paradigm of increasing positive attributes and reducing negative attributes, spending time in productive activities could be beneficial for varied reasons. These settings

⁴ Hofferth, S.L. & Sandberg, J.F. (2001). How American children spend their time. *Journal of Marriage & the Family*, 63, 295-308.

⁵ National Research Council and Institute of Medicine. (2000); Nadel, W.R. (2000). *The Web of Support: Providing Safe, Nurturing, Learning Environments During Out-of-School Time*. Westport, CT: Save the Children.

⁶ Hofferth, S.L. & Sandberg, J.F. (2001). How American children spend their time. *Journal of Marriage & the Family*, 63, 295-308.

provide adolescents with the opportunity to interact with peers in a structured format, which has been linked with improving negotiation and conflict resolution skills, learning how to interact appropriately in a group setting, and learning how to work as a team toward a common goal.⁸ Also, youth spend their time in productive activities acquiring new skills and knowledge instead of in delinquent activities, in front of a television, or playing video games, all of which are associated with later future negative outcomes. Teens can also develop a positive sense of self by exploring what they can do best, resulting in an increased sense of self-worth and self-efficacy.⁹ In addition, extracurricular activities provide opportunities for mentoring relationships with caring adults.¹⁰ Research suggests that high quality out-of-school programs are those that have engaging activities, have activities that allow children and youth to interact with their peers, involve parents, in some form, and target the specific desired outcomes.¹¹ The goals of the programs are to be met during the out-of-school hours.

The findings from research on out-of-school time activities can be divided into how general out-of-school time activities affect adolescent outcomes and how specific out-of-school time activities affect adolescent outcomes.

General Activity Participation: Researchers have found that extracurricular activity participation, in general, is associated with a reduction in negative and an increase in positive outcomes. For instance, out-of school time participation is associated with lower rates of dropping out of school and being involved in deviant activities.^{12 13} Furthermore, consistent youth participation is linked with a significantly higher likelihood of going to college, voting in local and national elections, and volunteering in the community.¹⁴ Extracurricular activity participation is also a predictor of improved academic achievement.¹⁵

Specific Activity Participation: Research results also provide support for the positive effects of participation in specific types of extracurricular activities, such as sports, mentoring, academic achievement, arts, and community service programs. First, after-school sports participation

⁷ Pittman, K.J. & Cahill, M. (1991). *A New Vision: Promoting Youth Development*. Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development; Moore, K. & Halle, T. (2000). *Preventing problems vs. promoting the positive: What do we want for our children?* Research Brief. Washington, DC: Child Trends.

⁸ Bukowski, W. (in press). Peer relationships. In M. Bornstein, L. Davidson, C. Keyes, and K. Moore (eds.), *Well-Being: Positive Development Across the Lifespan*. New York: Lawrence Erlbaum.

⁹ National Research Council and Institute of Medicine (2000).

¹⁰ Cox, M. (in press). Parent-child relationships. In M. Bornstein, L. Davidson, C. Keyes, & K. Moore (eds.), *Well-Being: Positive Development Across the Lifespan*. New York: Lawrence Erlbaum.

¹¹ National Research Council and Institute of Medicine (2000); Child Trends (in press). *Promoting well-being among America's Teens*. Washington, DC: Child Trends.

¹² Mahoney, J.L., & Cairns, R.B. (1997). Do extracurricular activities protect against early school dropout? *Developmental Psychology*, *33*, 241-253.

¹³ Mahoney, J., & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of Adolescence*, *23*, 113-127.

¹⁴ Zaff, J. F., Moore, K. A., Papillo, A. R., & Williams, S. W. (in press). Implications of extracurricular activity participation in adolescence on positive outcomes. *Journal of Adolescent Research*.

predicts better physical fitness, an appreciation for health and exercise, and overall physical health and psychological well-being, as well as instilling values of achievement motivation and sportsmanship.¹⁶ In addition, specifically for females, participating in sports is linked to lower rates of sexual activity and to higher academic aspirations.¹⁷

Mentoring programs have been found to be associated with positive youth outcomes. In a review by Child Trends of mentoring programs, it was found that participation in high quality programs (e.g., long-term relationships with mentors who have gone through a rigorous screening process) is related to greater school engagement, better grades, higher cognitive attainment, and a greater likelihood of attending college.¹⁸ Also, according to the mentoring report, mentoring program participation has been found repeatedly to be associated with a decrease in drug and alcohol use, and with fewer displays of low-level violence. An improved parent-child relationship is another important implication of participation in mentoring programs.

Academic-oriented out-of-school time programs have been found to be effective in improving academic outcomes, such as academic skills, test scores and grades.¹⁹

Evidence for arts and cultural programs having a positive impact on academic achievement is sparse and inconclusive.²⁰ Most of the studies are either qualitative or non-experimental, which precludes causal conclusions and have focused on elementary school samples. However, the available evidence suggests that arts programs can serve to promote academic ideals and achievement, teaching youth new skills (e.g., playing music, acting, painting, sculpting) and developing youths' appreciation for the arts.²¹ Studies have also shown that students gain other academic and life skills such as oral communication and interpersonal social skills, which are important for success in school and the work force.²² Research has shown that formal music

¹⁵ Cooper, Harris, et al. (1999). Relationships between five after-school activities and academic achievement. *Journal of Educational Psychology*, 91(2), 369-378.

¹⁶ Rasmussen, K. (2000). The changing sports scene. *Educational Leadership*, 57(4), 26-29.

¹⁷ Miller, et al. (1998). Athletic participation and sexual behavior in adolescents: The different worlds of boys and girls. *Journal of Health and Social Behavior*, 39, 108-123.

¹⁸ Jekielek, S., Moore, K. & Hair, E. (2001). *Mentoring programs and youth development: A synthesis*. Report prepared for the Edna McConnell Clark Foundation. Washington, DC: Child Trends.

¹⁹ Redd, Z., Hair, E., Moore, K. & Cochran, S. (2001). *Academic achievement programs and youth development: A Synthesis. Draft report*. Report prepared for the Edna McConnell Clark Foundation. Washington, DC: Child Trends.

²⁰ Winner, E. & Cooper, M. (2000). Mute those claims: No evidence (yet) for a causal link between arts study and academic achievement. *Journal of Aesthetic Education*, 34(3-4), 11-76.

²¹ Wolf, D.P. (January, 2001). *A summary report from the arts effects project*. Draft report prepared for a discussion at the John S. and James L. Knight Foundation, Miami, FL.; Clawson, H.J., & Coolbaugh, K. (May, 2001). The Youth Arts development project. *Juvenile Justice Bulletin*.

²² Rosen, Ro. S., & Koziol, S. M., Jr. (1990). The relationship of oral reading, dramatic activities and theatrical production to student communication skills, knowledge, comprehension and attitudes. *Youth Theatre Journal*, 4(3), 7-10; Moore, B. & Caldwell, H. (1993). Drama and drawing for narrative writing in primary grades. *Journal of Educational Research*, 8(2), 100-110.; Kardash, C. M., & Wright, L. (1987). Does creative drama benefit elementary school students: A meta-analysis. *Youth Theatre Journal*, 1(3), 11-18.

training can lead to modest increases in cognitive abilities, such as spatial and temporal reasoning skills, which are essential for the study of math and science.^{23 24}

There is also evidence for the positive effect of community service activities. Community service participation and other pro-social activities in adolescence are related to continued civic engagement and academic achievement.²⁵ Civic involvement is also linked to lower rates of drug use, teenage pregnancy and school drop-outs and improved psychological well-being.²⁶

Overall, research suggests that a variety of different types of out-of-school activities are related to positive outcomes among youth. Given the strong possibility that youth self-select, when possible, into activities that suit their interests and abilities, and the positive association that out-of-school activities have on positive youth development, an effective program approach might be to give youth an array of activities from which to choose.

OUT-OF-SCHOOL TIME OUTCOMES

Previous research shows that youth in out-of-school programs experience several outcomes various domains: academics, psychological well-being, health risky behaviors, and social competence and social relationships. The following are described below in more detail.

- Academic Outcomes

For academic outcomes, we focus on computer skills, homework performance, and secondary and post-secondary education achievement. All of these outcomes are important for adolescent development, for the transition into adulthood and for proficient functioning in adulthood.

Computer skills are necessary in a society that is becoming more and more dependent on high-technology. With college and graduate entrance exams moving to electronic-only versions and most jobs requiring at least minimal computer proficiency, it is obvious that computer literacy is important for academic and life success. In 1990, the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) identified three domains of foundation skills and five domains of workplace competencies. Three of the five competencies involved knowledge and use of computer technology skills: 1) using computers to process, interpret and communicate; 2)

²³ Rauscher, et al. (1994). Music and spatial task performance: A causal relationship. Irvine, CA: University of California.; Gardner, M., Fox, A., Knowles, F., & Donna, J. (1996). Learning improved by arts training. Nature, May 23.

²⁴ Vaughn, K. (2000). Music and mathematics: Modest support for the oft-claimed relationship. Journal of Aesthetic Education, 34(3-4), 149-166.

²⁵ Youniss, J., McLellan, J.A., Y. Su, & Yates, M. (1999). The role of community service in identity development: Normative, unconventional, and deviant orientations. Journal of Adolescent Research, 14, 248-261.

²⁶ Zaff, J.F. & Michelsen, E. (2002). Background for community-level work on positive citizenship in adolescence: Reviewing the literature on contributing factors. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends.

understanding how to design, monitor, correct and improve computer systems; and 3) being able to select and apply technology.²⁷

Most educators and parents consider the performance of homework a key component of teaching students academic responsibility and initiative.²⁸ Although most adults can recall homework assignments that failed to impact learning, students who fail to complete their homework or who complete it but fail to meet the teacher's standards are more likely to receive lower grades in their classes. Homework is also considered an important tool for increasing students' skills in a given subject.²⁹ Increasing the intensity of homework generally does not increase performance for elementary and middle school students, but seems to increase achievement among high school youth.³⁰

Educational attainment can have substantial economic returns. The attainment of a high school diploma or its equivalent leads to greater economic returns than would be achieved without one.³¹ Post-secondary education and training are related to even greater economic benefits.³² Educational attainment is also inversely associated with dependency on public assistance. For instance, people with at least a high school diploma are less likely to become dependent on welfare and, when they do, have shorter spells on welfare than those who lack a high school diploma or GED.³³

- Psychological Well-being

Participation in an after-school program may influence elements of psychological well-being, to the extent that programs build positive relationships, interpersonal skills, and self-esteem. Hence, this presents an important topic for youth outcomes in the short-term and in the longer term.

Psychological well-being is a combination of not experiencing depression or anxiety, and having a positive sense of self and feelings of optimism. In other words, psychological well-being is both the absence of negative characteristics and the presence of positive characteristics. Being

²⁷ Whetzel, D. (1992). The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest. Washington, DC: ERIC Clearinghouse on Tests Measurement and Evaluation. ERIC Identifier: ED339749.

²⁸ Education Resources Information Clearinghouse (ERIC), U.S. Department of Education, Office of Educational Research and Improvement. (2001). How important is homework? Available: http://www.kidsource.com/kidsource/content/how_important_homework.html

²⁹ Education Resources Information Clearinghouse (ERIC), U.S. Department of Education, Office of Educational Research and Improvement (2001).

³⁰ Cooper, H. (1989). Homework. New York: Longman; Cooper, H., Lindsay, J.J., Nye, B., & Greathouse, S. (1998). Relationships between attitudes about homework, the amount of homework assigned and completed, and student achievement. Journal of Educational Psychology, 90, 70-83. As cited in Cooper, H. Homework for all – in Moderation. Educational Leadership, 58, 34-38.

³¹ Entwisle, D. R. (1990). Schools and the Adolescent. Chapter 8. In S. Feldman & G. Elliott, (Eds.) At the threshold: The developing adolescent. Cambridge: Harvard University Press.

³² U.S. Bureau of the Census (2001).

depressed or anxious may impair a young person's ability to function cognitively, socially, and emotionally or independently. Theory and empirical evidence suggest that a strong sense of self is needed in order for an individual to develop positively throughout life, with vocational goals and an idea of who he or she is. Optimism has been associated with confidence (but not arrogance) and academic achievement.³⁴

- Health Risk Behaviors

Many out-of-school programs have goals of decreasing youth involvement in health risk behaviors, such as drug and alcohol use, sexually risky behaviors, and violence-related behaviors. Risky behaviors can result in immediate negative outcomes that can have long and deep effects. However, some risky behaviors, such as smoking, can have non-immediate, though life-threatening, consequences.

Health risk behaviors span several domains, from using drugs and alcohol to following a nutritious diet and taking precautions when in a car or riding a skateboard. Many of the most common causes of illness and death in the United States today are influenced by health behaviors, including tobacco use, physical activity, and diet.³⁵ These behaviors appear to track from adolescence into adulthood,³⁶ suggesting that the promotion of positive health habits among youth may have desirable effects on future health behaviors and disease risks in adulthood.

Children, adolescents, and young adults who practice good safety habits reduce their risk of both fatal and nonfatal injury. This is critically important given that injury is the leading cause of death among youth and that nonfatal injury not only contributes substantially to emergency department visits but also can disrupt daily activities and can lead, in the most severe cases, to lifelong disability.³⁷

- Social Competence and Social Relationships

Social competence refers here to having interpersonal skills and social relationships. Interpersonal skills (negotiating, resolving conflicts, exercising leadership, working with diversity, teaching others new skills, serving clients and customers, and participating as a team member)

³³ Gottschalk, P., McLanahan S., & Sandefur G. D. (1994). The dynamics and intergenerational transmission of poverty and welfare participation. Chapter 4. In S. Danziger, G. Sandefur & D. Weinberg (Eds.), *Confronting poverty: prescriptions for change*. New York: Russell Sage Foundation.

³⁴ Zaff, J.F. & Calkins, J. (2001). *Background for community-level work on mental health and externalizing behaviors in adolescence: Reviewing the literature on contributing factors*. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends.

³⁵ Kann, L., Kinchen, S.A., Williams, B. I., Ross, J. G., Lowry, R., Grunbaum, J. A., & Kolbe, L. J. (2000). Youth risk behavior surveillance—United States, 1999. *Morbidity and Mortality Weekly Report*, 49(SS-5), 1-94.

³⁶ Kelder, S. H., Perry, C. L., & Klepp, K. I. (1993). Community-wide youth exercise promotion: Long-term outcomes of the Minnesota Heart Health Program and the Class of 1989 Study. *Journal of School Health*, 63(5), 218-223.

have been identified by the Secretary of Labor's Commission on Achieving Necessary Skills as one of five workplace competencies that all people should have.³⁸ Many children and youth lack interpersonal skills. As one example, oral and interpersonal communication skills are important for success in college, job placement, and in the workforce, yet research suggests that approximately 40 percent of students in this country are at-risk for not developing adequate oral communication skills.³⁹ Similarly, a survey found that 76 percent of college professors and 63 percent of employers observed that many graduates of high school are deficient in basic communication skills.⁴⁰

Social relationships represent another central outcome. Parent-child relationships have been a central theme of research in the behavioral sciences.⁴¹ Children and youth who have secure relationships with their parents (including developmentally appropriate amounts of warmth, responsiveness and monitoring) have positive peer relationships, positive emotions and exhibit empathic concern for others.⁴² Parents who are more attentive, responsive, and warm tend to be more effective in monitoring their children and these children develop higher levels of self-esteem, competence, and responsibility.⁴³ Effective parental monitoring has also been linked to a lower frequency of deviant behaviors.⁴⁴

All children need caring adults in their lives. A close positive relationship with an adult other than a parent can exert a positive influence on a youth's future. Indeed, if caring and concerned adults are available to young people, these young people will be more likely to become successful adults themselves.⁴⁵ Beyond simple exposure, it is the quality of the relationships with non-parent

³⁷ Hatcher, J. & Scarpa, J. (2001). Background for community-level work on physical health and safety in adolescence: Reviewing the literature on contributing factors. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends.

³⁸ Whetzel, D. (1992). The Secretary of Labor's Commission on achieving necessary skills. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Tests Measurement and Evaluation. ERIC Identifier: ED339749.

³⁹ Blunck, P. M. (1998). Communication matters: Oral communication skills deemed essential for academic and career success require instruction and practice. Portland, OR: Northwest Regional Educational Laboratory.

⁴⁰ Public Agenda (1998). Quality counts '98: Public agenda: Reality check. Education Week on the Web [On-line]. Available: <http://www.edweek.org/sreports/qc98/agenda/ag-n.htm>

⁴¹ Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case for nature and nurture. *American Psychologist*, *55*(2), 218-232.; Maccoby, E. E. (2000). Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology*, *51*, 1-27.

⁴² Kestenbaum, R., Fauber, E., & Sroufe, L.A. (1989). Individual differences in empathy among preschoolers: Concurrent and predictive validity. In N. Eisenberg (Ed.), Empathy and related emotional responses: New directions for child development (pp. 51-56). San Francisco, CA: Jossey-Bass; Troy, M., & Sroufe, L. A. (1987). Victimization among preschoolers: Role of attachment relationship history. *Journal of the American Academy of Child and Adolescent Psychiatry*, *26*, 166-172.

⁴³ Collins, W. A., Harris, M. L., & Susman, A. (1995). Parenting during middle childhood. In M. H. Bornstein (Ed.), Handbook of parenting: Vol. 1 Children and parenting (pp. 65-89). Mahwah, NJ: Lawrence Erlbaum Associates.; Darling, N. & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, *113*, 487-496.; Maccoby, E. E. (1983). Social-emotional development and response to stressors. In N. Garnezy & M. Rutter (Eds.), Stress, coping, and development in children (pp. 217-234). New York: McGraw-Hill.

⁴⁴ Patterson, G. R. (1982). Coercive family processes. Eugene, OR: Castalia Press; Patterson, G. R. (1986). Performance models for antisocial boys. *American Psychologist*, *41*, 432-444.; Pulkinnen, L. (1982). Self-control and continuity from childhood to adolescence. In P. B. Balter & O. G. Brim (Eds.), Life-span development and behavior, *4* (pp. 64-105). NY: Academic Press.; Tolan, P. A. & Loeber R. (1993). Antisocial behavior. In P. H. Tolan & B. Cohler (Eds.), Handbook of Clinical Research and Practice with Adolescents (pp. 307-331). New York: Wiley.

⁴⁵ Scales, P., & Leffert, N. (1999). Developmental assets: A synthesis of the scientific research on adolescent development. Minneapolis: Search Institute.; Furstenberg, F. (1993). How families manage risk and opportunity in dangerous neighborhoods. In

adults that is likely to be influential in children and youth's development.⁴⁶ Through such supportive relationships with non-parent adults, adolescents can receive emotional support, advice, and guidance about subjects they might not feel comfortable discussing with their parents, without the fear of being controlled or abruptly challenged by the non-parent adult/mentor.⁴⁷ Often, youth turn to "natural mentors" for the support they do not receive at home. These mentors also help youth deal with any friction they feel at home.⁴⁸ When the youth's home environment contributes to his/her risky behavior, natural mentors may act as an alternative source of support by acting as a buffer between the young person and his/her family network. This in turn provides the youth with needed support and may foster a more positive relationship with his/her family.

Sibling relationships can also provide needed supports and lead to constructive conflict resolution and negotiation skills. In addition to siblings, peer relationships are important to youth well-being, promoting good interpersonal skills and mental health. When the peers model positive behaviors and attitudes, youth are more likely to succeed academically and to have other positive social relationships, less likely to use drugs, alcohol or tobacco, less likely to become pregnant, and less likely to participate in antisocial activities.⁴⁹

DCCYIT OUT-OF-SCHOOL TIME OUTCOMES

Conceptual Model

The developers of the DCCYIT-funded out-of-school time programs contend that their programs will generate positive short and long-term effects across a variety of child and adolescent well-being indicators. In this regard, we provide a conceptual model of child and adolescent development that is based on the premise that children's and adolescents' development is influenced by their families and by the communities and greater society in which they live.⁵⁰ This model is illustrated in **Figure 1 (see pp. 63)**, with envisioned theoretical and/or research-based short-term and long-term program outcomes for children and adolescents. The common

William Julius Wilson (Ed.) *Sociology and the Public Agenda*; Rutter, M. (1987). Psychosocial Resilience and Protective Mechanisms. *American Journal of Orthopsychiatry*, *57*, 316-331.

⁴⁶ Rhodes, J., & Davis, A. (1996). Supportive ties between nonparent adults and urban adolescent girls. In B. Leadbeater & N. Way (Eds.), *Urban Girls: Resisting stereotypes, creating identities* (pp. 213-225). New York: NYU Press.; Blyth, Hill, & Theil (1982).

⁴⁷ Allen, J., Aber, J., & Leadbeater, B. (1990). Adolescent problem behaviors: The influence of attachment and autonomy. *Psychiatric Clinics of North America* *13*, 455-467.

^{48,49} Rhodes, Ebert, & Fischer (1992); Rhodes, J., Contreras, M., & Mangelsdorf, S. (1994). Natural mentor relationships among Latino adolescent mothers: Psychological adjustment, moderating processes, and the role of early prenatal acceptance. *American Journal of Community Psychology*, *20*, 445-461.; Collins, P. (1987). The meaning of motherhood in black culture and black mother/daughter relationships. *Sage: A Scholarly Journal on Black Women*, *4*, 3-10; Rhodes and Davis (1996).

⁴⁹ Hair, E., Jager, J., & Garrett, S. (2002). *Background for the community-level work on social competency in adolescence: Reviewing the literature on contributing factors*. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends.

⁵⁰ Bronfenbrenner, U. & Ceci, SJ (1994). Nature-nurture reconceptualized: A bio-ecological model. *Psychological Review*, *101*(4), 568-586.

assumptions underlying the design of this model are that youth have a complicated set of needs and the programs of the DCCYIT should ensure that unmet needs are indeed met. This conceptual model provides a foundation for the identification of outcomes for the youth in programs currently funded by DCCYIT.

DCCYIT OUT-OF-SCHOOL TIME BOARD MANDATED OUTCOMES

The DCCYIT Board has mandated that the following outcomes be monitored for youth in out-of-school time programs. These outcomes will be focus of the outcomes study.

- **Increased school advancement from grade to grade**
- **Improved school grades and standardized test scores**
- **Increased enrollment in GED or other educational programs**
- **Increased school attendance**
- **Decreased teen pregnancy**
- **Decreased youth crime as evidenced by reduced contact with the juvenile justice system**

Child Trends has also recommended additional outcomes based on the conceptual framework provided in **Figure 1 (see pp. 63)** that we recommend to be used in future iterations of the outcomes monitoring project. The following is a discussion of why board-mandated outcomes can be indicators of program success. This discussion builds on previous work conducted by Child Trends for the John S. and James L. Knight Foundation and the Edna McConnell Clark Foundation, and the Foundations' support is gratefully acknowledged.⁵¹ These outcomes can be placed in the broad domains of academic outcomes, teenage pregnancy and childbirth, and deviant behaviors. The following are descriptions of board-mandated outcomes and why they are important.

▪ Academic Outcomes

Many out-of-school programs seek to affect academic skills and job readiness. The emphasis for this initial phase of the outcomes monitoring study is placed on basic academic skills and school performance and success.

Success in school, work and life are all greatly dependent upon competency in basic cognitive skills, including reading, writing and mathematics. Youth who have deficits in these areas often experience difficulty in becoming self-sufficient adults. For instance, adults without basic

⁵¹Some of the information provided is derived from work that Child Trends has conducted for the John S. and James L. Knight Foundation and the Edna McConnell Clark Foundation. Permission was granted from the corresponding authors and the Foundation for inclusion of a revised and condensed version of their work. We would especially like to thank Jennifer Brooks, Stephanie Cochran, Elizabeth Hair, Juliet Hatcher, Justin Jager, Susan Jekielek, Kristin Moore, Thomson Ling, Erik Michelson, Juliet Scarpa for their efforts.

literacy skills find it difficult to function in society (e.g., inability to read street signs, follow safety precautions, rules or directions). Basic literacy skills are needed for all academics. Students with poor reading and writing skills cannot read textbooks, understand word problems, or write reports for classes. Furthermore, illiterate adults may pass their academic deficiencies to their children, because they are unable to help their children with scholastic problems.

School performance and success, defined here as being both school engagement and educational attainment, represent additional outcomes that are frequent targets of after-school programs. Some, like school engagement, are short-term outcomes, while others, like educational attainment, represent medium or long-term outcomes.

School engagement refers to the kind and level of student connectedness to school and the degree to which students are motivated academically. Level of school engagement is considered an important early indicator of scholastic achievement and school completion, and therefore is an important predictor of success in later life.⁵² School engagement has been shown to be associated with lower rates of dropping out of school and being suspended, lower rates of teenage pregnancy, drug use and violence and higher test scores and school grades.^{53, 54, 55, 56}

Repeating a grade in school, an indicator of educational attainment, is a predictor of subsequent school dropout⁵⁷ and teenage pregnancy.⁵⁸ Several studies have also shown that repeating a grade may not help children advance academically or may even harm them; though there is conflicting evidence.

- Teenage Pregnancy and Childbearing

The consequences of participation in risky sexual behaviors are far-reaching. They may not only be harmful to the youth, but may also harm those surrounding them. Participation in risky sexual behavior can have immediate or long-term negative social, health, and academic

⁵² Connell, Spencer, & Aber (1994). Educational risk and resilience in African-American youth: Context, self action, and outcomes in school. *Child Development*, 65, 493-506; Hawkins, J.D., Catalano, R.F., Kosterman, R., Abbott, R., & Hill, K.G. (1999). Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Archives of Pediatric and Adolescent Medicine*, 153, 226-234

⁵³ Connell, J. P., Halpern-Felsher, B. L., Clifford, E., Crinchlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African-American adolescents stay in high school. *Journal of Adolescent Research*, 10, 41-63.

⁵⁴ Connell, Spencer, & Aber (1994).

⁵⁵ Manlove, J. (1998). The influence of high school dropout and school disengagement on the risk of school-age pregnancy. *Journal of Research on Adolescence*, 8, 187-220.

⁵⁶ Resnick, M.D., Bearman, P.S., Blum, R., Bauman, K.E., Harris, K.M., Jones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Bearinger, L.H., & Udry, J.R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *Journal of the American Medical Association*, 278, 823-832.

⁵⁷ Dryfoos, J. G. (1990). *Adolescents at risk: Prevalence and prevention*. New York: Oxford University Press.

⁵⁸ Moore, K. A., et al. (1998). Nonmarital school-age motherhood: Family, individual, and school characteristics. *Journal of Adolescent Research*, 13(4), 433-457.

consequences that can be harmful and, possibly, life-threatening.⁵⁹ Moreover, if a baby is born, its prospects in life tend to be compromised. Sexually risky behaviors are commonly defined as behaviors among youth who are sexually active that increase their risk of contracting sexually transmitted diseases and the occurrence of unintended pregnancies.

- Decreased youth crime and involvement with the juvenile justice system

Involvement in criminal activities puts youth at risk for a number of serious consequences. In recent years, national data has shown that about one-third of high school students reported that they were in at least one physical fight over the past year.⁶⁰ Unfortunately, fights between young people are even more likely to cause serious injury and can even be deadly when weapons are involved.⁶¹ Furthermore, youth who become involved in violent and non-violent delinquent activities are putting themselves at risk of having some contact with the juvenile justice system. Over the past two decades, for example, cases of juvenile violent and non-violent offenders (especially when they were repeat offenders) have increasingly been transferred to adult criminal courts.⁶² Likewise, criminal records of juveniles are more commonly made public than they were in the past, which can be a barrier to gaining employment and can temporarily or permanently bar them from entering a number of desirable professions in the government, legal, and security among other fields.

Summary

The out-of-school time programs of the DCCYIT try to provide enriching experiences for youth in safe settings during non-school hours for youth between the ages of 5 and 17. Based on a comprehensive review of the out-of-school time literature, we have recommended several outcomes for youth in DCCYIT out-of-school programs. However, the focus of the pilot study will be the six board mandated outcomes. The pilot study provides an opportunity to assess the feasibility of interviewing youth about themselves and their experiences on a larger scale using

⁵⁹ Manlove, J., Terry-Humen, E., Romano Papillo, A., Franzetta, K., & Ryan, S. (2002). Background for community-level work on positive reproductive health in adolescence: Reviewing the literature on contributing factors. Report prepared for the John S. and James L. Knight Foundation. Washington, DC: Child Trends.

⁶⁰ Kann, L., Kinchen, S.A., Williams, B. I., Ross, J. G., Lowry, R., Grunbaum, J. A., & Kolbe, L. J. (2000). Youth risk behavior surveillance—United States, 1999. Morbidity and Mortality Weekly Report, 49 (SS-5), 1-94; Grunbaum, J., Kann, L., Kinchen, S., Williams, B., Ross, J., Lowry, R., & Kolbe, L. (2002). Youth risk behavior surveillance—United States, 2001. Morbidity and Mortality Weekly Report, 51(SS-4), 1-64.

⁶¹ Lowry, R. et al. (1998). Weapon-carrying, physical fighting, and fight-related injury among U.S. adolescents. American Journal of Preventive Medicine, 14 (2), 122-29.

⁶² Butts, J.A. & Mitchell, O. (2000). Brick by brick: Dismantling the border between juvenile and adult justice. Washington, DC: The Urban Institute; Griffin, P., Torbet, P., & Szymanski, L. (1998). Trying juveniles as adults in criminal court: An analysis of state transfer provisions. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention; U.S. General Accounting Office. (1995). Juvenile justice: Juveniles processed in criminal court and case dispositions 1. Report to Congressional Requesters.

the selected instruments to obtain outcome data for Board-mandated outcomes. This phase can provide valuable information on the status of participants in DCCYIT out-of-school time programs.

Box 1: Summary of Outcomes for Children and Youth in Out-of-School Time Programs

Initial Outcomes

- ❖ Cultural and arts activities
- ❖ Other non-school activities
- ❖ Civic engagement
- ❖ Interpersonal skills
- ❖ Academics
- ❖ Physical health
- ❖ Psychological well-being
 - Depression, anxiety and other mental disorders
 - Optimism and a positive sense of self

Intermediate/Longer-term Outcomes

- ❖ Cognitive and life skills
 - Problem-solving skills
 - Interpersonal skills
 - Basic cognitive skills
- ❖ Academic achievement
- ❖ Positive interpersonal relationships
- ❖ Civic engagement
- ❖ Physical Health
- ❖ Reduction in risky behaviors
 - Low rates of drug and alcohol use
 - Low rates of teenage pregnancy
 - Low rates of youth crime
- ❖ Positive psychological well-being
 - Low rates of depression, anxiety and other mental disorders
- High rates of optimism and a positive sense of self

SECTION TWO OUTCOME MEASUREMENT AND STUDY METHODS

Introduction

This section of the report provides details on the outcome measures used and how they were selected. It also describes the methods used for the pilot survey and the recruitment procedures used for obtaining a sample of youth. It also provides some detail on Child Trends' experience working across out-of-school time program sites.

Outcome Measures

As described in Section One, after revising the youth entrepreneurship logic models,⁶³ and recommending several outcomes for the programs, the existing social-psychological literature was reviewed to obtain behavioral indicators appropriate for the measurement of Board-approved outcomes. Several items were recommended to DCCYIT for the measurement of its Board mandated outcomes.⁶⁴ The pilot study includes several outcome measures of behaviors and social psychological constructs across the six board-mandated outcome areas: (1) decreased youth crime as evidence by reduced contact with the juvenile justice system; (2) increased school attendance; (3) decreased teen pregnancy; (4) increased school advancement from grade to grade; (5) improved school grades and standardized test scores; and (5) increased enrollment in GED or other educational programs.

Measure Selection and Instrumentation

In selecting measures, we used instruments (single item measures) that had been validated in previous research and have been widely used in national surveys (see **Table 2, pp. 28**). The benefits of using questions from national surveys include the brevity of the questions, the fact that the questions have been previously used with a population of youth and that the responses from the national surveys can serve as benchmark comparisons for the DC youth entrepreneurship programs. **We caution that the benchmark data are not appropriate for direct comparison with the pilot study data, because the pilot data are not representative of all DCCYIT-funded out-of-school programs. We include the data in this report only as an illustration of what data are available for future waves of the outcomes monitoring study.**

⁶³ Zaff, J. & Redd, Z. (2001). Logic Models and Outcomes for Out-of-School Time Programs. A report to the DC Children and Youth Investment Trust Corporation. Washington, DC: Child Trends.

⁶⁴ Bronte-Tinkew, J., Calkins, J., Zaff, J., & Redd, Z. (2001). Phase Two: Measures for Outcomes in Early Childhood, Out-of-School Time, and Youth Entrepreneurship Programs. Draft Interim Report. A Report to the DC Children and Youth Investment Trust Corporation. Washington, DC: Child Trends.

Since several of the measures used in the out-of-school study are single items or are based on just one or two questions, psychometric analyses of reliability could not be conducted. However several of these questions have also been used in national surveys. While we did not collect administrative data for the pilot study, it is our intention to do so during the full-scale data collection. Using administrative data for academic records will have the benefit of not being dependent on the memory of the youth and not being vulnerable to missing data if the participant did not respond in the survey. In addition, administrative data will provide accurate information in cases where language skills and reading levels, are barriers for collecting information by questionnaire.

To measure youth arrests, pregnancy and school attendance, we used questions from the following national surveys: The National Education Longitudinal Study of 1988 (NELS:88), The National Longitudinal Survey of Youth, 1997 (NLSY97), The National Survey of Adolescent Health (Add Health), The National Survey of Children (NSC), and The Survey of Program Dynamics (SPD). All of these are large, nationally representative surveys of children and/or adolescents and are described in detail in **Appendix A (see pp. 46)**.

Because the pilot study took place during the spring, we were unable to collect data on one Board-mandated outcome. Standardized tests (Stanford 9) were administered in the spring and the scores were not available until the end of the summer. This outcome will be included in future waves of data collection starting in the fall of 2002.

STUDY METHODS

Sample and Recruitment Process

The pilot study for the Out-of-school Outcomes Monitoring Study was conducted at two program sites in the District of Columbia. The 18-month evaluation, however, will be conducted at 48 program sites throughout the District of Columbia. When the pilot project began in late spring of 2002, as many participants as possible who were enrolled at out-of-school program sites were recruited to participate in the study. Case managers who described the study to youth during the intake process explained the value of the study and assured participants that their receipt of services from the program would not be affected by their participation in the study.

The participants in the pilot study included those youth who met the following study criteria: (a) were enrolled in out-of-school programs funded by the DCCYIT as of April 1, 2002; (b) provided consent to participate in the study; and (c) were physically and mentally capable of completing a questionnaire in English, Spanish, Vietnamese or Mandarin Chinese. For those who were under the age of 18, a parent had to sign an informed consent form for the youth to participate. Youth

who were 18 years of age or older provided their own informed consent. Program participants between ages 13 and 17 also had to give informed assent to participate along with their parent's consent. Study participants age 13 and older were informed that participation involved the collection of data using non-survey data collected from academic records that they provided to the program, and survey data collected from self-administered questionnaires. Participants under age 13 were informed that participation involved the collection of data using only non-survey data collected from academic records.

Data Collection Procedures

Outcome data for out-of-school programs were collected using two methods- self-administered questionnaires, and academic records provided by youth to the programs for the study. Non-survey data were collected by case managers and entered into an on-site database. However, these non-survey data were not used in the present analysis. Survey data were collected using self-administered questionnaires completed on-site by program participants. Each returned survey was given a unique identifier for follow-up and data analysis purposes. All personal identifiers were stripped from the dataset to ensure the confidentiality of participants. Participants returned to Child Trends completed surveys stripped of personal identifiers for analysis. Child Trends staff and program case managers were available to answer questions from the participants about the survey.

Observations: Working with Participants and DCCYIT Grantees

The program sites worked hard during the pilot study to enroll, retain, and encourage youth to participate in the study. Grantees also spent time becoming acquainted with the on-site database (WebStars) used to enter data on academic records provided by program participants, as well as learning survey procedures. Child Trends provided technical assistance on these issues at all phases of data collection. During this period, the challenges of developing, staffing, and managing programs and conducting data collection weighed heavily on programs' capacity to meet several data collection deadlines.

A slow start with the pilot study, and a number of challenges affected these program's abilities to recruit and enroll participants for the study at many sites. These included:

- Multiple program evaluations being conducted simultaneously by multiple program funders. Several program sites had parallel evaluations being conducted at the same time as the DCCYIT outcomes pilot study.
- The timing of the pilot study. Several program sites were not in session while the pilot study was conducted during the Summer of 2002.

- Resource related factors. Some sites had no computers available for data entry, and there was no one on staff equipped with the technical expertise required to complete data collection
- The consent process. Sites' ability to improve enrollment and participation in the study depended on the ingenuity of staff as well as on the strength of the programs as perceived by would-be study participants. To varying degrees, sites have begun to look internally at ways to redesign their recruitments and intake strategies to increase enrollment and participation in the study.

Research Design and Limitations

The out-of-school outcome study is intended to be a longitudinal, non-experimental study. In other words, data are being collected from participants over several time points, but the participants are not randomly assigned to a program and there is no comparison group. This type of design provides information that suggests whether the outcomes targeted by the DC Trust programs are changing in the desired way (e.g., youth are reporting improved school grades). However, we cannot draw conclusions about the causal relationship between the programs and the outcomes, because factors aside from the programs might impact the outcomes such as, among other factors, motivated parents and teachers, attendance at higher quality schools, or habitation in a neighborhood with greater resources.

Summary

Outcome measures for out-of-school programs were selected based on their validation in previous research and wide use in other national surveys. The sample and recruitment process will be conducted at all 13 out-of-school program sites during the full-scale data collection; however the pilot study was conducted at only two program sites. Outcome data for out-of-school programs are being collected using two methods-self administered questionnaires given to youth, and academic records provided by participants to the programs for the study. A slow start with the pilot study, and a number of challenges continued to affect program's abilities to recruit and enroll participants at many sites. These challenges will have to be overcome to ensure success during the full-scale implementation of the study in the first round of data collection in the fall of 2002.

Table 2: Outcome Measures for DCCYIT Out-of-School Time Programs (Survey)

Outcome	Measure
(a) Increased School Attendance	During the last advisory period, how many days of school did you miss? (a) 0- I never had an unexcused absence (b) 1-2 days (c) 3-4 days (d) 5-10 days (e) 11-15 days (f) 16-20 days (g) 21 or more days
(b) Improved school grades and standardized test scores	For the last advisory period, what was your report card grade in Reading? (a) A (d) D (b) B (e) F (c) C (g) Other For the last advisory period, what was your report card grade in Mathematics? (a) A (d) D (b) B (e) F (c) C (g) Other For your most recent Stanford 9 reading and math test, what were you ranked in the following? READING MATH (a) Below Basic (a) Below Basic (b) Basic (b) Basic (c) Proficient (c) Proficient (d) Advanced (d) Advanced
(e) Decreased youth crime as evidence by reduced contact with the juvenile justice system	In the last year, how many times have you been stopped or questioned by police or juvenile officers about something they thought you did wrong? (a) 0 times (b) 1-2 times (c) 3-4 times (d) 5 or more times When you were stopped or questioned, what was the most serious thing that ever happened as a result? (a) Let go right away (b) Given a ticket or warning (c) Taken to the police station and then released (d) Required to go to court (e) Sent to a detention facility (f) Sent to jail (g) Sent to prison (h) Other
(f) Decreased teen pregnancy	Have you been pregnant or gotten someone pregnant in the past 12 months? (a) I have not been pregnant or gotten someone pregnant in the last 12 months (b) Yes How many children have you ever given birth to or fathered? (a) I have never given birth or fathered a child (b) 1 child (c) 2 children (d) 3 or more children How old is your child?
(g) Increased enrollment in GED or other educational programs	Are you currently attending school? (a) Yes (b) No

	<p>What grade do you attend?</p> <p>(a) 5th grade</p> <p>(b) 6th grade</p> <p>(c) 7th grade</p> <p>(d) 8th grade</p> <p>(e) 9th grade</p> <p>(f) 10th grade</p> <p>(g) 11th grade</p> <p>(h) 12th grade</p> <p>(i) GED Program</p> <p>(j) College</p> <p>(k) Vocational training program</p> <p>(l) Other</p>
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SECTION THREE OUTCOMES FOR YOUTH IN OUT-OF-SCHOOLTIME PROGRAMS

Introduction

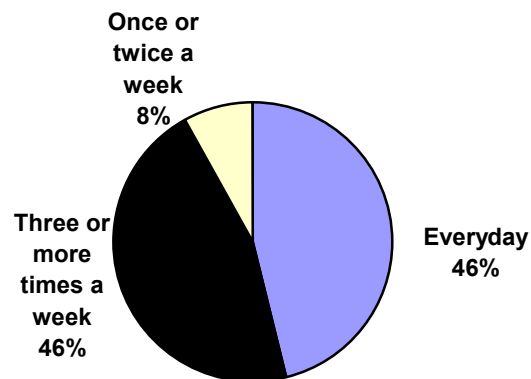
This section describes the basic characteristics of pilot study participants in out-of-school time programs. Findings for the pilot study each of the out-of-school outcomes are presented along with estimates from national samples for children of the same age. **It should be noted that these national estimates represent national averages and should not be directly compared with DCCYIT pilot study estimates, since the DCCYIT out-of-school time pilot study estimates are not representative of all DCCYIT out-of-school time programs, nor are they derived from nationally representative samples. Accordingly, comparisons are suggestive rather than definitive.**

We provide frequencies and mean scores for all participants who took part in the pilot study. The data are aggregated across program sites. These descriptive results give insight into the demographic characteristics, behaviors and attitudes of youth who are enrolled in the DCCYIT out-of-school time programs. The reader should note that the percentages generally do not add to 100% due to some participants not responding to the question(s).

Who are DCCYIT Out-of-School Time Pilot-Study Participants?

The mean age of the participants is 14.8 years, with ages ranging from 13 to 18. Of the respondents, 68 percent are female, 32 percent are male. Ninety-six percent of these children are African-American. Forty six percent of participants report attending the program every day, 46 percent reported attending the program three or more times per week, and the remaining eight percent reported attending the program once or twice per week. The average length of time that participants have been attending programs is 1.25 years.

Figure 2
Frequency of Program Attendance for Youth in DCCYIT Out-of-School Time Programs, DCCYIT Out-of-School Time Pilot Study



Source: DCCYIT Out-of-School Time Pilot Study

OUTCOME: IMPROVED SCHOOL GRADES AND STANDARDIZED TEST SCORES

Because the pilot study took place during the spring, we were unable to collect data on one Board-mandated outcome. Standardized tests (Stanford 9) were administered in the spring and the scores were not available until the end of the summer. This outcome will be included in future waves of data collection starting in the fall of 2002. However, we do provide estimates of grades in Mathematics and Reading.

National Estimates

DCCYIT Out-of-School Time Pilot (OOS) estimates for this outcome are presented along with data from the National Longitudinal Study of Adolescent Health (Add Health), Wave Two. Wave Two of Add Health is a nationally representative sample of over 14,700 teens in 1996. This survey provides information on the health and behavior of adolescents by focusing on their schools, neighborhoods, friends, families and communities. **It should be noted that Add Health estimates represent national averages and should NOT be directly compared with DCCYIT pilot study estimates. DCCYIT out-of-school time pilot estimates are not representative of all youth in DCCYIT out-of-school time programs. Accordingly, comparisons are suggestive, rather than definitive.**

Differences between measures

Add Health used direct interviews to determine students' grades in both reading and math, whereas the DCCYIT study uses a self-administered questionnaire to determine the students' grades in reading and math. Also, Add Health is a nationally representative study, whereas the OOS survey pilot data are not representative of any population in the District of Columbia.

Creation of Similar Measures

To make estimates similar for each item, the percentage of students in the out-of-school pilot study who reported that their mark in math or reading was either an "A", "B" or "C" compared with those reporting an "A", "B", or "C" in Add Health. Those reporting a "D" or an "F" in the out-of-school study were compared to those reporting a "D or lower" in Add Health.

Table 3
Percentage Reporting Grades in Reading and Mathematics (Youth Self-Report),
Add Health and DCCYIT Out-of-School Time Pilot Study

Measure	Add Health (Ages 13-17)		DC Out-of-School Time Programs (Ages 13-17)	
Mathematics – A	28%	A	16%	A
Mathematics – B	32%	B	36%	B
Mathematics – C	25%	C	36%	C
Mathematics – D and lower	16%	D or lower	12%	D; F
Reading – A	29%	A	26%	A
Reading – B	38%	B	17%	B
Reading – C	22%	C	43%	C
Reading – D and lower	11%	D or lower	13%	D; F

Source: DCCYIT Out-of-School Time Pilot Study
1996 Add Health, weighted estimates

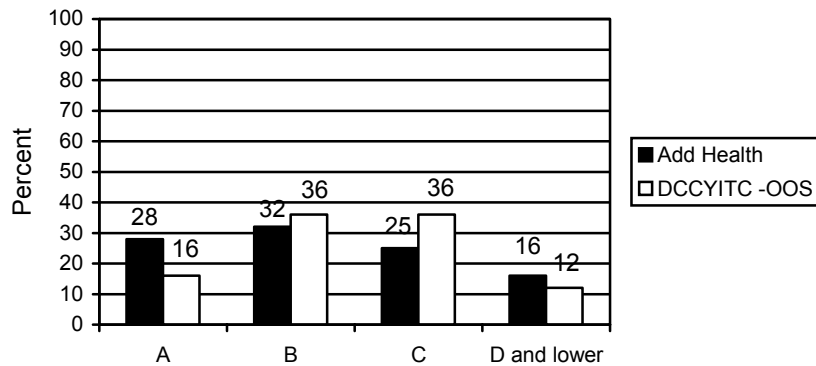
Grade in Mathematics

For mathematics, 16 percent of participants in the pilot study received an "A," 36 percent reported receiving a "B," 36 percent reported receiving a "C," eight receiving a "D," and four percent reported receiving an "F." **Table 3** and **Figure 3** present these data with corresponding data from the Add Health (national average).

Grade in Reading

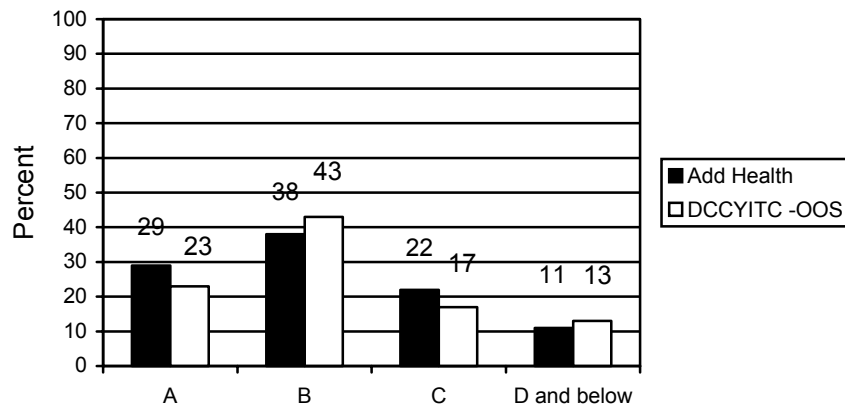
For reading, 26 percent of participants in the pilot study received an "A," with 17 percent receiving a "B," 43 percent receiving a "C," 13 percent receiving a "D," and no participants reporting receiving an "F." **Table 3** and **Figure 4** presents these data with corresponding data from the Add Health (national average).

Figure 3
Grades in Mathematics (Youth Self Report),
1996 Add Health and DCCYITC Out-of-School Time Pilot Study



Source: DCCYITC Out-of-School Time Pilot Study
 1996 Add Health – weighted estimates

Figure 4
Grades in Reading (Youth Self Report),
1996 Add Health, and DCCYITC Out-of-School Time Pilot Study



Source: DCCYITC Out-of-School Time Pilot Study
 1996 Add Health – weighted estimates,

Summary

Few of program participants receive grades in Reading and Mathematics that are lower than a “C.”

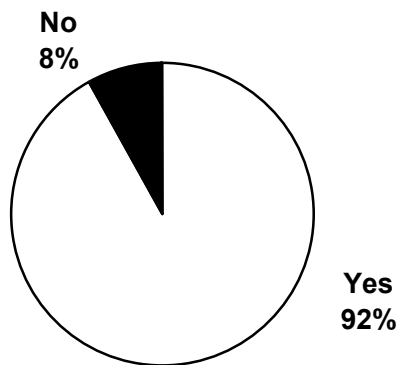
**OUTCOMES: INCREASED SCHOOL ADVANCEMENT FROM GRADE TO GRADE
&
INCREASED ENROLLMENT IN GED OR OTHER EDUCATIONAL PROGRAMS**

To measure increased school advancement from grade to grade and increased enrollment in GED or other education programs, we relied primarily on individual items that captured whether or not the respondent was currently enrolled in school, and the grade currently attending (if enrolled). For these outcomes we provide only pilot study estimates.

Enrollment in School

Ninety two percent of pilot study participants reported that they were currently attending school, and eight percent reported that they were not currently in school.

Figure 5
Out-of-School Time Pilot Study Participants Enrolled in School,
DCCYIT Out-of-School Pilot Study



Source: DCCYIT Out-of-School Time Pilot Study

Current Grade Enrollment

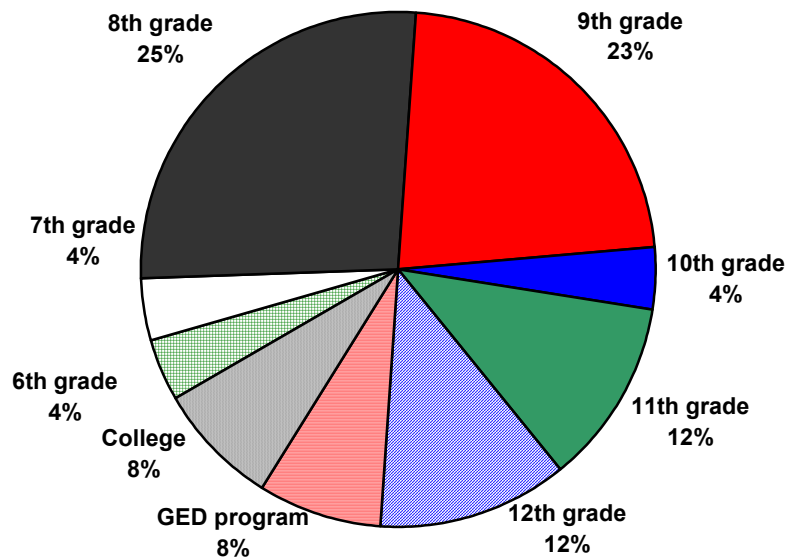
Among participants enrolled in school, four percent reported being in 6th grade, four percent were in 7th grade, 27 percent were in 8th grade, 23 percent were in 9th grade, four percent were in 10th grade, 12 percent were in 11th grade, 12 percent were in 12th grade, eight percent reported being enrolled in a GED program, and eight percent reported being in college.

Table 4
Current Grade Enrollment of Out-of-School Pilot Study Participants, DCCYIT Out-of-School Time Pilot Study

Grade	DCCYIT Out-of-School Time Programs
6 th grade	4%
7 th grade	4%
8 th grade	27%
9 th grade	23%
10 th grade	4%
11 th grade	12%
12 th grade	12%
GED Program	8%
College	8%

Source: DCCYIT Out-of-School Time Pilot Study

Figure 6
Current Grade enrollment of DCCYIT Out-of-School Time Pilot Study Participants, DCCYIT Out-of-School Pilot Study



Source: DCCYIT Out-of-School Pilot Study

Summary

Almost all of the DCCYIT Out-of-School Time program participants are currently enrolled in school. Those enrolled in school are in grades 6-12, with a minority enrolled in GED programs or in college.

OUTCOME: INCREASED SCHOOL ATTENDANCE

To measure youth school attendance we relied primarily on individual items that captured whether or not the respondent was absent from school. This single item was derived from the 1998 National Education Longitudinal Study (NELS:88). We also provide comparable outcome estimates from the National Longitudinal Survey of Youth 1997 (NLSY97), Wave One.

National Estimates

DCCYIT Out-of-School Time estimates for the number of days absent are presented along with data from the National Longitudinal Survey of Youth 1997 (NLSY97), Wave One. The NLSY97 is a nationally representative sample of approximately 9,000 youth ages 12-16 as of December, 31 1996, who are followed annually. This survey provides information on information about youths' labor market behavior and educational experiences over time, and is designed to study the transition from school to work and into adulthood. The study uses personal interviews to collect data from respondents. **It should be noted that these national estimates represent national averages and should be compared with caution to Out-of-School Time pilot study estimates. DCCYIT Out-of-School Time pilot study estimates are NOT representative of all youth entrepreneurship programs, nor are they derived from nationally representative samples. Accordingly, comparisons are suggestive rather than definitive.**

Differences Between Measures

The NLSY97 used personal interviews to collect the data, while the DCCYIT- Out-of-School Time (DCCYIT-OOS) data were collected using self-administered questionnaires. Additionally, the NLSY97 is a nationally representative sample of youth ages 12-16, whereas the DCCYIT data are not representative of the youth population of the District of Columbia.

Creation of Similar Measures

To make measures similar across the two studies, the response categories were combined into two groups—respondents who indicated that they had had 4 or fewer absences from school during the previous advisory period (quarter), and respondents who indicated that they had 5 or more absences during the previous advisory period (quarter).

Table 5
Number of Days School Missed in Previous Advisory Period (Youth Self-Report),
NLSY97 and DCCYIT Out-of-School Time Pilot Study

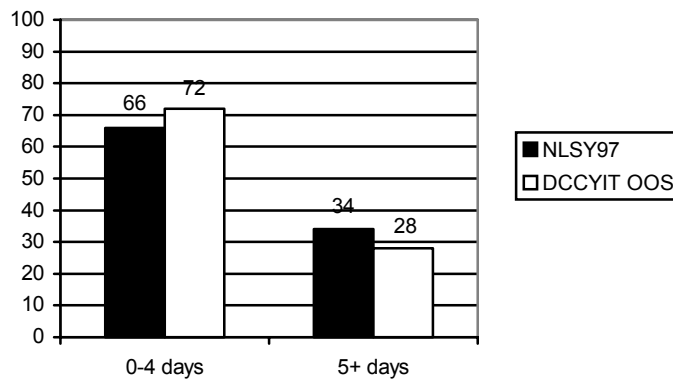
Measure	NLSY97 (Wave 1)		DCCYIT Out-of-School Time Programs	
0-4 days absent	66%	0-4 days absent	72%	0 never has an unexcused absent; 1-2 days; 3-4 days
4+ days absent	34%	5 + days absent	28%	5-10 days; 11-15 days; 16-20 days; 21 or more days

Source: DCCYIT Out-of-School Time Pilot Study
 NLSY97 – weighted estimates

Days of school missed in previous advisory period

Seventy-two percent of youth reported missing school for four or fewer days in the pilot study compared with 34 percent in the NLSY97 (national average). Twenty-eight percent reported missing five or more days of school in the pilot study compared with 34 percent in the NLSY97 (national average).

Figure 7
Percentage of Days Absent from School in the Previous Advisory Period,
NLSY 1997 and DCCYIT Out-of-School Time Pilot Study



Source: DCCYIT Out-of-School Time Pilot Study
 NLSY97 – weighted estimates

Summary

Seventy two percent of youth reported being absent from school four or fewer days in the pilot study. Twenty eight percent reported being absent from school 5 or more days in the previous advisory period (quarter).

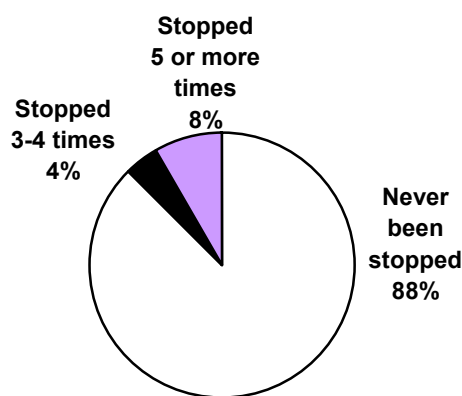
OUTCOME: DECREASED YOUTH CRIME AS EVIDENCED BY REDUCED CONTACT WITH THE JUVENILE JUSTICE SYSTEM

To measure youth crime as evidenced by contact with the juvenile justice system, we relied primarily on individual items that capture the frequency with which participants reported that they were stopped by the police in the last year, and the consequences for them of being stopped by the police. These single items were derived from the National Survey of Children (NSC). However, because estimates from this survey are outdated, we only provide a snapshot of the experiences of youth contact with the juvenile justice system using out-of-school pilot study data.

Number of times stopped by police in the last year

The majority of out-of-school study participants (88 percent) reported never being stopped by the police in the past year. Four percent of participants indicated they were stopped three to four times, while eight percent indicated they were stopped five times or more.

Figure 8
Percentage of youth stopped by police (Youth Self-Report),
DCCYIT Out-of-School Time Pilot Study

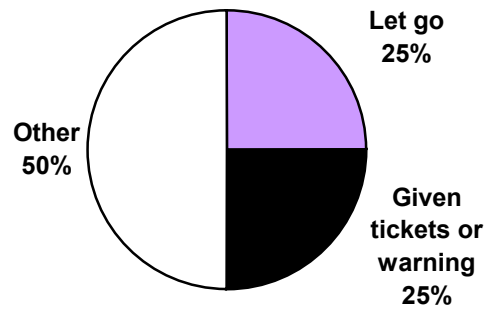


Source: DCCYIT Out-of-School Time Pilot Study

Result of being stopped by the police

Of the youth who were stopped by the police, 25 percent reported being released immediately once they were stopped, twenty-five percent reported that they were given a ticket or warning, and the remaining 50 percent reported that some other action was taken, although the details of this were not provided by respondents.

Figure 9
Percentage of Youth Reporting on the Result of Being Stopped by the Police,
DCCYIT Out-of-School Time Pilot Study



Source: DCCYIT Out-of-School Time Pilot Study

Summary

The majority of out-of-school participants report never being stopped by the police in the last year. Of those who were stopped, 50 percent were let go or given a warning, and the other 50 percent reported some other action, although the details of this were not provided by respondents.

OUTCOME: DECREASED TEEN PREGNANCY

To measure the teen pregnancy outcome we relied primarily on individual items that measure the frequency of pregnancy, and the number of live births reported by respondents. These items had been previously used in the 1998 Survey of Program Dynamics (SPD).

Being Pregnant or Getting Someone Pregnant

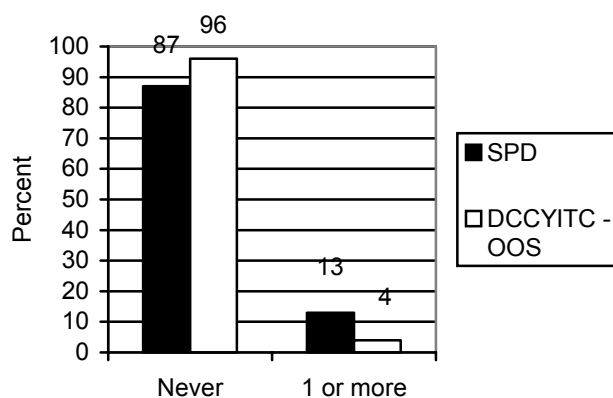
Ninety-six percent of pilot study participants reported that they have never been pregnant or gotten someone pregnant in the past 12 months. These data are presented with corresponding data from SPD in **Table 6** and **Figure 10**.

Table 6
Percentage Youth Reporting Being Pregnant or Getting Someone Pregnant in the Past 12 Months, 1998 SPD and DCCYIT Out-of-School Pilot Study

Measure (Youth 13-18)	SPD (14-16)		DCCYIT OOS (13-19)	
Number of times pregnant:	How many times pregnant or gotten someone pregnant		Have you been pregnant or gotten someone pregnant in the past 12 months.	
Never	87%		96%	
1 or more times	13%		4%	

Source: 1998 Survey of Program Dynamics, unweighted estimates
DCCYIT Out-of-School Time Pilot Study

Figure 10
Percentage Youth Reporting Being Pregnant or Getting Someone Pregnant in the Past 12 Months, 1998 SPD and DCCYIT Out-of-School Pilot Study



Source: DCCYIT Out-of-School Time Pilot Study
1998 Survey of Program Dynamics, unweighted estimates

Table 7
Percentage of Youth Reporting on the Number of Live Births or Live Births Fathered, 1998 Survey of Program Dynamics and DCCYIT Out-of-School Pilot Study

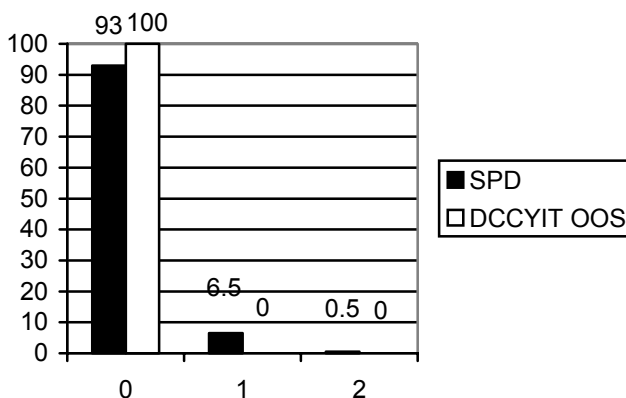
Measure	SPD (14-16)		DCCYIT Out-of-School Time Pilot Study (13-19)	
Number of live births:		How many children have you ever given birth to or fathered? (Do not count current pregnancy).		How many children have you ever given birth to or fathered? (Do not count current pregnancy).
0	93%		100%	
1	6.5%		0%	
2	0.5%		0%	

Source: 1998 Survey of Program Dynamics, unweighted estimates
 DCCYIT Out-of-School Time Pilot Study

Number of Children Given Birth to or Fathered

One hundred percent of youth in the pilot study report that they have never given birth to or fathered a child.

Figure 11
Percentage of Youth Reporting on the Number of Live Births or Live Births Fathered, 1998 Survey of Program Dynamics and DCCYIT Out-of-School Pilot Study



Source: 1998 Survey of Program Dynamics – unweighted estimates
 DCCYIT Out-of-School Time Pilot Study

Summary

Ninety six percent of pilot study participants reported that they have never been pregnant or gotten someone pregnant in the past 12 months. One hundred percent of youth in the pilot study report they have never given birth to or fathered a child.

SECTION FOUR CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The pilot study for the Out-of-School Time Outcomes Monitoring Study provides a preliminary set of experiences and data that can be used to improve the comprehensive waves of data collection that will begin in Fall of 2002. The DCCYIT and Child Trends intend for this full-scale assessment to be conducted at several time points in order to monitor outcomes over time. The full-scale implementation of the outcome survey in the fall will be most useful as a baseline with which to compare subsequent waves of data as well as with which to compare nationally representative data.

Outcomes for Youth in DCCYIT Out-of-School Time Programs

The data that were collected during the pilot study illustrate that questionnaires are a valid and reliable form of data collection for this population. Furthermore, the data give insight into the demographics, attitudes and behaviors of DCCYIT-funded out-of-school programs. More specifically:

Participant Characteristics

- DCCYIT Out-of-School Time pilot study participants are on average 14.8 years of age, are predominantly African-American (96 percent), with a higher percentage of females (68 percent). The mean length of attendance in the program is 1.25 years. All of the pilot study youth appear to be committed to the out-of-school time programs, with 100% reporting that they attend at least once per week and 92% reporting that they attend three or more times per week.

Outcome: Increased school advancement from grade to grade and increased enrollment in GED or other educational programs

- The vast majority of the pilot study participants are currently enrolled in school (92 percent). Of those enrolled, 85 percent are in grades six through twelve.

Outcome: Increased school attendance

- Absenteeism does not appear to be a problem among the pilot study participants, with the majority only missing a few days of school (fewer than four days in an advisory period).

Outcome: Decreased youth pregnancy

- Almost all of the participants in the Out-of-School Time pilot study (96 percent) reported never being pregnant or getting anyone pregnant in the last 12 months. No pilot study participants have ever given birth to or fathered a child.

Outcome: Decreased youth crime as evidenced by contact with the juvenile justice system

- Few pilot study participants are involved in high-risk behaviors. Only a small minority of the pilot study participants have been stopped by police. Although these percentages are small, they illustrate the need to be aware of these risks among at least some the program participants.

Outcome: Improved school grades and standardized test scores

- A majority of the pilot study participants report receiving either B's or C's in math and either A's or C's in reading. Few pilot study participants receive grades lower than a "C."

As previously noted, we do not believe that it would be appropriate to make direct comparisons between the pilot data and national benchmarks since the pilot data are not representative of all DCCYIT out-of-school time programs. However, these national averages may serve as benchmarks for comparisons with data from other waves of data collection.

Recommendations

The observations from the pilot study suggest that continued support from DCCYIT and Child Trends will result in a successful outcomes monitoring study. More specifically, recommendations for future the rounds of data collection include:

- **Focus on improving the accountability of programs and building an atmosphere in which evaluation and outcome monitoring will be a welcome exercise.** Interactions with grantees during the pilot study suggests that several program sites were reluctant to partake in the study for one reason or another. To improve the process of outcome monitoring within program sites, we must continue to foster an atmosphere in which accountability is a welcome exercise cross programs. These efforts must be continuous. The challenge for an independent evaluator is to foster an environment in which evaluation is welcome.

- **Build increased capacity to conduct the outcomes monitoring study within program sites by providing staff with extra resources and supports for data collection and increasing staff’s understanding of the norms regarding outcome studies.** DCCYIT and Child Trends should continue to provide the resources and supports necessary to conduct the outcomes monitoring study. This includes being on-site more often to answer questions and address problems (including WebStars), be available by phone and to provide up-to-date training and information on the implementation of an outcomes monitoring study. These supports are especially important for programs that have few resources to begin with. In addition, program staff should become more sensitive to the potentially positive value of outcomes studies.
- **Include additional child and adolescent outcomes.** Additional waves of data collection should include additional measures for children and adolescents that capture a more comprehensive set of academic, social, psychological and physical outcomes.
- **DCCYIT grantees need to increase their understanding of and appreciation for the procedures regarding outcome studies.** Program managers need to become more aware of the importance and potentially positive impact and value of outcome studies in their program settings.

Appendix

Appendix A: Description of Surveys from Which Sample Measures Were Drawn⁶⁵

National Education Longitudinal Study of 1988 (NELS: 88)⁶⁶

This study is being carried out by the National Center for Education Statistics. It is designed to present trend data about the transitions students experience as they move from elementary school to high school, to postsecondary education or the work force. The cohort was in eighth grade in 1988 and is being followed at two-year intervals.

National Longitudinal Study of Adolescent Health (Add Health)⁶⁷

Add Health is a study of the health-related behaviors of adolescents in grades 7 to 12. It is designed to investigate the influence that social context—families, friends, schools, and communities—has on the health-related choices that adolescents make. The study includes surveys of students, parents, and school administrators, and data were collected from 1994 through 1996.

National Longitudinal Survey of Youth-1997 (NLSY-97)

This survey examines preparation for labor force entry and work experience among youth. A new cohort of 12,000 youth ages 12 to 17 was started in 1997. Topics covered by the survey include education, income, family background, marriage, family planning, and adolescent problem behaviors.

National Survey of Children (NSC)⁶⁸

NSC is a national survey, begun in 1976. It began with a sample of 2,301 children ages 7 to 11. A large sub-sample of the children were followed up in 1981 and 1987. Survey topics include material resources, family income, and family processes.

Survey of Program Dynamics (SPD)⁶⁹

The purpose of SPD is to collect longitudinal data on the demographic, social, and economic characteristics of a nationally representative sample in order to evaluate the welfare reform legislation and its effect on the American population. SPD is being carried out by the Census Bureau; it was started in 1997 and was conducted annually through 2001.

⁶⁵ Unless otherwise noted, these descriptions are derived from work previously completed by Child Trends for The John D. & Catherine T. MacArthur Foundation and the U.S. Department of Health and Human Services, Children and Welfare Reform: A Guide to Evaluating the Effects of State Welfare Policies on Children, Washington D.C.

⁶⁶ See www.nces.ed.gov/surveys/nels88.

⁶⁷ See www.cpc.unc.edu/addhealth/design.html.

⁶⁸ Brooks-Gunn, J., Brown, B., Duncan, G. J., & Moore, K. A. (1995). Child development in the context of family and community resources: An agenda for national data collections. In Integrating federal statistics on children: Report of a workshop. Washington, DC: National Academy Press.

⁶⁹ See www.sipp.census.gov/spd/spdabs~1.htm.

Table 1: Summary Table of Out of School Time Programs of the DC Children and Youth Investment Trust Corporation

Program	Program Objective	Activities	Population Served	Type of Intervention	Length/Intensity of Intervention
Chinatown Service Center	To increase math competency, English test scores, and homework completion.	<ul style="list-style-type: none"> • After-school program • Summer enrichment program • Weekend program (homework and tutoring) • Parent involvement 	<ul style="list-style-type: none"> • Asian immigrant families and children. • After-school program (33 students) • Summer enrichment program (75 students) • Weekend program (homework and tutoring-18-22 students) 	Three-pronged educational program: After school, summer enrichment, and "Project Thomson" - weekend homework and tutoring sessions.	<p>Summer program runs for 5 weeks in July and August.</p> <p>After-school program operates during the school year from 3:30 to 5:00 on Tuesdays, Thursdays and Fridays.</p>
The Fishing School	<p>To provide educational, emotional and spiritual reinforcement for children of low-income families, with an emphasis on the fostering of self-reliance.</p> <p>To improve student academic performance, improve school attendance increase positive behavior toward peers and adults, increase student self-confidence and self-esteem, improve student conduct and interaction with others, increase involvement of family members in collaborative efforts</p>	<p>After-school and summer program, with activities for children and parents which include:</p> <ul style="list-style-type: none"> • Choir • Dance classes • Health and fitness • Parent/community workshops. • Parenting workshops 	<ul style="list-style-type: none"> • 100-160 students ages 5-15 and their parents. 	Youth get help with their homework and take part in Bible study, computer training, table games, gardening, sports, and crafts. During the summer, 80 to 100 children participate in special programs including field trips throughout the Washington DC area. The Fishing School's mission is based on the adage that says "If you give a man a fish, you'll feed him for a day. Teach him how to fish and he will feed himself for a lifetime."	<p>Year-round programs (with special programs/field trips during the summer); School-year hours: 3:30-8pm Summer hours: 9am-3pm</p>
Life Pieces to Masterpieces	To provide opportunities for youth to discover their abilities and to overcome challenges. To improve academic outcomes and school attendance.	<p>Artistic development program offers:</p> <ul style="list-style-type: none"> • Homework/tutoring • Exercise and meditation • Leadership development activities • Chess tournament • Painting • Creative writing • Practice for Community Arts Experience • Field trips 	<ul style="list-style-type: none"> • African-American males • Approximately 50 school-aged youth 	Program teaches students about the arts (e.g., painting and sculpture)	<p>After-school programs during school year (Monday – Friday from after-school until 8:30pm and Saturdays from 10am – 5 or 6pm). Summer programs Monday – Friday from 9am-5pm</p>

Program	Program Objective	Activities	Population Served	Type of Intervention	Length/Intensity of Intervention
Boys & Girls Club of Greater Washington	To promote character and leadership development, education and career development, health and life skills. To promote participation in arts, sports, fitness and recreational activities. To improve GPA, particularly math and reading grades. To increase school attendance and homework completion. To decrease behavior problems in school and to increase participation in learning activities during non-school hours.	<ul style="list-style-type: none"> • Homework assistance, tutoring and academic enrichment activities (Project Learn). • Leisure activities • Parent involvement 	<ul style="list-style-type: none"> • Youth from Wards 5, 6, 7 and 8 • 230-330 Children and youth ages 6-18. 	<ul style="list-style-type: none"> • Academic enhancement • Recreational activities 	Year-round
Heads Up	To improve grades, test scores, and academic skills (particularly reading and mathematics) To increase homework completion and independent studying habits	<ul style="list-style-type: none"> • After-school program (tutoring and homework assistance) • Summer program with academic enhancement activities • College readiness program at 3 sites • Reading and math strategies and skills • Art projects • Field trips 	<ul style="list-style-type: none"> • Students in grades 1-6 • Teens (college readiness program) 	One-on-one tutoring and classroom-based instruction	Summer program: Eight weeks at six sites, With classroom-based instruction and enrichment activities
City Lights School	To increase school attendance rates, self-esteem, and basic academic skill levels. To decrease negative student behavior including student arrests.	<ul style="list-style-type: none"> • Academic activities • Clinical programs • Vocational/entrepreneurial programs • Arts and recreation programs • After-school 	<ul style="list-style-type: none"> • 70 participants aged, 12-22 	After-school program.	Offered 4 days per week from 3-6 in a school setting.
New Community After School & Advocacy Program	To offer opportunities for youth who face multiple risks by strengthening their social, educational, and emotional development.	<ul style="list-style-type: none"> • After-school programs • Teen program • Tutoring • ARTSPACE program (creative arts) • Weekend cultural activities • Summer camp • Parent involvement activities 	<ul style="list-style-type: none"> • 44-55 School-age children and youth in grades preK-12 • Shaw neighborhood youth 	<ul style="list-style-type: none"> • After-school program • Teen Program • One-on-one tutoring • Weekend trips and events. • Summer day and overnight camp. 	<ul style="list-style-type: none"> • Year-round program. • 7 week summer enrichment program.
For Love of Children (FLOC)	To educate high-risk youth, to increase student academic achievement, and student grades.	<ul style="list-style-type: none"> • Neighborhood tutoring • Adventure clubs • Writing, grammar and reading comprehension curriculum program • Secondary and advanced math for students in grades 6 and above. 	<ul style="list-style-type: none"> • Shaw neighborhood children and youth • 600 children and families served 	Adventure clubs are after-school and out of school skill-based membership clubs. Tutoring program is organized in a 36 reading step curriculum and a 46 step arithmetic curriculum.	Year-round. Tutoring program occurs on Sundays and Wednesdays for two hours/day; adventure clubs have periodic activities

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Patricia M. Sitar Center for the Arts	To provide low-income children, adolescents, their families, and the community with opportunities to learn about and experience the arts in a safe, structured, nurturing community environment. To serve as a catalyst for the expansion of thinking, creativity and imagination, and to increase children and adolescent cognitive and life skills.	Program for children and parents offers: <ul style="list-style-type: none"> • Drama, music, writing, dance, composition, creative writing (6th grade and older), ballet, Latin dance (students in grades 4-6 and 7-12), art, drawing classes. • Improvisational theater. • Professional performances at National Symphony Orchestra. • Verbal expression, writing, creative problem-solving program. 	<ul style="list-style-type: none"> • 225 at-risk children • Low-income children 	After-school program. Classroom training offered. Programs offered in conjunction with local organizations, such as Washington Ballet, Dance DC, National Symphony Orchestra, and Living Stage theatre. so students have access to art professionals.	Six week dance training.
Anacostia Museum	To provide education on African American history and culture. To provide academic support in reading, math, cultural studies, environmental issues, and the arts in a culturally-based, community/family/ self context. To improve research skills and knowledge of research techniques.	<ul style="list-style-type: none"> • Daily journal • Tutorial sessions • Recreational activities • Field trips • Personal research conducted using books and computers as resources. 	<ul style="list-style-type: none"> • 400 4th, 5th, and 6th graders in Southeast. • Summer program for students aged 7-12 • Target 450-600 	Hands-on arts activities. Summer cultural program offered in collaboration with Allen Chapel A.M.E. church in Southeast.	Six week intervention during summer break. Fall program
Community Family Life Services	To provide leadership development activities for teenagers. To improve the quality of out-of-school time for at-risk youth. To increase reading and math grades.	<ul style="list-style-type: none"> • Tutoring and homework labs. • Sports and recreation Work-study for youth. • Advocacy services 	<ul style="list-style-type: none"> • For youth living within a 12 block radius of Galveston Place, SW (Fort Glebe recreation center). • Serves 10,000 people annually. • Work/Study program for youth ages 10-14. 	Provide children with educational, emotional, and social support, through tutoring, advocacy and other activities.	Year round sports and recreation.
The Higher Achievement Program Asian American LEAD	To provide young people with more structured out-of-school activities. To improve math and reading scores (Stanford 9) and to promote a positive, cultural environment and positive attitudes about academic achievement.	<ul style="list-style-type: none"> • Tutoring • Dinner • Multicultural studio (Afro-Caribbean drumming, rigorous literature and mathematics lessons) • Field trips Summer program: <ul style="list-style-type: none"> • Classes in math, literature, writing, history, and science. • One elective course in leadership, technology, dance, film, or law/mock trial 	<ul style="list-style-type: none"> • 600 middle school aged students. 	Tuesdays and Thursdays evenings (twice a week during school year). Summer academy holds classes in core and elective subjects.	Summer program lasts for six weeks from 8 a.m. to 4 p.m. Academic semester-long multicultural studio.

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Asian American LEAD	To provide after-school academic enrichment classes and leadership training for Southeast Asian refugee youth. To address special needs of Vietnamese students, such as English language acquisition. To improve school performance, high school graduation rate, college enrollment rate among Vietnamese students. To increase Vietnamese parent participation in activities and academic planning.	Academic program offers: <ul style="list-style-type: none"> • Enrichment classes • Tutoring • Mentoring • Educational advocacy • Parent training and support 	<ul style="list-style-type: none"> • High school students • Vietnamese youth living in Mount Pleasant and Columbia Heights. • Ages 14-21. 	One-on-one mentoring. Parent sessions. Classes.	Year round
Calvary Bilingual Multicultural Learning Center	To provide positive arts, cultural, and educational experiences.	School-age/Youth Program offers: <ul style="list-style-type: none"> • Art and technology activities • Academic and social youth development activities • Tutoring • Youth-led performance for parents, staff, and community • Teen program 	<ul style="list-style-type: none"> • 185 children and youth aged 5-18. • Youth and families in the Columbia Heights, Adams Morgan, Mt. Pleasant and Shaw neighborhoods. 	Before and after school services. Services provided during school breaks and summers. One-on-one tutoring.	10 week program services for 15-18 year olds.
The Shakespeare Theatre	To provide community-based, free, after-school services in a safe and nurturing environment. To give children the resources to develop skills, build self-esteem and confidence, and a sense of accomplishment through the production and performance of plays. To introduce local teens to arts and culture in Washington, D.C.	<i>Southeast Project</i> after-school program with Tyler Elementary offers: <ul style="list-style-type: none"> • Playwriting • Play production • Performance • Mentorship • Optional academic assistance (tutoring, homework assistance) • Field trips 	<ul style="list-style-type: none"> • Children living in southeast Two-tiered program: <ul style="list-style-type: none"> • <i>Young Company</i> serves 125-150 children in grades 4-6) • <i>Core Theatrical Company</i> serves 25-30 children in grades 7-12. 	Students create projects with mentoring from adult program residents, staff, and volunteers.	Fall and Spring semester educational modules. Program staff touch base with children and youth over the summer. Young company holds sessions twice a week. Core company holds sessions 3 days per week (T-Th-F). Optional academic services are provided by community volunteers and program staff one day per week (W).

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Washington Tennis & Education Foundation	To make tennis accessible to Washington, D.C. children. To improve academic performance, self-perception, and view of the future, to ensure high school graduation, and to help students gain entrance to college or other post-secondary education.	<ul style="list-style-type: none"> Tennis classes After school program includes four types of activities/ lessons: values (students write and perform skits); careers; health; and academic enrichment (math, science, social studies, and reading). Community service for students in junior high school Arthur Ashe Reading programs 	<ul style="list-style-type: none"> Serves about 500 Students in 19 schools. Students are in grades 3 to 9; they are divided into elementary and junior high groups 	After school program Community service (for junior high students)	Mid September to mid May.
Young Playwrights' Theater	To improve literacy and promote conflict resolution and community engagement through playwriting. To stimulate ability and desire to learn.	<ul style="list-style-type: none"> Tutoring Playwriting Conflict resolution Improvisational drama Interviewing techniques taught Reading aloud Community artist involvement Social activism (identifying and addressing community needs) One-day workshops and weekend events on improvisation and playwriting 	<ul style="list-style-type: none"> Serves about 150 students, ages 8-18 	<ul style="list-style-type: none"> Interactive Improvising 	<ul style="list-style-type: none"> 8 weeks in the fall, 8 weeks in the spring. Some youth participate in both sessions. Youth attend 2 days per week; drop-in sessions are also available.
Lydia's House	To provide a safe, structured, fun environment for up to 60 children daily. To increase homework completion, and basic reading and math skills, and reading and math grades. To promote environmental stewardship among youth. To reduce violence among youth. To increase community and school interaction.	<p>Program currently offers:</p> <ul style="list-style-type: none"> Social mentoring Tutoring Homework center Basic reading knowledge Basic mathematics knowledge Environmental activities Teen parenting/pregnancy prevention training School and community involvement <i>Youth Zone</i> offers: Reading comprehension and math games Peer mediation, conflict resolution training, self-esteem building activities Summer camp 	<ul style="list-style-type: none"> 60 Children ages 6-12 10-15 children in the homework center 30 children in Kids Kamp, an environmental club 	Hands-on	<p>Summer camp for nine weeks.</p> <p>Youth Zone is open from 3:00-6:30 Monday through Friday.</p>

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Kids House Community Academy Public Charter School	To improve academic achievement and meet socio-emotional needs of children. To increase cultural, computer, and environmental experiences.	<ul style="list-style-type: none"> • Math and reading tutors • Field trips • Environmental club • Computer studies • Homework assistance • Gardening • Martial arts • Band and music class • Tennis and other sports • Arts and crafts 	<ul style="list-style-type: none"> • 100 students in grades K-12 	<ul style="list-style-type: none"> • Club activities • Group activities • Classroom • After-school 	Computer class is three days per week.
Garfield Terrace Family Council	To expand the number of children engaged in a fun, structured, developmentally appropriate, after-school program. To improve academic achievement.	<ul style="list-style-type: none"> • After-school activities: tutoring, reading, homework time, life skills training, dance instruction, basketball, etc. • Computer programming and repair class • Teen extension initiative • Also includes a summer program 	<ul style="list-style-type: none"> • 120 students ages 4-19. • Sites in 2 apartment complexes (30 children in one site, 90 in another). 	<ul style="list-style-type: none"> • Classroom • After-school 	Every school day from 3 pm to 7 pm. Ongoing—children and youth can participate for as many years as they want.
DC SCORES	To provide activities through which youth are taught about teamwork, leadership, self-confidence, and oral and written communication skills in a safe, supervised out-of-school setting.	<ul style="list-style-type: none"> • After-school literacy/creative writing programs • Interscholar soccer league practice and competition (after-school) • After summer school camp (soccer, writing, art, literature) • Opportunities offered for youth to publish, exhibit work • Annual poetry slam • Writing-based community development and community service projects 	<ul style="list-style-type: none"> • 480 students from 16 DC public schools. 	<ul style="list-style-type: none"> • After-school • Summer • Team sports • Competitive 	<ul style="list-style-type: none"> • Two days per week of soccer • One day per week of after-school soccer league competition • Two days per week of literacy development projects.
Georgetown University Pediatric Mobil Clinic OR KidsPledge DC (ARCH Training Center Project)	To provide daily after-school services and summer day camp to children. To increase grades and school attendance. To increase use of medical and developmental services and to improve health outcomes as a result.	<ul style="list-style-type: none"> • Weekly Mobile Medical Unit visits in southeast • Computer learning centers (software, internet, and email) • Educational program providing academic assistance • Recreational activities (arts, crafts, dance movement and music, athletics) • Field trip 	<ul style="list-style-type: none"> • Serves children living in Anacostia neighborhood—Wards 7 and 8. 	<ul style="list-style-type: none"> • After-school program • Summer classes 	Summer program And daily after-school program during school year season.

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Allen Chapel AME Church	To provide a highly structured after-school program in a safe environment. To provide activities that improve the skills and knowledge of students: (a) Academic - to improve skills in reading, mathematics, science, and language arts with the help of the teachers, aides, and volunteer tutors; (b) Cultural Enrichment - to further develop and expand knowledge, appreciation, and participation in art, music, drama, and dance; (c) Self-esteem - to provide a variety of activities to help students improve their self-worth and respect for others	<ul style="list-style-type: none"> Perform in skits, recitations, dance, and poems Participate in arts & crafts in which they design props for the skits and make holiday decorations and gifts. 	<ul style="list-style-type: none"> Children in grades K-6 living in the surrounding area. 	Individually work with the students in areas of Christian values, self esteem, behavior and self-control, positive role models, nutrition, and hygiene. Instructors and tutors are available to assist the children with homework, art, computer skills, math, reading, science, socialization skills, drama, conflict resolution, and aerobics.	Evening Academy provides after-school care from 3:30 pm to 7:30 pm for approximately 40-50 families with children between the ages of 5 and 12.
African Heritage Center	To promote cultural awareness and family involvement.	Programs for children and Adults include: <ul style="list-style-type: none"> Dance instructions 	<ul style="list-style-type: none"> Children in DC Public Schools in Ward 7 	Studio activities with involvement in African arts.	Monday, Wednesday and Friday 3:30 pm-6:00pm; Saturday 10:00 am-12:00pm; Summer classes
Anna Jochenning Baptist Church – Project Destiny	Promote family and community cohesiveness	Programs: <ul style="list-style-type: none"> Mentoring One -on -one tutoring 	<ul style="list-style-type: none"> Youth ages 5-17 in Wards 7 and 8 	Mentoring to on life skills, youth and family awareness, sports leagues, team building, community meetings, outreach, and other youth related issues.	During after school and evening hours.
Beacon House	To continue providing a modular learning environment that can demonstrably raise the literacy skills in children	<ul style="list-style-type: none"> Tutoring in reading, writing and language. 	<ul style="list-style-type: none"> Children in Ward 5 	Daily, after-school academic support and literacy programs	Tutoring sessions are two hours per week, on Monday evenings. Literacy program after school every day on Monday - Thursday.
Big Brothers Big Sisters	The Building Positive Futures Mentoring Program aims to help teens in 7th, 8th and 9th grades achieve academic success; make healthy choices as teens, when the pressure to “fit in” is the greatest	<ul style="list-style-type: none"> Big Brothers Big Sisters’ One-To-One® mentoring services. 	<ul style="list-style-type: none"> 40 learning disabled children at a T-9 school, R. H. Terrell Junior High School in Ward 2 in Washington, DC. 	Children are matched with adults for weekly meetings, they receive quarterly instruction from a professional public health instructor on critical prevention information and general life skills. Students receive information on topics such as teen pregnancy prevention, understanding personal values, decision-making skills, communication skills, human growth and development, substance abuse and its effects.	Throughout the school year

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Center for Student Support Services	To work in collaboration with public charter schools, government agencies, and local area social service providers to make more effective and integrated services to schools and communities.	<p>After-School Activities:</p> <ul style="list-style-type: none"> Strengthening Tutoring Programs-- The Center helps charter schools develop high-quality tutoring and literacy programs. Chartering Success -- AmeriCorps After-school Program—this program provides part-time AmeriCorps staff to public charter schools to assist with in-school and after-school academic and social development support programs. Building Future Support for After-school Programs-- to help schools build ongoing programs. After-School Leadership Clubs-- serve adjudicated and pre-adjudicated students with a focus on academic support, developing employment skills and moving the youth from offenders to productive community members. 	<ul style="list-style-type: none"> Special Needs Children and Youth Students who are reading far below grade level. Serve large numbers of children at great risk: children with court records, special emotional and academic needs, and pregnant and parenting teens. 	<p>It provides a continuum of early intervention, prevention and treatment programs. Schools work in six areas to promote the following:</p> <ol style="list-style-type: none"> A safe school environment Violence prevention and early intervention programs for alcohol and other drugs School and community mental health preventive and intervention services Early childhood psychosocial and emotional development programs and parent education. Education reform Safe school policies using nationally evaluated exemplary practices and models. 	During the school year
Community of Hope	Provides out-of-school programming for homeless and low-income children, focusing on academic enrichment and access to technology.	<p>Program:</p> <ul style="list-style-type: none"> Family Learning Center-- to educate adults and children living in Community of Hope housing and in the surrounding community. 	<ul style="list-style-type: none"> Poor and homeless, children and parents. 	<p>Each family is assigned a case manager who follows the family closely and meets with them at least weekly.</p> <p>Children are returned to or registered in school and enrolled in the after school Educational Enrichment Program.</p> <p>Children are provided with an after-school snack, help on their homework, creative arts activities and a place for a little "down time" watching videos, playing games or reading.</p>	Year-round programs.
Emmanuel Baptist Church	To provide tutoring, homework assistance, life skills enhancement, recreational, educational tours, and field trips for students.	<ul style="list-style-type: none"> After-school tutoring Homework assistance 	<ul style="list-style-type: none"> Neighborhood children ages 5-13 	Provides life skills enhancement, and recreational and educational tours and field trips for the students.	Five days a week

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Horton's Kids	To provide comprehensive services to the children. These services are intended to improve the quality of each child's daily life and to enhance each child's desire and ability to succeed academically.	<ul style="list-style-type: none"> weekly tutoring sessions weekly mentoring activities, such as museum visits, sporting events and community service projects services to meet fundamental needs, such as health care, food and clothing advocacy for the children and their families with the city government, the schools and in other settings tuition assistance and access to community leadership programs birthday and other holiday celebrations funding for summer camp 	<ul style="list-style-type: none"> 75-100 young students aged 5-17 living in Ward 8. 	<p>Provides children with: scholarships, educational testing, summer camps, eye glasses, dental care, medical care, emergency food and clothing.</p> <p>All children receive bathing suits and swimming lessons in the summer.</p>	<p>Weekly Sunday afternoon field trips to educational and recreational sites in and around Washington, D.C.</p> <p>Weekly Monday and Tuesday evening tutoring sessions.</p>
Johenning Baptist Church	To provide students with quality enrichment services when the school day has ended.	<p>After-school program:</p> <ul style="list-style-type: none"> One-on-one academic tutoring in reading, English, mathematics and homework assistance. Computer instruction Discussions on life skills 	<ul style="list-style-type: none"> Children of Ward 8 	After-school programs	<p>After-school program during the school year.</p> <p>Summer camp June 24 – August 9</p> <p>Field trips for elementary, junior and senior high students.</p>
National Organization of Concerned Black Men	To articulate the concerns of African American youth to a broader audience; to build positive images of youth and men through outreach and networking programs; to give youth encouragement through interaction with positive male role models and exposure to cultural, social and intellectual enrichment activities; to recognize and reward the accomplishments of African-American youth.	<ul style="list-style-type: none"> Peer Education and Reproductive Counselling For Young Men Project (PERCY) HIV Prevention Project Education Choices for Healthy Outcomes (ECHO) Adult Self Improvement Project The National Organization of Concerned Black Men Substance Abuse Project Tutoring: Reading and math. 	<ul style="list-style-type: none"> Special needs children and youth 	One-on-one interaction with students with demonstrated poor attendance and behavioral issues that interfere with learning and achievement.	After school between 3:30 and 5:00 p.m during the school year.
National Youth Advocacy Coalition	To improve the prevention efforts related to HIV/STDs and unintended pregnancy among gay, lesbian and bisexual youth. (LGBTQ).	<ul style="list-style-type: none"> Workshops that meet the broad physical and mental health needs of LGBTQ youth Conferences. 	<ul style="list-style-type: none"> Gay, lesbian, bisexual and transgender youth in the Washington Metropolitan Region. 	Works with local, state and national organizations to address the mental and physical health needs of LGBTQ youth.	Throughout the year.

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NE Performing Arts Center	To use performing arts as a vehicle and stage for learning activities that are youth-centered, flexible, challenging, and accessible.	<ul style="list-style-type: none"> • Orientation in culture, education, and business as well as personal expression. • Literacy education, arts education, and skills integration, and • youth entrepreneurship • Instruction with basic/proficient skills in the language arts, reading comprehension skills, and measurement. 	<ul style="list-style-type: none"> • Students in grades K-8. 	Plays and musical productions are planned, designed, developed and performed by youth.	After school during the school year, and during the summer.
Parklands Community Center	To provide academic tutoring, life-skills training, field trips, cultural and recreational programs and services.	<ul style="list-style-type: none"> • Weekly, instruction provided in life-skill, health and hygiene, drug abuse prevention, academic refreshers, and self incentives to help participants understand how to have self-control; resolve problems peacefully; • Sex and health education; • Decision-making and communication skills. 	<ul style="list-style-type: none"> • 20 children and youth ages 5 to 15 years old, living in the Shipley Terrace, Garfield and Congress Heights neighborhoods of Ward 8. 	<p>Monitors participant's progress or lack of through their quarterly report card grades and the school's test scores.</p> <p>Students receive tutoring and homework assistance.</p>	<p>Year- round program:</p> <p>Monday through Thursday, from 3:30pm to 6:00pm.</p> <p>Fridays are fun day where participants are treated to recreational activities, such as, movies, trip to basketball court, the park, ice skating, or play various table box games.</p> <p>Summer camp Monday to Friday from 10am-3pm</p>
Project 2000	To provide educational mentoring and academic support services to inner-city African-American males	<ul style="list-style-type: none"> • Field trips and other educational/cultural • Enrichment activities 	<ul style="list-style-type: none"> • Inner-city African-American youth 	<ul style="list-style-type: none"> • One-on-one • Tutoring • Mentoring 	
Reaching Inside Self Esteem, Inc.	To provide homework assistance, reading classes, supervised recreational activities, arts and crafts and weekly family activities to children	<ul style="list-style-type: none"> • Academic Enhancement • Cultural Enrichment • Mentoring • Technology/ Computer Training 	<ul style="list-style-type: none"> • 166 youth • Ages 5-11 • Children residing at East Capitol Dwellings public housing community in Ward 7 and Benning Terrace public housing 	<ul style="list-style-type: none"> • One-on-one tutoring and mentoring 	<ul style="list-style-type: none"> • Sunday – Friday year-round

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Recreation Wish List Committee of WDC	To strengthen the ability of the Department of Parks and Recreation (DPR) to achieve its mission of providing quality recreational and educational enrichment services to District children and teens during out of school time and summer hours in safe, well-maintained facilities.	<ul style="list-style-type: none"> Combination of tennis and education activities. Improving recreational facilities and educational enrichment programs for children of the District of Columbia 	<ul style="list-style-type: none"> Youth age 5-18 in Wards 7 & 8 	<ul style="list-style-type: none"> Training Recreational activities 	<ul style="list-style-type: none"> Year round
The Empower Program	To work with youth to end the culture of violence and to implement training for DC's youth and invite them to be leaders in our mission to end the culture of violence.	<ul style="list-style-type: none"> Teache youth in the D.C. metropolitan area to prevent violence 	<ul style="list-style-type: none"> Gay, lesbian, bisexual, transgender, and questioning 	<ul style="list-style-type: none"> Training 	<ul style="list-style-type: none"> Year-round
Trinidad Concerned Citizens for Reform	To provides after school, recreational, tutorial, mentoring programs and technological training to disadvantaged youth in the Trinidad and Ivy City Communities.	<ul style="list-style-type: none"> Mentoring Technological training Tutoring 	<ul style="list-style-type: none"> 60 African-Americans and Hispanic/Latinos youth Youth ages six through twenty-one 	Activities include: <ul style="list-style-type: none"> School and community interaction via teacher, principals, parents, and student feedback session. Improving homework completion by providing tutoring services Computer training, mentoring, and post-developmental assessments. 	<ul style="list-style-type: none"> Before school During school Weekends Holidays Summers
Union Temple Baptist Church	To provide comprehensive services to special needs youth.	<ul style="list-style-type: none"> Services that include educational support Counseling and self-esteem building sessions 	<ul style="list-style-type: none"> 32 youth, ages 5-18 	<ul style="list-style-type: none"> Academic enhancement Counseling 	Year round Program runs from 3:30PM to 6:00PM - Monday through Friday
Washington Enrichment Cultural Arts Network (WE CAN)	To provide academic reinforcement, mentoring, and cultural arts education to at-risk youth.	<ul style="list-style-type: none"> Academic assistance (consisting of reading and math tutoring, homework assistance, mentoring and counseling; Artistic training (consisting of voice, dance, drama, and positive rap/music) Job/Entrepreneurial 	<ul style="list-style-type: none"> 50 at-risk elementary, middle, and high school youth. 	<ul style="list-style-type: none"> One-on-one academic assistance 	Each semester Conducted on Wednesday and Thursday evenings from 6:30PM to 8:30PM and Saturday from Noon to 4:00PM

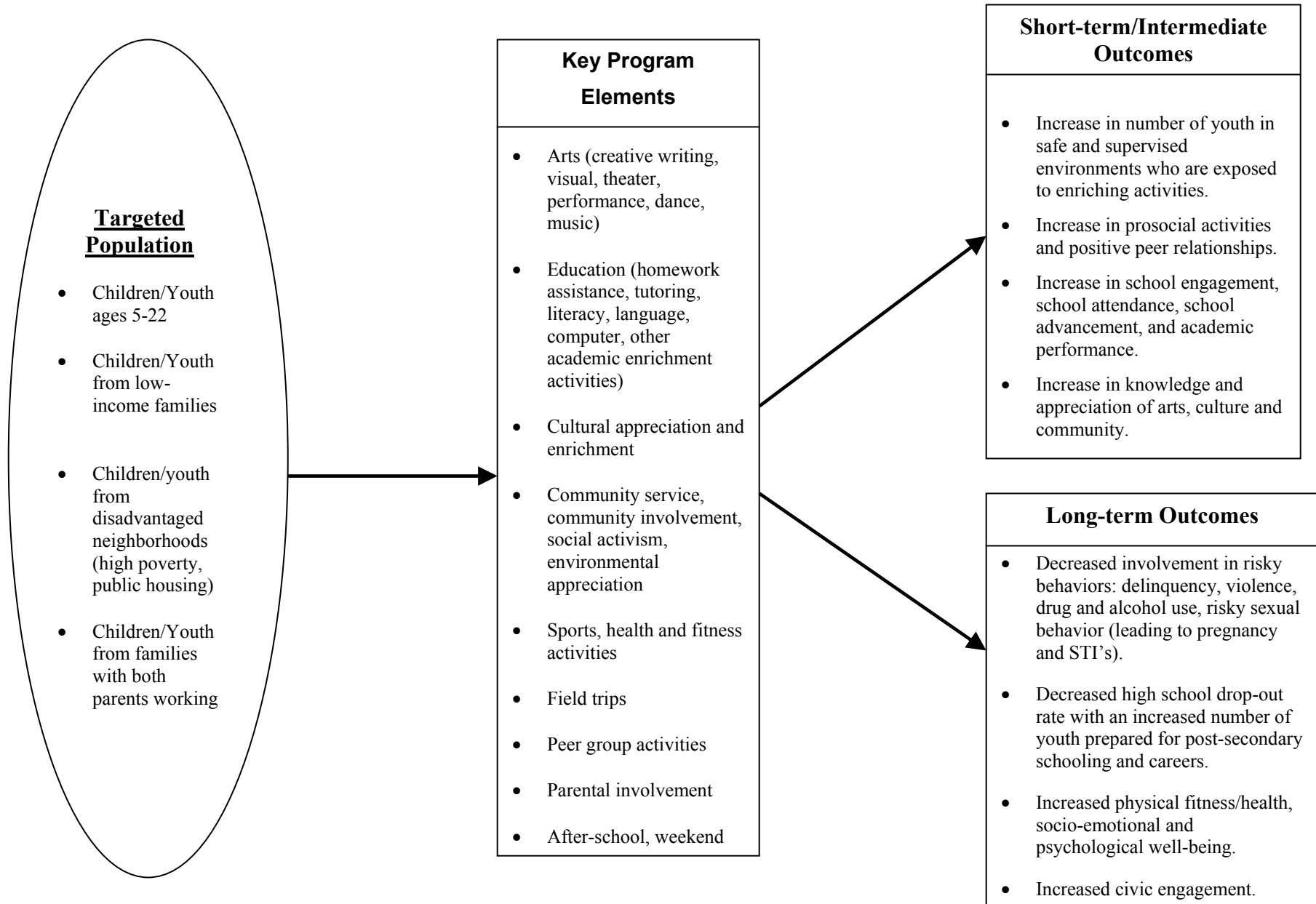
Program	Program Objective	Activities	Population Served	Type of Intervention	Length/Intensity of Intervention
<p>Covenant Baptist Church</p>	<p>To help build self-esteem, increase computer literacy, improve life/coping skills, improve school attendance, increase cultural awareness, build leadership skills, improve math and reading skills and increase parent involvement.</p>	<ul style="list-style-type: none"> • Arts & crafts • Cooking • Computer literacy • Math & reading enrichment, field trips • swimming • community service project 	<ul style="list-style-type: none"> • Students age 5-14 	<ul style="list-style-type: none"> • Training • Homework assistance • Tutoring • Computer literacy • Math and reading groups • Field trips 	<ul style="list-style-type: none"> • After-school program from September-June, 3:30-6:30 • Summer enrichment program during July and August, 6:30 am – 6:30 pm • Saturday Academy from September – June, 9:00 a.m. to 1:00p.m
<p>Ebenezer United Methodist Church</p>	<p>To enable students to make significant academic progress in reading, mathematics, and writing; to establish a climate which enables students to develop and demonstrate respect for themselves and others; to improve critical thinking skills across curricular areas; to encourage students to make positive choices (both academically and socially); to create an inviting atmosphere which encourages and supports community involvement in the program; to provide technology which will be integrated with the curriculum and used on a regular basis; and to fully utilize parent and community partnerships to the benefit of students enrolled in the After School Program.</p>	<ul style="list-style-type: none"> • Homework assistance • Skills assessments • Computer training • Field trips 	<ul style="list-style-type: none"> • 30 Student in grades K-8 • Ages 5-14 	<ul style="list-style-type: none"> • One-on –one homework assistance • Mentoring 	<ul style="list-style-type: none"> • After school, three days a week

Program	Program Objective	Activities	Population Served	Type of Intervention	Length/Intensity of Intervention
Latin American Youth Center	The Latin American Youth Center (LAYC) is a community-based, multi-cultural, not-for-profit youth and family development organization. The LAYC is the only local agency specifically designed to address the multiple and comprehensive needs of the target population from a “youth development” perspective. We take an organic approach to working with youth, integrating their families, the neighborhood, and the larger community into our programs, activities, and counseling services	<ul style="list-style-type: none"> • Academic tutoring • College preparation • Preparation for Health careers 	<ul style="list-style-type: none"> • Serves youth ages 5-21 • Serves low-income, high density immigrant population in Ward 1. 	<ul style="list-style-type: none"> • Homework assistance • Tutoring • Outreach programs • College preparation 	<ul style="list-style-type: none"> • Staff engages youth and families six days a week, Monday through Friday from 8:00 a.m. to 8:00 p.m. and Saturday from 9:00 a.m. to 5:00 p.m.
Community Impact	To build a cadre of youth leaders in the District of Columbia who have the knowledge, skills and abilities to impact positive community change while developing the proper neighborhood supports that will provide partnerships and on-going meaningful opportunities for youth to participate	Financial and social resources for youth people to attend and be successful in higher education and training.	<ul style="list-style-type: none"> • Serves adjudicated youth in the following neighborhoods: U Street/Cardozo, Columbia Heights, Georgia Avenue, East Capital, Lincoln Heights, Richardson Dwelling, Congress Height, and Anacostia 	<ul style="list-style-type: none"> • Training • Community service • Scholarships • Academic help 	<ul style="list-style-type: none"> • Year round
Washington DC Youth Orchestra Program	To provide music instruction which augments classical music instruction and performance opportunities offered in public and private schools in the Washington DC area.	<ul style="list-style-type: none"> • Training • Music appreciation 	<ul style="list-style-type: none"> • Students range in age from 5 to 19 and come from the District, Maryland and Virginia. 	<ul style="list-style-type: none"> • The format of learning and performing in an orchestra provides a broad range of skills such as tenacity, teamwork, and self-reliance that are critical for success. 	<ul style="list-style-type: none"> • Saturday practices • Recitals, performances, and tours throughout the school year
Friends of Carter Barron	To improve academics, performing arts skills, and basic employment skills	<ul style="list-style-type: none"> • Academic Enhancements • Cultural Enrichment • Job Training • Performing Arts • Visual Arts 	<ul style="list-style-type: none"> • Low-income youth, ages 14-18 	Youth will acquire improvements in their academic (English, Mathematics and Science), and their selected performing art course (Drama, Vocal, Instrumental, Dance, Costume Design, Videography and Scenographic studies). Also, obtain basic employment skills through on-going career preparedness workshops and individualized counseling services.	<ul style="list-style-type: none"> • Monday – Friday • 10:00 am – 5:00 pm

Conceptual Model of Out-of-School Time Program Outcomes for Youth

- The model presented in **Figure 1** identifies outcomes for children and youth participating in Out-of-School Programs of the DC Children and Youth Investment Trust Corporation.
- Circles in the model represent the target populations served by programs.
- Squares in the model represent key program elements and short/intermediate and long-term outcomes for youth.

Figure 1: Conceptual Model of Out-of-School Time Programs



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