



## Out-Of-School Time Programs for Older Youth

### ABOUT THE OST DATABASE & BIBLIOGRAPHY

Our online Out-of-School Time Program Research and Evaluation Database (OST Database) includes profiles of evaluations and research studies about OST programs and initiatives. Our OST Bibliography contains citations for all of the OST program evaluations and research studies that we are currently tracking. These valuable and easy-to-use resources can help you learn about and improve OST research and evaluation. They can also support policy and program development.

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*The publications in this series each focus on a particular theme of interest to the out-of-school time field, related to the evaluations and research studies that are available in our Out-of-School Time Program Research and Evaluation Database and Bibliography.*

Out-of-school time (OST) programs focused on older youth—specifically, youth in middle and high school—can help participants successfully navigate their adolescence and learn new skills well into their teens. OST programs can also help prepare older youth for a variety of new roles that they will assume as they enter college and the workforce. However, some programs struggle to implement high-quality services, recruit and retain older youth, and reach optimal outcomes. This *Research Update* addresses the benefits, challenges, and successful strategies of OST programs for older youth, based on data from eight recent evaluations and research studies profiled in our OST Research and Evaluation Database.

### Overview of the Programs and Studies Featured

This brief examines six evaluations and two research studies of OST programs that focus on older youth. Most of these programs target academic assistance, enrichment, or developmental goals, either in a relatively unstructured way (such as the drop-in approach of the Boys & Girls Clubs of America) or in more structured manner (such as the apprenticeship and hands-on learning model of Citizen Schools). Five of the program evaluations discussed here used a quasi-experimental design, four of which supplemented this with non-experimental data sources, such as interviews or focus groups, to understand issues around implementation and program quality. The sixth program evaluation, Big Brothers Big Sisters of America, used an experimental design to understand the impacts of its school-based mentoring program. Finally, the two research studies both used non-experimental methods, selecting groups of high-performing or high-retention programs and then examining what factors appeared common to programs that had the most success with older youth.

Table 1 (next page) provides an overview of the OST programs discussed in this *Research Update*, including activities offered and populations served. A comprehensive listing of all available reports about the OST programs, evaluations, and studies discussed in this *Research Update* is available in the Appendix starting on page 7.

**TABLE 1. Older Youth Programs Profiled in the OST Research and Evaluation Database**

<i>Program/Study</i>	<i>Youth Activities Offered</i>	<i>Population Served</i>	<i>Evaluation/Study Purpose</i>
<b>Big Brothers Big Sisters (BBBS) of America Program</b>	School-based mentoring	High-school-aged mentors (Biggs) and their younger matches in grades 4–9 (Littles) nationally	To answer the following questions about BBBS' School-Based Mentoring program: How do Big-Little matches with high-school-aged Biggs differ from those with adult Biggs? How do the Littles and their high school Biggs benefit from the match? What are the characteristics of the BBBS programs that use high school Biggs? Are practices within these programs associated with match success?
<b>Boys &amp; Girls Clubs of America (BGCA)</b>	Varied and diverse programming including delinquency prevention, education/technology, and job readiness	7th through 10th grade youth nationally	To address the question: What role do Boys & Girls Clubs play in influencing change in teens' outcomes?
<b>California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program</b>	Academic assistance, enrichment activities, and family literacy services	High school youth in California	To examine program participation, activity implementation, and program outcomes
<b>Citizen Schools</b>	Apprenticeships, hands-on learning projects, and structured academic assistance	Middle school youth nationally	To understand program experiences and outcomes of 4 cohorts of participants at the Boston site
<b>New York City Department of Youth and Community Development's OST Programs for Youth Initiative</b>	Homework assistance, academic support activities, sports/recreational activities, and arts and cultural experiences	Elementary through high school youth in New York City	To examine program characteristics and attendance; participants' social, emotional, and academic outcomes; and the initiative's capacity to assist working parents and improve community-level capacities to serve youth during nonschool hours
<b>Engaging Older Youth: Program and City-level Strategies to Support Sustained Participation in Out-of-School Time</b>	High-retention OST programs for older, primarily disadvantaged youth	Middle and high school youth in 6 cities	To understand how programs keep middle and high school youth engaged over time and how the supports that city initiatives provide can help foster youth participation
<b>Recruiting and Retaining Older African American and Hispanic Boys in After-school Programs</b>	OST programs that successfully recruited and retained older African American and Hispanic males	Middle and high school youth in 10 sites nationally	To identify promising strategies used by afterschool programs to recruit and retain middle- and high-school-aged African American and Hispanic males
<b>The After-School Corporation</b>	Afterschool activities emphasizing academic enrichment, homework assistance, the arts, and recreation	Elementary through high school youth in New York City and New York state; the most recent evaluation focused on youth in grades 6–8	To examine whether TASC participation in the middle grades promotes the development of protective factors that result in higher levels of school engagement and academic progress and in lower levels of delinquent behavior.

## How Older Youth Benefit from OST Programs

Earlier experimental studies have shown that high-quality programs for teens can impact a variety of important academic and developmental outcomes. Data from the eight evaluations and research studies reviewed in this brief provide further evidence that OST programs for older youth can play a supportive role in helping youth succeed.

Table 2 summarizes some of the major benefits of OST programs to older youth, based on findings from these eight evaluations and studies. The findings at some programs included positive academic outcomes such as improved test scores, higher graduation rates, and/or greater academic confidence for participants. For example, youth who attended The After-School Corporation (TASC) programs obtained more high school credits than similar youth who did not attend TASC programs,<sup>1</sup> and youth who attended Citizen Schools programs were more likely to be on track to graduating from high school than were similar youth who did not participate.<sup>2</sup> Positive outcomes related to prevention were also identified, such as reduced aggression and drug/alcohol use by youth who attended Boys & Girls Clubs more frequently. Other evaluations indicated positive youth development outcomes such as more involvement in the community. For example, in the evaluation of Boys & Girls Clubs of America (BGCA), youth who came to the Clubs more often had higher levels of participation in community service activities than those who attended less often.<sup>3</sup>

However, as is the case with all OST programs, programs serving older youth are not likely to show positive outcomes unless they are well-implemented and well-attended. For example, the overall evaluation of the New York City Department of Youth and Community Development's OST Programs for Youth Initiative (NYC DYCD) found few positive outcomes for its youth participants; however, the evaluation also found that, for a smaller subset of NYC DYCD programs with higher quality ratings, participation was associated with positive academic and developmental outcomes such as engaging in prosocial behavior and gaining more high school credits.<sup>4</sup> In addition, the BGCA evaluation found evidence of elevated academic and social outcomes among teen participants only when they participated in the clubs more frequently.<sup>5</sup>

The outcomes in Table 2 are not a comprehensive picture of all the findings detailed in the individual profiles, nor of all the types of youth outcomes that might be affected by participation in OST programs. They are provided to highlight a sampling of the types of outcomes for which these

evaluations and research studies found evidence of positive results. For a more detailed accounting of all the findings from these evaluations and studies, please consult the full profiles in our OST Research and Evaluation Database.

**TABLE 2. OST Program Benefits for Older Youth**

<i>Type of Outcomes</i>	<i>Youth Outcomes Reported</i>
<b>Academic Achievement and School Functioning</b>	<p><i>Increased or improved:</i></p> <ul style="list-style-type: none"> <li>• Test scores in English and math</li> <li>• Course pass rates in English and math</li> <li>• Academic grades in English and math</li> <li>• High school credits earned</li> <li>• On-time progression towards graduation</li> <li>• Persistence in high school</li> <li>• High school graduation</li> <li>• Homework completion rates</li> <li>• School attendance rates</li> <li>• Academic confidence</li> <li>• School effort</li> </ul> <p><i>Reduced:</i></p> <ul style="list-style-type: none"> <li>• Skipping school</li> </ul>
<b>Prevention</b>	<p><i>Fewer or reduced:</i></p> <ul style="list-style-type: none"> <li>• Associations with negative peers</li> <li>• Times stopped by police</li> <li>• Aggression</li> <li>• Likelihood of beginning to carry a weapon</li> <li>• Likelihood of beginning to smoke cigarettes</li> <li>• Likelihood of beginning to smoke marijuana</li> <li>• Likelihood of beginning to drink alcohol</li> <li>• Likelihood of becoming sexually active</li> </ul>
<b>Youth Development</b>	<p><i>Increased or improved:</i></p> <ul style="list-style-type: none"> <li>• Future connectedness (i.e., how often youth participants think about their future and how their current activities help them prepare for the future)</li> <li>• Integrity (i.e., knowing right from wrong)</li> <li>• Community service involvement</li> </ul> <p><i>Reduced:</i></p> <ul style="list-style-type: none"> <li>• Shyness</li> </ul>

## Challenges Faced by OST Programs for Older Youth

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Some key challenges facing OST programs for older youth involve getting youth in the door and keeping them engaged over time. Another challenge is ensuring that OST programs provide a safe space for older youth as they begin to experience and perceive greater risks in their environment. As youth progress through middle and high school, developmental research suggests they seek more autonomy and independence, and may develop tendencies to react against authority and structure. Thus, they are less likely than their younger peers to be interested in or continue to participate in OST programs, which tend to be structured and adult-supervised. It is no surprise, then, that many of these studies examined the challenges of recruiting and retaining older youth, and keeping them engaged and feeling safe. Some of the challenges faced by the programs are highlighted below.

**Older youth and their parents often see OST program options as insufficiently attractive.** Older youth are often said to “vote with their feet” when it comes to choosing OST programs and activities, so if youth do not find activities compelling, they are unlikely to continue to participate. In the studies reviewed for this brief, youth and program stakeholders noted a variety of barriers to more consistent OST program participation, all related to perceived program attractiveness such as inadequate supervision of youth, lack of fun or interesting activities offered, and concerns about safety within the program. Sometimes OST options were viewed as unattractive due to their perceived inaccessibility or inconvenience. For example, the Recruiting and Retaining Older African American and Hispanic Boys in After-school Programs (R&R) study found that many older youth reported that existing programs had inconvenient locations and/or a lack of transportation, which hindered their ability and desire to participate.<sup>6</sup>

**Programs must compete with older youth’s other responsibilities.** One of the challenges of programming for older youth is that they are more likely than younger children to have competing responsibilities, including paid employment, caring for younger siblings, and other OST and extracurricular commitments (e.g., sports, drama clubs). For instance, in the BGCA evaluation, youth who reported having to work for pay or care for siblings in the afternoons were significantly less likely to have participated in club activities in the previous four months.<sup>7</sup>

**Programs face an increased emphasis on keeping youth safe.** Older youth in the studies reviewed here reported facing particularly unsafe environments, both in their schools and in their communities. For instance, in the BGCA evaluation, only 54% of teens reported that their school was safe, and only 38% reported that the surrounding community was safe.<sup>8</sup> With increased autonomy of older youth comes increased exposure to risks including drugs and alcohol, crime, and sexual activity. Thus, OST programs must struggle to provide a space where youth feel safe in order for them to feel comfortable participating; when youth do not feel that the OST program provides a safe space for them, they do not attend. For example, in the R&R study, youth interviewees said that safety concerns were often a barrier preventing them from becoming participants in available OST programs.<sup>9</sup> Similarly, parents in the NYC DCYD program reported that safety was a key concern driving where they sent their children after school.<sup>10</sup>

## Successful Strategies for Working with Older Youth

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The studies highlighted in this *Research Update* indicate a number of successful strategies for working with older youth. These strategies include providing opportunities for leadership, creating a program structure built around understanding youth, offering incentives to compete with youth’s outside obligations, providing activities tailored to youth’s interests and needs, developing community-based programs, allowing routine opportunities for staff communication, and leveraging peer relationships to keep older youth engaged.

**Provide leadership opportunities.** One of the most consistent findings across the evaluations and research studies reviewed here is that older youth respond well to opportunities that allow them to exhibit leadership. In particular, the research suggests that, to most effectively engage older youth, OST programs should provide them with meaningful opportunities to choose and help lead activities, have their voices heard during the process of programmatic decision-making, and play an active role in various volunteer and community-service activities connected to their OST programs. For example, the NYC DCYD evaluation found that programs aimed at high school youth were more successful at retaining youth when they offered more leadership activities, such as leading and planning program activities or helping out on youth advisory committees or youth councils.<sup>11</sup>

**Create a program structure built around understanding youth.** The evaluations and research studies in this review suggest that older youth tend to respond to a specific type of program structure, one guided by an intentional process of mutual learning and understanding between staff and youth. For instance, in the California 21st Century High School After School Safety and Enrichment for Teens Program (CA ASSETs) evaluation, successful sites were those that had staff who took time to get to know youth in depth, learning about their interests, outside activities, and families.<sup>12</sup> In the R&R study, programs had higher retention when staff developed nurturing relationships with youth by getting to know them outside the program, such as when they attended youth participants' other extracurricular activities like sports or performances.<sup>13</sup>

**Offer incentives and flexibility to compete with or complement youth's outside obligations.** Given demands on older youth's time stemming from employment, sibling care, or other leisure activities, programs often have to be creative to overcome these challenges. Strategies related to providing positive incentives to youth seemed particularly successful. Incentives, both monetary and non-monetary, can help older youth see the barriers to their participation as less cumbersome, creating positive reasons for overcoming those barriers and staying engaged in OST programs. For instance, in the R&R study, youth reported that offering paid opportunities (e.g., stipends) and participation incentives (e.g., special field trips for high-participating youth), and building flexibility into participation expectations, allowed youth to continue participating in OST programs.<sup>14</sup> Some successful programs set explicit and high expectations for youth to participate regularly, coupled with flexibility and understanding when reasonable competing demands (such as extracurricular activities or family obligations) keep youth from meeting those expectations.

**Provide varied activities that are tailored to youth's interests and needs.** Whereas younger children can be more of a captive audience in OST programs, older youth tend to choose not to participate if they do not find activities interesting. The eight evaluations and studies reviewed here consistently found that keeping youth engaged resulted from providing a wide breadth of varied activities that allowed for choice, and activities that appealed to the particular interests of older youth (especially activities that youth had not already been exposed to and could not find elsewhere). The Engaging Older Youth study, for instance,

suggested that for middle school youth, this strategy involved building on participants' desire to engage with peers and try new things.<sup>15</sup> For high school youth, this strategy often meant providing meaningful opportunities to engage in activities and skill-building geared toward college and post-high school employment opportunities. Variety also seemed to be key, both because youth come to programs with a diverse set of interests, and because individual youth seem to enjoy participating in multiple types of activities. In addition, many youth seemed attracted to activities such as mentorships, apprenticeships, and community service opportunities. Finally, providing new experiences appeared to be important. In the CA ASSETs evaluation, for instance, youth participants and program stakeholders both reported that one of the attractive features of the program was that it offered youth activities that were not available elsewhere in the community, thus giving them a reason to come to school and participate in the afterschool program.<sup>16</sup>

**Allow routine opportunities for staff communication and learning.** Programs were more likely to be successful in engaging older youth when they built in more regular and routine opportunities for staff to come together and discuss issues, plan activities, and come up with ideas to improve programming. While routine opportunities for staff communication and learning are also likely to be important in programs aimed at younger children, the heightened challenges of working with older youth make regular communication and learning all the more important for successful program implementation. To provide some examples of how such opportunities mattered, the Engaging Older Youth study found that programs with regular staff meetings were significantly more likely to have high retention rates than those without.<sup>17</sup> Similarly, in the Big Brothers and Big Sisters School-Based Mentoring evaluation, where older youth served as mentors ("Bigs") to younger children ("Littles"), Big-Little matches were much more successful when the Bigs (who also were considered program staff) met regularly with adult program staff to discuss their successes and challenges in working with the Littles, and had built-in, frequent communication with those adults.<sup>18</sup>

**Leverage peer relationships to engage older youth.** The research and evaluation studies reviewed here found that peer relationships and friendships were a large motivating factor when seeking to engage older youth. The R&R study, for example, found that recruiting youth via peer networks was a promising strategy for recruiting older, minority boys

into afterschool programs.<sup>19</sup> Similarly, BGCA relied on teens-only spaces within their programs to capitalize on the desire of older youth to hang out with their friends.<sup>20</sup>

## Conclusion

OST programs that serve older youth include a diverse set of program goals, activities, and participants. It stands to reason, therefore, that the challenges and successful strategies for working with older youth are also likely to be diverse. What works in one program or setting may not work at another. This brief has sought to lay out some of the emerging common challenges and strategies that the research and evaluation literature continue to identify as important for practitioners seeking to provide rich programming for older youth. Practitioners and policymakers can build upon these insights as they attempt to craft programs that work to complement older youth's learning and development in their communities.

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## Acknowledgments

Preparation of this *Research Update* was made possible through the support of the Charles Stewart Mott Foundation. We are also grateful for the review and feedback from Sarah Deschenes, Senior Researcher at Harvard Family Research Project.

## Notes

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- 2 Arcaira, E., Vile, J. D., & Reisner, E. R. (2010). *Achieving high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, DC: Policy Studies Associates.
- 3 Arbreton, A., Bradshaw, M., Sheldon, J., & Pepper, S. (2009). *Making every day count: Boys & Girls Clubs' role in promoting positive outcomes for teens*. Philadelphia: Public/Private Ventures.
- 4 Russell, C. A., Mielke, M. B., & Reisner, E. R. (2009). *Evidence of program quality and youth outcomes in the DYCD Out-of-School Time Initiative: Report on the initiative's first three years*. Washington, DC: Policy Studies Associates.
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- 12 Hipps, J., Diaz, M., & Wingren, G. (2006). *California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program independent evaluation: Interim report*. San Francisco: WestEd. Online at: [www.wested.org/online\\_pubs/assets\\_interim\\_report.pdf](http://www.wested.org/online_pubs/assets_interim_report.pdf); and Hipps, J., & Diaz, M. (2007). *ASSETs final evaluation report: California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program*. San Francisco: WestEd. Online at: [www.wested.org/cs/we/view/rs/840](http://www.wested.org/cs/we/view/rs/840)
- 13 Kauh, 2010.
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- 15 Deschenes, S. N., Arbreton, A., Little, P. M., Herrera, C., Grossman, J. B., & Weiss, H. B., with Lee, D. (2010). *Engaging older youth: Program and city-level strategies to support sustained participation in out-of-school time*. Cambridge, MA: Harvard Family Research Project. Online at: [www.hfrp.org/EngagingOlderYouth](http://www.hfrp.org/EngagingOlderYouth)
- 16 Hipps, & Diaz, 2007.
- 17 Deschenes, Arbreton, Little, Herrera, Grossman, & Weiss, 2010.
- 18 Herrera, C., Kauh, T. J., Conney, S. M., Grossman, J. B., & McMaken, J. (2008). *High school students as mentors: Findings from the Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia: Public/Private Ventures. Online at: [www.ppv.org/ppv/publications/assets/252\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/252_publication.pdf)
- 19 Kauh, 2010.
- 20 Arbreton, Bradshaw, Sheldon, & Pepper, 2009.

## APPENDIX: OST PROGRAMS FOR OLDER YOUTH BIBLIOGRAPHY

This appendix features listings of the programs, evaluations, and research studies discussed in *Research Update No. 7: OST Programs for Older Youth*. All of the studies discussed have also been profiled in Harvard Family Research Project's Out-of-School Time Program Research and Evaluation Database. You can view the full profile by clicking on the "View Profile" links below, or visiting [www.hfrp.org/OSTDatabase](http://www.hfrp.org/OSTDatabase).

Our OST Database and Bibliography also contain information about research and evaluation studies of numerous other OST programs serving older youth. To search our OST database for other programs serving this population, visit [www.hfrp.org/out-of-school-time/ost-database-bibliography/database](http://www.hfrp.org/out-of-school-time/ost-database-bibliography/database) and check the relevant boxes for "Participants' Grade in School." Note that if you select multiple categories, you will only get results that meet ALL of those criteria. So, for example, if you check "middle school" and "high school," you will get programs that serve both middle school and high school ages, but not programs that serve only one or the other. The OST Bibliography also contains citations for these studies, in addition to many others that we have not yet profiled in the Database that also serve older youth.

### Bibliography of Programs/Studies Discussed in this Research Update

#### Big Brothers and Big Sisters of America Program

[VIEW PROFILE](#)

Founded in 1904, this program has nationwide affiliates that provide one-on-one mentoring to at-risk youth between the ages of 10 and 16.

Grossman, J. B., & Tierney, J. P. (1998). Does mentoring work? An impact study of the Big Brothers Big Sisters program. *Evaluation Review*, 22(3), 402–425.

Rhodes, J. E., Grossman, J. B., & Resch, N. L. (2000). Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development*, 71, 1662–1671.

Tierney, J. P., Grossman, J. B., & Resch, N. L. (2000). *Making a difference: An impact study of Big Brothers Big Sisters*. Philadelphia: Public/Private Ventures. [www.ppv.org/ppv/publications/assets/111\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/111_publication.pdf)

Grossman, J. B., & Rhodes, J. E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology*, 30(2), 199–219.

Rhodes, J. E., Reddy, R., & Grossman, J. B. (2005). The protective influence of mentoring on adolescents' substance use: Direct and indirect pathways. *Applied Developmental Science*, 9, 31–47.

Herrera, C., Grossman, J. B., Kauh, T. J., Feldman, A. F., & McMaken, J. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. [www.ppv.org/ppv/publications/assets/220\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/220_publication.pdf)

Herrera, C., Kauh, T. J., Conney, S. M., Grossman, J. B., & McMaken, J. (2008). *High school students as mentors: Findings from the Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia: Public/Private Ventures. [www.ppv.org/ppv/publications/assets/252\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/252_publication.pdf)

#### Boys & Girls Clubs of America—Increasing Opportunities for Older Youth Initiative

[VIEW PROFILE](#)

This initiative is aimed at increasing participation of at-risk youth in Boys and Girls Clubs in Boston and New York City and is focused on outreach, retention, and improved programming.

Herrera, C., & Arbretton, A. J. A. (2003). *Increasing opportunities for older youth in after-school programs: A report on the experiences of Boys & Girls Clubs in Boston and New York City*. Philadelphia: Public/Private Ventures. [www.ppv.org/ppv/publication.asp?section\\_id=23&search\\_id=&publication\\_id=146](http://www.ppv.org/ppv/publication.asp?section_id=23&search_id=&publication_id=146)

### California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program

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Initiated in 2003, this program provides incentives for establishing out-of-school time enrichment programs in California that partner with schools and communities to provide academic support; safe, constructive alternatives for high school students; and assistance in passing the state high school exit exam. Each program must consist of three elements: academic assistance, educational enrichment, and family literacy services.

Hipps, J., Diaz, M., & Wingren, G. (2006). *California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program independent evaluation: Interim report*. San Francisco: WestEd. [www.wested.org/online\\_pubs/assets\\_interim\\_report.pdf](http://www.wested.org/online_pubs/assets_interim_report.pdf)

Hipps, J., & Diaz, M. (2007). *ASSETs final evaluation report: California 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program*. San Francisco: WestEd. [www.wested.org/cs/we/view/rs/840](http://www.wested.org/cs/we/view/rs/840)

### Citizen Schools

[VIEW PROFILE](#)

Begun in 1995, this program operates a national network of apprenticeship programs for middle school students that connects adult volunteers to youth in hands-on afterschool learning projects. The program aims to help youth develop academic and leadership skills needed to succeed in school, get into college, and become leaders in their careers and their communities.

Fabiano, L., Espino, J., & Reisner, E. R. with Pearson, L. M. (2003). *Citizen Schools: Using community resources to promote youth development . Phase I report of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. [www.emcf.org/fileadmin/user/PDF/Results/eval\\_CitizenSchoolsEvaluation2003.pdf](http://www.emcf.org/fileadmin/user/PDF/Results/eval_CitizenSchoolsEvaluation2003.pdf)

Espino, J., Fabiano, L., & Pearson, L. M. (with Kirkwood, K. P., Afolabi, K., & Pasatta, K.). (2004). *Citizen Schools: Evidence from two student cohorts on the use of community resources to promote youth development. Phase II report of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates.

Fabiano, L., Pearson, L. M., Williams, I. J. (2005). *Putting students on a pathway to academic and social success: Phase III findings of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. [www.emcf.org/fileadmin/user/PDF/Results/eval\\_CitizenSchoolsEvaluation2005.pdf](http://www.emcf.org/fileadmin/user/PDF/Results/eval_CitizenSchoolsEvaluation2005.pdf)

Fabiano, L., Pearson, L. M., Reisner, E. R., & Williams, I. J. (2006). *Preparing students in the middle grades to succeed in high school: Findings from Phase IV of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. [www.emcf.org/fileadmin/user/PDF/Results/eval\\_CitizenSchoolsEvaluation2006.pdf](http://www.emcf.org/fileadmin/user/PDF/Results/eval_CitizenSchoolsEvaluation2006.pdf)

Pearson, L. M., Vile, J. D., & Reisner, E. R. (2008). *Establishing a foundation for progress toward high school graduation: Findings from Phase V of the Citizen Schools evaluation*. Washington, DC: Policy Studies Associates. [www.aypf.org/documents/ExecutiveSummaryofCitizenSchools2008Evaluation.pdf](http://www.aypf.org/documents/ExecutiveSummaryofCitizenSchools2008Evaluation.pdf)

Vile, J. D., Arcaira, E., & Reisner, E. R. (2009). *Progress toward high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, DC: Policy Studies Associates. [www.emcf.org/fileadmin/user/PDF/Results/eval\\_CitizenSchoolsEvaluation2009.pdf](http://www.emcf.org/fileadmin/user/PDF/Results/eval_CitizenSchoolsEvaluation2009.pdf)

Arcaira, E., Vile, J. D., & Reisner, E. R. (2010). *Achieving high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, DC: Policy Studies Associates.

### Engaging Older Youth: Program and City-level Strategies to Support Sustained Participation in Out-of-School Time

[VIEW PROFILE](#)

This study examined out-of-school time programs across 6 diverse cities (Chicago, Illinois; Cincinnati, Ohio; New York, New York; Providence, Rhode Island; San Francisco, California; and Washington, DC) with high participation and retention rates, primarily serving low-income youth, in order to identify the program characteristics found to be the most successful in retaining older youth, as well as the strategies that cities use to support participation.

Deschenes, S. N., Arbreton, A., Little, P. M., Herrera, C., Grossman, J. B., & Weiss, H. B., (with Lee, D.) (2010). *Engaging older youth: Program and city-level strategies to support sustained participation in out-of-school time*. Cambridge, MA: Harvard Family Research Project. [www.hfrp.org/EngagingOlderYouth](http://www.hfrp.org/EngagingOlderYouth)

**New York City Department of Youth and Community Development's Out-of-School Time Programs for Youth Initiative**[VIEW PROFILE](#)

Begun in 2005, this out-of-school time initiative provides funds to support OST programs across New York City. This initiative is designed to address a broad range of developmental objectives for youth and to serve the needs of New York City's families and communities.

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**Recruiting and Retaining Older African American and Hispanic Boys in After-School Programs Study**[VIEW PROFILE](#)

This study explores how 10 OST programs from Midwestern and East Coast cities have been successful in recruiting and retaining older African American and Hispanic boys.

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**The After-School Corporation (TASC)**[VIEW PROFILE](#)

Begun in 1998, the organization has a two-part mission: (a) to enhance the quality of afterschool programs in New York State by emphasizing program components associated with student success and program sustainability, and (b) to increase the availability of afterschool opportunities in New York by providing resources and strategies for establishing and expanding afterschool projects.

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### ABOUT HARVARD FAMILY RESEARCH PROJECT

Since 1983, we have helped stakeholders develop and evaluate strategies to promote the well-being of children, youth, families, and communities. Our work focuses primarily on three areas that support children's learning and development—early childhood education, out-of-school time programming, and family and community support in education.

Building on our knowledge that schools alone cannot meet the learning needs of our children, we also focus national attention on complementary learning. Complementary learning is the idea that a systemic approach, which integrates school and nonschool supports, can better ensure that all children have the skills they need to succeed. Underpinning all our work is our commitment to evaluation for strategic decision making, learning, and accountability.



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