

Potentially Helpful References for Afterschool Programs

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“After-school programs can create positive expectations about science enrichment by scheduling a regular time (at least 45 minutes) and place (with room to spread out and be noisy), and offering developmentally appropriate, guided or self-directed materials.”

*Silliman, B. (2007). *The After-School Review: The Journal of the National After-School Association* pg.32. Puritan Press Inc.

“Play is useful and beneficial, and children need to be encouraged to remember the nature and importance of play and how to use play to “de-stress” and “de-busy” their lives. Play is more than having fun, more than resting; it is the essence of childhood learning. Children who are forced to be busy all day, to be quiet while waiting, to make an art project just like the example a caregiver made, and to walk in single-file lines while in transition are stressed. Playful staff are an important model for children. When children and staff play and have fun in afterschool programs they remember what they learn better and they develop a strong sense of belonging and strong sense of community. What we learn with pleasure, we never forget.”

*Ashcroft, M. (2006) *ABC's of Professional, Purposeful, and Powerful Programming Practices*. Pg. 3 www.childrens-choice.org

“Youth need new basic skills. These include problem solving, interpersonal, and communication skills, and basic proficiency in reading and math skills that recent polling indicates the public feels are partly the responsibility of OST (out of school time) programs to foster. With heightened attention on the need for youth to have safe, productive places to be in the nonschool hours comes increasing pressure for programs to improve the quality of young people’s experiences by providing OST options from which program participants can reap maximum benefits.”

*Weiss, H. (2004). *The Evaluation Exchange* pg. 1, Harvard Family Research Project: Harvard Graduate School of Education, Volume X Number I, spring 2006

“Youth who participate in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performances. More specifically, programs were successful in improving youths’ feelings of self-confidence and self-esteem, school bonding (positive feelings and attitudes toward school), positive social behaviors, school grades, and achievement test scores. They were also successful in reducing problem behaviors (e.g., aggression, noncompliance, conduct problems) and drug use. In sum, after-school programs produced multiple benefits that pertain to youths’ personal, social, and academic life.”

**The Impact of After-School Programs That Promote Personal and Social Skills; pg. 5*

“Based on our quantitative analysis, the two most important things staff can do to increase engagement in learning or to effectively manage groups in ways that ensure youth feel respected by both the adults and other youth, and to positively support the young people and their learning process. The better these tasks were done, the more deeply youth engaged and the more they felt they got out of activities.”

**Quality time After School: What Instructors Can DO To Enhance Learning; pg. 2-3*

“After-school and out-of-school-time programs are extremely diverse- not only in focus, location and the types of youth they serve, but also in terms of quality. Some are engaging learning environments that teach life and social skills, athletic skills and academic skills, while all program directors, families and funders aspire for programs to be the former, it has not always been clear what staff should do to improve program quality and create effective learning environments. This study and others are beginning to make headway in identifying the key features, such as good group management and positive adult support of learning. ”

**Campbell, M., Grossman, J.. & Raley, B. (2007). Quality time After School: What Instructors Can Do To Enhance Learning; pg. 4. Philadelphia, PA: Public/ Private ventures.*

“Researchers studying after-school time, also referred to as out-of-school time, have some answers. Richard Halpern, with Chicago’s Erickson Institute for Graduate Study in child Development and author of *Making Play Work*, a 2003 text on after-school programs, says the best programs give kids opportunities to explore and learn, as well as time to ‘dawdle and daydream.’... After-School programs sponsored by schools and community agencies are well-intentioned, he says, but many simply extend the school day with homework and study sessions. Such programs might satisfy parents and teachers, he admits, but they fail to satisfy kids- especially those who need time the ‘just be kids.’”

**Black, S. (2004). Research: The right kind of after-school programs can pay off for kids Pg. 1. American School Board Journal/2004*

“There is growing recognition that participation in high-quality after-school programs can complement in-school learning and development. Regular attendance in high-quality after-school programs is associated with a range of positive developmental outcomes including: improved academic performance, task persistence, improved work habits and study skills, and improved feelings and attitudes.”

**Little, P. (2007). The Quality of School-Age Child Care in After-School Settings pg. 2. Child Care and Early Education Research Connections. www.researchconnections.org*

“Recent research into how school-age children occupy time when they are out of school had demonstrated far-reaching benefits of participation in out-of-school time programs. On the flip

side, the research also shows that there are serious public costs associated with the lack of programs for youth when they are out of school.

**Supply and Demand of Out-of-School Time Youth Programs EXECUTIVE SUMMARY* pg. 1. Denver, Colorado: BBV research & Consulting

“Children who attend quality afterschool programs have better grades and personal conduct in school, are more likely to graduate and have lower incidences of drug, use violence and teenage pregnancy-all of which help to make them more productive, caring and economically strong citizens... The Afterschool Alliance sums up the research best: ‘Afterschool programs...provide kids with academic support that inspires them to learn. It helps keep them safe and healthy during the afternoon hours when juvenile crime rates soar, and constructively engaged when they might otherwise be getting into trouble on the streets, or perhaps taking drugs, joining gangs or engaging in other inappropriate behaviors.’ “

**Supply and Demand of Out-of-School Time Youth Programs EXECUTIVE SUMMARY* pg. 2. Denver, Colorado: BBV research & Consulting

“Research has shown that consistent participation in organized, high-quality out-of-school time activities can have both educational and social/emotional benefits and may have the most positive effects for youth who are most at risk.”

*Block, M.. & Theokas, C. (2006). *Research-to-Result; Out-of-School Time is Critical for Children: Who Participates in Programs?*. Pg. 1. Washington, DC: The Atlantic Philanthropies

“A growing body of evidence confirms what makes sense intuitively-quality matters for participation in after school programs. Regular attendance in high-quality programs is associated with academic performance, task persistence, improved work habits and study skills, and better social skills.”

*Little, P.& Westmoreland, H. (2006). *Exploring Quality Standards for Middle School After school Programs: what We Know and What we Need To Know*. Pg. 1. Harvard Family Research Project: www.hfrp.org

Organized activities help children resist unsafe behaviors and enhance learning.

Community public school facilities can offer the venue for such programs, for, otherwise, from the last bell of the school day to the first bell of the next day-16 hours each day- one of the community’s largest capital investments sits vacant.

-Children in quality programs do better in school.

-Teachers and principals are recognizing the positive effects of good quality programs on their students. The Cooperative Extension Service found that in programs that had received their assistance, teachers reported that the programs helped the children to become more cooperative, handle conflicts better, develop and interest in recreational reading, and earn better grades. More than one-third of the school principals stated that vandalism in the school decreased as a result of the programs.

-Youth need opportunities outside of the regular school day to be mentored by adults and introduced to new activities that they can master. Research clearly shows that positive and sustained interactions with adults contributed to the overall development of young people and their achievement in school

*Fiester, L., Kanter, A., Laland, A., & Romney, V. *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School*. Pg. 2-4. Policy Studies Associates, Inc.

“Schools focus on academic outcomes, while parents (with their busy lives) often struggle to support the wide-ranging and complex developmental needs of their children. Youth-serving organizations can provide a seamless, developmentally enhancing transition from school to home and may even have an advantage over schools and parents. Unbound by the rules and expectations faced by schools, and the responsibilities faced by parents, youth-serving organizations have the freedom to consider youth development holistically with as many resources as there are people working with youth.

*Marczak, M. & Moreau, R.(2002). *The Center: Bridging Research and Practice in Out-of-School-Time*. Pg.14-15. Minneapolis, MN: University of Minnesota Extension Services

“Working parents and teachers no longer see afterschool programs as optional, but rather as an essential support for children as they grow and develop... Nearly 80 percent of parents surveyed said that afterschool programs helped their children cope with behavioral problems and helped them obtain new skills to meet increased demands in school.”

**Afterschool advocate: A media outreach newsletter published by the Afterschool Alliance*. Pg. 2-3. Volume 3, Issue 10, August 16, 2002.

Includes statistics on how Afterschool programs improve educational achievement, improve school attendance, youth are less likely to use drugs and alcohol, less likely to engage in delinquent behavior.

**After-School Programs*, pg. 2. March 1999. Seattle, WA: Urban Health Initiative