

The Pennsylvania Older Youth Out-of-School Time Study

*A Practitioner's Guide to Promising Practices
for Recruiting and Retaining Older Youth*

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pennsylvania statewide
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For:
Pennsylvania Statewide Afterschool/Youth Development Network

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The Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) is working to promote sustainable high quality out-of-school time programs through advocacy and capacity-building in order to support successful transitions to adulthood for all of Pennsylvania's youth.

Network members include leaders from the United Way, PA Department of Education, Cooperative Extension, PA Partnerships for Children, PA Keys, the YMCA, the Boys & Girls Clubs, PENN SACCA and many other organizations from across the Commonwealth.

Overview of the Practitioner's Guide

Out-of-school time (OST) programs across Pennsylvania are looking for ways to improve their recruitment and retention efforts and attract older youth to their programs. This report combines results from a 2010 survey of youth programs in Pennsylvania with findings from a literature review to provide practitioners with information on best practices for recruiting and retaining older youth.

Survey Results

The Pennsylvania Older Youth OST Study collected survey data on over 135 programs from across the state. Program directors reported on activity offerings, recruitment and retention strategies, and enrollment levels.

Important findings from the survey include:

- *Recruiting and retaining older youth is possible.* Twenty-nine percent of the programs in the study reported being at least 90 percent full at the start and end of the program year.
- High recruitment and retention (RRT) programs were more likely to *offer career skills, internships and workforce development programming.* About three-quarters (74%) of high-RRT programs offered work-related opportunities compared with 41 percent of low-RRT programs.
- High-RRT programs were more likely to have a *college educated staff.* Nearly ninety-percent (88%) of high-RRT programs reported having a college-educated staff compared to 52 percent of low-RRT programs.
- Programs that reported *hiring older youth* were more likely to be full early in the year, while those that offered *case management* for youth and created *separate spaces for teens* were more likely to be full later in the year.
- Most *other recruitment and retention strategies did not differentiate between high and low-RRT programs.*

Integrated Literature Review

Findings from the PA Older Youth OST Study are combined in this report with a review of the research on recruitment and retention to provide a more nuanced picture of successful OST programs. Research to date indicates that successful programs offer engaging opportunities that *link youth to real-world experiences*; connect them with *competent, caring adults*; and help them develop the *social, work and life skills necessary for adulthood.* In order to offer these things, programs must have a *well-educated staff.*

Additional Resources for Programs

This report concludes with a guide to help programs develop their own recruitment and retention plans, and a list of additional resources.

Conclusion

Findings and promising practices identified in this report will be useful for practitioners seeking to improve their recruitment and retention, and to policy-makers and advocates working to strengthen supports for out-of-school time programs.

The Pennsylvania Older Youth Out-of-School Time Study

In 2009, the Pennsylvania Legislative Budget and Finance Committee examined whether there was unmet need for afterschool programs in Pennsylvania. They noted that it was difficult to assess how much unmet need there was among older youth. On one hand, many teens would benefit from structured afterschool activities but do not currently attend programs. On the other hand, existing programs often have a hard time recruiting and retaining older youth.

In response to the Budget and Finance Committee report, Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) worked with researchers from Penn State University and the Center for Schools and Communities to identify best practices that out-of-school time (OST) programs can use to recruit and retain older youth.

This project included a review of the existing research on best practices for recruitment and retention and an online survey of youth programs in Pennsylvania, conducted during the spring of 2010. The survey focused on program structure and activities, barriers to youth participation, and strategies to recruit and retain older youth. Representatives from over 135 out-of-school time programs across the state responded to the survey.

This report is intended to provide out-of-school time program practitioners with research-based information about best practices for recruiting and retaining older youth.

The report is organized into four sections:

- 1. Survey Results:** Highlights key findings from the Pennsylvania Older Youth Out-of-School Time Study (PA Older Youth OST Study).
- 2. Integrated Literature Review:** Integrates findings from the PA Older Youth OST Study with the broader literature on quality programming and best practices for recruiting and retaining older youth to develop a clear picture of successful programs.
- 3. Steps to Develop a Recruitment and Retention Plan:** Outlines a process for selecting and implementing strategies to improve recruitment and retention.
- 4. Additional Resources:** Provides a listing of other useful resources on recruiting and retaining older youth.

Survey Results

In spring 2010, PSAYDN collaborated with researchers from Penn State University and the Center for Schools and Communities to conduct an online survey of Pennsylvania's OST programs. The survey was designed to provide information about the practices used by programs in Pennsylvania and to identify the characteristics that differentiate between programs with high recruitment and retention rates and programs with lower rates. A technical report with more detail on the study methodology and results is available on PSAYDN's website (www.psaydn.org). This document provides a brief summary of the study's methods and main findings.

Study Methodology

Announcements for the PA Older Youth OST Study were disseminated as broadly as possible using direct mail, email distribution lists and existing OST networks. All middle and high schools in the state received a postcard about the survey. Emails about the survey were sent to over 1,000 people affiliated with the out-of-school time field, including PSAYDN members, participants in recent OST training events, and programs affiliated with network members such as the Boys & Girls Clubs, the YMCA, several United Ways, the Workforce Investment Board and the 21st Century Community Learning Centers programs. Directors of programs serving primarily middle and/or high school youth were asked to complete the online survey. They answered questions about client demographics, the activities they offer, the recruitment and retention strategies they use and their enrollment. An overall response rate from this survey is very difficult to compute because a comprehensive list of OST programs is not available, therefore generalizing or applying findings from this analysis should be done with caution. The results in this report are limited to the groups and programs we were able to identify and who responded to the survey. Nonetheless, the results paint the most comprehensive picture of Pennsylvania OST programs known to date.

Over 135 program directors from across the state responded: 13 percent were in rural areas, 30 percent in suburbs or small towns, and 57 percent were in urban areas. Forty-three percent of the programs operated in schools. Forty-seven percent indicated that the neighborhood around the program

was unsafe. The ages of youth served by responding programs included a mix of elementary and middle school students (16%), high school students (21%), and many other combinations.

The analysis focused on comparing the strategies used by programs that successfully recruit and retain older youth to the strategies used by other programs.

Summary of Main Findings

Recruiting and retaining older youth is possible. Many examples of successful programs in Pennsylvania are evident in the survey data.

Twenty-nine percent of responding programs were at least 90 percent full at the start of the 2009-2010 program year and remained so in the spring of 2010. These programs are designated "high recruitment and retention" (high-RRT) programs. High-RRT programs were found in urban, suburban and rural areas, in schools and community-based organizations, and in safe and high-risk neighborhoods.

Main Findings from the PA Older Youth OST Study

- Offer career programming
- Hire well-educated staff members
- Provide case management to link students to other services in the community
- Hire teens to work at the program

Two factors were consistently associated with high-RRT in multivariate analyses:

- **Offer career skills, internships and/or workforce development**
High-RRT programs were far more likely than low-RRT programs to offer youth opportunities to learn about careers and develop work-related skills (74% vs. 41%).
- **Hire staff members with a college degree**
High-RRT programs were far more likely than low-RRT programs to report that most of their staff members had a college degree (88% vs. 52%).

Survey Results (cont.)

In addition, features that attracted youth early in the program year differed from those that kept them engaged until the end of the program year.

- Programs that **hired older youth** to work at the program were more likely to be full *early* in the program year than programs that did not hire youth.
- Programs that provided older youth with their **own space** and that provided **case management** to link youth to other services they needed were more likely to be full *later* in the program year.

Hiring youth may draw them into the program, but providing programming that engages youth in real-world experiences, teaches essential work and life skills, and facilitates strong, supportive relationships between youth and adults may compel youth to stay.

What about other recruitment strategies?

As other studies have found, programs reported that their most effective recruitment strategies were outreach to schools and parents, providing separate space for older youth, asking program youth to recruit, and providing transportation.

High-RRT *and* low-RRT programs reported using many of the traditional recruitment strategies listed in Table 1. In fact, high-RRT programs engaged in *fewer* of these recruiting strategies than low-RRT programs (5.2 versus 6.2 strategies).

As Table 1 shows descriptively and regression results confirm, **these other recruitment strategies were not consistently associated with higher recruitment and retention rates.** These strategies seem to be effective for some programs some of the time, but do not guarantee high enrollment rates.

Table 1: Recruitment Strategies Used by Low and High-RRT Programs

Recruitment Strategies Used by Programs	LOW-RRT	HIGH-RRT
Post fliers at school	90%	64%*
Outreach to parents	76%	67%
Outreach to social services in area	59%	56%
Outreach to schools	86%	90%
Street workers	20%	15%
Recruit peer groups to join together	59%	46%
Ask youth to recruit for program	95%	85%
Provide transportation	51%	64%

Source: PA Older Youth OST Study, 2010. * $p < .10$.

What about other retention strategies?

As in other studies, programs reported that paying youth to participate, providing opportunities for leadership and decision-making, and using non-financial incentives like field trips were effective strategies for retaining older youth.

As Table 2 shows, high-RRT programs engaged in many of these retention strategies; *but so did low-RRT programs.* In these descriptive results and in regression models, these strategies did not distinguish between low and high-RRT programs.

Table 2: Retention Strategies Used by Low and High-RRT Programs

Retention Strategies Used by Programs	LOW-RRT	HIGH-RRT
Pay youth to attend	23%	35%
Track attendance	95%	100%
Offer incentives	81%	90%
Outreach to youth who stop coming	79%	80%
Sanction youth who do not attend regularly	45%	40%
Allow youth to change their schedule	71%	78%
Offer leadership opportunities	92%	88%
Offer decision-making roles	88%	90%

Source: PA Older Youth OST Study, 2010. * $p < .10$.

Integrated Literature Review

Two explanations may be possible. First, there may be differences in how low and high-RRT programs implement these strategies, with high-RRT programs implementing them more effectively. However, it is also possible that some of these retention strategies may be important, but are not sufficient, for success.

Conclusions from the PA Older Youth OST Study

Promoting your program and engaging in retention strategies may be necessary, but not sufficient, to attract and retain older youth. What does appear to differentiate between low and high-RRT programs are opportunities for youth to engage in career-related programming. This study also points to the importance of having a well-educated staff to arrange these opportunities and to provide one-on-one case management for youth.

Findings from the PA Older Youth OST Study complement and extend the growing body of research on recruitment and retention strategies. This section integrates the main findings from the PA Older Youth OST Study with research and theory on recruitment and retention to paint a more detailed picture of OST programs that successfully recruit and retain older youth.

Organization of the Literature Review

In the PA Older Youth OST Study, the strongest predictors of high-RRT were not specific recruitment and retention strategies. Instead, they were related to program activities and staffing. A large literature review has identified the characteristics of high-quality OST programs and researchers have begun to show the link between quality programming, recruitment and retention. Because of the central role of quality programming in successful recruitment and retention, the four main components identified in the PSAYDN Statement on Quality Programming are used to organize this literature review.

A Note on the Status of the Research Base

Research focused explicitly on successful recruitment and retention strategies is expanding rapidly. Many studies rely on qualitative methods such as focus groups with youth or interviews with program directors about effective strategies. Several recent studies – including the PA Older Youth OST Study – have used larger samples of programs and more rigorous methods to identify the characteristics that differentiate between low and high-RRT programs. The next step for researchers will be to conduct experiments to ensure that recruitment and retention rates improve when programs adopt these promising practices. The research key on this page is used throughout the literature review to indicate the rigor of the science behind these promising practices.

Program Activities & Opportunities

One key to high-RRT is keeping youth engaged with well-planned activities and opportunities. Withdrawal interviews from a study of afterschool programs in Maryland found that the primary reason for dropout was boredom.² The PA Older Youth OST Study found that a focus on career programming was particularly appealing to older youth. This type of programming may be appealing because it fits well with other research on the characteristics of engaging youth programs.

Components of Quality Programs

Program Activities and Opportunities

Positive Connections

Structure and Management

Safety

Recruitment and Retention Strategies

Source: PSAYDN Statement on Quality Programming.

Research Key

- * *Strategies identified through research with smaller samples of programs, interviews or focus groups. These strategies are promising, but require more rigorous testing.*
- ** *Strategies supported by at least one large sample study that compares the characteristics of low- and high-RRT programs. The research design does not enable researchers to claim a causal link between the strategy and high-RRT, but these are very promising practices.*

Integrated Literature Review (cont.)

**** Focus on Active, Hands-on Learning**

A study of nearly 500 OST programs in New York City found that retention was higher in programs that offered handsome enrichment activities designed to improve academic performance. This finding was particularly strong for programs serving high school students.³

**** Offer Activities They Can't Get Elsewhere**

Middle school students are looking for new and interesting opportunities. A large study of New York City's OST programs found that middle school students tended to stay in programs offering new and engaging activities that weren't offered elsewhere in the community.⁴ Programs may want to do a Needs Assessment of the neighborhood and local schools to see what content is lacking.⁵ Programs should also strive to offer a breadth of activities from which youth can choose. Studies about the San Francisco Beacons Initiative, the Boys & Girls Clubs and OST programs in New York City all show that youth are more likely to attend when they are involved in multiple activities.⁶

**** Provide Skills Training in Real-World Environments**

Developmental theorists stress the importance of learning communication, teamwork, thinking and leadership skills through genuine experiences in real-world environments.⁷ Survey research has shown that community service, vocational and faith-based activities are linked to identity development and pro-social norms in teens.⁸ By engaging in work-related activities, teens have a chance to develop valuable social skills and work habits while learning about career options.⁹ Research from the Harvard Family Research Project has found that high-retention programs are significantly more likely to offer programs for teens to learn job skills than are low-retention programs.¹⁰ Programs that focus on job skills, internships and service learning can provide teens with the opportunity to discover skills they will need after high school.

**** Provide Leadership Opportunities**

Youth need opportunities to have real responsibilities. A large-scale study of OST programs in six major U.S. cities found that programs offering more opportunities for youth to engage in leadership activities had higher retention rates. Nearly ninety percent (88%) of the high-retention programs offered some type of leadership activity. These included decision-making groups, opportunities to design and lead activities for younger participants, community service and paid leader positions.¹¹

Prior literature indicates the need to create different opportunities for older and younger participants. In order for middle and high school youth to benefit from OST programs, the program environment must fit with their developmental needs.¹² High-retention programs provide middle school youth with opportunities to explore different activities and find new interests. High school youth often want more content-based classes and opportunities because older youth often know what they want to learn. Furthermore, high-retention programs give high school youth more responsibilities and more opportunities to develop skills and knowledge they will need in the future including job skills and information about college.¹³ Many high-RRT programs in the PA Older Youth OST Study met these needs for older teens by offering career and skill-based activities.

Think about Opportunities Not Activities

Older youth need opportunities, to develop workplace and social skills by doing meaningful projects that expose them to the real world.

Integrated Literature Review (cont.)

Out-of-school time programs need to develop activities and set up opportunities that are exciting and that help youth develop competence in real-world settings. By improving activity offerings and tying them to students' interests, programs may find more success recruiting and retaining older youth.

Positive Connections

The PA Older Youth OST Study indicated that programs offering case management to link youth to other services they may need were particularly likely to be full later in the program year. These programs may be following best practices for building positive connections with youth, a key characteristic of quality programs.

Provide Structure that Facilitates Connections

Youth consistently report that having strong bonds with caring, competent staff brings them back to programs.

Research suggests that higher retention is found in programs that foster positive relationships. Youth from the San Francisco Beacons Initiative were more likely to attend over a longer period when they were able to identify a caring staff person early on in their tenure.¹⁴ Positive peer connections are also essential for keeping youth involved.

An investigation of ten Extended-Service Schools revealed that a positive social climate heightened student interest in program activities. This social climate included peer interactions as well as adult-youth interactions.¹⁵ Specific strategies for building positive connections are highlighted below:

** Build Many Ways to Connect with Youth into the Program Structure

*Building positive connections goes beyond informal interaction between youth and staff. A study by The Harvard Family Research Project found that high-retention OST programs use multiple strategies to stay informed about program youth. More than two thirds of the high retention programs collected report cards, met with youth one-on-one, and regularly contacted parents.*¹⁶

* Encourage Staff Participation

*McLaughlin reports that the most successful programs have staff members who are active participants rather than supervisors. By participating in programs and activities, staff members are more likely to create positive and lasting relationships.*¹⁷

Developing positive connections with families also appears to be important.

** Consider Parent Liaisons

*Having someone engage in outreach to parents – either a paid staff person or a volunteer – may help with retention. In a study of New York City OST programs serving high school students, programs that were very successful at retaining teens from one year to the next were much more likely than programs that were not as successful to have a parent liaison on staff (63% versus 17-22%).¹⁸ The Harvard Family Research Project also notes that many high-retention programs use parent outreach, although this has not been directly tied to their retention rates.*¹⁹

Integrated Literature Review (cont.)

Structure & Management

The PA Older Youth OST Study highlighted the importance of well-educated staff. The importance of quality staffing has been highlighted in other studies as well.

**** Hire Qualified Management and Compensate Them Well**

*A quality program requires strong, qualified management. A comprehensive study of 497 OST programs in New York City found that high retention rates were more common in programs that paid their directors at least \$50,000 per year. The same study found higher retention rates in programs in which directors had at least a Master's level education.*²⁰

Well-educated staff members may be more likely to have the skills necessary to build collaborations with community organizations, schools and businesses, and to help youth learn the skills and information they need to prepare for the workforce and college.

Additional Recruitment & Retention Strategies

Recent research also highlights several additional strategies for programs looking to improve enrollment. The PA Older Youth OST Study found that hiring teens to work at the program was associated with high enrollment early in the program year. Hiring older youth is discussed in the literature as a potential recruitment strategy. It may be enticing because it helps teens earn money while learning job skills. Indeed, monetary and non-monetary incentives are discussed as recruitment and retention strategies in the literature. More research is necessary to identify the amount of money or the types of incentives that may be most effective for recruiting and retaining different youth groups.

**** Use Monetary Incentives**

*Monetary incentives have been part of several prominent studies as they may address low-income youths' need for money while providing incentives to participate in programs.*²¹ *Recent evaluations indicate that they may boost students' achievement*

*when students are rewarded for engaging in behaviors that are necessary for learning.*²² *Monetary incentives may be cash stipends, college funds, gift cards or a paid part-time job.*

*** Use Non-Monetary Incentives**

*Many programs rely on non-monetary incentives and studies support the link between incentives and motivation.*²³ *A range of possible incentives have been used, from field trips and prizes to leadership opportunities and special activities.*²⁴

Hiring Teens is a First Step

Hiring older teens into the program and offering monetary incentives may attract youth. However, results from the PA Older Youth OST Study suggest that hiring teens is only linked to high enrollment early in the program year.

In order to have long-term success at retaining older teens, employment may need to be combined with a clear focus on building workplace and life skills that will help them move into the next phase of their lives.

The PA Older Youth OST Study also highlighted the importance of separate space for older youth. Other studies have highlighted the way the needs of older youth differ from those of younger children.

**** Separate Space for Teens**

*Offering teens a space that is separate from younger participants may increase retention. Survey research from the Boys & Girls Clubs indicates that teens desire to have their own places to hang out and relax away from younger kids.*²⁵ *Many high-retention programs examined by the Harvard Family Research Project have some kind of separate space for teens.*²⁶

Integrated Literature Review (cont.)

* Consider Flexible Attendance Policies

Teens are especially busy with a variety of friends, interests and activities. While programs should encourage frequent participation, a flexible attendance policy may better serve older youth. A 2004 review of studies by the Harvard Family Research Project suggests that programs should tie their attendance policies to the needs of participants, especially when trying to recruit older teens.²⁷ Similar findings were reported by the American Youth Policy Forum.²⁸ A flexible attendance policy allows youth to take breaks while staying connected to the program. Results from a survey of 432 youths attending ten Boys & Girls Clubs of America indicate that the lack of attendance requirements made them more likely to return after short breaks.²⁹

Finally, as many programs know, transportation is a crucial issue.

* Provide Transportation

Transportation is a well-known barrier to participation in programs.³⁰ Organizing transportation can be difficult, but providing transportation or pairing youth up through a “buddy system” is important to support participation.³¹

Safety

In addition to the key findings from the PA Older Youth OST Study, the literature indicates that providing a safe environment is necessary for program success. Using national data, the Harvard Family Research Project found that students in poor neighborhoods were less likely to attend OST programs due to neighborhood safety concerns and a lack of access.³² Feeling safe is a basic necessity; making sure that youth feel physically and psychologically safe is essential. Several strategies have been linked to high recruitment and retention rates.

* Consider Check-in Process

A study of the San Francisco Beacons Initiative found that centers used safety and support personnel at the doors to ensure that only those in the program were in the building. Youth were required to check in and in one case were given identification badges.³³

* Build a Community Atmosphere

In addition to improving physical safety, improvements to psychological safety can be made by building a community atmosphere within the program. A small-sample survey of kids in Chicago schools indicated that students looked to make new friends and come to a welcoming and comfortable place when attending an OST program.³⁴

Conclusion

Research on recruiting and retaining older youth appears to be converging on a set of promising practices. These practices highlight the kinds of activities and opportunities that older youth may find appealing, the social ties that keep youth engaged, and the structures that need to be in place to support this kind of programming.

The research on recruitment and retention suggests that successful programs offer engaging opportunities that:

- Link youth to the real-world.
- Help them learn the social, workplace and life skills they will need in the next phase of their lives.
- Help them develop trusting relationships with competent, caring adults.

In order to provide these opportunities, programs need:

- Well-educated and well-compensated staff members.

The next section provides a guide to help programs assess their offerings and develop a plan to improve recruitment and retention.

Steps to Develop a Recruitment & Retention Plan

Program improvement plans follow a consistent series of steps. While the kind of systematic planning described here takes time, it will help ensure that the changes you make are effective.

Put Together a Planning Group

Self-assessment and change can be difficult. Having the right stakeholders involved will help ensure that your plan will be successful.

Identify the kinds of people to involve in your planning group

Stakeholders typically include program staff, parents, youth, funders, school personnel and other community collaborators.

Ask specific individuals from each group to join the process

Try to identify people who are open-minded, constructive and well-respected among the group they represent.

Assess Current Strengths and Weaknesses

To help you target your efforts on areas that will net the greatest improvement, a thorough self-assessment is helpful. Consider bringing in someone from outside the program to help you gather information and to provide honest feedback in areas that might be sensitive. Some of the components you may want to assess include:

Meeting a need in the community

Does the program offer something unique that youth cannot get elsewhere in the community? Does it fill a particular need in the community?

Type of activities and opportunities offered

Do the activities and opportunities offered help youth develop the social and workplace skills they will need during their next stage of life? Do they expose them to career paths, college information and mentors in their area of interest? Do they provide ample opportunities to spend time in the real world?

Quality of activities and opportunities offered

Do youth become deeply engaged in the activities and opportunities? Is there a structure in place that helps

youth take on leadership and decision-making roles as they build skills?

Staffing

Do the staff have the skills, experiences and connections to successfully implement the program and engage the youth?

Recruiting

Are there ineffective strategies that can be dropped to focus time and resources on more effective strategies? Does the program hire youth to help draw them in and develop work skills?

Retaining

Do the incentives offered connect meaningfully to the programming and excite the students? Does the staff engage in case management or other ways to individualize the program and support the needs of each student?

Community collaborations

Is the program well-connected to other resources in the community, including schools, social service agencies, other youth programs and local businesses in ways that help with identifying youth and offering quality opportunities?

Steps to Develop a Recruitment & Retention Plan *(cont.)*

Identify Potential Strategies for Improvement

Use your planning group to review the assessment and develop a list of the areas that need improvement.

Generate a wide range of potential strategies to address areas needing improvement

Use this brief, the additional resources listed, conferences, local experts, funders, parents and youth to help generate a list of potential improvement strategies.

Develop an Action Plan

Set clear goals and identify outcomes that will indicate success.

Select strategies to reach those goals

With your planning group, identify the strategies that you will use to reach your goals.

Be sure you have the resources necessary to successfully implement each strategy

Resources can include time, money, collaborations and expertise.

Set a realistic timeline for progress

Decide what you will do first and what can wait.

Evaluate

Decide how long you will wait before evaluating your progress

Changes take time to implement and take hold.

Collect data

Be sure to collect data on enrollment levels, attendance and other outcomes you identify to help monitor changes.

Revise your plan

Share results with your planning group

Be sure all stakeholders, particularly youth and program staff, have opportunities to provide feedback.

Design your next steps for moving forward.

Additional Resources

Resources on Recruitment and Retention

Collins, A., Bronte-Tinkew, J., & Burkhauser, M. (2008). Using incentives to increase participation in out-of-school time programs.

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Resources on Career Programming

National Youth Employment Coalition. (2005). *PEPNet guide to quality standards for youth programs: Linking youth to work and education for a successful transition to adulthood.* Washington D.C.: National Youth Employment Coalition.

The PA Department of Education has standards for career programming and examples of activities at: <http://www.pacareerstandards.com>

Other states also have good career programming resources. See Florida's for an example: http://www.fl DOE.org/workforce/ced/ced_workplace.asp

End Notes

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