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White Paper 1

Promising Practices for Building Protective and Promotive Factors to Support Positive Youth Development in Afterschool

SUBMITTED BY

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Introduction

PURPOSE OF THE WHITE PAPER

This White Paper was developed by Claremont Evaluation Center, in collaboration with Child Trends, for the "Protective Factors Afterschool" Project, initiated by the LA's BEST afterschool enrichment program. The overarching goal of this White Paper is to demonstrate—through a comprehensive review of academic research—how afterschool programs can build protective and promotive factors associated with supporting positive development in youth.

Figure 1 displays the conceptual framework that guides the development of this White Paper. This conceptual framework provides a theoretical foundation for understanding—and subsequently evaluating—the key processes involved in promoting positive youth development through participation in afterschool programs. The framework also provides a structure for organizing and presenting the evidence on how afterschool practices can build and foster the protective and promotive factors associated with supporting positive youth outcomes in childhood and adolescence.

Figure 1. Conceptual framework linking afterschool practices, protective & promotive factors, and positive youth outcomes

As shown in **Figure 1,** evidence-informed afterschool practices can help to build protective and promotive factors in the lives of youth, which in turn, can support positive youth outcomes. **Protective factors** are characteristics, conditions, or events that promote healthy development and minimize the risk or likelihood a person will experience a particular event, circumstance, or related poor outcomes (Smart, 2017). **Promotive factors** are characteristics, conditions, or events which enhance an individual's well-being regardless of whether or not an individual has been exposed to adversity (Patel & Goodman, 2007).

Whereas promotive factors are typically considered beneficial to all youth, protective factors buffer youth from significant risk or adversity and improve the odds that youth will exhibit resilience. When protective and promotive factors are present in the lives of youth who experience multiple risk factors, they can help

tip the scales in the right direction and support positive youth development. By risk factors, we mean circumstances, characteristics, conditions, events, or traits at the individual, family, community, or cultural level that may increase the likelihood a person will experience adversity (e.g., childhood trauma, re-traumatization, or poor outcomes due to trauma) (World Health Organization; Smart, 2017).

Promoting positive development in youth is best explained through an *ecological systems* approach. Within an ecological systems framework, two central tenants are considered: First, youth are shaped by the many ecologies (i.e., systems or environments) that they inhabit and are embedded within (e.g., home, school, community); while every level of ecology is influential, the ecologies more proximal to the individual (e.g., home) exert more influence on youth development than do more distal ecologies (e.g., community) given youths' more frequent and direct contact with proximal environments and systems (Bronfenbrenner & Morris, 2006). Second, youth possess a variety of internal characteristics (e.g., traits, mindsets, skills, competencies) that influence how they interact with the world; while some of these internal characteristics are relatively fixed and thus less amenable to change (e.g., intelligence), many are malleable and can therefore be shaped by the people and environments with whom youth interact (Bronfenbrenner & Morris, 2006).

Using an ecological systems approach is useful because it urges afterschool programs to consider how the practices they engage in—both at an organizational and staff level—can help support the development of protective and promotive factors across multiple levels of a child's ecology.

Using an ecological systems approach to build protective and promotive factors in afterschool is useful because it offers afterschool programs important opportunities to consider how the practices they engage in—both at an organizational and staff level—can help support the development of malleable protective and promotive factors across multiple levels of a child's ecology, including the individual, family, school, and community level. Such a comprehensive approach to fostering protective and promotive factors enhances the capacity of afterschool programs to support positive development of afterschool participants over the lifespan and reduces risk for poor developmental outcomes (Benard, 1991; Masten & O'Doughtery Wright, 1998; Wyman, Sandler, Wolchik, & Nelson, 2000).

CONCEPTUAL MODEL FOR BUILDING PROTECTIVE AND PROMOTIVE FACTORS IN AFTERSCHOOL

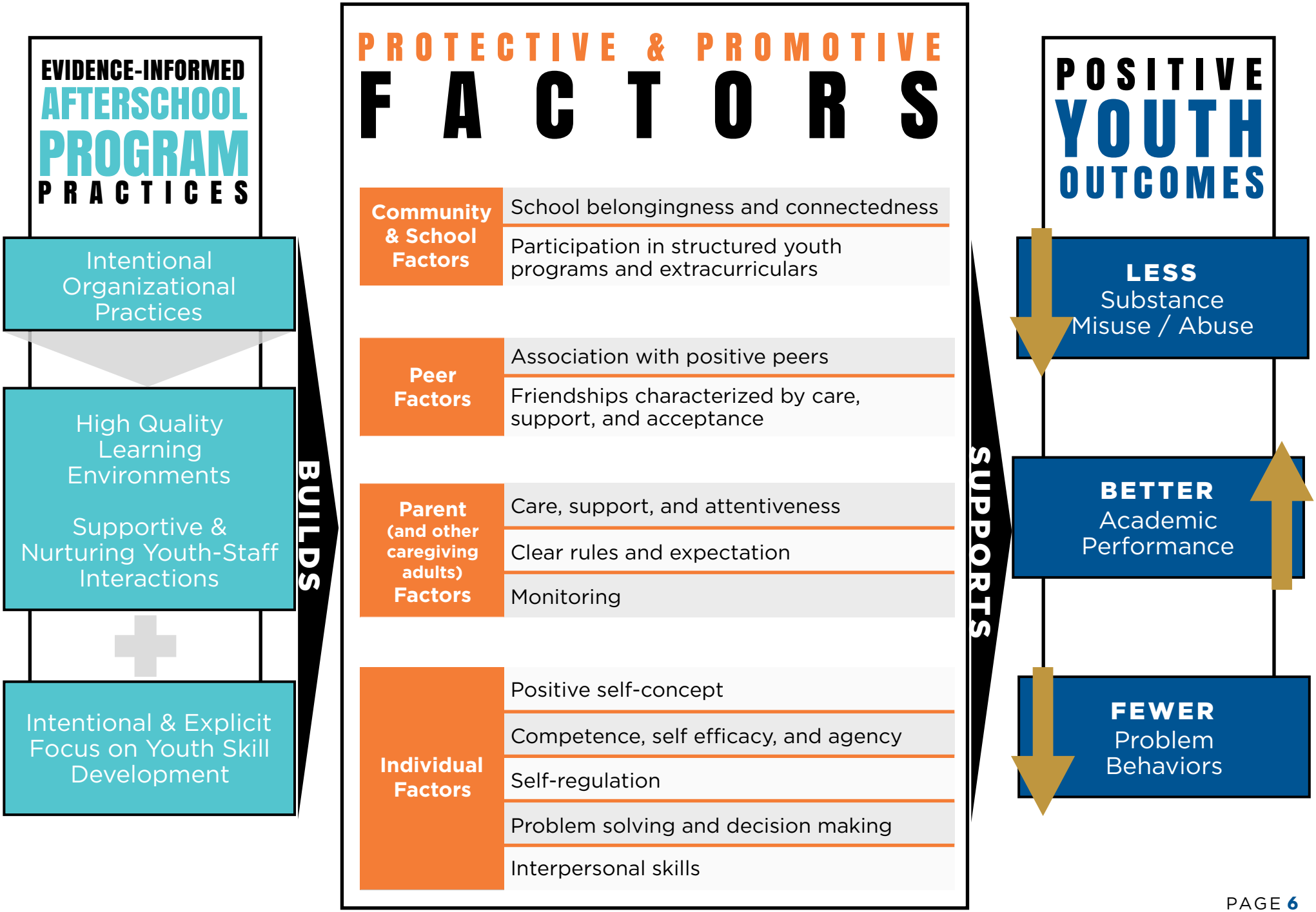
Figure 2 depicts the evidence-informed conceptual model we developed specifically for LA's BEST. This conceptual model was heavily informed by our comprehensive review and synthesis of existing research on the malleable protective and promotive factors that support positive development, as well as the practices that show promise for building these factors in the afterschool setting. The figure builds upon the framework introduced at the beginning of the White Paper but offers additional detail based on findings in the scientific literature.

Working backwards from right to left, the model first highlights three **positive youth outcomes** that are important to support early in life (i.e., less substance misuse/abuse, fewer problem behaviors, and better academic performance), given their relevance and salience in childhood and adolescence, as well as their robust relationships with other important developmental outcomes across the lifespan.

Next, the model summarizes key malleable **protective and promotive factors** for afterschool programs to target to support the development of these outcomes. Consistent with an ecological systems framework, the protective and promotive factors summarized in the model are organized bottom to top by ecological level, from most proximal to the child (i.e., individual level factors) to most distal (i.e., community and school level factors).

Finally, the model summarizes the **evidence-informed afterschool practices** that show promise for building protective and promotive factors within the afterschool setting. Within this model, individual practices are not listed, but rather practices are summarized into four broad categories of practice that afterschool programs can engage in to support the development of youth's protective and promotive factors (i.e., intentional organizational practices, high-quality learning environments, supportive and nurturing youth-staff interactions, and intentional and explicit focus on youth skill development). These categories of practice are highly consistent with how the afterschool field typically conceptualizes high-quality afterschool practices and programs.

Figure 2. Comprehensive conceptual model for building protective & promotive factors in afterschool programs



STRUCTURE OF THE WHITE PAPER

The remainder of this White Paper expands upon the conceptual model presented in **Figure 2**, by providing empirical support for the components presented in the model. Information is organized into three remaining sections in the White Paper, according to the three questions listed below:

1. Which youth outcomes are important to support in childhood and adolescence?
2. Which protective and promotive factors support positive youth outcomes?
3. Which evidence-informed practices show promise for building these factors in the afterschool context?

Each remaining section of the White Paper presents main findings related to each of these questions and ends with a section summary and discussion that highlights the most important points for afterschool programs to consider in their work with youth.

Section 1 — Which Youth Outcomes are Important to Support in Childhood and Adolescence?

Our first task was to identify which youth outcomes are important to support in childhood and adolescence because they increase the likelihood that youth will develop positively into healthy, well-adjusted adults. Through examination of the literature and conversations with LA's BEST, we selected three youth outcome categories for focus within this paper: substance misuse/abuse, problem behaviors, and academic performance (see **Figure 3**). Though there are many other potential outcome categories that could have been selected, substance misuse/abuse and problem behaviors were prioritized because they are the implicit prevention focus of the afterschool field as a whole; represent commonly occurring problems in childhood and adolescence; are frequently referenced in the youth prevention research; and are linked to increased risk for poor outcomes later in life. Academic performance was prioritized because it is relevant to the population of elementary school-aged children that LA's BEST serves and is a particularly salient domain of competence in childhood.

Figure 3. Youth outcome categories selected

Substance Misuse / Abuse	***Substance misuse/abuse*** includes youth's use of marijuana, tobacco, hard drugs, and alcohol.
Problem Behaviors	***Problem behaviors*** include externalizing behaviors or conduct problem behaviors (such as aggression, opposition, disruptiveness, defiance, noncompliance, hyperactivity, attention deficit, impulsivity); classroom or school problem behaviors (such as bullying, discipline referrals, suspensions, expulsion, truancy, skipping class); delinquent or criminal behaviors (such as weapon use or other forms of violence against other person or property often resulting in arrests); and risky sexual behavior (such as multiple sexual partners, lack of condom or contraceptive use).
Academic Performance	***Academic performance*** includes grades, grade point average (GPA), school performance, standardized test scores, school engagement, and school dropout.

For example, research consistently shows that problem behaviors and poor academic performance begin early in childhood (Campbell, Shaw, & Gilliom, 2008) and that children who demonstrate poor academic performance early in life are at higher risk for problematic behaviors later in life (e.g., criminal activity, risky sexual behavior, violence against people or property), as well as additional poor outcomes (e.g., academic failure, high school dropout, unemployment; Durlak, 1998). While substance misuse/abuse typically does not emerge until early adolescence (Kilpatrick, 2000), prevention scientists continue to stress the importance of intervening as early in life as possible to prevent the onset of poor outcomes (Webster-Stratton & Taylor, 2001).

Section 2 — Which Protective & Promotive Factors Support Positive Youth Outcomes?

Once the youth outcome categories were identified, we engaged in a comprehensive literature review to determine which protective and promotive factors showed most promise for supporting the development of these outcomes. To ensure that the factors ultimately selected would be consistent with the literature and relevant to LA's BEST, four criteria for inclusion were developed—see **Figure 4**. For a more detailed description of the methodology used to select factors, see **Appendices A** and **B**.

Figure 4. Criteria for inclusion as a protective or promotive factor

The protective or promotive factor must...

Criterion 1	Criterion 2	Criterion 3	Criterion 4
Relate to multiple youth outcomes	Show robust and consistent effects in the literature	Be malleable through intervention	Be relevant to the afterschool context

Based on these four criteria, twelve protective and promotive factors emerged from our review of the literature — see **Figure 5.** Consistent with an ecological approach to understanding youth development, protective and promotive factors were organized by ecological level from most proximal (i.e., individual factors) to most distal (community and school factors). In the subsections that follow, we provide more information about the factors that emerged from our review. Specifically, we define each of the protective and promotive factors, illustrate the strength of the relationship between the factor and the three youth outcomes, and end with a short discussion of the findings as a whole.

Figure 5. Protective and promotive factors

Community & School Factors	School belongingness and connectedness
	Participation in structured youth programs and extracurriculars
Peer Factors	Association with positive peers
	Friendships characterized by care, support, and acceptance
Parent (and other caregiving adults) Factors	Care, support, and attentiveness
	Clear rules and expectation
	Monitoring
Individual Factors	Positive self-concept
	Competence, self efficacy, and agency
	Self-regulation
	Problem solving and decision making
	Interpersonal skills

INDIVIDUAL LEVEL FACTORS

Table 1 lists and defines the five protective and promotive factors identified at the individual level. Together, these factors represent malleable internal characteristics, skills, and competencies that afterschool programs can work to build or strengthen in youth. While definitions of these factors vary across the literature, the definitions provided in the tables to follow represent operationalizations commonly utilized by scholars in the field.

Table 1. Definitions of Protective & Promotive Factors at the Individual Level

INDIVIDUAL LEVEL FACTORS	
Positive Self-Concept	Positive self-concept is defined as possessing a positive and coherent sense of self and identity. It involves possessing the ability to explore and celebrate one's "unique self" (i.e., personal attributes, including likes and dislikes, values, talents, preferences, opinions, family and cultural influences, spiritual beliefs), "positive self" (i.e., identification of internal resources, strengths, and successes),"coherent self" (i.e., examination of self across multiple aspects of experience), and "future self" (i.e., capacity to imagine self in the future and explore possibilities) (Blaustein & Kinniburg, 2010).
Competence, Self-Efficacy, & Agency	Competence involves having a sense of felt mastery and success across various domains of functioning and development, including, cognitive, interpersonal, intrapersonal, emotional, and physical/motor. Closely related to feelings of competence are feelings of self-efficacy (confidence in one's abilities) and agency (confidence that one has the ability to make an impact on his/her environment and world) (Blaustein & Kinniburg, 2010).
Self-Regulation	Self-regulation is a multifaceted construct that involves the capacity to effectively manage one's thoughts, attention, feelings, behavior, and physical experience (Bridgett, Burt, Edwards, & Deater-Deckard, 2015).
Problem Solving Skills & Active Decision-Making Skills	Problem solving involves the ability to identify a problem, come up with solutions, evaluate possible consequences of solution, act on the best solution, evaluate outcomes of actions, and revise actions as necessary. Active decision-making involves the ability to inhibit an automated response to make thoughtful decisions (Blaustein & Kinniburg, 2010).
Interpersonal Skills	Interpersonal skills are those we use when we communicate and interact with other people, both individually and in groups. Interpersonal skills include, but are not limited to, the abilities to: communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help as needed (Collaborative for Academic Social and Emotional Learning, 2018).

Table 2 displays the strength of the relationship between each of these individual level factors and the three youth outcomes. A key is provided at the bottom of the table for quick interpretation of the effect sizes. For a more detailed description of how effect sizes were determined, see **Appendix C**.

Table 2. Strength of the Relationship Between Individual Level Factors and Youth Outcomes

	YOUTH OUTCOMES		
INDIVIDUAL LEVEL FACTORS	**Less Substance Misuse/Abuse**	**Fewer Problem Behaviors**	**Better Academic Performance**
Positive self-concept		●	●
Competence, self-efficacy, and agency			●
Self-regulation	●	●	◉
Problem solving skills and active decision-making skills		⬤	●
Interpersonal skills	●		

Key: ● *= small effect* ◉ *= medium effect* ⬤ *= large effect*

[ ] (blank cell) = no meta-analysis found

In examining **Table 1** and **Table 2** collectively, three notable themes emerge:

1. The factors identified in this subsection are strongly aligned with existing research on social emotional learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) and internal developmental assets (Benson, 1997; Benson, Scales, & Mannes, 2003)—both of which are frameworks currently referenced and utilized in the afterschool field to promote optimal youth development (Durlak & Weissberg, 2007; Lerner, 2005).

2. Self-regulation was linked to all three youth outcomes, while also demonstrating a relatively large effect on promoting better academic performance and preventing dropout. Such a finding is consistent with extant research which broadly suggests that youth's ability to self-regulate is a critical competency to foster, develop, and promote, given its strong association with a variety of outcomes such as better

performance in school, higher educational attainment, fewer mental health problems, and fewer psychological problems as adults (Duckworth & Carlson; Mischel et al., 2011; Moffitt et al., 2011).

3. Problem solving skills and active decision-making skills were shown to be effective in preventing substance misuse/abuse and promoting better academic performance and was the only factor that had a large effect size on preventing problem behaviors. Large effect sizes are rare in the literature, but generally suggest that intervening on such a factor may yield greater impact on youth than intervening on factors with small effect sizes.

PARENT AND OTHER CAREGIVING ADULTS LEVEL FACTORS

Table 3 lists and defines the three protective and promotive factors identified at the parent and other caregiving adults level. Together, these factors represent related but distinct characteristics of high-quality relationships with important adults in youths' lives.

Table 3. Definitions of Protective & Promotive Factors at the Parent and Other Caregiving Adults Level

PARENT AND OTHER CAREGIVING ADULTS LEVEL FACTORS	
Relationships Characterized by Care, Support, and Attentiveness	Relationships characterized by care, support, and attentiveness refer to several specific qualities that typically define high-quality relationships between youth, parents, and other adults. In relationships characterized by these qualities, parents and other caregiving adults consistently communicate care in all interactions, provide consistent support for developing a myriad of skills and competencies, are attentive to youth's thoughts, feelings, and actions, and actively engage youth in all interactions (Bender et al., 2010).
Clear Rules and Expectations	Parents and other caregiving adults set and communicate rules and expectations for youth behavior that are clear, consistent, and developmentally appropriate. When youth fail to comply with rules or violate expectations, adults respond in ways that are predictable, fair, consistent, and developmentally appropriate (Allen et al., 2003).
Monitoring	Parents and other caregiving adults have knowledge of youth's whereabouts, companions, and activities (Lac & Crano, 2009).

Table 4 displays the strength of the relationship between each of these factors and the three youth outcomes.

Table 4. Strength of the Relationship Between Parent and Other Caregiving Adults Level Factors and Youth Outcomes

	YOUTH OUTCOMES		
PARENT (AND OTHER CAREGIVING ADULTS) FACTORS	**Less Substance Misuse/Abuse**	**Fewer Problem Behaviors**	**Better Academic Performance**
Relationships characterized by care, support, and attentiveness	●	●	●
Clear rules and expectations	●	●	●
Monitoring	●	●	●

Key: ● *= small effect* ● *= medium effect* ● *= large effect*

In examining **Table 3** and **Table 4** collectively, two notable themes emerge:

1. The three factors identified at this level broadly represent characteristics of **high-quality adult-youth relationships**. As demonstrated in **Table 4**, our review of the research suggests that all three characteristics matter when it comes to supporting positive youth outcomes, but that youth possessing relationships characterized by care, support, and attentiveness is especially vital. Indeed, ample research evidence suggests that it is within these caring, supportive, attentive relationships that youth are better positioned to develop the social-emotional skills and internal assets represented at the individual factors-level (Robinson, Leeb, Merrick, & Forbes, 2016).

2. While the majority of the research reviewed on these factors was conducted within the context of high-quality *parent-child* relationships, youth may still be buffered from poor outcomes and supported positively if they have at least one high-quality relationship with another caregiving adult —whether it be with a relative, neighbor, teacher, coach, community member, or other significant adult figure (Scales et al., 2006). The primary take-away from this subsection is that youth need to be in relationship

with at least one caregiving adult that exemplifies the factors listed above, particularly if youth are lacking this type of relationship with parenting figures.

PEER LEVEL FACTORS

Table 5 lists and defines the two protective and promotive factors identified at the peer level. While the first factor is descriptive of characteristics associated with high-quality friendships, the second factor merely states the importance of youth associating with positive peers to increase the likelihood that the influence and pressure experienced from peers is positive rather than negative.

Table 5. Definitions of Protective & Promotive Factors at the Peer Level

PEER LEVEL FACTORS	
Friendships Characterized by Care, Support, and Acceptance	Day to day dyadic friendships between children and youth with selected like-aged peers; these relationships are voluntary and characterized by care, support, acceptance, reciprocity, cooperation, loyalty, and shared positive affect, which provides new opportunities for social-emotional growth (Gifford-Smith & Brownell, 2003).
Associations with Positive Peers, Positive Peer Role Models	Associations with a positive peer group network built of nested or embedded friendship relations (dyads) that possess positive group standards, norms, attitudes, and behaviors (Gifford-Smith & Brownell, 2003); positive peer socialization and influence occurs when peers exert influence on each other's behaviors through direct peer pressure, indirect peer modeling and association, normative regulation, and the structuring of opportunities (Brechwalk & Prinstein, 2011; Brown, 2004).

Table 6 displays the strength of the relationship between each of these factors and the three youth outcomes.

Table 6. Strength of the Relationship Between Peer Level Factors and Youth Outcomes

	YOUTH OUTCOMES		
PEER LEVEL FACTORS	**Less Substance Misuse/Abuse**	**Fewer Problem Behaviors**	**Better Academic Performance**
Friendships characterized by care, support, and acceptance			●
Associations with positive peers, positive peer role models	●		

Key: ● *= small effect* ● *= medium effect* ● *= large effect*

[ ] (blank cell) = no meta-analysis found

In examining **Table 5** and **Table 6** collectively, two notable themes emerge:

1. Compared to factors at the individual and parent (and other caregiving adults) level, we found less evidence to support the linkages between factors at the peer level and the three youth outcomes. However, such findings should not dismiss the importance of considering peer-level protective and promotive factors when attempting to influence youth outcomes. Many individual studies suggest that peer influence plays an increasingly important role in youths' lives, particularly as they move into late childhood and adolescence (e.g., Gardner & Steinberg, 2005; Maxwell, 2002). The number of blank cells in **Table 5** could merely represent the lack of meta-analyses on the topic.

2. Associations with positive peers and positive peer role models was found to have a medium size effect on preventing substance misuse/abuse. Such a finding can be capitalized upon by the afterschool setting, given that afterschool environments can provide many opportunities for positive peer interaction through informal interactions and skill-building activities.

SCHOOL AND COMMUNITY LEVEL FACTORS

Table 7 lists and defines the two protective and promotive factors identified at the school and community level. Together, these factors represent ways in which youth can be afforded additional resources and support outside of the home.

Table 7. Definitions of Protective & Promotive Factors at the School & Community Level

SCHOOL AND COMMUNITY LEVEL FACTORS	
Participation in Structured Youth Programs & Extracurriculars	Participation in structured, voluntary, constructive, and organized youth programs and extracurricular activities occurring outside of the school day; examples include afterschool programs, youth development programs, mentoring, school-based community service programs/ volunteer activities, art and recreation activities, and youth sports (Eccles, Barber, Stone, & Hunt, 2003; Eccles & Gootman, 2002; Eccles & Templeton, 2002).
School Belongingness/ Connectedness	School belongingness/connectedness is defined as possessing a strong feeling of connection and bonding to the school, where youth feel personally accepted, respected, included, and supported by others in the school environment (Goodenow, 1993; Libbey, 2004).

Table 8 displays the strength of the relationship between each of these factors and the three youth outcomes.

Table 8. Strength of the Relationship Between School and Community Level Factors and Youth Outcomes

	YOUTH OUTCOMES		
SCHOOL AND COMMUNITY LEVEL FACTORS	**Less Substance Misuse/Abuse**	**Fewer Problem Behaviors**	**Better Academic Performance**
Participation in structured youth programs & extracurriculars	●	●	●
School belongingness/ connectedness	●	●	●

Key: ● *= small effect* ● *= medium effect* ● *= large effect*

In examining **Table 7** and **Table 8** collectively, three notable themes emerge:

1. Both school and community level factors showed promise for supporting the three youth outcomes. It is likely that the relationships between these outcome domains and these distal factors at the school and community level are explained by the factors described at the other ecological levels. For example, research suggests that it is through meaningful participation in high-quality structured youth programs and extracurriculars that youth experience increased opportunities to build internal assets such as problem solving and positive self-concept (i.e., factors represented at the individual level) as well as experience high-quality relationships with caring, supportive staff members (i.e., factors represented at the parent and other caregiving adults level) (Larson et al., 2004; Lerner et al., 2005).

2. Participation in structured youth programs, such as afterschool, may facilitate the development of multiple protective and promotive factors given caring relationships and high-quality interactions with other adults, opportunities for intentional skill building, and other formative experiences.

3. School belongingness/connectedness matters. This factor showed promise for supporting all three youth outcomes and demonstrated a relatively large effect on preventing problem behaviors. Such a finding makes sense given that schools represent one context in which most youth spend a large percentage of their time in childhood and adolescence. Indeed, ample research suggests that the extent to which youth feel a sense of belonging and connection in school relates to both positive and negative youth outcomes (Robinson et al., 2016).

SECTION SUMMARY AND DISCUSSION

Taken together, the 12 protective and promotive factors reviewed in this section suggest several key take-aways:

Malleable and relevant protective and promotive factors exist across many levels of ecology.

Malleable protective and promotive factors were identified across multiple levels of ecology. This finding suggests that afterschool programs can support positive youth development and prevent poor youth outcomes by building multiple protective and promotive factors that are both proximal (individual, parent and other caregivers, peers) and distal (school, community) to the child.

Some factors hold particularly strong potential for addressing multiple youth outcomes simultaneously.

Several factors were found to be robustly related to addressing not just one, but all three youth outcome categories:

- self-regulation
- problem solving/active decision making
- relationships characterized by care, support and attentiveness
- clear rules and expectations
- monitoring
- participation in structured youth programs
- school belongingness

This is an important finding as it suggests that afterschool programs may want to strategically target several of these factors given their potential for preventing or supporting several youth outcomes simultaneously.

Preventing poor outcomes and promoting positive development in youth requires building multiple protective and promotive factors to ensure cumulative protection and cumulative assets.

The majority of effect sizes summarized on the twelve factors were "small," suggesting that targeting the development of a single factor may not be an effective strategy for risk prevention or positive promotion. Research strongly suggests the importance of targeting *multiple factors* across *multiple levels* of a child's ecology to build *cumulative protection* and *cumulative assets* in youths' lives (Benard, 1991; Masten & O'Doughtery Wright, 1998; Wyman, Sandler, Wolchik, & Nelson, 2000). Such a principle is particularly important for youth embedded within a context of *cumulative risk* (i.e., youth who experience multiple risk factors or experience chronic or multiple forms of adversity and stress, such as living in low-income, low-resourced neighborhoods, witnessing domestic or neighborhood violence). To be maximally effective, systems that work with children, such as afterschool programs, should consider protective and promotive factors at each level of ecology and engage in intentional practices that ensure youth have the opportunity to develop a wide variety of internal assets (factors represented at the individual level) *and* external assets (factors represented at the caregiving adult, peer, school, and community level). Both types of factors are critically important for preventing poor youth outcomes and promoting positive developmental trajectories.

Section 3 — Which Evidence-Informed Practices Show Promise for Building these Factors in the Afterschool Context?

Once the relevant protective and promotive factors were identified, our final task was to determine how to promote these factors among children and youth in the afterschool context. To accomplish this goal, we reviewed the research on practices that showed promise for building each of the 12 factors identified. Consistent with the goals of this project, we aimed to identify practices that were: (1) evidence-informed and (2) feasible to implement in the afterschool context (refer to **Figure 6**). We selected the first criterion to ensure that practices were supported by research evidence. Additionally, given that these practices are intended for use in the afterschool context, and the LA's BEST program context specifically, we selected the second criterion to ensure that practices would be feasible, relevant, and possible to implement in an afterschool program. Detailed information about the selection criteria for afterschool practices is discussed in **Appendix D**.

Figure 6. Criteria for inclusion as a promising afterschool practice

The practices identified must be...

Criterion 1	Criterion 2
Evidence-informed	Feasible to implement in the afterschool context

Our review of research on evidence-informed practices revealed a lengthy, comprehensive list of practices associated with each protective and promotive factor (see **Appendix E**). However, given that several practices overlapped across factors, we condensed this comprehensive list of evidence-informed practices into one concise list of action-oriented practices that could be implemented by afterschool programs to promote multiple protective and promotive factors. This condensed list of practices is organized into four inter-related categories (**see Figure 7**). The conceptual model in **Figure 7** suggests that to build protective and promotive factors in youth attending afterschool programs, programs should engage in **intentional organizational practices** that allow staff to create **high-quality learning environments**, build **supportive and nurturing youth-staff interactions**, and engage in activities that have an **intentional and explicit**

focus on youth skill development. We unpack each of these categories throughout the remainder of this section.

Figure 7. Conceptual model of afterschool practices that are necessary for promoting protective and promotive factors

INTENTIONAL ORGANIZATIONAL PRACTICES

Intentional organizational practices represent practices that should be engaged in by the overall administration of afterschool programs; these practices are critical for building a foundation that will support the daily implementation of high-quality programs (see **Figure 8**). These organizational practices include actions and policies that are typically within the purview of organization's leadership, rather than frontline staff, because they take place outside of the context of the daily activities and interactions of the staff with the youth participants. These include practices around staff hiring, staff training, and developing relationships with broader networks and institutions (e.g., families and schools).

Figure 8. Intentional organizational practices

- Engage in **Intentional staff hiring practices:**
  - Hire staff who care about youth and want to connect with youth
  - Hire staff with minimal relational distance to youth (e.g., shared interests, characteristics, experiences, cultures)
- Create **relationships across networks** (youth, schools, families, communities)
- Foster **connections with teachers** (as tutors, coaches, liaisons)
- **Recruit and retain youth** by engaging youth and families
- **Reinforce school rules and practices**
- **Train staff** on:
  - Self-regulation and emotion awareness skills
  - Attunement skills (e.g., ability to reach and understand youth cues)

HIGH-QUALITY LEARNING ENVIRONMENTS

High-quality learning environments represent practices that staff can engage in to ensure that youth are offered a safe, supportive environment *and* provided with variety of high-quality learning opportunities within the afterschool setting (see **Figure 9**). Staff can create these optimal learning environments and opportunities regardless of the type of activity youth might be engaging in (e.g., sports, science, arts). In general, these practices would be categorized as point-of-service quality indicators and include staff building safe, supportive environments and creating ample opportunities for positive peer interactions, leadership, and skill development.

Figure 9. Practices associated with creating high-quality learning environments

- Provide opportunities for **shared ownership, choice, autonomy, and leadership with youth**
- Provide opportunities to create and maintain **positive peer relationships** through partner/group work and active, intentional inclusion
- Promote **active skill development** for learning new skills and practicing skills
- Provide **diverse activities to appeal to diverse youth interests**
- Have **small group sizes and low adult-youth ratios** (assign youth to consistent staff)
- Build environments that are **physically and emotionally safe** for all youth
- Provide activities that youth **enjoy and feel challenged by**

SUPPORTIVE AND NURTURING YOUTH-STAFF INTERACTIONS

Supportive & nurturing youth-staff interactions represent practices that staff can engage in to enhance the quality of interactions they have with youth in afterschool programs (see **Figure 10**). These practices clarify the ways that afterschool staff can communicate, respond, and interact with youth in any formal or informal interactions during program participation.

Figure 10. Practices associated with building supportive and nurturing youth-staff interactions

- Highlight/praise youth's **unique contributions, attributes, and effort**
- **Celebrate and reinforce** youth successes
- Support youth in **discovering their unique identities** and overcoming challenges
- **Model positive behaviors,** interactions, and attributes
- **Communicate care, warmth and support** in all interactions by paying attention to youth feelings, thoughts, and actions
- Set and communicate **clear rules and expectations;** hold youth accountable for their actions (authoritative management practices)
- Create **norms for prosocial behavior**

INTENTIONAL & EXPLICIT FOCUS ON YOUTH SKILL DEVELOPMENT

Intentional and explicit focus on youth skill development represent practices that staff can engage in to further support the development of youth's individual level factors (i.e., important mindsets, skills, and competencies identified in this review). Generally, this bucket represents the idea that some individual-level factors, particularly those that are skills- and practice-based, require intentional and explicit focus via direct instruction, modeling, coaching, and feedback to be promoted adequately (e.g., emotional awareness, problem-solving, interpersonal skills) (see **Figure 11**). Afterschool staff should support youth in the development of these factors as important learning goals of the program. Although these skills and competencies could be gleaned from informal learning opportunities, it is also important that afterschool programs provide formal and explicit opportunities for youth to learn about, practice, and develop these factors.

Figure 11. Practices associated with explicit content promotive of individual factors

- Teach **emotional awareness, management, and attunement**
- Teach **problem-solving** steps and skills
- Teach a variety of **Interpersonal skills** such as conflict resolution, diversity, and tolerance

SECTION SUMMARY AND DISCUSSION

Taken together, we identified three conclusions from our review of the academic literature on evidence-informed afterschool program practices.

High-quality staff practices are foundational for building protective and promotive factors in afterschool contexts.

Our review provides explicit detail about the many ways that staff can build impactful learning environments, interact with youth during everyday afterschool activities, and intentionally focus on the development of important skills. Staff are the primary mechanism through which learning and development are fostered during afterschool activities, given that staff are engaging directly with youth consistently throughout participation. These frequent interactions are fertile ground for building protective and promotive factors if staff take advantage of these opportunities via thoughtful and meaningful activities and interactions.

To apply the information derived from this review, program staff and leadership should consider: occurrence (To what extent are we currently engaging in these behaviors or implementing these practices?), as well as, quality (What is the quality of opportunities provided?). This type of staff and program intentionality requires thoughtful planning, monitoring of behaviors/actions, reflection on their afterschool work, and eventually revisions to address practices that the program is struggling to implement. Bolstering and improving upon staff practices is akin to a continuous quality improvement (CQI) approach (Berry, Sloper, Pickar & Talbot, 2016).

High-quality organizational practices support the occurrence of high-quality staff practices.

Organizational practices create the essential foundation for supporting staff in their engagement of high-quality practices. The broader afterschool organization sets the stage for effective staff engagement and interaction with youth. Given the prominence of staff behaviors and interactions as strategies for building protective and promotive factors, organizations must examine the quality of their staff hiring, staff training, and staff support practices as necessary prerequisites to the staff practices discussed above. Afterschool programs must make informed staff hiring decisions (using thoughtful criteria to evaluate applicants) and train their staff to engage in meaningful work with youth.

Furthermore, the afterschool administration is responsible for ensuring that the afterschool program is embedded within the broader ecological system that promotes positive youth development. This responsibility includes developing and maintaining relationships between the afterschool program and schools, families, and communities. These relationships will ensure that the afterschool program is one component of a comprehensive system that supports children and youth. Working together, these contexts can be considerably more effective in building protective and promotive factors for youth.

The evidence-informed practices identified were highly aligned with conceptualizations of afterschool program quality.

There is a recent push in the afterschool program space to consider, define, and measure program quality as a means of explaining and bolstering afterschool program effectiveness. Our evidence-informed practices demonstrate strong alignment with recent research on afterschool program quality (Palmer, Anderson, & Sabatelli, 2009; Yohalem & Wilson-Ahlstrom, 2010), despite the fact that our review of the literature aimed to identify practices for building protective and promotive factors more specifically.

Given the political and funding context of LA's BEST afterschool program and the recent passage of legislation around afterschool program quality in the state of California, we explored the alignment of our afterschool strategies with the California Department of Education (CDE) "Quality Standards for Expanded Learning Programs." There were high levels of alignment between our identified strategies for building protective and promotive factors afterschool and the CDE Quality Standards. The table in **Appendix F** illustrates how our strategies map on to both the CDE point-of-service quality and programmatic quality indicators.

Conclusion

The purpose of this White Paper was to determine—through a comprehensive review of academic research—how afterschool programs can build protective and promotive factors to support positive youth outcomes. Ample research evidence supports the conceptual model displayed in **Figure 12,** which broadly suggests that there are a variety of evidence-informed practices that afterschool programs can intentionally engage in to build and foster protective and promotive factors across many levels of youths' ecologies to support positive youth outcomes.

Figure 12. Comprehensive conceptual model for building protective & promotive factors in afterschool

Specifically, our findings suggest that, when afterschool programs engage in a variety intentional organizational practices that support high-quality staff practices (i.e., staff create high-quality learning environments, build supportive and nurturing relationships with youth, engage in activities that intentionally and explicitly focus on youth skill development), afterschool programs are likely to be better positioned to help youth develop a set of malleable factors robustly linked to the prevention of poor outcomes such as substance abuse and problems behaviors, and positive outcomes such as better academic performance. Research suggests that the most effective approach to prevention and promotion is an approach that considers a child's ecology. This means that afterschool programs should target multiple factors across multiple levels of a child's ecology to build cumulative protection against poor outcomes and cumulative assets to support positive outcomes. Such an approach enhances the capacity of afterschool programs to function as both a protective and promotive context in the lives of youth and support positive developmental trajectories across time.

NEXT STEPS

The third deliverable for this project will be a Measurement Framework White Paper to accompany the conceptual model presented in this paper. The purpose of the Measurement Framework deliverable is to

translate our conceptual work into concrete recommendations for the measurement of the primary components of the conceptual model. With this goal in mind, the next White Paper will identify appropriate tools and measures for monitoring, assessing, and evaluating the four categories of evidence-based afterschool program practices and the twelve protective/promotive factors identified in this review. Developing this Measurement Framework is essential for helping LA's BEST later evaluate (a) whether youth are developing the critical protective and promotive factors associated with positive development, and (b) whether afterschool leadership and staff are implementing the evidence-informed practices associated with building these factors in youth with sufficient quality.

In addition to identifying measures for the primary components of our conceptual model, the Measurement Framework will provide recommendations for assessing theoretically-relevant youth characteristics, such as gender, age, and developmental risk. These characteristics are important to measure alongside the other constructs mentioned above because they may influence program experience and program effectiveness in theoretically predictable ways. Examining diverse youth characteristics may help us better understand under what conditions this conceptual model is most effective, and who may be benefitting more or less from the developmental experiences provided by afterschool programs, according to this framework.

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Appendices

APPENDIX A: CRITERIA USED TO IDENTIFY PROTECTIVE AND PROMOTIVE FACTORS

To identify which protective and promotive factors should be targeted within afterschool programs, we developed four criteria for inclusion. Each criterion was developed to ensure that the factors ultimately selected would be consistent with the literature on protective and promotive factors and relevant to LA's BEST as well as the afterschool context (more broadly). See **Figure 13** below.

Figure 13. Criteria for inclusion as a protective or promotive factor

The protective or promotive factor must...

Criterion 1	Criterion 2	Criterion 3	Criterion 4
Relate to multiple youth outcomes	Show robust and consistent effects in the literature	Be malleable through intervention	Be relevant to the afterschool context

To identify which factors met the first criterion (i.e., shows robust and consistent effects in the literature), we conducted an extensive literature review on the protective and promotive factors most strongly related to the three outcome categories (i.e., substance misuse/abuse, problem behaviors, and academic performance). Because the research in this field is vast (i.e., hundreds of studies have been conducted by multiple scholars across time), and individually examining the results of each study published on the topic was beyond the scope of this project, our team strategically collected and reviewed the results of meta-analysis[1] studies.

Findings from meta-analyses are frequently utilized in large systematic reviews of the literature (such as ours) because they hold many advantages compared to reviewing individual studies:

1. Meta-analyses are usually conducted on factors or variables that have produced robust and consistent effects on the outcome of interest in the literature across time.

[1] A **meta-analysis study** is defined as a study that uses statistical analysis to combine the results of *multiple scientific studies* to provide an *estimate of the factor's effect size* on a certain outcome of interest (Lipsey & Wilson, 2001).

2. Meta-analyses provide verification that a factor is widely considered as important and relevant to the field, given that multiple scholars have examined the factor's effect on the outcome of interest across many studies.
3. Meta-analyses combine results from multiple scientific studies to report an average "effect size" across studies. This distillation of effects into a single number allows for factors to be compared and weighed against one another to determine each factor's relative strength in preventing or promoting the outcome of interest.
4. Meta-analyses have the capacity to contrast results from different studies and identify patterns among study results, sources of disagreement among those results, or other interesting relationships that may come to light in the context of multiple studies.

Our review of protective and promotive factors studied in meta-analyses generated a large list of potential protective and promotive factors to examine. However, to ensure further relevance to the afterschool context, and LA's BEST more specifically, it was essential to narrow the list further based on the remaining three inclusion criteria listed in **Figure 13** above.

Protective and promotive factors were only selected for inclusion if they *also* had evidence of influencing multiple outcome domains, malleability, and relevance to the goals of afterschool programming. It was essential to differentiate factors that met these additional criteria from those that did not so LA's BEST and other afterschool programs can focus their efforts on areas they have the most capacity to influence. For example, having a high level of intelligence or a two-parent family may be factors that reduce the odds of poor youth outcomes, but afterschool programs are not in a position to influence these types of factors. On the other hand, afterschool programs can help youth develop a positive self-concept and caring relationships with adults. Thus, this White Paper focuses specifically on those protective and promotive factors that, according to extant literature, can be shaped by youth participation in afterschool.

See **Appendix B** for a summary of the meta-analyses results for each protective and promotive factor, organized by the three youth outcome categories.

APPENDIX B: SUMMARY TABLE OF META-ANALYSES FOR EACH PROTECTIVE & PROMOTIVE FACTOR BY YOUTH OUTCOMES

Substance Abuse / Misuse

Level	Protective & Promotive Factors		Outcome	Study Sample/Context				Strength of Evidence		Citation
	Our Table:	Defined by Study:	Outcome(s):	Sample Details (if any)	Number of Studies	Date Range of Studies	Type of Effect Size	Effect size & Confidence Intervals	Study Notes	
Individual	Self-regulation	Self- control	Addictive behaviors (marijuana, smoking)	Under 21 N = 7,605	13	2004-2009	Correlational	r = .25		De Ridder et al. (2012)
Individual	Problem solving skills and active decision-making skills	Cognitive-Behavioral intervention approaches	Cannabis use (reductions in frequency)	Ages 12-19	17	1980-2008	Experimental	g = -.51 95% CI = .80 to .28	Intervention research	Bender et al. (2010)
Individual	Problem solving skills and active decision-making skills	Programs that teach intrapersonal skills (problem solving, decision making)	Alcohol and drug use	Grades 6 – 12 Universal population that includes, but does not	207	1978-1998	Experimental	g = .17 95% CI = .13 – .21	Based on evaluation of school-based drug prevention programs characterized as CLS)	Tobler et al. (2000)

				specifically target "high risk youth:						
Individual	Interpersonal skills	Programs that teach Interpersonal Skills (refusal skills, assertiveness, communicating)	Alcohol and drug use	Grades 6 – 12 Universal population that includes, but does not specifically target "high risk youth:	207	1978-1998	Experimental	g = .17 95% CI= .13 – .21	Based on evaluation of school-based drug prevention programs (characterized as CLS)	Tobler et al. (2000)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Family-based interventions	Cannabis use	Ages 12-19	17	1980-2008	Experimental	g = -.56, 95% CI = -.93 to -.18	Intervention research	Bender et al. (2010)
Parents & Other Adults	Clear rules and expectations *(converse)*	Parental influence	Use of marijuana	N = 29.913	12		Correlational	r = .08		Allen et al. (2003)
Parents & Other	Clear rules and	Parental	Use of	N = 31,	24		Correlatio	r = .17	Found	Allen et

Adults	expectations *(converse)*	influence	alcohol	724			nal		influence of parents increases as children age r = .115	al. (2003)
Parents & Other Adults	Clear rules and expectations *(converse)*	Parental influence	Use of tobacco	N = 37,479	25		Correlational	r = .14	Found influence of parents increases as children age r = .194	Allen et al. (2003)
Parents & Other Adults	High expectations *(converse)*	Parental influence	Use of hard drugs	N = 4,553	5		Correlational	r = .20		Allen et al. (2003)
Parents & Other Adults	Parental monitoring	Parental monitoring (i.e., knowledge of child's whereabouts, activities, relationships)	Marijuana use	Adolescents aged 10-19 N = 35, 367	17	2000-2008	Correlational; cross sectional and longitudinal	r = - .24, stronger for females (r = -.31)		Lac & Crano (2009)
Peer	Associations with positive peers, positive peer role models *(converse)*	Peer influence	Use of marijuana	N = 185,572	51		Correlational	r = .38	Found influence of peers increases as children get older r = .157	Allen et al. (2003)
Peer	Associations with positive peers,	Peer influence	Use of alcohol	N = 176,102	61		Correlational	r = .27		Allen et al. (2003)

	positive peer role models *(converse)*									
Peer	Associations with positive peers, positive peer role models *(converse)*	Peer influence	Use of tobacco	N = 150,262	41		Correlational	r = .37	Found influence of peers increases as children get older r = 173	Allen et al. (2003)
Peer	Associations with positive peers, positive peer role models *(converse)*	Peer influence	Use of hard drugs	N = 400,884	31		Correlational	r = .23		Allen et al. (2003)
Community & School	School belongingness/connectedness *(converse)*	Truancy (low school attachment)	Alcohol, Tobacco and other Drug Use (dichotomous)	Grades 7-12		1980-2000	Rates of use	Odds ratio = 4.38 alcohol; 6.25 for marijuana (7th & 8th grade)		Hallfors et al. (2002)
Community & School	School belongingness/connectedness *(converse)*	Drug prevention programs that target school environment to promote school attachment	Alcohol and drug use	Grades 6 – 12 Universal population that includes, but does not	207	1978-1998	Experimental	d = .27 95% CI = .21-33	Programs that characterized as systems-wide change	Tobler et al. (2000)

				specifically target "high risk youth:						
Community & School	Participation in structured youth programs and extracurriculars	Afterschool programs seeking to enhance personal and social skills	Drug Use (i.e., use of alcohol, marijuana, tobacco)	Afterschool program context; children & adolescents, ages 5-18	12	1980 - 2007	Experimental	d = .16, 95% CI = .05 to .27	Effect present only when use SAFE Features	Durlak, Weissberg & Pachan (2010)

Problem Behaviors

Level	Protective & Promotive Factors		Outcome	Study Sample/Context			Strength of Evidence			Citation
	Our Table:	**Defined by Study:**	**Outcome(s):**	**Sample Details (if any)**	**Number of Studies**	**Date Range of Studies**	**Type of Effect Size**	**Effect size & Confidence Intervals**	**Study Notes**	
Individual	Positive self-concept	Self-image	Delinquency	Girls only	6		Correlational	r = .13		Hubbard & Pratt (2002)
Individual	Self-regulation	Programs designed to improve self-	Delinquency/crime/ child behavior problems (conduct problems,	Children aged 10 or under, must be physically	36	1975-2015	Experimental (RCT with post-test for	d = .27 (for reducing delinquency)	High-quality evaluations of self-control	Piquero et al. (2016)

		control (includes programs focused on emotional understanding and communication, social problem solving skills, delay of gratification, skills related to meditation and deep breathing)	antisocial behaviors)	and mentally capable, mostly high-risk, low-income, mostly male, mostly white			experimental and control participants)	d = .32 (for improving self-control)	improvement programs, studies must include control group	
Individual	Self-regulation	Emotion knowledge	Externalizing problems	Children aged 3-15 N= 2,851	34		Correlational	r = -. 17, 95% CI = -.24 to -.10		Trentacosta et al. (2010)
Individual	Problem solving skills & active problem solving skills	Executive functioning	Antisocial problem behaviors	N = 4,589 Sample may be those with diagnoses, adolescents and adults	39	1942 - 1995	Uncertain	g = .57		Morgan & Lilienfeld (2000)

Individual	Problem solving skills & active problem solving skills	Overall executive functioning (working memory, inhibition, cognitive flexibility)	Externalizing behavior problems (attention problems, attention deficit, hyperactivity, ADHD, oppositional, aggressive, externalizing, ODD, conduct problems)	Preschool children with externalizing behavior problems N = 4021 International (US, Canada, Europe, etc)	22	Up to 2011	Correlational	d = .22; 95% CI = .17-.27 Effect sizes greater for older preschoolers		Schoemaker et al. (2013)
Individual	Problem solving skills & active problem solving skills	Inhibition	Externalizing behavior problems (attention problems, attention deficit, hyperactivity, ADHD, oppositional, aggressive, externalizing, ODD, conduct problems)	Preschool children with externalizing behavior problems N = 3,795	19	Up to 2011	Correlational	d = .24; 95% CI = .18-.30		Schoemaker et al. (2013)
Individual	Problem solving skills & active problem solving skills	Cognitive flexibility	Externalizing behavior problems (attention problems, attention deficit,	Preschool children with externalizing behavior	5	Up to 2011	Correlational	d = .13; 95% CI = .08-.19		Schoemaker et al. (2013)

			hyperactivity, ADHD, oppositional, aggressive, externalizing, ODD, conduct problems)	problems N = 1,198						
Individual	Problem solving skills & active problem solving skills	Working memory	Externalizing behavior problems (attention problems, attention deficit, hyperactivity, ADHD, oppositional, aggressive, externalizing, ODD, conduct problems)	Preschool children with externalizing behavior problems N = 2,132	13	Up to 2011	Correlational	d = .17; 95% CI = .12-.23		Schoemaker et al. (2013)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Secure child-parent attachment (child's confidence that a supportive attachment figure is available to respond to his or her needs and cues)	Externalizing behaviors	Child aged 3-18 N= 24,689 families	116	1992 - 2013	Correlational	d = .50, 95% CI = .42 - .56		Madigan et al. (2016)

Parents & Other Adults	Relationships characterized by care, support, attentiveness	Parental warmth	Externalizing behaviors (i.e., aggression, disruptiveness, defiance, hyperactivity, impulsivity)	Children and adolescents, mean age = 10.7 years, 49% female, 40% ethnic minority	1, 062	Up to 2016	Correlational	r = -.19, 95% CI = -.18 to -.19		Pinquart (2017)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Parental autonomy granting	Externalizing behaviors (i.e., aggression, disruptiveness, defiance, hyperactivity, impulsivity)	Children and adolescents, mean age = 10.7 years, 49% female, 40% ethnic minority	235	Up to 2016	Correlational	r = -.11, 95% CI = -.08 to -.13		Pinquart (2017)
Parents & Other Adults	Relationships characterized by care, support, attentiveness + Clear rules	Authoritative parenting	Externalizing behaviors (i.e., aggression, disruptiveness, defiance, hyperactivity, impulsivity)	Children and adolescents, mean age = 10.7 years, 49% female, 40% ethnic minority	282	Up to 2016	Correlational	r = -.16, 95% CI = -.14 to -.18		Pinquart (2017)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Authoritative parenting	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia	8	1950-2007	Correlational	r = -.19		Hoeve et al. (2009)

	+ Clear rules			N= 9,089						
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Parental support	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N= 46,960	72	1950-2007	Correlational	r = -.19		Hoeve et al. (2009)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Affection	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N= 3,901	12	1950-2007	Correlational	r = -.21		Hoeve et al. (2009)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Involvement	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N= 861	3	1950-2007	Correlational	r = -.16		Hoeve et al. (2009)
Parents & Other Adults	Relationships characterized by care, support,	Supportive parenting	Delinquency + aggressive behavior	Children aged 0-18 US, Europe,	5	1950-2007	Correlational	r = -.23		Hoeve et al. (2009)

	attentiveness			Australia N= 3,901						
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Open communication	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N= 7,959	11	1950-2007	Correlational	r = -.07		Hoeve et al. (2009)
Parents & Other Adults	Clear rules	Consistent discipline	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N = 2,255	5	1950-2007	Correlational	r = -.12		Hoeve et al. (2009)
Parents & Other Adults	Clear rules	Rules setting	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N = 9,887	8	1950-2007	Correlational	r = -.13		Hoeve et al. (2009)
Parents & Other Adults	Clear rules	Enforcement of rules	Sexual intercourse	Adolescents aged 10 – 19 in the US	30	1984-2014	Correlational	Odds Ratio = .61, 95% CI = .52	Of 30 studies, 18. were cross sectional, 12	Dittus et al. (2015)

								- .87	were longitudinal	
Parents & Other Adults	Clear rules + monitoring	Parental behavioral control (i.e., parental attempt to control and regulate behavior by rules setting and monitoring)	Externalizing behaviors (i.e., aggression, disruptiveness, defiance, hyperactivity, impulsivity)	Children and adolescents, mean age = 10.7 years, 49% female, 40% ethnic minority	1, 130	Up to 2016	Correlational	r = -.19, 95% CI = -.18 to -.20		Pinquart (2017)
Parents & Other Adults	Clear rules + Monitoring	Behavioral control (i.e., parental attempt to control and regulate behavior by rules setting and monitoring)	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N = 40,378	55	1950-2007	Correlational	r = -.19		Hoeve et al. (2009)
Parents & Other Adults	Monitoring	Parental monitoring	Delinquency + aggressive behavior	Children aged 0-18 US, Europe, Australia N = 19,289	28	1950-2007	Correlational	r = -.23		Hoeve et al. (2009)
Parents & Other	Monitoring	Parent knowledge about child's	Delinquency + aggressive	Children aged 0-18	47	1950-2007	Correlational	r = -.26		Hoeve et al.

Adults		whereabouts	behavior	US, Europe, Australia N = 32,847						(2009)
Parents & Other Adults	Monitoring	Parental monitoring knowledge	Sexual intercourse	Adolescents aged 10 – 19 in the US	30	1984-2014	Correlational	Odds Ratio = .72, 95% CI= .63 - .83	Of 30 studies, 18 were cross sectional, 12 were longitudinal	Dittus et al. (2015)
Parents & Other Adults	Monitoring	Parental monitoring knowledge	Condom use	Adolescents aged 10 – 19 in the US	30	1984-2014	Correlational	Odds Ratio = 1.24 95% = 1.04-1.47	Of 30 studies, 18 were cross sectional, 12 were longitudinal	Dittus et al. (2015)
Parents & Other Adults	Monitoring	Parental monitoring	Contraceptive use	Adolescents aged 10 – 19 in the US	30	1984-2014	Correlational	Odds Ratio = 1.42, 95% = 1.09-1.86	Of 30 studies, 18 were cross sectional, 12 were longitudinal	Dittus et al. (2015)
Community & School	School belongingness and connectedness, positive school climate	School climate (pattern of students', parents' and school personal's experience of school life that	Problem behaviors (school delinquency, discipline referrals, suspensions, expulsions, drop out, truancy,	Middle and high school aged, 56% male, 64% Caucasian, 39% urban/sub	13	1982 – 2012	Correlational	r = -.32, 95% CI = -.24 to -.40	Must be a longitudinal	Reaves et al. (2018)

		reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures)	skipping class, violence against person or property, arrests, weapon use, aggression, classroom problem behaviors, disruptions, defiance)							
Community & School	belongingness and connectedness, positive school climate	Interpersonal relationships within school	Delinquency (delinquent behavior against other person or property, arrests)	Middle and high school aged,	3		Correlational	r = -.21	Must be a longitudinal	Reaves et al. (2018)
Community & School	belongingness and connectedness, positive school climate	Institutional school environment	School delinquency (discipline referrals, suspensions, expulsions, drop out, truancy, skipping class)	Middle and high school aged,	8		Correlational	r = -.21	Must be a longitudinal	Reaves et al. (2018)
Community & School	belongingness and connectedness, positive school climate	Institutional school environment	General conduct problems (maladjustment, rebellious behavior, classroom behavior	Middle and high school aged,	3		Correlational	r = -.29	Must be a longitudinal	Reaves et al. (2018)

			problems)							
Community & School	belongingness and connectedness, positive school climate	School relationships	Delinquency	Girls only	9		Correlational	r = .25		Hubbard & Pratt (2002)
Community & School	Participation in structured youth programs and extracurriculars	Programs designed to promote social and emotional learning	Conduct problems (i.e., disruptive class behavior, noncompliance, bullying, school suspensions, delinquency)	Children & Adolescents aged 5 - 18 N = 207, 035 Universal sample, without adjustment or learning problems	112	1970-2007		g = .22, 95% CI = .16 to .29	Examines school-based program that aim to promote students' social and emotional development; studies must include control group	Durlak et al. (2011)
Community & School	Participation in structured youth programs and extracurriculars	School-based interventions designed to promote social and emotional learning	Emotional distress (i.e., depression, anxiety, social withdrawal)	Children & Adolescents aged 5 - 18 N = 207, 035 Universal sample, without adjustment or learning	49	1970-2007		g = .24, 95% CI = .14 to .25	Examines school-based program that aim to promote students' social and emotional development; studies must	Durlak et al. (2011)

				problems					include control group	
Community & School	Participation in structured youth programs and extracurriculars	Afterschool programs designed to promote personal and social skills (if implemented with SAFE)	Problem behaviors (i.e., non-compliance, aggression, delinquent acts, disciplinary referrals, rebelliousness)	Children & Adolescents aged 5 - 18	22	1980-2007	Experimental	d = .30, 95% CI = .17-.42		Durlak et al (2010)

Academic Performance

Level	Protective & Promotive Factors		Outcome	Study Sample/Context			Strength of Evidence			Citation
	Our Table:	**Defined by Study:**	**Outcome(s):**	**Sample Details** **(if any)**	**Number of Studies**	**Date Range of Studies**	**Type of Effect Size**	**Effect size & Confidence Intervals**	**Study Notes**	
Individual	Positive self-Concept	Self-concept: global, personal perception of the self	Academic Performance (grades, test scores, etc.)	Age 5-20, average = 11.5 years	32	Through 2007	Correlational, longitudinal	r = .24 (time 2); r = .25 (time 3)	Interested in longitudinal relationship; temporal priority	Huang (2011)

Individual	Self-efficacy	Self-Beliefs: self-concept, self-esteem, self-efficacy	Academic Achievement (grades, test scores, attainment)		60	1978-2011	Correlational	Beta = .09; 95% CI = .07 to .09		Valentine et al. (2004)
Individual	Self-efficacy	Self-Efficacy: self-efficacy for learning and performance	Academic Achievement (test scores, grades, GPA)	Elementary to College students	48		Correlational	d = .34, 95% CI = .327 to .363		Carpenter (2007)
Individual	Self-regulation	Self-Regulation: Monitoring and modulating one's own cognition, behavior, and emotion in order to achieve a goal or meet a demand	Academic Performance (course grades, standardized test scores)		149		Correlational	r = .29, 95% CI = .27 to .31	Included non-experimental studies	Dent (2013)
Individual	Self-regulation	Self-control	School and work performance	Through age 21 N = 1,546	5	2004-2009	Correlational	r = .36		Ridder at al. (2012)

Individual	Problem solving & active decision making	Life Skills Development (critical thinking, problem solving, social skills)	Drop-Out/ Graduation		26		Experimental	d = .15	Prevention program evaluations	Chappell et al (2015)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	School-based parental involvement	Academic Performance (grades, test scores, GPA, advanced courses)	Middle School	50	1985-2006	Correlational & Experimental	r = .19, 95% CI = .10 to .21		Hill & Tyson (2009)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Family Engagement	Drop-Out/ Graduation		32		Experimental	d = .21	Prevention program evaluations	Chappell et al. (2015)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Mentoring (caring relationship and adult)	Drop-Out/ Graduation		25		Experimental	d = .14	Prevention program evaluations	Chappell et al. (2015)
Parents & Other	Relationships characterized by care,	Parental Involvement: parental	Academic Performance	Urban secondary school	52		Correlational	g = .38, 95% CI =		Jeynes (2007)

Adults	support, attentiveness	participation in the educational processes and experiences	(grades, test scores, etc.)	students (grade 6-12)				.07 to .69		
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Positive Affective Teacher-Student Relationships	School engagement & achievement	Preschool-High School	99	1990-2011		r = .34 (engagement) r = .16 (achievement)		Roorda et al. (2011)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Parental Involvement	Academic achievement		9 meta-analyses				Meta-synthesis	Wilder (2014)
Parents & Other Adults	Relationships characterized by care, support, attentiveness + Clear rules and expectations	Parental expectations and support	Drop-Out		13	1986-2001	Correlational	r = .21		Strom & Boster (2007)
Parents & Other Adults	Relationships characterized by care,	Supportive student-teacher	Drop-Out		13	1986-2001	Correlational	r = .14		Strom & Boster (2007)

	support, attentiveness & Involvement	interactions								
Parents & Other Adults	Relationships characterized by care, support, attentiveness + Clear rules and expectations	Parenting Style	Academic achievement (GPA, test scores)	Less than 20 years old, mean age = 13.19	308	1974-2015	Correlational	r = .14 (warmth), r = .11 (behavioral control), r = .11 (autonomy granting), r = .17 (authoritative)		Pinquart (2015)
Parents & Other Adults	Relationships characterized by care, support, attentiveness	Parent Involvement	Academic achievement	K-12 grades	37	2000-2013	Correlational	d = .17		Castro et al. (2015)
Parents & Other Adults	Clear rules and expectations	Parental expectations	Academic achievement	K-12 grades	8	2000-2013	Correlational	d = .22		Castro et al. (2015)
Parents & Other Adults	Clear rules and expectations	Academic Socialization: communicating	Academic Performance (grades, test	Middle School	50	1985-2006	Correlational & Experimental	r = .39, 95% CI =		Hill & Tyson (2009)

		high expectations for education and its value/utility	scores, GPA, advanced courses)					.26 to .44		
Parents & Other Adults	Monitoring	Parental supervision of homework	Academic achievement	K-12 grades	18	2000-2013	Correlational	d = .02		Castro et al. (2015)
Peer	Relationships characterized by care, support, acceptance *(converse)*	Peer victimization (bullying)	Academic achievement (grades, test scores, teacher reports)		33	1978-2007	Correlational	r = -.12, 95% CI = -.15 to -.09		Nakamoto & Schwartz (2010)
Community & School	School belongingness	School belonging: students feel accepted, respected, included and encouraged by others in the school environment	Academic Success & Persistence (test scores, GPA, teacher rating, teacher report)		27	1970 to 2012	Correlational	r = .22, 95% CI = .19 to .25		Moallem (2013)

Community & School	Participation in structured youth programs and extracurriculars	Personal & Social skills (CASEL)	Achievement test scores	Afterschool program context; children & adolescents, ages 5-18	20	1980-2007	Experimental	d = .17, 95% CI = .06 to .29	Effect sizes higher when SAFE features (d = .20)	Durlak, Weissberg & Pachan (2010)
Community & School	Participation in structured youth programs and extracurriculars	Personal & Social skills (CASEL)	School grades	Afterschool program context; children & adolescents, ages 5-18	25	1980-2007	Experimental	d = .12, 95% CI = .01 to .23	Effect sizes higher when SAFE features (d = .22)	Durlak, Weissberg & Pachan (2010)
Community & School	Participation in structured youth programs and extracurriculars	Social & Emotional Learning	Standardized test scores, school grades	School-based interventions	35	1970-2007	Experimental	d = .27, 95% CI = .15 to .39	Effect sizes higher when embedded in classroom (d = .34), also SAFE features (d = .28)	Durlak et al. (2011)

APPENDIX C: CRITERIA USED TO DETERMINE MAGNITUDE OF EFFECT SIZES

The small, medium, and large circles in the protective and promote factors by outcomes tables summarizes the general "effect size" reported within the meta-analyses for that topic. In statistical terms, an effect size is a quantitative measure of the magnitude of a phenomenon. Examples of effect sizes include the correlation between two variables (e.g., often reported in studies as Pearson's r), or the mean difference between treatment and control groups in an intervention (e.g., often reported as Cohen's d or Hedge's g). For most type of effect sizes, a larger absolute value indicates a stronger effect. For example, an effect size of $d = .80$ is considered larger than an effect size of $d = .50$.

Cutoffs of small, medium, and large were determined according to norms in the research (Cohen, 1988). Specifically:

- For Cohen's d and Hedge's g:
    - Effect sizes between 0 to .20 are characterized trivial; between .21 and .50 are characterized small, between .51 and .80 are characterized medium, and between .81 to 1.0 (which is relatively rare in the literature) are considered large.

- For Pearson's r:
    - Effect sizes below .10 are characterized as trivial; between .10 and .30 are characterized as small, between .31 and .50 are characterized as medium, and between .51 to 1.0 (which is relatively rare in the literature) are considered large.

APPENDIX D: CRITERIA USED TO IDENTIFY PROMISING AFTERSCHOOL PRACTICES

Two primary criteria were used to identify promising practices for building protective and promotive factors in afterschool (see **Figure 14**):

Figure 14. Criteria for inclusion as a promising afterschool practice

The practices identified must be…

Criterion 1	Criterion 2
Evidence-informed	Feasible to implement in the afterschool context

First, practices needed to be evidence-informed (derived from the best available research on a subject coupled with practical knowledge and expertise) to ensure that there was evidence to support their effectiveness. Second, because these practices are intended for use in the afterschool context, practices needed to be feasible, relevant, and possible to implement within the context of an afterschool program, given the unique opportunities and limitations of this setting. For example, practices identified need to be actionable by an afterschool staff member, capable of being incorporated into activities that already occur within the afterschool space, relevant to the goals of afterschool programs, and aligned to the indicators of afterschool program quality.

When possible, we identified strategies that had been implemented successfully in the afterschool context. However, in many cases, when research or conceptual frameworks were not specific to afterschool programs or youth development, the search was expanded to include practices to promote these factors from a broader literature base (e.g., social-emotional learning programs, parenting programs, health care interventions, and education and school reform). The strategies identified from this search are summarized in **Appendix E.**

APPENDIX E: SUMMARY OF EVIDENCE-INFORMED PRACTICES FOR PROMOTING EACH FACTOR

INDIVIDUAL LEVEL FACTORS

(Evidence-Informed Practices for Promoting Each Factor)

POSITIVE SELF-CONCEPT
• Reflect on what youth contribute to the setting and ways in which he/she stands out. Notice, name, and highlight youths' unique attributes (Blaustein & Kinniburgh, 2010). • Reflect on youths' successes. Notice and name achievements, highlight concretely, when possible (Blaustein & Kinniburgh, 2010). • Support youth, not just in talking about who they are, but also find ways to help youth explore and express what they identify as unique self attributes and positive self attributes in their daily lives; concrete activities include: "all about me" books, life books, personal collage, artistic self-expression, power book, pride wall, superhero self (Blaustein & Kinniburgh, 2010). • For youth who have experienced adversity, support them in the development of a coherent narrative around key life experiences, both positive and poor, and the development of a future self by prompting youth to imagine themselves in the future (e.g., where will they be, what will they look like, what will they be doing, what they might want to be when they grow up) (Blaustein & Kinniburgh, 2010).

COMPETENCE, SELF-EFFICACY, AND AGENCY
• Support youth in in learning something new/accomplishing personal goals (Grossman & Bulle, 2006). • Show interest in youths' accomplishments and achievements (Blaustein & Kinniburgh, 2010). • Notice and reinforce moments of success (Blaustein & Kinniburgh, 2010). • Use praise and reinforcement, not just about behavior (i.e., go beyond "being good")—reinforce youths' qualities ("what a great sense of humor you have") and efforts ("I can see how hard you're working on that") – pick things that are tangible, important to the child, that are goals, etc. (Blaustein & Kinniburgh, 2010). • Encourage participation in extracurricular activities, such as sports, clubs, arts, activities, afterschool programming to provide youth with multiple opportunities to experience competence in multiple domains —key forum for exploring interests as well as building or expanding individual skills and attributes (Blaustein & Kinniburgh, 2010). • Increase opportunities for choice, leadership, and empowerment (Blaustein & Kinniburgh, 2010).

SELF-REGULATION
• Develop self-regulation skills for staff to increase capability of staying "calm, cool, and connected" when faced with a difficult situation, problem, or stressor involving youth (Annie Casey Foundation, 2017; Bridgett et al., 2015). • Develop emotional awareness and regulation skills among staff (i.e., understanding, managing, and coping with own emotional responses) to better support the awareness and regulation skills of youth (Blaustein & Kinniburgh, 2010). • Develop "attunement" skills among staff (i.e., ability to read and understand youth's cues) to ensure responses to youth behavior that teach them how to manage emotions, cope with distressing situations, and make good choices. When attuned, adults are better able to respond to the emotion underlying youths' actions, rather than simply reacting to distressing behavior (Blaustein & Kinniburgh, 2010). • Teach youth to be a "feelings detective" and help youth build a feelings vocabulary (Blaustein & Kinniburg, 2010). • Teach youth skills for managing strong emotions (i.e., thinking before acting or breathing deeply) (Terzian et al., 2011). • Support youth in developing an awareness and understanding of feelings and body states, and associated thoughts and behaviors (Blaustein & Kinniburgh, 2010). • Support youth in developing increased capacity to tolerate and manage physiological and emotional experiences (Blaustein & Kinniburgh, 2010). • Support youth in building awareness and skills in identifying, understanding, tolerating, and managing thoughts and feelings (Annie Casey Foundation, 2017). • Support youth in awareness and understanding of internal experience, ability to modulate that experience, and ability to safely share that experience with others (Blaustein & Kinniburg, 2010). • Create "safe spots" or "calm down corners" where youth can go to calm down—fill spaces with tactile items (e.g., pieces of burlap or velvet, bendy animals, brushes with soft bristles) they can touch or play with to regain control until they feel ready to return to the group or activity (Bornstein, 2014). • Tune in to youth's experience, validate youth's feelings, help youth shift and problem-solve (Bornstein et al., 2014).

PROBLEM SOLVING SKILLS & ACTIVE DECISION-MAKING SKILLS
• Teach youth problem-solving steps formally in step-by-step fashion (i.e., identify the problem, come up with solutions to the problem, evaluate all possible consequences of these solutions, decide what to do, implement the choice, evaluate outcomes and revise as needed), and then support youth in the use of these skills by actively practicing and reinforcing the use of these skills through informal interactions (Blaustein & Kinniburgh, 2010). • Recognize opportunities to help youth apply problem solving skills in the moment, in response to youths' statements, or in situations in which a choice should be—or has been made (Blaustein & Kinniburgh, 2010). • Help youth feel safe and calm; youth are less able to engage in problem solving skills when they feel frustrated, in danger, or overwhelmed (Blaustein & Kinniburgh, 2010). • Model and support a calm approach to problem solving (Blaustein & Kinniburgh, 2010). • Help youth learn how to consider ethics, safety, social norms, the realistic consequences of actions, and the well-being of self and others when making decisions about behavior and social interactions (Collaborative for Academic Social Emotional Learning, 2018). • Bring the language of "choice" into conversations, and support youth in their ability to reflect on their own actions and choices by helping them explore their own actions and the natural consequences of those actions (Blaustein & Kinniburgh, 2010). • Work with youth to act, instead of reacting, by using higher-order cognitive processes to solve problems and make active choices in the service of reaching identified goals (Blaustein & Kinniburgh, 2010).

INTERPERSONAL SKILLS
• Support youth in their ability to build and maintain positive friendships and relationships by teaching and modeling effective interpersonal skills such as communicating clearly, listening well, cooperating with others, and negotiating conflict constructively (Terzian et al., 2011). • Support youth in their ability to attune to (i.e., accurately understand and respond to) the experience of others; this skill acts as a foundation for the building of empathy, perspective taking, and other interpersonal skills (Blaustein & Kinniburgh, 2010). • Support youth in their ability to prevent, manage, and resolve interpersonal conflicts in constructive ways by teaching and modeling effective conflict resolution skills (CASEL Collaborating States Initiative, 2017). • When conflicts arise, serve as a mediator and model by helping youth communicate constructively, actively listen to one another, and come to a compromise that works for everyone (Malone, 2015). • Support youth in their ability to resist inappropriate social pressure by teaching lessons on how to recognize signs of poor peer pressure (e.g., tune into how the body reacts when you feel pressured to do something that doesn't feel right) and youth how to resist poor peer pressure (i.e., stop and think, assess the situation, learn how to say no, walk away) (American Academy of Child & Adolescent Psychiatry, 2018). • Support youth in their ability to recognize the thoughts, feelings, and perspectives of others, including those different from their own (CASEL Collaborating States Initiative, 2017). • Support youth in their ability to work effectively with those who are different from them by teaching lessons on diversity and tolerance and modeling these concepts in daily interactions (CASEL Collaborating States Initiative, 2017). • Offer many formal and informal opportunities to practice skills. For example, give youth the opportunity to work together on projects in groups or with partners (Malone, 2015). • When assigning partners, try to pair youth who are less confident, shy, or insular with students who are more social and self-confident (Malone, 2015).

PARENT & OTHER CAREGIVING ADULTS LEVEL FACTORS

(Evidence-Informed Practices for Promoting Each Factor)

RELATIONSHIPS CHARACTERIZED BY CARE, SUPPORT, AND ATTENTIVENESS

- Consistently communicate care, warmth, and positive regard in all interactions, even when youth misbehaves, and consequences are being dealt (Blaustein & Kinniburgh, 2010).
- Provide consistent support for developing a myriad of skills and competencies (such as those mentioned above in the "individual-level factors" section) through intentional strategies such as teaching, modeling, coaching, and scaffolding (Blaustein & Kinniburgh, 2010).
- Be attentive to youths' thoughts, feelings, and actions in all interactions, using strategies such as attunement (ability to accurately and empathically understand and respond to children's actions, communications, needs and feelings), active listening (eye contact, head nod, verbal responses), and reflective listening (i.e., hear, validate, communicate support) (Blaustein & Kinniburgh, 2010).

Specific to youth-staff relationships in afterschool context:

- Highlight shared interests, shared characteristics, and cultural connection between youth and adults to minimize relational distance between youth and adults (Grossman & Bulle, 2006; Jones & Deutsch, 2011).
- Maintain small group sizes and low adult/youth ratios (Grossman & Bulle, 2006).
- Assign youth to consistent staff member to increase frequency of interactions and depth of relationship (Grossman & Bulle, 2006).
- Create ample opportunities for Informal socializing between youth and adults (such as unstructured time/space for informal interactions) (Grossman & Bulle, 2006).
- Support youth in learning something new/accomplishing personal goals (Grossman & Bulle, 2006).
- Facilitate proximal relational ties and social networks (staff act as a bride between youth, peers, schools, and families) (Jones & Deutsch, 2011).
- Express care and provide support while sharing power with youth (Roekhlketpartain et al., 2017).

CLEAR RULES AND EXPECTATIONS

- Set and communicate clear boundaries, rules, and expectations about appropriate behavior, while also communicating care (Blaustein & Kinniburgh, 2010).
- When setting limits, select appropriate targets (i.e., behaviors that are unsafe, aggressive, violate familial/systemic rules, such as hitting, name calling, refusal to follow directive) and consequences that can actually be carried out (e.g., time out) to ensure ability to follow through (Blaustein & Kinniburgh, 2010).
- Enact consequences that are predictable (i.e., youth was aware of consequence that would be associated with misbehaving), fair (i.e., proportionate to the behavior), consistent (i.e., occurs invariably) and developmentally appropriate (i.e., reasonable given age or developmental stage) (Blaustein & Kinniburgh, 2010).

Specific to youth-staff relationships in afterschool context:

- Hold youth accountable for taking responsibility of their actions and reflect on their mistakes and setbacks (Roekhlketpartain et al., 2017).

- Challenge growth through expecting youth to try their best and stretch themselves to go further (Roekhlketpartain et al., 2017).

MONITORING
• Demonstrate curiosity and care about youth's whereabouts, companions, and activities; ask youth directly and possess accurate knowledge (Lac & Crano, 2009). <u>Specific to afterschool programs:</u> • Provide safe and supervised care for youth in the afterschool hours, particularly for those who may lack such care in other environments (McDowell Group, 2018).

PEER LEVEL FACTORS

(Evidence-Informed Practices for Promoting Each Factor)

FRIENDSHIPS CHARACTERIZED BY CARE, SUPPORT, AND ACCEPTANCE
• Recognize and be considerate of peer affiliation and dynamics (observe *how* children interact as opposed to focusing specifically on *whom* children interact with) when selecting seating arrangements, work study partners, and identifying members for group projects (Audley-Piotrowski, Singer & Patterson, 2015; Gest & Rodkin, 2011). • Foster social norms to promote prosocial behaviors (e.g., not over-looking/addressing poor peer interactions, reinforcing prosocial behaviors, providing emotional support/emotional responsivity) (Audley-Piotrowski, Singer & Patterson, 2015). • Shape peer relations through seating arrangements (e.g., children who sit near each other are more likely to like each other and become friends) (Audley-Piotrowski, Singer & Patterson, 2015). • Offer high-quality emotional support (associated with peer friendship reciprocation) (Gest & Rodkin, 2011). <u>Specific to practices in afterschool context</u>: • Practice active inclusion (facilitating positive peer interactions and friendships through deliberate attempts to include marginalized youth) (Jones & Deutsch, 2011).

ASSOCIATIONS WITH POSITIVE PEERS, POSITIVE PEER ROLE MODELS
• Build a foundation of relational trust (Sullivan, Sethi & Roehlkepartain, 2016).

COMMUNITY & SCHOOL LEVEL FACTORS

(Evidence-Informed Practices for Promoting Each Factor)

SCHOOL BELONGINGNESS/CONNECTEDNESS

- Employ authoritative classroom management practices and classroom structure (e.g., fair policies, less harsh discipline, student input) (Fredricks, Blumenfeld, & Paris, 2004; Mcneely, Nonnemaker & Blum, 2002; Rowe & Stewart, 2009; Whitlock, 2006).
- Provide high levels of teacher support (e.g., affection, personal interest, admiration, intimacy, satisfaction, nurturance, reliable alliance) (Fredricks, Blumenfeld, & Paris, 2004; De Laet et al., 2015, Maurizini, Ceballo, Epstein-Ngo, & Cortina, 2013).
- Facilitate high levels of peer acceptance and high-quality friendships (Fredricks, Blumenfeld, & Paris, 2004; Hamm & Faircloth, 2005; De Laet et al., 2015, Maurizini, Ceballo, Epstein-Ngo, & Cortina, 2013).
- Offer intellectually challenging environment and autonomy support (e.g., authentic, opportunities for students to assume ownership of activities, opportunities for collaboration, employs diverse talents, and opportunities for fun) (Whitlock, 2006).
- Improve children's social and emotional competence (Cohen et al., 2009).
- Train teachers to understand the elements of positive school climate and its importance (Cohen et al., 2009).

Specific to practices in afterschool context:

- Create positive relationships with staff and peers (research suggests that these positive interactions transfer to school and support broader connectedness) (Anderson-Butcher, 2010).
- Provide a safe environment (having safe experiences at school sites during programs may transfer to enhanced perceptions of the school itself) (Anderson-Butcher, 2010).
- Provide enjoyable learning experiences that bolster and expand upon school-day, classroom learning and activities (Anderson-Butcher, 2010).
- Foster connections to teachers by hiring teachers as tutors, workers, coaches, and liaisons (Anderson-Butcher, 2010).
- Reinforce school rules and practices (e.g., adopting similar policies/procedures) (Anderson-Butcher, 2010).

PARTICIPATION IN STRUCTURED YOUTH PROGRAMS & EXTRACURRICULARS

- Foster a sense of psychological and physical safety (Lauver & Little, 2005).
- Build supportive relationships between youth, committed adults, and peers (Lauver & Little, 2005; Strobel et al., 2008).
- Hire staff members who are similar to youth themselves in race, gender and experience, but most importantly hire people who care about children/youth and can connect with them (e.g., leaders, volunteers, alumni), and support these adults through trainings and discussion sessions (Kennedy et al., 2007; Lauver, Weiss & Little, 2004).
- Offer challenging, age-appropriate and fun program activities (Kennedy et al., 2007; Lauver & Little, 2005; Lauver, Weiss & Little, 2004).
- Offer opportunities to learn new skills (in racial/cultural minority youth living in low-income urban neighborhoods; Strobel et al., 2008).
- Allow youth to create activities and experience autonomy (Kennedy et al., 2007).
- Recruit and retain youth by engaging with families to demonstrate the opportunities associated with participation and reaching out directly to youth and their families in their homes and communities (Lauver, Weiss & Little, 2004).

APPENDIX F: RELATIONSHIP OF AFTERSCHOOL PRACTICES TO CDE QUALITY STANDARDS

CDE Quality Standards for Expanded Learning	Strategies for Building Protective Factors Afterschool	Location in our Conceptual Framework
Point-of-Service Quality Standards		
Safe & Supportive Environment	Physical and emotional safety	Learning Environments
	Communicating care, warmth, and support in interactions	Youth-Staff Interactions
	Creating norms for prosocial behavior	Youth-Staff Interactions
	Praise youth's unique contributions, attributes, and effort	Youth-Staff Interactions
	Opportunities to create and maintain positive peer relationships	Youth-Staff Interactions
	Modeling positive behaviors	Youth-Staff Interactions
Active & Engaged Learning	Youth experience enjoyment and challenge	Learning Environments
Skill Building	Promote active skill development	Intentional and Explicit Focus on Youth Skill
	Celebrating and reinforcing youth successes	Youth-Staff Interactions
Youth Voice & Leadership	Provide opportunities for shared ownership, choice, autonomy, and leadership	Learning Environments
Healthy Choices & Behaviors	[not referenced]	
Diversity, Access & Equity	Provide diverse activities to appeal to diverse youth interests	Learning Environments

	Teach and reinforce diversity and tolerance	Intentional & Explicit Focus on Youth Skill
	Support youth in discovering their unique identities	Youth-Staff Interactions
CDE Quality Standards for Expanded Learning	**Strategies for Building Protective Factors Afterschool**	**Location in our Conceptual Framework**
Programmatic Quality Standards		
Quality Staff	Engage in intentional staff hiring practices Train staff on specific content	Organizational Practices
Clear Vision, Mission, and Purpose	[not referenced]	
Collaborative Partnerships	Create relationships across networks (youth, schools, families, communities)	Organizational Practices
	Reinforce school rules and practices	Organizational Practices
Continuous Quality Improvement	[not referenced]	
Program Management	[not referenced]	
Sustainability	[not referenced]	