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Angiemil Perez
University of Central Florida

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A COMPARITIVE STUDY ON COMMUNITY-BASED
AFTER-SCHOOL PROGRAMS TO FAITH-BASED
AFTER-SCHOOL PROGRAMS

by

ANGIEMIL PEREZ

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Sociology
in the College of Science
and in the Burnett Honors College
at the University of Central Florida
Orlando,Florida

Fall Term 2011

Thesis Chair: Dr. David Gay

ABSTRACT

After-school programs play an increasing role in providing developmental and social skills through extra-curricular activities. Adolescents are most likely to engage in delinquent behavior during unsupervised after-school hours. Different after-school programs are available, both community-based and faith-based programs have risen in number in response to the need of children to have a safe environment with adult supervision. This study is interested in comparing after-school programs that are faith-based to community-based and see if any similarities or differences exist within each other.

The purpose of this thesis was to contribute to the existing literature on afterschool programs in two ways. First, this research will provide a brief history of after-school programs and a discussion of the types of programs. Second, this study will compare and contrast the various goals, structure, and performance of a community-based program and a faith-based program. Through in-person interview, a comparison will be drawn on organizational structure, activities, source and funding, goals and objectives, and outcomes of each program.

DEDICATION

To my family for always reminding me to reach for my goals and supporting me through the journey. To my brother Jow, who nurtures each idea I share with him, thank you for always believing in me and carrying me through those times in my life when I didn't.

ACKNOWLEDGEMENTS

I want to thank my thesis chair, Dr. Gay, for his invaluable input and incredible patience with me through this entire process. Thank you for making me so comfortable and confident in my ability to write this thesis.   Thank you to my thesis committee who accommodated me into their schedule and provided excellent feedback to help bring my thesis to the next level.

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CHAPTER ONE: INTRODUCTION

Interest in after-school programs, has increased in our society since its relatively recent origin. With the increase of more single parent and dual-income families, higher numbers of children are left without adult supervision during after-school hours. The standard workday (e.g., 8am to 5pm) makes it difficult for parents to be with their children during these hours. So what are unsupervised children doing during this period of time and what are parents turning to in order to supplement their inability to provide direct supervision? It seems that after-school programs play an increasing role in providing developmental and social skills through extra-curricular activities. Unsupervised after-school hours are linked to the time where adolescents are most likely to engage in delinquent behavior. This time period is the most dangerous part of the day for teenagers (Kahne, Nagaoka, Brown, O'Brien, Quinn, & Thiede, 2001). This is alarming and potentially detrimental to the overall well-being of the children themselves as well as society in general. As a result, many working parents are relying on after-school programs to keep their children out of risky behaviors and environments.

The assumption by many researchers is that there is a relationship with adult supervision (parental or nonparent) during afterschool hours and high delinquency and crime rates during afterschool hours. Previous studies do suggest that there is a negative relationship between after-school programs and delinquency (Callaman, Carswell, Hanlon, O'Grady, & Simon, 2009). Many adolescents' problems can be deterred or prevented if effective social programs are implemented as well as carried out properly such as after-school programs. However to suggest that all after-school programs yield pro-social behaviors and attitudes in children as well as

adolescents is misleading since not all after-school programs are effectively implemented. Many factors affect whether or not young teenagers engage in delinquent behavior. This study addresses after-school programs and their strategies and programs to promote the development of pro-social attitudes and behaviors.

This current study proposes to contribute to the existing literature on afterschool programs in two ways. First, this research will provide a brief history of after-school programs and a discussion of the types of programs. Second, this study will compare and contrast the various goals, structure, and performance of a community-based program and a faith-based program.

CHAPTER 2: BACKGROUND

<u>History</u>

After-school programs have been an evolving concept spanning from the last two decades of the 19th century to the 21st century. However, after-schools programs, as we know them today, have been a relatively recent development within the last two decades. According to Robert Halpern (2002), after-school programs have an adapting nature to provide for what is needed at the time, which explains the different elements that have shaped after-school programs since their conception. Recently there has been a renewed focus on after-school programs amongst policy makers, government, and schools. This renewed interest calls for a brief review of the emergence of after-school programs.

Societal interest in after-school programs was born in the late 19th century around the time when child labor was decreasing. With children no longer in the labor force, society found the need to occupy them more in education and soon after found a need to also fill after school hours. After-school programs emerged sporadically and with no set plan.   Individuals rose to respond to the need of children having a safe place to go after school. Most start up locations consisted of vacant space such as churches or homes in the community (Halpern, 2002). The first after-school programs were established for boys only and by the time the 1920s rolled around programs included centers with gymnastics or swimming facilities, reading rooms, home work halls, wrestling rooms, and other amenities. By the 1950s, after-school programs were developed to include both boys' clubs and girls' clubs that had risen in different inner cities such as Chicago, Philadelphia and other mayor cities. These programs were servicing up to 400 kids in one club per day (Halpern, 2002).   Since the origination of after-school programs, it could be

said that their primary goal was to keep kids off the streets. Today, there continues to be the same desire to keep kids off the streets. In the last couple of decades we have experienced a renewed interest in after-school programs. According to all the literature included in this review, after-school programs is defined as a place that provides children and adolescents with an adult-supervised setting as well as a place to recreate, develop personally, and progress in other pro-social behaviors (Kahne, Nagaoka, Brown, O'Brien, Quinn, & Thiede, 2001).

In 1997, it was reported by the National Survey of America's Families that seven percent of children from six to twelve years of age participated in some sort of after-school program. With the increment of working mothers in our society, and more single-parent families, after-school programs have emerged as a supplement to parental supervision (Hollister, 2003).   In the National Educational Longitudinal Study of 1988, eighth grade students that spent more than three hours home alone a day were considered at risk to develop anti-social behaviors (Ingels, Curtin, Owings, Kaufman, Alt & Chen, 2002).   As a result, many parents and other adults are interested in providing something for kids to do during usual unsupervised after-school hours. It is to no surprise that there is an increased interest and steady growth development in the field of after-school programs. Concerns are rightly placed due to reports of the increased likelihood of adolescents engaging in risky behavior during the time period between 3pm and 6pm (Siegle, 2010).

So why have after-school programs emerged and recently been rediscovered? At the end of the day most lower socioeconomic and middle class parents rely on after-school programs to keep their children in a place that is least likely to lead them into trouble. According to Kahne et. al. (2001), after-school programs provide children with an experience that gives them

structure within a safe environment and actually presents them with the opportunity to say more than "just no" but to actually have something that they can "say yes". Experiences of that nature--after-school programs-- can provide encouragement and support for the pro-social development of adolescents. Within an after-school program there are more than just the academic goals, there is an actual reaction to the different social pressures and allurements adolescents experience such as drugs, gangs and sexual intercourse (Kahne et. al., 2001). After-school programs have come a long way from the early front porch, but the same simple objective remains: to keep kids off the streets, and expose them to other possibilities (Halpern, 2002).

<u>After-school programs</u>

Community-based

An after-school program, as defined by Joseph Durlak and Roger Weissber (2007), is a program that operates during at least part of the school year, occurs outside of normal school hours and is in an adult supervised environment. After-school programs that were included in Durlak and Roger's (2007) study had to at least try to reach some of the following: "problem-solving, conflict resolution, self-control, leadership, responsible decision making, and enhancement of self-efficacy and self-esteem". However as highlighted in previous literature many community-based after-school programs mainly focus on safety, structured activities, and providing fun opportunities (Kahne et. al., 2001). Hollister (2003) in his pursuit to discover a set model of after-school program reports the impossibility of such task due to the immense variation and broad definitions of after-school programs. Hollister (2003) list frequently measured outcomes that cross over from program to program such as sexual activity, academic attainment, academic achievement, substance use, crime involvement amongst other things.

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Previously, after-school programs did not focus on prevention. With recent shifts to a positive focus on after-school programs (as opposed to social problem deterrence), outcomes can be conglomerated to five categories: "Caring and compassion, character, competence in academic, social and vocational arenas, confidence, and connection" (Hollister, 2003).

Durlak and Weissberg (2007) suggest that after-school programs are successful when programs are sequenced, active, focused and explicit. Most current literature agrees on the general program model of after-school programs including the arts, athletics, or community service, which all help to develop pro-social behaviors (Kahne et. al., 2001). In an evaluative study on community-based after-school programs for Chinese immigrants, Nga-Wing Anjela Wong (2008) reports that programs such as community-based youth centers play an important role for the lower income and middle income class of immigrants. According to the study it was reported that this after-school program assisted families in understanding and successfully navigating the U.S. educational system. For many immigrant parents after-school programs help fill in the gaps that a language barrier raises for them (Wong, 2008). Community-based after-school programs have the ability to adapt to the different culturally relevant services and meet the specific needs of culture that school system so greatly lack the ability to do (Wong, 2008).

In their longitudinal study Lindsay John, Robin Wright, William S. Rowe, and Eric Duku (2009), evaluated the impact of six after-school programs sites. Five of the sites were located throughout Canada and one located in Tampa, Florida. This study sought to see if there was any long-term participation, if there was a development of artistic skills and if the youth involved developed pro-social attitudes and behaviors towards adults and children. In addition, John et. al., (2009) hypothesized that children involved in the program would demonstrate less important

emotional problems. In their study, there was a significant decrease in overall states of unhappiness.   The conclusion that not only are after-school programs effective in deterring delinquency and promoting pro-social behavior, but they significantly contribute to the quality of life of the children involved in the programs examined in this study.

Robert Halpern (1999), in his evaluation of the challenges and benefits of after-school programs on lower income children, explains that there is high discrepancy between the need and the supply of after-school programs. This is based on the data collected from a longitudinal project that aimed to see how to better serve lower income kids through after-school programs. In Boston there was only 14% of the age appropriate children being served, 9% in Chicago and 35% in Seattle. Although after-school programs differ greatly, there is an overlapping structure. For example, they all offer some form of homework help, snacks, free time, crafts, table games and playground time. The many different focuses range from wanting to provide a safe haven to actually developing skills and cultural interest. Children's experience does vary based on the structure and emphasis of the program. An important contributing variable to the experience in after-school programs is the quality of the program they participate in. There seems to be a concurrence among the after-school program field that "good enough" after-school programs are still contributing positively to the deterrence of social problems, but there is a basic list of non-negotiable qualities a program must have present to be able to cultivate positive outcomes: "adequate facilities, appropriate staff to child ratio, adequate staff literacy, supportive staff, nutritious snacks, self-expression, and unstructured play time" (Halpern, 1999).

Faith-based

Currently, there is very little research that addresses faith-based, after-school programs. But, we know that many faith-based after-school programs do exist. Literature on faith-based social services however is abundant and from there we can derive many assumptions of principals that may be transferable to faith-based after-school program operation. Paula F. Pipes and Helene Rose Ebaugh (2002) evaluate governmental policies passed in the last fifteen years and their corresponding impact on faith-based organizations. After the policy changes of 1996 in the Clinton presidency, government welfare shifted to relying on, as well as promoting, religious charity and social organizations. Pipes and Ebaugh (2002) explain that government shifted and made faith-based social services their "safety net" and promoted society to rely on such services. Further stimulation occurred during President George W. Bush's funding policy changes, which gave religious charities access to government funding. Much of the emphasis was towards local welfare solutions for social needs. This encourages the perception that there are many faith-based after-school programs that have yet to be studied. One approach is to compare faith based programs to community-based programs. Robert Halpern (1999) reports that faith-based afterschool programs, although small in nature and with limited funding, tend to fill the "micro-gaps" to the need that exist for lower income families, they especially assist immigrant families integrate and understand the school institutions.

With government passing the social responsibility of welfare and social programs to the community level there has been a heavier reliance on faith-based organizations. This increase of reliance has put faith-based social programs under the microscope, an examination resented by many running those programs. Kevin F. Modesto (Modesto) suggests

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in his study that this misunderstanding of the benefit of evaluative research prevents true

understanding of such programs. He also presents the lack of outcome data available as an

obstacle to understanding the benefits of these faith-based organizations. Much like the faith-

based organizations studied in existing literature, it is highly probable that the same obstacle

would be present in the evaluation of faith-based, after-school programs. This may be a

limitation factor in a comparative analysis of faith-based to community-based after-school

programs. Modesto (2003) exhorts the importance of understanding the language of the faith-

based programs as necessary to truly be able to understand the outcomes and goals of such

programs.

According to Neil Ericson (2001) many lower socioeconomic neighborhoods do not have

access to traditional public or non-profit organizations so church organizations step in to fill in

these gaps. Faith-based social programs are the ones that are reaching at risk youth in many

lower income neighborhoods, however to the extent in which they impact these neighborhoods

are unknown since very little research and data are available. Ericson (2001) reports on a local

project in Philadelphia, a Coalition between churches and government agencies to reach at risk

youth, that mainly focuses on developing programs that decrease the engagement of youth with

drugs and gangs, better their educational markers, and help prepare youth with skills that will

enable them to obtain employment. Although no set plan was found to be consistently successful

through all of the sites involved in the study, there were three elements that were consistently

present in all programs: establishing relationships with the adolescents involved in the program,

engaging the youth to participate in the activities and programs available, and getting youth in

contact with their available tools and resources (Ericson 2001). Literature included in this

review suggests that faith-based after-school programs may be very similar to community-based

programs in structure, but may vary in their focus and overall goals.

    This current study proposes to compare and contrast the goals, structure, and outcomes of

a faith-based, after-school program and a community-based after-school program.

CHAPTER 3: METHODS

After-school programs included in this review of literature were defined as: (1) operates after school hours, (2) provide some adult supervision, and (3) provide some activity program. Faith-based after-school programs in this review were distinguished as having an affiliation with a religious group, in other words administrated and or funded by some religious group. In addition, programs included in this review were selected for having some behavior or social development goals.

This study includes two organizations: The Boys and Girls Club of America (community-based) located through 13 middle schools in Orange County Orlando, Florida and Restore Hope (faith-based) located in Holden Heights, Florida. IRB approval was obtained for in-person interviews with administrative staff prior to the commencement of the present study.

Interviews took place in the office of the directors of each program and were completed in person. Interviews lasted approximately 40 to 50 minutes and consisted of questions included in appendix B. Interviews were design to gain understanding on 5 main components of after-school programs, 1) Organizational Structure, 2) Source and Funding, 3) Goals and Objectives, 4) Activities and 5) Outcome

Organizational Structure

Present literature dose not provide much data about the structure of community-based after-school programs as contrasted to faith-based after-school programs. To contrast both type of after-school programs we must understand each organization's structure. This will include the demographics, transportation services, and positions that plan as well as carry out the different day-to-day task.

Source and Funding

Funding sources can come from private donations as well as government grants and funds. These play a substantial role on after-school programs. Since funding changes during George W. Bush presidency more funding has been available across the line to both types of after-school program. I am interested in knowing how each after-school program is benefiting from government funds and how much they rely on private funding. Community-based after-school programs may have access to different sources of funding, and different amounts than faith-based after-school programs. I hope to understand the impact of different funding on the programs itself. Funding plays a determining factor we assume in the program quality, activities, and objectives.

Goals and Objectives

Based on current literature we know that after-school programs vary greatly on their programming objectives and goals. Some after-school programs want to keep kids off the street while other may have specific skills they wish to develop. Through this section of the interview I will examine the specific goals and objectives that the after-school programs declare.

Assuming both programs have some level of pro-social goals and objectives, I am interested in contrasting similarities and differences within both programs.

Activities

Programming and curriculums offered at each after-school program vary. In this section of the study I will examine the planed daily activities of each after-school program.

Outcome

An important quality of after-school programs is the development youth exhibit during and after their involvement with an after-school program. I will look into each after-school program data of academic achievement, academic attainment, personal and social development, amongst other pro-social characteristics. I am interested in knowing whether the after-school programs reach their proposed goals.

CHAPTER 4: COMPARISON

Community-Based After-School Programs

Organizational Structure

The Boy and Girls clubs operates under a site manager, program director, teen director, membership clerk, and program assistants. Ericka Dickerson, Director of Middle School Programs at Boys and Girls Club of Central Florida, oversees 13 clubs. Population is drawn from middle schools around Orange County. Club sites are located on school grounds, making it very accessible to students. This particular Boys and Girls program included in this study functions under a partnership with the Department of Education of Central Florida.

Although specific data was not provided for this study, general information was provided by E. Dickerson (personal communication, October 24, 2011). Throughout the 13 sites there is a mixed ethnic diversity. Hispanics have been a growing number in the south area of Orlando and consequently increasing in representation. Females are more strongly represented than males mainly because as believed by E. Dickerson (personal communication, October 24, 2011), they tend not to like so much structure and may feel confined by rules. Currently they are working on a few male minority specific programs to draw more males to the after-school program. E. Dickerson (personal communication, October 24, 2011) believes it is important that male minorities have a positive mentor and role model in their life. Transportation is provided at clubs where majority of the kids depend on the school's bus system.

The middle school after-school program is available to all students at no cost. Students may receive a recommendation to join the program from a staff or teacher, but mostly tend to

hear about the program through other members. Promotional material is provided at the beginning and through the school year, making parents aware of the program and services available to them at the Boys and Girls Club. E. Dickerson (personal communication, October 24, 2011) comments their most effective recruitment tools are the kids themselves, they are the ones that spread the word to their friends on how much fun the club is. Registration for the program is very simple and can be completed on paper or online for easy accessibility. This after-school program operation hours are from school release through 6 pm, and runs in summer for 5 weeks

Activities

Activities for these clubs vary slightly amongst the sites, but the main activities are: homework help, recreation, mentoring, leadership development, sports and adult supervised free playtime.

Source and Funding

Although other Boys and Girls Club do have membership fees this specific middle school program is offered at no cost to the members themselves. This program is in partnership with the Orange County Government, formed back in 1999 through the citizen commission for children and all funding derives from there.

Goals and Objectives

Orange County Government provides guidelines and goals for the middle school government funded after-school programs offered in Central Florida. E. Dickerson (personal communication, October 24, 2011) expounds on the explicit guidelines offered to them by the Orange County Government, "80% of our core members, those attending 50% and more of the

time that they are registered for, have to have a gpa of 2.0 or more and if they don't they have to increase their gpa by .1. 80% of our core members have to have better attendance than non-attending students, and 90% of our members have to have had no involvement with Department of Justice." The goal is "for the program to give youth the tools to succeed, not just a place to come and hangout, because they can hangout anywhere. We want them to learn what our mission is: Better, productive, responsible and caring citizens. Weather it is through character education, through staff working with them, or through sports and leadership type activities" (E. Dickerson, personal communication, October 24, 2011).

When concluding the interview E. Dickerson (personal communication, October 24, 2011) added that in her opinion the Boys and Girls Club reached their goals, by providing each child a safe and positive place to belong to

Outcomes

Currently because of the manual entry method the program has adhered to until the time of the interview, no outcome data was available. However the Boys and Girls Club, nationally is moving towards keeping data electronically to provide a tangible and reportable progress of each child and of the club as a whole. Through her involvement with the Boys and Girls Club in the past 11 years, E. Dickerson (personal communication, October 24, 2011) believes that they are fulfilling their mission each day by reaching those "in lower social economic neighborhoods, and dealing with those children whose parents cannot afford to have them enrolled in an after-school program. These children can be involved in something positive and productive, learning to be model citizens; We need more model citizens".

<u>Faith-based After-School Program</u>

Organization Structure

Restore Orlando is a small faith-based after-school program located in Holden Heights, Orlando, Florida . There is a program director, program coordinator, two staff mentors, and approximately 20 volunteers a week. Transportation is offered for those from further communities. Approximately each day there are 60 students from the elementary ages that attend the program.   The population is drawn from local D and F schools. The ethnical diversity is somewhat mixed, but the majority are Black and Hispanics, with Hispanics increasingly growing in numbers. Students in this program tend to belong to the lower socio-economic class; these are the students that receive reduced or free lunches at their school. There is a strong presence of females, and according to the program director C. Albritton (personal communication, October 10, 2011) the reason is because of the high gang activity around the neighborhood, "We see it everyday, how do you compete with that [gang], the kids [boys] are looking for something to belong to, I am trying to create this [Restore Orlando] a place that they can belong to, but they have a gang that can give them money and that they can buy stuff with, so it is a challenge."

Activities

Activities include recreation, snacks, spiritual devotions, and homework help. The program focuses on spiritual, educational and developmental skills.

Source and Funding

A membership fee of 50 dollars a month is required for students to participate in the program. Restore Orlando is mostly funded by private donors, with some assistance from government grants. Approximately there are 300 donors a year and some corporation sponsorship. Church sponsorship is also heavily relied, since this after-school program is faith-based. C. Albritton (personal communication, October 10, 2011) explains that she does write occasional grants but she makes sure to keep those funds under 20% of the yearly budget, because of their fluctuating nature she does not wish to jeopardize the organization through an overreliance on the government funds available. She also expounds that because their after-school program is faith-based, government funds have limitations, "there is no bending the rules for saying that we are about Christ first, and sometimes that takes you out of the funding".

Goals and Objectives

Restore Orlando focuses on at risk-youth providing them skills to succeed through their school careers. This program primary goal is "kingdom building" and "win souls for Christ"(C. Albritton, personal communication, October 10, 2011). Education goals are considered secondary but very important for the child's future success in society. According to the program director this after-school program picks up where schools stop, "Kids need to know things such as Thou shalt not kill, and Honor your mother and Father, and those types of things. If no one is teaching them rules for living, than kids just make up their own, so we think our job here is

pretty important"(C. Albritton, personal communication, October 10, 2011). Restore Orlando becomes that "consistent presence in the child's live and we believe that has something to do with the reason they improve "(C. Albritton, personal communication, October 10, 2011).

Outcomes

About 50% of the students in the program have become honor roll students. Restore Orlando did not provide any data of the progression of the students, but C. Alberitton says, they see the improvement in children's grades and reading skills. Having a transient neighborhood makes it a challenge for the program to retain children as well as having consistent participation. The program does track how many students become "followers of Christ", this is something that they take serious and do follow up through time. If in anything else they do not succeed, if they only won souls for Christ, C. Alberitton (personal communication, October 10, 2011) considers them succeeding at their mission, "Our job is to plant the seed, and we trust God to water."

Discussion

Similarities

Program directors, program coordinators, and mentoring staff were present in both after-school programs. Both after-school programs served students from the lower socioeconomic class. Additionally program objectives were shared of producing model and productive citizens. This study like previous literature shows that a basic structure does exist throughout after-school programs: adult supervision, recreation, snacks, homework help, mentoring, caring adults, and a safe environment. Eventhough within the structure of the organization staffing positions were

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similar, it is worth pointing out that it is difficult to compare these after-school programs to each

other since there is a significant difference in organizational size.

Differences

Restore Orlando clearly and intentionally steps away from community-based after-school

program models, in that as an after-school program they not only strive to make model citizens

but also gain citizens for heaven. Included in their mission is the objective to "winning souls for

Christ". On the other hand the Boys and Girls club have a more open-door approach, God is

whoever and whatever may be for the individual student, "One thing that is part of our national

credo is that you don't have to be part of any religion, we accept all, we are non-religious and we

accept everyone regardless."

Restore Orlando is primarily funded by private donors and the Boys and Girls Club in

this study was completely funded by the government. The different operation budgets created

some structural differences such as certain positions being present only in the larger after-school

program.

<u>Conclusion</u>

This study offers limited insight to the similarities and differences of community-based after-school programs and faith-based after-school programs. Future studies should draw from a larger sample of after-school programs. Additional to a larger sample other components should be included such as surveying of members, demographic information, and performance data of students, so that a clearer comparison could be made on the similarities and differences amongst community and faith based after-school programs.

Whether it is a community or faith based after-school program one thing is certain, they both provide a place for children to belong. They give children a choice.
After-school programs fill the gap left behind by societies increasing demands on parents and this is something apparent in the both after-school programs included in this study.

APPENDIX A: IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
          FWA00000351, IRB00001138

To: **Angiemil Perez**

Date: **September 22, 2011**

Dear Researcher:

On 09/22/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	A Comparative Study On Community-Based After-School Programs to Faith-Based After-School Programs.
Investigator:	Angiemil Perez
IRB Number:	SBE-11-07874
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 09/22/2011 01:59:39 PM EDT

IRB Coordinator

APPENDIX B: QUESTIONNAIRE

Questionnaire

1. What is the organizational structure of this after-school program? For example what are the positions, how many directors, supervisors, or coordinators are part of the program?

2. Who directly supervisors or works with the members of the program?

3. From what population does this after-school program draw? For example, what is the ethnic and racial diversity? Are there any gender differences?

4. What planned activities are available to the children that participate in this program?

5. How are activities selected and incorporated into this after-school program?

6. Does your after-school program facilitate any transportation?

7. What are the sources of your after-school funding? For example how much is funded by the kids or government?

8. What is the application process?

9. Does your program have a membership fee?

10. What are the goals and objectives of this after-school program have?

11. How does the after-school program assess reaching goals and objectives?

12. How does participation in the program vary over the course of the year?

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