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Attendance, and Engagement 1

*Gil G. Noam*

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*Heather B. Weiss, Priscilla M. D. Little, Suzanne M. Bouffard*

Executive Summary 9

1. More than just being there: Balancing the participation  
equation 15

*Heather B. Weiss, Priscilla M. D. Little, Suzanne M. Bouffard*

Participation in out-of-school-time programs confers many benefits for young people, but many youth do not participate in programs. Understanding participation as a three-part construct of enrollment, attendance, and engagement can help stakeholders to maximize participation in and benefits from programs.

2. To participate or not to participate: That is the question 33

*Lynne M. Borden, Daniel F. Perkins, Francisco A. Villarruel,  
Margaret R. Stone*

Research from the perspectives of youth can illuminate reasons that they do or do not enroll in out-of-school-time programs. This information can help increase program participation, particularly for ethnic minority youth, who are traditionally underserved in programs.

3. Predicting participation and outcomes in out-of-school activities:  
Similarities and differences across social ecologies 51

*Sandra D. Simpkins, Marika Ripke, Aletha C. Huston, Jacquelynne  
S. Eccles*

Youth and family characteristics predict which youth are most likely to participate in organized out-of-school-time activities and how likely they are to benefit.

4. Recruitment and retention strategies for out-of-school-time  
programs 71

*Sherry C. Lawver, Priscilla M. D. Little*

Out-of-school-time programs can increase youth participation using a set of promising strategies and a school and community-wide commitment to implement them.

5. Present and accounted for: Measuring attendance in out-of-school-time programs 91  
*Leila M. Fiester, Sandra D. Simpkins, Suzanne M. Bouffard*  
Reasons and methods for collecting attendance data in out-of-school-time programs depend on program goals, characteristics, and design. Four indicators of attendance can help programs collect these important data.
6. The ABCs of engagement in out-of-school-time programs 109  
*W. Todd Bartko*  
How do we get from attendance in out-of-school-time programs to active engagement? Research in schools proposes that engagement is composed of three “ABC” components—*a*ffect, *b*ehavior, and *c*ognition—and suggests how programs can use this model to foster engagement.
7. Activities, engagement, and emotion in after-school programs (and elsewhere) 121  
*Deborah Lowe Vandell, David J. Shernoff, Kim M. Pierce, Daniel M. Bolt, Kimberly Dadisman, B. Bradford Brown*  
Experience sampling methodology was used to measure engagement during the after-school hours. Experiences that combined high levels of intrinsic motivation with concerted effort and enjoyment occurred more often at after-school programs than elsewhere.