MEMORANDUM   September 12, 2017

TO: Caleen Allen
           General Manager, Strategic Partnerships

FROM: Carla Stevens
           Assistant Superintendent, Research and Accountability

SUBJECT: **STACEY AND BO PORTER SELF FOUNDATION: BUILDING ACADEMIC,
           BEHAVIOR, AND SOCIAL SKILLS AMONG AT-RISK YOUTH IN HISD, 2016–
           2017**

For the past three years, SELF (Sports, Education, Life Skills, and Faith) has focused on improving academic, behavioral, and social skills of students at Key, Revere, and Meyerland middle schools in the Houston Independent School District (HISD). Tutorials, an essay contest, character-building lessons, sports, a high-school bridge program, and gender-specific activities have been key features of the program. SELF also provides mentor opportunities to students to help them succeed in school and college.

Key findings include:
- SELF students showed higher gains from 2016 to 2017 on reading and math STAAR compared to a matched sample of non-SELF students enrolled at the targeted schools.
- Disciplinary outcomes found an increase in the percentage of students with "no" out-of-school suspensions (88% to 90%) as well as an increase in the percentage of students with "no" in-school suspensions (86% to 88%) from 2016 to 2017. The SELF student sample had no expulsions or other disciplinary actions over the past two years.
- Relative to attendance, the percentage of SELF students with "no" excused absences decreased. Unexpectedly, the percentage of students with "no" unexcused absences also decreased, rather than increased.
- The vast majority of student participants indicated that they were benefiting from physical activities, tutorials, and the character-building components of the SELF program.

Further distribution of this report is at your discretion. Should you have any questions, please contact me at 713-556-6700.

Carla J. Stevens CJS

Attachment

cc: Grenita Lathan
    Rose Adams

RESEARCH

Educational Program Report

STACEY AND BO PORTER SELF FOUNDATION: BUILDING ACADEMIC, BEHAVIOR, AND SOCIAL SKILLS AMONG AT-RISK YOUTH IN HISD, 2016-2017

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2017 BOARD OF EDUCATION

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

EVALUATION REPORT
BUREAU OF PROGRAM EVALUATION

Stacey and Bo Porter SELF Foundation: Building Academic, Behavior, and Social Skills Among At-risk Youth in HISD, 2016–2017

Prepared by Venita R. Holmes, Dr.P.H.

Abstract

For the past three years, SELF (Sports, Education, Life Skills, and Faith) has focused on improving academic, behavioral, and social skills of students at Key, Revere, and Meyerland middle schools in the Houston Independent School District (HISD). Tutorials, an essay contest, character-building lessons, sports, a high-school bridge program, and gender-specific activities are key features, designed to help students succeed in school and college. SELF students showed higher gains from 2016 to 2017 on reading and math STAAR compared to a matched sample of non-SELF students enrolled at the targeted schools. Other findings included an increase in the percentage of students with "no" out-of-school suspensions (88% to 90%) as well as an increase in the percentage of students with "no" in-school suspensions (86% to 88%) from 2016 to 2017. The SELF student sample had no expulsions or other disciplinary actions over the past two years. Relative to attendance, the percentage of SELF students with "no" excused absences decreased. Unexpectedly, the percentage of students with "no" unexcused absences also decreased, rather than increased. SELF students continued to, overwhelmingly, perceive benefits from program activities. Based on student input, additional benefits from guest speakers may be enhanced by providing topics of high student interest.

Introduction

Social-emotional factors have been found to compete with educators' efforts to improve students' school performance (Elias, DeFini, & Bergmann, 2010). To that end, community organizations have joined educators to implement alternative programs to offset this problem. High quality after-school programs sponsored by school and community partnerships offer youth the opportunity to engage in a variety of learning activities that build on the school day (Auger, Pierce, & Vandell, 2013). Moreover, "out-of-school programs can allow children to safely explore independence, peer relationships, and leadership" (Eccles & Barber, 1999, p. 32). Thus, students who underperform will demonstrate the potential to succeed during the regular school day. However, these programs must be powerful enough to avert students from engaging in problem behavior to focus on academic achievement (Elias, DeFini, & Bergmann, 2010).

Figure 1: HISD students competing in baseball

Background

The Stacey and Bo Porter SELF Foundation after-school program supports youth development by offering activities to improve lives through Sports, Education, Life Skills, and Faith. The program emphasizes youth fitness, education, social well-being, and spiritual enrichment as essential building blocks to nurture the whole youth athletically, academically, socially, and spiritually (**Figure 1**; Dolan, 2015). SELF was initiated

".....Anytime you can take underprivileged kids and give them an opportunity — that's a chance to empower their lives"
(Bo Porter as cited in Daughtry, 2015).

Figure 2: SELF program key components

Table 1: SELF Key Components
1. After-school program: tutorials, life, character building, field trips, club baseball, soccer, lacrosse, guest speakers, weekly quotes
2. Boys to Men: mentorships for minority males, with focus on academic achievement and positive social behaviors
3. Ladies and Leaders of the Future: mentorships for minority females, with focus on academic achievement and positive social behaviors.
4. Essay Contest: builds writing and communication skills
5. Discovery Opportunity that Offer Real Success (DOORS): supports students' transition to high school
6. Core Mentorships: provides mentor opportunities to students

Figure 4: Holiday event sponsored by the SELF Foundation

in HISD during the 2013–2014 academic year as a pilot program at Key Middle School. Thus, Key students have been involved in the program for the past four years. SELF was introduced to Revere

Figure 3: Revere SELF students engaging in art activity

students in 2014–2015 and to Meyerland students in 2015–2016.

In order to determine the impact of SELF on HISD students, this evaluation explored the key program components of SELF (**Figure 2** and **Table 1**) through a review of the literature, as well as an examination of the program's academic, social, and behavioral outcomes (**Figures 3** and **4**). To that end, this evaluation addressed the following research questions.

Research Questions:
1. What was the profile of students who participated in SELF during the 2016–2017 academic year?
2. How has SELF influenced the enhancement of developmental assets for participating students?
3. What was the rate of disciplinary actions of SELF students before and after program participation relative to the 2016–2017 academic year?
4. What were attendance rates of SELF students before and after program participation relative to the 2016–2017 academic year?
5. What was the impact of SELF on students' academic performance?

Review of the Literature

Over the years, after-school programs have become a likely environment to build on the social, emotional, and academic development of youth. The U.S. Department of Education (2003)

emphasizes that a quality education must also develop character in youth to prepare them for college and careers. Character education is a learning process that enables students to understand, care about and act on core ethical values such as respect, justice, civic virtue, citizenship, and responsibility for self and others.

Research has shown, that for low income children, consistent participation in high-quality after-school programs has helped them improve work habits, demonstrate higher levels of persistence, improve their grade-point-average, and increase attendance (Vandell, et al., 2006; Auger, Pierce, & Vandell, 2013). There is evidence of the potential to close the achievement gap between children from low-income families and their more affluent peers (Auger, Pierce, & Vandell, 2013).

"Out-of-school programs can allow children to safely explore independence, peer relationships, and leadership"
(Eccles, 1999, p. 32).

Participation in youth development programs has been associated with the evolution of attributes that contribute to positive functioning in the every day lives of youth (Bowers et al. 2011; Lerner & Callina, 2014; Wang et al., 2015). Many educators believe that after-school programs are vital to ensure that children are safe, while providing opportunities for them to engage in academically and socially-enriching activities that support parents during out-of-school hours (U.S. Department of Justice, 2001; Afterschool Alliance, 2013).

A meta-analysis of 68 after-school studies found that students participating in high-quality after-school programs went to school more, behaved better, received better grades and performed better

on tests compared to non-participants (Durlak, Weissberg, & Pachan, 2010). Research on nearly 3,000 low-income students at 35 high-quality after-school programs across the United States found that students who regularly attended after-school programs, compared to their routinely unsupervised peers, made significant gains in their standardized math test scores, experienced reductions in teacher-reported misconduct, and reduced drug and alcohol use over two years (Belsky, et. al., 2007). Shernoff (2010) found that the "quality of experiences in after-school programs may be a more important factor than quantity of experiences (i.e., dosage) in predicting positive academic outcomes" (p. 325).

Further exploration of after-school programs among targeted student populations is needed to clearly understand which programs work, for whom, and under what circumstances. An exploration of outcomes, such as academic performance, school attendance, and discipline, may provide additional supporting evidence to build on past research on after-school programs and how they influence youth development.

Methods

This mixed-method study incorporated both quantitative and qualitative measures. Specifically, the 2016 and 2017 reading and math scale scores on the State of Texas Assessments of Academic Readiness (STAAR) were use to explore SELF students' academic performance over time relative to a comparison-student group at SELF schools. Propensity score, nearest-neighbor matching without replacement, was used to adjust for treatment effects. It is considered an alternative method in non-randomized studies (Stuart, 2010). Covariates used for matching were gender, economic status, gifted/talented, and special education identification. Students with missing 2016 STAAR data were excluded from the matching procedure. A caliper of .25 standard deviations was used to improve the quality of matches (Rosenbaum & Rubin, 1985; Lunt, 2013). Propensity score matching yielded samples of 231 SELF and non-SELF students to conduct the reading STAAR analyses. Samples of 215 SELF and non-SELF students were generated from the matching procedure to conduct the math STAAR analyses. Paired t-tests were conducted to compare the differences between the STAAR 2016 and 2017 scale scores of the samples in order to measure growth in reading and math over time.
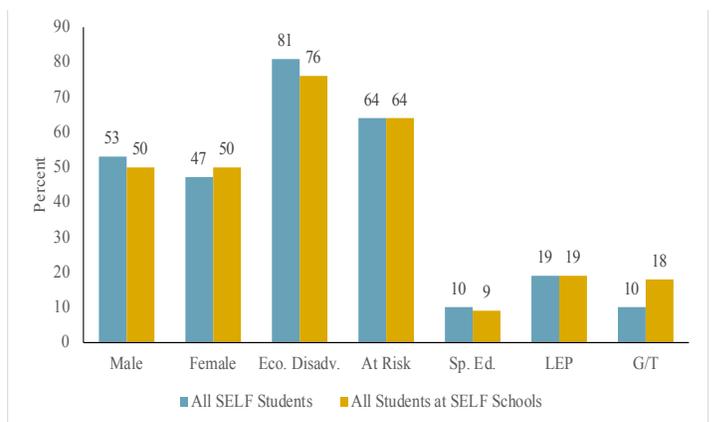
Disciplinary actions for the 2015–2016 (pretest) and 2016–2017 (post-test) academic years were extracted from the Cognos data warehouse on June 15, 2017. Due to the small sample size and the sensitivity of disciplinary actions, combined analyses were conducted for all students at the SELF schools who were enrolled during the post-test year.

Attendance data were extracted for SELF students only. A total of 148 students had both 2015-2016 and 2016-2017 data.

Social impact was explored through a paper-and-pencil survey that was administered to SELF students in May 2017. The survey measured students' perceptions since participating in the program on items related to developmental assets, including (1) education (4 items), (2) safety (4 items), (3) character-building (6 items), and (4) self-efficacy (9 items) (Search Institute, 2014). The survey also assessed students' perceptions regarding benefits of specific SELF program components. Finally, SELF students were asked to express their feelings about the program in an open-ended question format. A total of 86 SELF students completed the survey, yielding a 30% survey participation rate.

School	Total School Enrollment 2016–2017	SELF Students 2014–2015	SELF Students 2015–2016	SELF Students 2016–2017
	N	n	n	n
Key	733	127	83	64
Revere	1,290	75	78	156
Meyerland	1,723	-	104	60
Total	**3,746**	**202**	**265**	**280**

Table 2: Number of SELF Students by School Compared to All Students at SELF Schools

Figure 5: SELF student profile, 2016-2017

Results

What was the profile of students who participated in SELF during the 2016-2017 academic year?

Table 2 depicts the program participation trends of SELF students compared to all students enrolled in SELF schools. There has been an increase in SELF students across targeted schools over the past three years (2014–2015 to 2016–2017). This trend documents twice as many SELF students at Revere and decreases in SELF students at Key and Meyerland from the previous to the current academic year.

A profile of combined SELF students compared to the profile of all students at SELF schools can be found in **Figure 5**. A slightly higher percentage of SELF students were male, economically disadvantaged, and classified as special education compared to all students at SELF schools. All students at SELF schools were more likely to be female and gifted/talented, and equally likely to be at risk and limited English proficient (LEP) compared to SELF students.

How has SELF influenced the enhancement of developmental assets for participating students?

Tables 3a, **3b**, **3c**, and **3d** present the perceptions of SELF students on issues related to developmental assets, including education, safety, character-building, and self-efficacy since participating in the program relative to the 2016–2017 academic year. Considering that program implementation strategies may have varied from school-to-school, the survey results are disaggregated by school. Frequency distributions depicting the percentage of students who rated each item as "almost always," "sometimes," and

"never" are shown. As noted, 86 students completed the survey.

SELF students were highly positive concerning their "education" at Key, Meyerland, and Revere middle schools (Table 3a). Most notably, 96% of the student sample at Revere revealed that they "almost always" plan to complete their high school education since participating in SELF, compared to 93% of students at Key, and 90% of students at Meyerland. There seemed to be more uncertainty among students at Key on the item "my parents and teachers expect me to do my best at school and in other activities" (18% - "sometimes/never"), compared to Meyerland (10% - "sometimes/never"), and Revere (7% - "sometimes/never").

Related to "safety" (Table 3b), the highest percentage of SELF students at Revere expressed that they "almost always" felt safe at home (89%), compared to 82% of students at Key and 80% of students at Meyerland. At the same time, the highest percentage of students at Meyerland indicated that they "almost always" are proud of who they are (85%) compared to 70% of students at Revere and 68% of students at Key.

Survey items that focused on character-building (Table 3c) resulted in the majority of SELF students at Key indicating "almost always" on being good at following school rules (78%), having a positive influence on classmates (70%), being caring and compassionate toward others (57%), sharing well with others (54%), and getting along well with others (50%). The majority of students at Meyerland assigned "almost always" ratings to being good at following school rules (60%), getting along well with others (60%), and having a positive influence on classmates (55%). Finally, the majority of SELF students at Revere assigned "almost always" to being good at following school rules (63%) and being caring and compassionate toward others (52%).

Related to "self-efficacy" (Table 3d), the majority of SELF students at Key responded "almost always" on all survey items. The highest rating of "almost always" at Key was noted on being optimistic about their future (93%). Comparatively, Meyerland students provided the highest "almost always" rating on being

Table 3a: SELF Students' Perceptions Regarding Education Since Participating in the Program, 2016–2017								
	Key MS			Meyerland			Revere		
Education	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never
	%	%	%	%	%	%	%	%	%
I try to do well in school	93	7	-	85	78	-	78	22	-
My parents and teachers expect me to do my best at school and in other activities.	82	18	-	90	5	5	93	7	-
I plan on completing my high school education.	93	4	4	90	10	-	96	4	-
I plan on attending college after high school.	89	11		85	10	5	93	7	-

Table 3b: SELF Students' Perceptions Regarding Safety Since Participating in the Program, 2016–2017								
	Key MS			Meyerland			Revere		
Safety	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never
	%	%	%	%	%	%	%	%	%
I feel safe at home.	82	14	4	80	10	10	89	11	-
I feel safe in my neighborhood.	46	43	11	55	35	10	56	44	-
I feel safe at school.	29	57	14	30	60	10	44	56	-
I am proud of who I am.	68	29	4	85	15	-	70	26	4

Table 3c: SELF Students' Perceptions Regarding Character-building Since Participating in the Program, 2016-2017								
	Key MS			Meyerland			Revere		
Character-building	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never
	%	%	%	%	%	%	%	%	%
I serve in my community.	29	61	11	20	45	35	18	52	30
I share well with others.	54	39	7	40	50	10	37	56	7
I try to have a positive influence on my classmates.	70	30	-	55	45	-	48	48	4
I am good at following school rules.	78	19	4	60	40	-	63	33	4
I am caring and compassionate toward others.	57	39	4	35	65	-	52	44	4
I get along well with others,	50	50	-	60	40	-	48	48	4

Table 3d: SELF Students' Perceptions Regarding Self-efficacy Since Participating in the Program, 2016-2017									
	Key MS			Meyerland			Revere		
Self-efficacy	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never	Almost Always	Sometimes	Never
	%	%	%	%	%	%	%	%	%
I am good at planning ahead and making decisions.	61	39	-	60	60	5	33	63	4
I help make decisions in my home.	52	44	4	55	40	5	42	54	4
I can accept and take personal responsibility.	75	21	4	75	25	-	51	48	-
I feel good about myself.	82	18	-	75	25	-	63	33	4
I am optimistic about my future.	93	7	-	68	11	21	68	32	-
I am usually happy with the decisions that I make.	64	36	-	40	60	-	44	56	-
I am proud of who I am.	68	29	4	85	15	-	70	26	4
I am comfortable around people of different backgrounds.	61	40		60	35	5	74	26	-
I feel that I have some influence over things that happen in my life.	70	22	7	60	35	5	59	41	-

Figure 6: Percentage of students who indicated whether or not they were benefitting "now" from SELF program activities, 2016-2017

Table 4: After-school Topics that will Benefit You in School or in Personal Life in the "Future", 2016-2017			
	Key	Meyerland	Revere
	%	%	%
Goal Setting	96	88	100
Preparation	93	83	100
Attitude	78	88	77
Time Management	84	79	79
Commitment	88	88	91
Hand Shaking and Eye Contact	71	94	92
Accountability	80	89	86
Trustworthiness	89	89	100
Punctuality	80	75	76
Proper Language & Communication	92	88	100
Hard work	100	94	89
Perseverance	92	63	88
Manners and Respect	80	75	76
Networking	84	81	71
Financial Literacy	92	56	74
Financial Budgeting	81	53	80
Appropriate Use of Social Media	78	84	86
Etiquette	81	81	91
Proper Nutrition	74	75	77

proud of who I am (85%), and Revere's students noted the highest "almost always" rating on being comfortable around people of different backgrounds (74%). Fairly comparable percentages of students at Key and Meyerland rated being good at planning ahead and making decisions as "almost always" (61% and 60%, respectively); whereas, only 33% of Revere's students assigned a similar rating to this item.
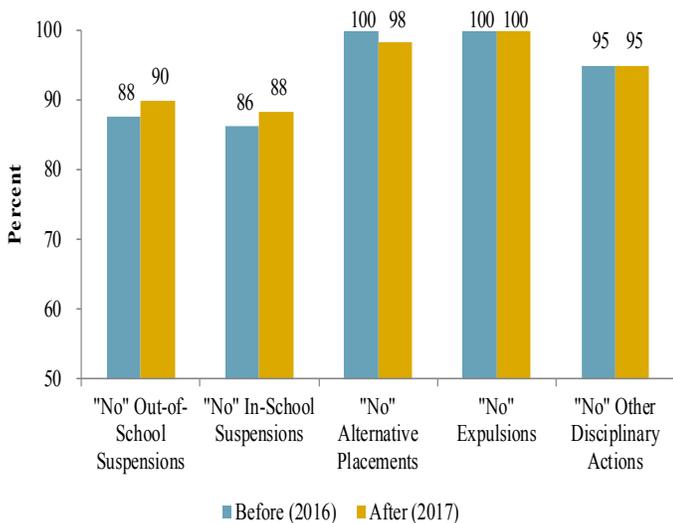
Figure 6 depicts the percentage of students who indicated that they were currently benefiting "now" from specific SELF program components. The highest percentage of SELF students at Key and Meyerland indicated benefiting "now" from "Physical Activities" (92% and 90%, respectively), while the highest percentage of students at Revere indicated benefiting "now" from "Tutorials" (100%). The lowest percentage of students at Key, Meyerland, and Revere indicated that they were benefiting "now" from "Guest Speakers" (52%, 39%, and 50%, respectively).

Table 4 reflects the responses of SELF students regarding after-school topics that will benefit them in school or in their personal life in the "future." The highest percentage of SELF students at Key noted benefiting from topics on "hard work"

(100%), "goal setting" (96%), and "preparation" (93%). Meyerland SELF students predominately indicated "hard work" (94%), "hand shaking/eye contact" (94%), "accountability" (89%), and "trustworthiness" (89%). All of the SELF survey respondents at Revere (100%) noted "goal setting", "preparation", "trustworthiness", as well as "proper language and communication" as after-school topics that will benefit them in school or in their personal life in the "future."

Figure 7: SELF schools students' disciplinary actions, 2016 vs. 2017

What was the rate of disciplinary actions of SELF students before and after program participation relative to the 2016-2017 academic year?

Figure 7 displays 2015–2016 (pre-test) and 2016–2017 (post-test) disciplinary action rates of SELF students. The percentage of students with "no" out-of-school suspensions increased from 88% to 90% and the percentage of students with "no" in-school suspensions increased from 86% to 88%. At the same time, the percentage of students with "no" alternative placements dropped from 100% to 98%. The SELF student sample did not have expulsions or other disciplinary actions.

What were attendance rates of SELF students before and after program participation relative to the 2016-2017 academic year?

Attendance rates of a sample of SELF students with attendance data during the 2015–2016 (pre-test) and 2016–2017 (post-test) academic years are displayed in **Figure 8**. It is evident that the percentage of students with "no" excused absences (55% vs. 33%) and the percentage of students with "no" unexcused absences (27% vs. 22%) decreased from over the years. Consequently, the percentage of students with "no" absences decreased (18% vs. 12%). Although the program does not appear to positively impact attendance, it is unclear as to why.

What is the impact of SELF on students' academic performance?
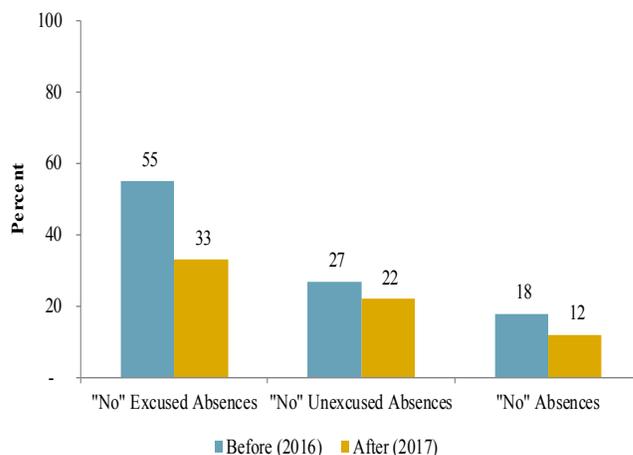
Table 5a, **Appendix A** shows the paired STAAR reading t-test results of the SELF student sample and the non-SELF student sample generated from propensity score matching. The STAAR reading mean scale score of the SELF student sample increased from 1565.02 in 2016 to 1613.02 in 2017. Comparatively, the STAAR reading mean scale score of the non-SELF student sample increased from 1575.20 in 2016 to 1621.94. There was a statistically significant increase in the scale scores of both groups over the two year period. However, **Figure 9** shows that the increase experienced by the SELF student sample was slightly higher compared

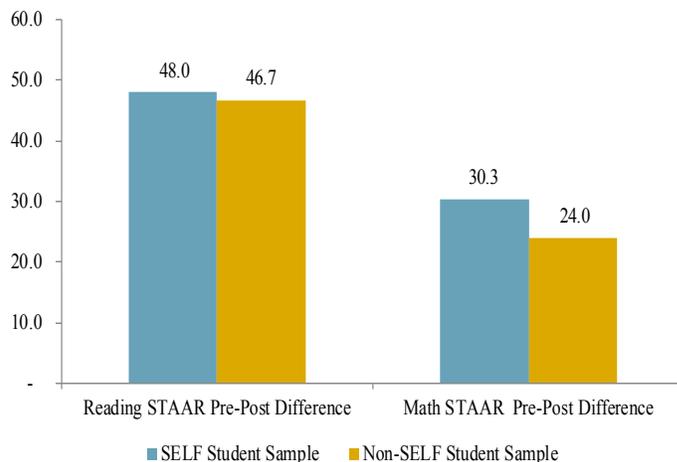to the non-SELF student sample (48.0 vs. 46.7 scale score points).

Table 5b, Appendix A shows the paired STAAR math t-test results of the SELF student sample and the non-SELF student sample generated from propensity score matching. The STAAR math mean scale score of the SELF student sample increased from 1609.87 in 2016 to 1640.15 in 2017. Comparatively, the STAAR math mean scale score of the non-SELF student sample increased from 1608.91 in 2016 to 1632.94. There was a statistically significant increase in the scale scores of both groups over the two-year period. Again, Figure 9 shows that the increase experienced by the SELF student sample was moderately higher compared to the non-SELF student sample (30.3 vs. 24.0).

Discussion

The Stacy and Bo Porter SELF Foundation has collaborated with HISD since 2013–2014 to implement an after-school program at Key Middle School. SELF has been implemented at Revere Middle School for the past three years and Meyerland Middle School for the past two years. Student participants were provided tutorials along with guest speakers on topics that supported developmental assets and character building. Student engagement in physical activities was an integral component of the

Figure 8: SELF students' attendance 2016 vs. 2017

Figure 9: STAAR reading & math, matched SELF samples, 2016 vs. 2017

6

program. Additional resources were provided, including gender-specific group activities, a high-school bridge program, as well as opportunities for students to have mentors.

This report sought to determine the impact of SELF on students' academic performance based on the STAAR reading and mathematics tests. Matching procedures yielded higher gains in reading and math scale scores of SELF students compared to non-SELF students from 2016 to 2017. The study also considered disciplinary outcomes of SELF students based on rates of "no" in-school and out-of-school suspensions, alternative placements, nor expulsions. The percentage of students with "no" out-of-school suspensions increased from 88% to 90%, and the percentage of students with "no" in-school suspensions increased from 86% to 88%. The SELF student sample continued to not have expulsions or other disciplinary actions over the past two years.

Attendance was assessed by measuring rates of "no" excused and "no" unexcused absences during the 2015-2016 and 2016-2017 academic years. The percentage of SELF students with "no" excused decreased over time. Unexpectedly, the percentage of students with "no" unexcused absences also decreased, rather than increased.

The majority of students indicated that they were benefiting from physical activities, tutorials, and the character-building components of the SELF program. There were indications that students may have benefited less from guest speakers. Program administrators should consider incorporating topics that have high student interest, such as hard work, goal setting, proper language, and communication in the future. Guest speakers should target the specific needs of students at each school.

There are limitations to this evaluation. Specifically, changes in students' perceptions relative to developmental assets over time were not measured. Thus, whether or not students' feelings differed over the course of the program was not clearly evident. In addition, some students may have had multiple years of SELF. Consideration of program dosage, in future research, may help to determine the extent of program effects over time.

In spite of the methodological challenges, there were promising results for students who participated in the Stacy and Bo SELF Foundation program. Students' comments regarding program benefits may have long-term effects as they continue their education and consider careers. It is recommended that these types of activities remain as integral components of the program. Issues, such as discipline, attendance, along with school and neighborhood safety can be incorporated in the program, engaging parents, community members, and school staff.

References

Afterschool Alliance. (2013). Afterschool Programs Keep Kids Safe, Engage Kids in Learning and Help Working Families. Retrieved from, http://www.afterschoolalliance.org/

Auger, A., Pierce, K. M., & Vandell, D. L. (April, 2013). Participation in Out-of-School Settings and Student Academic and Behavioral Outcomes. Unpublished paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., Owen, M. T., & The NICHD Early Child Care Research Network. (2007). Are There Long-Term Effects of Early Child Care? Child Development, 78: 681–701. doi:10.1111/j.1467-8624.2007.01021.x

Bowers, E. P., Gestsdottir, S., Geldhof, G. J., Nikitin, J., von Eye, A., & Lerner, R. M. (2011). Developmental trajectories of intentional self regulation in adolescence: The role of parenting and implications for positive and problematic outcomes among diverse youth. Journal of Adolescence, 34, 1193–1206.

Daughtry, S. (2015). Porter pitches after-school program for GISD middle schoolers (Feburary 15, 2015). Retrieved from http://sbpselffoundation.org/porter-pitches-after-school-program-for-gisd-middle-schoolers. Galveston Daily News

Dolan, B. (2015). Porter's SELF Foundation Could Go Nationwide. Retrieved from, http://houston.cbslocal.com/2015/04/16/porters-foundation-could-go-nationwide/

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of afterschool programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45, 294–309.

Eccles, J., & Barber, B. (1999). Student council, volunteering, basketball, or marching band: what kind of extracurricular involvement matters? Journal of Adolescent Research, 14(1), pp. 10-43.

Elias, M. J., DeFini, J., & Bergmann, J. (2010). Coordinating social-emotional and character development (SECD) initiatives improves school climate and student learning. Middle School Journal, 42(1), 30-37. Retrieved from https://search.proquest.com/docview/760658398?accountid=458

Lerner, R. M., & Callina, K. S. (2014). The study of character development: Towards tests of a relational developmental systems model. Human Development, 57, 322–346.

Lunt, M. (2013). Selecting an Appropriate Caliper Can Be Essential for Achieving Good Balance With Propensity Score Matching. American Journal of Epidemiology. Vol. 179, No. 2. DOI: 10.1093/aje/kwt212

Rosenbaum, P.R., & Rubin, D.B. (1985). Constructing a control group using multivariate matched sampling methods that incorporate the propensity score. Am Stat. 1985;39(1):33–38.

Search Institute. (2014). Developmental Assets: Preparing Young People for Success. Retrieved from, http://www.search-institute.org/ what-we-study/developmental-assets

Stuart, E. A. (2010). Matching methods for causal inference: A review and a look forward. Statistical Science, 25, 1-21.

Shernoff, D. (2010). Engagement in After-School Programs as a Predictor of Social Competence and Academic Performance. American Journal of Community Psychology. 45(3-4):325-37

U.S. Department of Education, Office of Elementary and Secondary Education. (2003). When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program, First Year Findings, 2003.

U.S. Department of Justice. (2001). Truancy reduction: Keeping students in school. Office of Justice Programs. Office of Juvenile Delinquency Prevention.

Vandell, D.L., Reisner, E.R., Pierce, K.M., Brown, B.B., Lee, D., Bolt, D., & Pechman, E. (2006).The study of promising after-school programs: Examination of longer-term outcomes after two years of program experiences. Madison, WI: Center for Education Research.

Wang, J., Ferris, K. A., Hershberg, R. M., & Lerner, R. M. (2015). Developmental trajectories of youth character: A five-wave longitudinal study of cub scouts and non-scout boys. Journal of Youth and Adolescence, 44(12), 2359-2373. doi:http://dx.doi.org/10.1007/s10964-015-0340-y

Appendix A

Table 5a: STAAR Reading Paired t-test, SELF vs. Non-SELF Matched Samples							
Group	**Reading Test**	**Mean Scale Score**	**n**	**Std. Devia.**	**Mean Diff.**	**t**	**p**
Non-SELF	2016 (Pre-test)	1575.20	231	142.103	46.745	8.028	.000
	2017 (Post-test)	1621.94	231	144.871			
SELF Sample	2016 (Pre-test)	1565.02	231	125.045	48.004	7.956	.000
	2017 (Post-test)	1613.02	231	141.505			

Table 5b: STAAR Math Paired t-test, SELF vs. Non-SELF Matched Samples							
Group	**Math Test**	**Mean Scale Score**	**n**	**Std. Devia.**	**Mean Diff.**	**t**	**p**
Non-SELF	2016 (Pre-test)	1608.91	215	111.197	24.028	4.172	.000
	2017 (Post-test)	1632.94	215	131.325			
SELF Sample	2016 (Pre-test)	1609.87	215	127.584	30.274	5.571	.000
	2017 (Post-test)	1640.15	215	132.849			