Conceptualizing and Measuring Collaborative Afterschool Program Partnerships that Support Children’s Mental Health

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MHEDIC
November, 2013
A Coordinated System of Youth Supports across Schools and Communities
Positive Mental Health

- Emphasizes the presence of positive factors that contribute to growth and development
- Resilience
- Risk and Protection

(Office of Adolescent Health, 2013)
Positive Youth Development

- Programs that seek to achieve one or more of the following:
  - Promote bonding
  - Foster resilience
  - Promote competence (social, emotional, cognitive)
  - Foster self-determination
  - Foster self-efficacy
  - Foster spirituality
  - Foster belief in the future
  - Foster prosocial norms

(Catalano, R.. et al., 2004)
Background

• Policies and practice standards: Community partnerships are essential for afterschool programs

• Literature, theory, and current practice wisdom: Community partnerships and collaboration have potential for improving children’s mental health and other positive youth development outcomes

The message: PARTNER
Purpose

• Little is actually known about collaborative community partnerships (CCP) in afterschool settings
  • Need to understand more about CCPs
  • Need to develop clear conceptualizations of CCPs within the context of afterschool programs
  • Need to develop psychometrically sound measurement strategies
Research Questions

1. What are the key dimensions of afterschool CCPs (i.e., between afterschool programs and community organizations)?

2. How can we operationalize afterschool CCPs?
Emerging Conceptual Model

Resources

Partnership Type

Collaboration

Management

Afterschool CCPs

Social Processes

Setting-Level Outcomes
Phase I

• **Sample**
  - Program directors and community partners from two statewide afterschool program networks
  - Purposeful sampling strategy – recruitment?

• **Procedures**
  - Focus groups with program directors who identify two community partners
  - Interviews with community partners
Phase I

- Semi-structured interview guide
  - the resources provided through collaborative afterschool-community partnerships and the ways in which these partnerships are managed
  - the nature of these collaborative partnerships (i.e., forms of collaboration and type of partnership)
  - the perceived relationship between the development and engagement of community partners and the social processes within afterschool program settings;
  - potential outcomes resulting from these relationships.
Phase II

• Instrument Development
  • Develop initial pool of items based on Phase I
  • Panel review of the items for face validity via online survey
  • Modify and finalize pilot survey

• Sample & Methods
  • Program directors from two statewide afterschool program networks complete the online pilot survey
Group Discussion

• What are your thoughts on the overall study design?
• What are your thoughts on sampling?
• Anything in our conceptual model that is missing?
• Potential funding sources?
• Anything else?
THANK YOU!

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