

A Study of Latino Participation at the Menlo Park Boys and Girls Club

Urban Youth and Their Institutions
Community Based Research Project
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EXECUTIVE SUMMARY

Research shows that Latinos are nationally underrepresented in out of school time (OST) activities. The Boys and Girls Clubs of the Peninsula are not exceptions to this trend. Given that OST programs are said to be crucial to youth's social, emotional, and academic development, it is important to try to understand possible reasons why some groups are more represented than others in OST programs so that strategies can be developed to increase access to these types of programs for as many youth as possible.

Research

Descriptive data from the Boys and Girls Clubs of the Peninsula in 2005-2006 reveal that the McNeil Family Clubhouse in Menlo Park is where Latinos are the most underrepresented. With this in mind, our community based research project attempted to answer the following questions: Why is Latino membership and participation at the Menlo Park Club not representative of the surrounding community? What strategies can the Menlo Park Club pursue to increase Latino participation? To explore these questions, we conducted one observation at the Menlo Park Club, three interviews, and two focus groups. Belle Haven Community School is the Club's main feeder school. Consequently, our interviews were with the Director of the Menlo Park Clubhouse and two Belle Haven Parent and Family Center staff members. Our focus groups were with all seven members of the Menlo Park Club staff and seven Latina mothers of students at Belle Haven Community School.

Key Findings

We found three possible barriers to Latino participation at the Menlo Park site:

- *Concerns for Security.* Our data suggest that Latino parents are worried about general safety of the surrounding neighborhood and safety at the Club itself.
- *Unknowns about Enrollment and Programs.* Our data suggest that many parents are not clear about enrollment requirements and have misperceptions about the nature of the programs at the Club.
- *Inadequate Outreach.* Our data suggest that Belle Haven parents and the Belle Haven Parent and Family Center do not have enough information about the Club.

Opportunities for Growth

Opportunities for growth lie in enhancing outreach content and improving means of communication.

- *Enhance outreach content.* The Menlo Park Club should be sure to clarify enrollment requirements and describe Club activities in all outreach efforts. The Club should also be sure to explain rationale behind design of controversial programs and policies, such as what goes on during free time in the game room.
- *Improve means of communication.* The Menlo Park Club should be sure to contact parents directly and in a culturally sensitive manner. The Club should also strengthen relationships with local schools and the Belle Haven Parent and Family Center.

Introduction

Research shows that Latinos are nationally underrepresented in out of school time (OST) activities. The Boys and Girls Clubs of the Peninsula are not exceptions to this trend. Given that OST programs are said to be crucial to youth's social, emotional, and academic development, it is important to try to understand possible reasons why some groups are more represented than others in OST programs so that strategies can be developed to increase access to these types of programs for as many youth as possible. Data from 2005-2006 on the demographics of membership at the Boys and Girls Clubs of the Peninsula reveal that the McNeil Family Clubhouse in Menlo Park is where Latinos are the most underrepresented given their predominance in the local community (BGCP Attendance Graphs 06-07).¹ With this in mind, our research project attempted to answer the following questions: Why is Latino membership and participation at the Menlo Park Clubhouse not representative of the surrounding community? What strategies can the Menlo Park Clubhouse pursue to increase Latino participation? Results from our study revealed three possible barriers to Latino participation at the Menlo Park site: concerns for security, unknowns about enrollment and programs, and a lack of adequate outreach.² Ultimately, we argue that opportunities for growth lie in enhancing outreach content and improving the means of communication with Latino parents. In this paper, we will first elaborate on what the literature says about Latino underrepresentation in OST programs. Next, we will discuss our research methods and explain our findings. Finally, we will

¹The 2006-2007 BGCP Attendance Graph document displays data on demographics from 2005-2006.

² It is important to note that these barriers to participation are barriers to participation for everyone—not just Latinos. However, we found these to be particularly salient barriers to participation in the Latino community.

conclude with some recommendations for increasing Latino membership at the Menlo Park site.

Literature Review

There is a general consensus in the literature that minorities are underrepresented in out of school time (OST) across the nation (Borden 2005). Some of the reasons cited in the literature for low participation rates among minorities include: lack of advertising, conflict with other activities, negative opinions about youth centers, lack of parental permission, lack of minority adult role models in OST programs, and linguistic and cultural differences between families and activity providers (Cano 1992, Borden 2005).

There is also research to suggest that Latino youth are the most “consistently underrepresented” ethnic group in OST programs (Harvard Family Research Project 2006, 2). Although research on some of the potential reasons why Latino youth in particular are underrepresented is scarce, a qualitative research study by Lynne Borden and others found the following barriers to Latino participation: home/school/work constraints, lack of money and transportation, safety issues, not liking people who run the program, (lack of peer involvement) ~~peers not involved~~, family and religious priorities, and other external constraints (Borden 2007). Borden came up with this data by giving questionnaires to 67 Latino youth, who were asked to come up with and rank reasons why youth choose to and choose not to participate in after school programs.

It is interesting to note that from the data, Borden et. al found that the strength of influence of the barriers to Latino participation changed depending on the gender and generation of the Latino youth. Table 1.1 displays the difference in the ranking of barriers to participation according to gender. Table 1.2 displays the difference in the ranking of

barriers to participation depending on whether youth or parents moved to the United States or whether youth are part of families that have been in the United States since their grandparents arrived. A commonality across every single chart is that home, school, and work constraints are consistently listed as reasons why Latinos are underrepresented in OST programs. These constraints include but are not limited to taking care of siblings, working, or doing school-related activities, such as homework (Borden 2006). The next most common barrier to participation that Borden found was lack of money and transportation. However, the only group that did not list money and transportation second was the group of first and second-generation youth and parents; rather, they suggested safety issues as the next most significant barrier to participation. Borden’s study illustrates a very interesting point about participation in that it is “not just dependent on a young person’s understanding of the benefits of participation, but also on contextual variables such as resources, family, culture, religion, and outside responsibilities” (Borden 2006, 43).

Table 1.1 Cluster rankings of the top five reasons youth do not participate in youth programs.

Rank	All Latino Youth	Latinas	Latinos
1	Home/school/work constraints	Home/school/work constraints	Home/school/work constraints
2	Lack money/transportation	Lack money/transportation	Lack money/transportation
3	Don’t like people who run program	Family/religious priorities	Don’t like people who run program
4	External constraints	Safety issues	External constraints
5	Safety issues	Peers not involved	Safety issues

Table 1.2 Cluster comparison by generation in the US: Top five reasons youth do not participate in youth programs.

Rank	Youth or parents moved to US	Youth from families in US at least since grandparents
1	Home/school/work constraints	Home/school/work constraints
2	Safety issues	Lack money/transportation
3	Don't like the people who run the program	Don't like the people who run the program
4	External constraints	Family/religious priorities
5	Lack money/transportation	External constraints

Existing literature offers few suggestions specific to increasing Latino participation in OST contexts; however, it does offer examples of outreach strategies that have successfully increased OST participation across all ethnicities. Based on more than 60 recent evaluations of OST programs in the Harvard Family Research Project Out-of-School Time Evaluation Database, the following suggestions surfaced as useful for OST providers in attracting and sustaining youth participation: survey the youth about their needs and specifically what kinds of activities they would like to participate in. Meet with parents to understand what experiences they'd like their children to have. Build connections with school-day teachers and parents by employing teachers from the school at OST sites, including OST leaders in school meetings, and having OST leaders attend school performances and fairs. Employ peer recruitment outreach by having students in the OST programs give potential peer participators honest opinions about the OST program activities. Build positive relationships with families by holding special events, such as an annual picnic, and including parents in advisory committees. Use effective outreach techniques, such as putting up OST signs and messages in community centers

and churches. Be flexible, understand that external factors, such as needing to take care of siblings, school sports, homework, or needing to earn money, may decrease attendance among older youth. Consequently, consider allowing older youth to sign up and/or drop in as fits their schedule. Distinguish the OST setting from a school environment by aiming to offer students a variety of activities that are different from those in which they participate during the school day. For example, embed academic exercises within project-oriented activities, such as a putting on a youth written, produced, and performed play. Stay open late some evenings or on Saturdays giving students a safe place for physical activity or socialization. Provide summer programs as they might be the necessary link to keep youth coming back once school is in session. The aforementioned strategies are said to increase all youth participation in OST contexts (Lauver & Little, 2005). For a more detailed list please see appendix D.

In summary, the literature tells us that Latinos are underrepresented, but there is a significant lack of research on potential reasons why Latinos in particular are underrepresented and how to increase Latino participation in OST contexts. We hope to help fill in some of these gaps in the literature with our research at the Menlo Park Boys 7 Girls Club.

Methods

To explore Latino participation at the Menlo Park Club, we conducted research at two locations: the Menlo Park Boys and Girls Club and at the Belle Haven Community School. We collected our data using three methods: observations, focus groups, and interviews.

First, we conducted a very informal interview with the Director of the Menlo Park

Club to get a sense of what the Club is like and his thoughts about our research questions. That same day, we observed an after school session at the Menlo Park Club. This session gave us the opportunity to observe children engaged in their homework and after school activities. In order to bring diverse perspectives to our data, each of us observed activities and recorded our own field notes from different rooms in the club. One week after our initial observation, we conducted an hour-long focus group with seven staff members at the Menlo Park Club. Approximately one week after that, we conducted two thirty-minute semi-structured interviews with staff members at the Parent and Family Center at Belle Haven Community School. We were put into contact with these staff members through the Director of the Menlo Park Club. During these interviews, both staff members expressed interest in putting us into contact with Latina mothers that regularly come to the Center. The staff members helped us organize a focus group approximately three weeks after meeting with them. Focus group participants included seven Latina mothers whose children attend Belle Haven Community School, but do not attend the Menlo Park Boys & Girls Club after school. This focus group was conducted in Spanish with the use of a translator. We utilized audio recording devices to capture both the focus groups and the interview sessions for later transcription. After data collection, we systematically coded and re-coded our field notes and transcriptions in order to identify key trends. Protocols for focus groups and interviews can be found in Appendix A.

It is important to keep in mind that this study was carried out over the course of only eight weeks and was not a full-time endeavor, given that we are full-time students. We also recognize that the number of participants in our study is small and that inhibits us from making broad generalizations from our findings.

Findings

Three major themes emerged from our data as potential barriers to Latino participation at the Boys and Girls Club in Menlo Park. Although these are barriers to youth participation in general, we found these concerns particularly salient for the Latino community. The prominent three themes included: concerns for security, questions about the nature of the program, and a desire for more outreach. These themes will be elaborated upon below.

Concerns for Security

The Belle Haven Community School parents we spoke with expressed both concerns about security in the neighborhood and security at the Club itself. We learned from these parents that violence and gang activity have risen within the last year in neighborhoods in East Menlo Park and East Palo Alto. A Belle Haven Parent and Family Center staff informed us:

I think there's an issue of safety at this time when kids are walking over to the Boys & Girls Club. The parents feel they are much more vulnerable. We've had issues to where we've had people in the area come and start approaching the kids. Threatening them. Colors. Gang issues. I don't know. I mean, I don't know if they are involved in gangs themselves. The younger kids feel very threatened. The safety issue is big. Also when kids leave, the parents need to be assured that the kids are not just walking home afterwards. (November 2, 2007)

Through the translator we learned that one parent said that she no longer lets her kids play outside and that she “wished [she] could walk through the neighborhood with her children,” like she used to do. This increase in violence particularly worried parents who cannot provide transportation for their children to and from the Club after school; they fear that their children will get hassled by teens on the way to the Club. A few of the parents said they protect their children by leaving them safe at home after school to watch

TV or do homework. One of the parents leaves her child at the Center for a New Generation (CNG) site at Belle Haven so that he does not have to walk anywhere after school and she picks him up around five o'clock when it gets dark, even though the program ends later. The CNG may be a more appealing option for Belle Haven Community School parents if they chose to have their children participate in OST activities because it is on campus, and thus considered safer. One of the staff members at the Belle Haven Parent and Family Center who speaks with parents on a regular basis said, "It's definitely more convenient when kids don't have to travel. It's a lot safer here."

Parents also expressed concerns about safety of their children at the Menlo Park Club itself. Some of these concerns stemmed from admitted hearsay and some of it was from direct experience. One of the parents said that the Boys and Girls Club sites in general "don't have enough supervision" and referenced the CNG site as an example of this. This mother said that she heard one child broke his arm at the CNG on campus and it was rumored that this was because he was left unsupervised. Another parent referenced a different incident in which a child, who was supposed to be at CNG, decided to head over to the Menlo Park Club without telling anyone. When this child's parent came to CNG, she could not find her child. The parents we spoke to all agreed that they had concerns about supervision at the Menlo Park Club. Specifically they feared that youth and adults are allowed to come in and out of the Menlo Park Club as often as they like. One mother told us:

The person at the (Club) door isn't even asking 'Why are you here?' [...] And, if the kids leave the Club, don't let them come back. Don't let kids come in and out. (November 28, 2007)

Parents also wondered if there are enough personnel to supervise all of the children who come to the Menlo Park Club on a given day. One of the parents perceives that the younger children get adequate supervision, but that after second grade, “children are on their own.” This is a misperception. We learned from the staff at the Club and from our own observation that children after second grade are indeed supervised by adults.

Another concern the parents we spoke with voiced was that they did not like the fact that recreational activities at the Club are not separated by age group. One of the parents said (translated) she “never had the inclination to let her children attend. One of the main reasons is because older youth go to the club and she is afraid for her younger children to interact with them.” The perception of the parents we spoke with is that older children have negative influences on younger children. When probed the parents were adamant that they liked the idea of a Club, and wanted it to exist, but that they just wanted to be assured that their children would be safe and that the program would be structured according to age groups.

On top of these major concerns for safety, parents said they were very cautious about leaving their children with caretakers they did not know. One of the Belle Haven Parent and Family Center staff members told us that based on the conversations she has had with Latino parents:

Latino parents are very cautious of where their kids will go. [...] When they lack information or they're not familiar with a certain setting, they will not themselves initiate the relationship. (November 2, 2007)

We heard that efforts from the club to reach out to parents and form relationships with them would help to ease some of these fears. The Club staff is not unaware of the concerns of Latino parents. A Latina staff member at the Club echoed this sentiment:

“It’s always been that we are very overprotective of our kids...and we want to know who is in direct contact with our kids. That’s why I feel like a lot of the Latino community doesn’t know us on a one-on-one basis. Therefore they are a little bit more cautious about sending their kids over [...] Exactly, It’s a cultural way. Unless big brother or big sister are coming here, they will not send their kids, unless they’ve spent time here.” (October 23, 2007)

Relationship building is crucial to get Latino families to feel their kids will be safe and to ultimately trust the Menlo Park activity programs. The Belle Haven Parent and Family Center staff puts this succinctly, “Once staff reaches out to parents, you’ll see an increase in participation.” This notion is in the literature and was consistently voiced by all the participants we spoke with in this study.

Unknowns About Enrollment and Programs

In addition to safety concerns, there were also unknowns and questions expressed by the Belle Haven Parent and Family Center and the Latina parents about what actually goes on in the programs at the Menlo Park Club. These unknown may also hinder Latino participation. One of the Belle Haven Parent and Family Center staff members told us, “Some parents, if they are even aware of the option, don’t really know what goes on there.” The parents we spoke to had specific questions about free time, they wondered if the kids just ‘hang out’ all afternoon. Some parents held the perception that there were no organized sports at the Club. We learned from the Menlo Park Club staff that this is a misperception. The athletic director at the Menlo Park Club runs an indoor soccer activity called Futsal. He explained that this sport actually draws Latino interest:

“When the weather gets bad, they (Latinos) are more likely to come here (the Club) and start playing Futsal. So our huge Latino participation at all of our sites would be at the January time-frame to mid-March when we run our Futsal leagues. I’m only speaking from my experience at two different clubhouses and that’s the way it was and how it was here (Menlo Park) last year as well. (October 23, 2007)

The parents had the impression that students at the Menlo Park Club just played in the unstructured game room. One parent said that she did not want her kids just playing pool and video games after school. The others agreed, (translated) “they would like to see more structured activities, rather than come and run and play and whatever.” This may also be a misperception. Research conducted last year for the Boys & Girls Club found that the game room serves as a comfortable and safe physical and emotional home for youth. The free time in the game room serves as an outlet for pressure built up in other structured BGCP programs and at school, and a time to develop relationships with peers and caring adults (Atukpawu, Goodman, Loannides, & Wischnia, 2006).

Regarding the academic program at the Club, we heard from one staff member at the Belle Haven Parent and Family Center that a recurring complaint she hears from Latino parents is that many kids will come home from the Club and not have their homework finished, “A lot of parents would like the kids to be able to finish their homework at these programs so they can relax and spend time with the family when they get home.” (November 2, 2007)

The misperceptions and lack of information about the nature of the programs at the Menlo Park Club might help to explain why Latino participation does not reflect the surrounding community.

In regard to program specifics we also heard repeated questions from parents and Belle Haven Parent and Family Center staff about whether the Club required members to

pay fees and how much those fees were. The director of the club informed us that he always gives out scholarships and that money is not an issue for membership. However, the staff is aware that misperceptions exist in the community around membership:

“The paperwork at times can be very intimidating for someone who doesn’t understand the language. Even though it’s in a very simple format, you know, there’s times where there’s certain things that are asked and they’re thinking they may be required to do x, y, z and not fully understanding what a membership means.” (October 23, 2007)

Even though the Club assures scholarships, there is confusion as to how to qualify for these. One parent told us that she went to enroll her children in the Club and a staff member asked her for her pay stub and told her that she did not apply for a discounted membership price for low-income families. She told us this interaction offended her and that she ultimately decided not to enroll her children at the Club. A staff member at the Belle Haven Parent and Family Center said that she also did not know about fees or whether there were age requirements, and worried that if there was a fee the total cost of membership for siblings might get expensive for families. The confusion around what happens in the programs at the Club, and how to become members hinders Latino participation.

Inadequate Outreach

The last major theme that surfaced in our data as a possible reason Latino participation does not reflect the surrounding community is that Club outreach is inadequate. Our data shows that information distribution by the Boys and Girls Club in Menlo Park is not reaching the Belle Haven Parent and Family Center nor is it reaching the parents we spoke with. One parent who has lived in the neighborhood for three years

had no idea that the Club existed. Although the Club staff recently started to go to the local schools during recess to reach out to the children and let them know about the Club by talking to them and passing out flyers, the parents we spoke with wanted to be contacted directly by staff members rather than getting the information from their kids. One parent told us: “Don’t give the flyers to the children. Many times teachers don’t send home the information. Either they forget or they just don’t send it. And then if they give it to the students, they forget it on their desks and they never receive it.” (November 28, 2007)

The parents we spoke with were unanimous in their request that outreach be done in the most culturally sensitive manner possible, specifically they wanted to be treated respectfully and to have information in Spanish. One parent said, (translated) “she knows that she needs to learn English, but she needs to know about the services in Spanish first.” Another parent agreed and explained to us that sometimes she and other Latinas feel discriminated against in the community for not speaking English, even by fellow Latinos who know English. This parent said that she specifically felt discriminated against for not speaking English at Onetta Harris Recreation Center in Menlo Park, and worries she will face the same type of discrimination at the Boys and Girls Club in Menlo Park. The parents want to be communicated to in such a way that they feel comfortable.

Although we spoke with only one school in the area, Belle Haven Community School is the number one feeder school for the Menlo Park Club. We heard from the Belle Haven Parent and Family Center that it wants to strengthen its relationship with the Club given that it has direct contact with Latino parents on a daily basis. First, they want more information about the Club. One of the staff members said, “The parents have had

questions and we don't have answers for them." She also said that they don't even have flyers to pass out to parents. The Menlo Park Boys & Girls Club needs to strengthen its relationship with the Belle Haven Parent and Family Center and the center seems happy to do so. "[The Club] should continue coming to our campus. We're very open to welcome them." The next part of the paper addresses our second research questions: What strategies can the Menlo Park Club pursue to increase Latino Participation?

Opportunities For Growth

Given the findings of this research study, we have determined recommendations that may help to increase Latino participation (and participation in general) at the Menlo Park Boys and Girls Club. All of these suggestions fit under the larger umbrella of improving communication and outreach. Specifically, the Menlo Park Club should both enhance the *content* of communication about the Club, and strengthen the *means* by which they communication to the Latino community.

Enhance Outreach Content

Improving the "content" of outreach means that the Club needs to make sure that what is being conveyed to the community is comprehensive and accurate in order to clear up many of the misperceptions that are out in the community. First, the Club should emphasize what is already in place at their site. For example, the Club sends their staff to the neighborhood schools after school to walk with the children to the Club. As noted earlier, parents are fearful that their kids won't be safe walking to the Club. If parents knew that the Club staff walks kids over, it might assuage some of their concerns about security. In addition, the Menlo Park Club has a very strong organized sports program,

which many of the parents we spoke with did not know about. Indoor soccer (Futsal) is an organized sport offered at the Menlo Park site, which has been hugely popular with the Latino community, and should definitely be highlighted in outreach materials. If scholarships are offered for those who cannot pay the fee, this should be advertised as well.

Secondly, the Menlo Park Club should clarify enrollment requirements in their outreach material. As mentioned earlier, many parents do not know the basic information about enrollment. Perhaps this could be easily solved with a bilingual one-page flyer that lists off all of the enrollment requirements for this particular site. The Club does leave a pile of general Boys & Girls Club information booklets at the Belle Haven Community School front desk, but this is more than one page long and the Parent and Family Center has no copies of this in their office.

Finally, the Club should clarify their rationale behind the design of policies and programs. For example, there were some objections raised by parents about the nature of the game room. Parents perceived this room to be unstructured and worried that their children would learn negative behaviors from older kids as all age groups socialize there together. However, as noted earlier, last year, one of the research teams for Professor McLaughlin's Urban Youth and their Institutions class found that there are many positive benefits of the unstructured game room on youth in terms of social development. Moreover, many youth reported that the game room was a key attraction that initially brought them to the Club (Atukpawu et al., 2006). If this is what the Boys and Girls Club believes, then this needs to be made known, for it might clear up some of the misperceptions that parents have about this free time being unstructured and unsafe.

Improve Means of Communication

In terms of strengthening the means of communication, as mentioned it is crucial for the Club to reach out and start forming relationships with parents directly and not relying on children as the middlemen. Since parents are ultimately the ones who decide whether their children will participate in the Club, it is imperative to advertise the Boys and Girls Club to them. This is not to say that Club members should stop reaching out to the children at schools, but perhaps should be sure to have a strategy for reaching parents as well. One of the Belle Haven Parent and Family Center staff members concurred: “From what I’ve seen here in the family center: it takes a while to build those relationships, but it’s beneficial.” One parent said she would prefer that flyers be sent to the family members by blanket mail. The Club could employ this strategy to complement their visits to schools. One Menlo Park Club staff member noticed that parents were coming in because of word of mouth, “they heard from other parents who sent their kids there about what they do there.” Whether by contacting the parents through mail, personally door to door, or via parents of participating Club members relationship building with parents should be a priority for the Club if they want to increase Latino participation.

Secondly, the outreach needs to be done in a culturally sensitive way. This means that when communicating with Latino parents who do not speak English, it is important that the Club staff be as sensitive and respectful as possible. If possible, this means making sure that materials and communications are done in both Spanish and English. On this note, one of the parents said: “We don’t always want someone to speak to us in Spanish all the time, but we do need someone to help us first.” One of the staff members

at the Belle Haven family resource center added, “I also not sure if there’s a bilingual staff. It would be great if they could do outreach to our parents.” Indeed the Menlo Park Club has two Spanish-speaking staff members. If they need even more support with outreach, perhaps the Spanish-speaking parents of current Club members might be able to help.

Finally, the Club should continue strengthening its relationships with surrounding schools and their family resource centers (if they have them). From what we learned at Belle Haven Community School, the school staff truly comes into contact with parents on a regular basis, and they are in an excellent position to be strong advocates for the Boys & Girls Club. Family and Parent Centers, and teachers need to be provided with adequate and accurate information so that they can answer questions that parents may have about the Club. The Club staff could attend parent teacher meetings at the school and invite school faculty to their holiday events to foster this relationship and increase awareness about the Club.

Conclusion

While limited since we spoke to only a few participants, our data suggest that the Boys & Girls Club in Menlo Park is not unlike many out of school time contexts throughout the nation in that Latinos are underrepresented in their membership. The salient themes for explaining why Latinos may be hindered to participate are safety concerns, unknowns about the program, and inadequate communication from the Club to parents. Strategies that may help the Club to increase Latino participation include but are not limited to relationship building with parents through direct contact (door to door, family nights, and school meetings), disseminating bilingual flyers (at schools and homes

through mail), relationship building with the local school faculty and school family centers (through meetings, sports, and social events), and becoming culturally sensitive (advertising bilingual capabilities and reaching out to establish trust with parents.) The Menlo Park Club currently has many plans for putting these strategies to practice. We are optimistic and hopeful that more Latino youth will begin to take advantage of the Club's programs that are designed to guide and inspire all youth to develop the attitudes and life skills they need to thrive.

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