

# **Process Evaluation Report: Neighborhood Youth Center Program Evaluation**

Report prepared for the State of Connecticut  
Office of Policy and Management

By

**Ronald M. Sabatelli  
Stephen A. Anderson  
Stacey Rubinfeld**

University of Connecticut  
Center for Applied Research

June 2006

This report was supported by grants from the U.S.  
Department of Education and the U.S. Department of  
Justice to the State of Connecticut.

## Table of Contents

<b>Executive summary</b> .....	<b>3</b>
<b>Introduction</b> .....	<b>5</b>
<b>Objectives of the evaluation</b> .....	<b>5</b>
Process evaluation .....	<b>6</b>
Process evaluations in youth programs .....	<b>6</b>
<b>The process evaluation conducted with Connecticut youth centers</b> .....	<b>8</b>
Description of the youth centers involved in the process evaluation .....	<b>8</b>
Phases of the process evaluation .....	<b>8</b>
Description of the youth involved in the process evaluation .....	<b>9</b>
Development of the Youth Development Assessment Device .....	<b>10</b>
Conceptual foundation of the Youth Development Assessment Device .....	<b>10</b>
Operationalization of Developmental Quality .....	<b>12</b>
<b>Results</b> .....	<b>15</b>
The psychometric properties of the Youth Development Assessment Device ..	<b>15</b>
Organization of the results and the approach to the analyses of the data .....	<b>15</b>
<b>Berkley Warner Center</b> .....	<b>18</b>
<b>Boys and Girls Club of Bridgeport—North End</b> .....	<b>27</b>
<b>Boys and Girls Club of Bridgeport—Orcutt</b> .....	<b>38</b>
<b>Chester Addison Center</b> .....	<b>48</b>
<b>McGivney Community Center</b> .....	<b>57</b>
<b>MiCasa Center</b> .....	<b>67</b>
<b>New Haven YMCA</b> .....	<b>78</b>
<b>Pulaski School Center</b> .....	<b>88</b>
<b>River Baldwin Center</b> .....	<b>98</b>
<b>Roosevelt School Center</b> .....	<b>108</b>
<b>Slade School Center</b> .....	<b>118</b>
<b>South Arsenal Neighborhood Development Corporation</b> .....	<b>128</b>
<b>Summary</b> .....	<b>136</b>
<b>References</b> .....	<b>140</b>
<b>Appendix A</b> .....	<b>144</b>

## Executive Summary

This report provides details of a program evaluation that was conducted by the Center for Applied Research at the University of Connecticut for the State of Connecticut's Office of Policy and Management. The evaluation was conducted with 12 inner-city Neighborhood Youth Centers (NYC's) operating within the State of Connecticut. This program evaluation falls under the general heading of a process evaluation. One of the principal functions of a process evaluation is the use of evaluation data to inform programming policies and practices (Catalano et al, 2002; McLaughlin, 2000; Kirby, 2001; Connell et al., 1995; Gambone, 2001; Gambone, et al., 2004; National Research Council, 2001).

The process evaluation consisted of several components. Specifically, attendance data were collected from all of the centers involved in the evaluation. In addition, data were collected from both youth and staff at the centers on their perceptions of "supports and opportunities" present within the programs at the centers. Summaries of these perceptions were shared with the directors of the centers who then worked on a program improvement plan. One year after the initial data were collected, youth were re-surveyed to determine whether or not improvement objectives had been achieved.

The program improvement plans were developed in consultation with The Consultation Center at Yale. Personnel from The Consultation Center worked with staff and youth teams from each of the 12 centers to come up with specific goals for improving the programs offered at the centers. They developed implementation strategies for the targeted goals, and they involved both staff and youth in the execution of these strategic attempts to improve the quality of the programming offered through the centers.

The first part of the report includes an overview of the goals and methods employed in the execution of the process evaluation. Within this section of the report we discuss the purposes and objectives of process evaluations and then detail the specific measures and methods that were used in the evaluation of the Neighborhood Youth Centers.

The second part of the report outlines the results of the process evaluation. The results are presented separately for each of the centers involved in the evaluation. Each center report begins with a description of the center. These descriptions were created, in part, from information gathered during site visits conducted periodically by members of the evaluation team. Site visits were used to provide a more grounded and realistic appraisal of the urban context of the centers, their facilities, programs, and the climate created by the staff within the centers.

The reports on each of the centers also include a summary of the attendance data collected from the centers, a summary of the first wave of process data collected from the centers, a description of the goals for changes within the centers, the implementation plans developed by each of the centers, and a summary of the second wave of process

data that were collected. This second wave of data was used to determine whether or not the centers were successful at achieving their targeted goals for changes in youth's perceptions of the program. It is important to note here that only the data collected from youth are summarized within these individual reports. Though staff data were collected, these data proved to be of little value to the overall objectives of the program evaluation. There are a number of reasons for this, including the fact that staff accounts of their programs were uniformly high. As a result, there was little meaningful variation in how staff members viewed the programs. This lack of variability limited the ways the data could be used in the data analyses.

The last part of the report consists of an overall summary of the evaluation and a discussion of the findings. We note that there were considerable changes that occurred in youth's perceptions of the centers over the course of the evaluation. We believe these changes reflect on the success of the process evaluation. That is, as a result of collecting information regarding youth and their experiences within the centers and using this information to plan programmatic changes, the youth, over time, experienced the programs in a more favorable light. This suggests that the implementation teams, through their work with the consultants from The Consultation Center, were able to target and execute critical changes in the supports and opportunities experienced by youth within the centers.

## **Introduction**

Over the past 10 years, the youth development movement has called for a paradigm shift from deterrence to youth preparation and development. This youth development approach to programming is designed to promote global positive development and skill building as a way of averting problems before they develop. Rather than implement programs to combat specific youth problems, such as teen pregnancy or gang involvement, the youth development framework seeks to foster young peoples' intellectual, social, and emotional competencies. These competencies then serve as protective factors that lessen the likelihood that youth will engage in harmful or destructive behaviors.

While program evaluations have been extensively conducted on youth programs founded on youth development principles, most of these studies have focused on youth outcomes, and, most specifically, on whether a program has had a positive influence on youth participants' psychosocial development (Allen, Philliber, Herrling, & Kupermine, 1997; Hawkins, Catalano, & Associates, 1992; Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Roth, Brooks-Gunn, Murray, & Foster, 1998). There is a growing sentiment in the youth development field, however, that evaluations must focus more on what, in fact, is going on within the programs and whether programs are fulfilling the objectives of the youth development approach to programming (Catalano et al., 2002; Roth et al; 1998). It is not enough to know that a given program works. It is also important to know whether programs that work actually adhere to a youth development model. Thus, "process evaluations" are a necessary part of evaluating and refining the programming offered within youth development programs (Gambone, et al., 2004; Catalano et al., 2002; National Research Council, 2001; Gambone, Klem, & Connell, 2003).

## **Objectives of the Evaluation**

This report provides details of a process evaluation that was conducted with a sample of inner-city Neighborhood Youth Centers (NYC's) operating within the State of Connecticut. One of the principal functions of a process evaluation is to identify the key elements of a program's policies and practices (Catalano et al, 2002; McLaughlin, 2000; Kirby, 2001; Connell et al., 1995; Gambone, 2001; Gambone, et al., 2004; Gambone, et al., 2003; National Research Council, 2001). In this evaluation, youth were asked to report on the extent to which core elements of effective youth development programs were present in the NYC programs they attended. Summaries of youth participants' perceptions were shared with the directors of the centers who then worked on a program improvement plan. One year after the initial data were collected, youth were re-surveyed to determine whether or not the planned improvements had been accomplished.

This program evaluation was designed to provide the directors of the Connecticut inner-city youth centers with insight into the kinds of supports and opportunities youth reported being present within the centers. In order to conduct the proposed program evaluation, it was necessary to first create a measure to assess youth perceptions of supports and opportunities.

## **Process Evaluation**

Process evaluation is a form of program evaluation that applies descriptive research methods to compare the program being delivered with the program that was originally intended by planners (Stufflebeam & Shinkfield, 1985). Process evaluations are thought to complement other forms of program evaluation (Judd, 1987; Scheirer, 1994). Process evaluations can offer program directors a better understanding of how a program concept has been implemented. They provide insight into the strengths and weaknesses of a program's structure and delivery, and they enhance the ability of program directors to describe their programs to outside sources.

Finally, process evaluation data can play a critical role in demonstrating a program's overall impact. According to Patton (1994), a process evaluation should provide feedback on the original program that leads to improvements in the implementation and effectiveness of the program. Process evaluations should generate information that informs the design, delivery, and modification of the program. Such modifications and improvements, in turn, should lead to improved program outcomes and impacts over time. Further, process evaluations can help funders and policy makers make informed choices about which programs to fund for which groups of young people.

## **Process Evaluations in Youth Programs**

Although process evaluations have been widely used in community programs addressing health promotion, disease prevention, community policing, and juvenile justice (Dehar et al., 1993; Robinson & Cox, 1998), these types of evaluations have largely remained overshadowed by outcome evaluations when it comes to the evaluation of youth programs (Judd, 1987). To date, there are very few examples of process evaluations being used to improve youth programming. Gambone and her associates, in partnership with the Institute for Research and Reform in Education, are the exception. They have developed what they refer to as a Community Action Framework for youth development.

The Community Action Framework integrates basic knowledge about youth development and the community conditions that influence it, with hypotheses about what it will take to transform communities into places where all youth can thrive (Gambone et al., 2003). The framework highlights the notion that supports and opportunities are the critical building blocks of development across all settings in which youth spend their time. A cornerstone of this framework is the use of longitudinal research to examine the relationship between supports and opportunities and long-term developmental youth outcomes.

According to Gambone and her colleagues, supports and opportunities are “non-negotiable” when it comes to the community factors needed to promote youth development. Youth need to have multiple supportive relationships with adults and peers, where they receive guidance, emotional support, and advice (supports). They also need meaningful involvement in decision-making, leadership opportunities, and other practices that foster a sense of belonging. They need challenging activities, which are fun, yet at the same time, enable them to develop skills and to experience a sense of growth and progress (opportunities). Finally, youth need to feel safe, both physically and emotionally.

Working with the Community Network for Youth Development in San Francisco, Gambone and her colleagues (2003) collected data on supports and opportunities from local youth development agencies and used these data to conduct an improvement project with these agencies. Youth were asked to report on their experiences in the programs. Data were then summarized for the agencies and used to engage staff in a self-assessment process. Staff then were asked to develop action plans that identified program practices that needed to be strengthened or added and to come up with an implementation plan for improvement in these areas. Youth were resurveyed at the end of the year, and it was found that they reported increases in the levels of supports and opportunities available to them. There was some variation, but every agency improved in some area. Results showed that areas of improvement were directly linked to the strategies agencies had targeted in their action plans. Thus, these results indicated that agencies can reliably measure supports and opportunities for youth, and if improvement strategies are intentionally implemented, compelling and meaningful programmatic changes can result.

The Community Action Framework is the only example of process evaluation data being used to improve youth development programs. This framework tracks program activities and suggests adjustments based on the feedback from participants; uses clear performance standards to judge intermediate results; and engages programs in ongoing planning, partner-building, and capacity-building to implement community action strategies. The current evaluation study builds upon the work of Gambone and her colleagues. In this evaluation, a sample of urban youth centers participated in a process evaluation with the goal of refining their approaches to youth programming

# The Process Evaluation Conducted with the Connecticut Youth Centers

## Description of the Youth Centers Involved in the Process Evaluation

The Office of Policy and Management (OPM) for the State of Connecticut contracted with the Center for Applied Research at the University of Connecticut to conduct this process evaluation. Twelve centers were included in the evaluation from the following cities: Bridgeport, Hartford, New Britain, New Haven, Stamford, and Waterbury. These centers are all located in low-income neighborhoods of Connecticut's larger urban areas and were funded by OPM explicitly on the basis that they adhere to youth development principles.

Each of the centers is conveniently located within urban neighborhoods; each serves high-risk, urban youth; and each offers programs that are designed to promote psychosocial development and resilience. According to the Office of Policy and Management of the State of Connecticut, the NYC's support-specific local initiatives to increase positive experiences for youth ages 12 through 18 years of age. NYC's must include the following:

- Ø A neighborhood center that is safe, appropriate, accepting, and accessible
- Ø Staff who are qualified, supervised, and supported to insure the safety of the youth
- Ø A strong parent component
- Ø Youth involvement, including youth leadership activities
- Ø An implementing agency/organization for each center that is actively involved in the neighborhood.

## Phases of the Process Evaluation

The overarching goal of this project was to assess how information obtained from youth participating in Neighborhood Youth Centers ultimately influences the ways in which programs are run. The several phases of this process evaluation are outlined below.

**Phase 1:** The first phase of the process evaluation involved the creation of a questionnaire designed to assess youth's experiences within the programs. This survey was administered to youth within all of the participating centers in February of 2004. The results of the surveys were interpreted for each center and each center's data were compared to the combined results from all of the other centers participating in the study. These data were shared with each of the centers in a daylong training and feedback session conducted in May of 2004.



**Phase 2:** Based on the results of the first survey administration, each center was provided with technical assistance by The Consultation Center at Yale<sup>1</sup> to create a program improvement plan. That is, as part of this evaluation, each center was assigned a liaison from the Yale Consultation Center who worked directly with youth-staff teams to interpret the results of the first round of data and to identify areas for improvement. The technical assistance occurred over the summer of 2004. The centers then had the opportunity to implement these plans.

**Phase 3:** Approximately 6 months after the centers worked with the consultants from The Consultation Center (February, 2005), the process evaluation was repeated. Once again, youth from the centers were asked to fill out the survey questionnaire designed to assess their perceptions of and experiences within the centers. These data were analyzed and, once again, reports were distributed to the centers.

**Phase 4:** Conclusions regarding the impact of the process evaluation are based on the analyses of this second wave of data. Specifically, the two waves of data from each center were compared to determine the following: (1) the degree to which changes had occurred in youth perceptions of the supports and opportunities present within the centers, and (2) whether or not the changes were consistent with the improvement plans that were implemented by the centers.

## **Description of the Youth Involved in the Process Evaluation**

Two waves of process data were collected from youth attending each of the participating centers. The sample for the first wave of process data consisted of 629 youth. The sample was comprised of more males than females (66.3% male, 33.7% female) and was populated primarily by minority youth (43.2% Latino American, 39.5% African American, 8.6% Other, 3.5% European American, 1.4% American Indian, less than 1% Asian American, and 3.3% missing data). In addition, most in the sample were low-income or poor as evidenced by 70 percent of the youth reporting that they received free or reduced-cost meals at school. Family status varied, with the majority of youth (37.3%) living in mother-headed households. Twenty-eight percent lived with both parents; 21% lived with mother and step-father; 6.7% lived with other relatives; 2.2% lived in father-headed households; 1% lived with father and step-mother; and, less than 1% lived with foster parents and other caregivers, respectively (the remaining 3.6 % was accounted for by missing data). The breakdown of the sample by grade in school was as follows: 5<sup>th</sup> grade (4.8%); 6<sup>th</sup> grade (19.4%); 7<sup>th</sup> grade (22.1%); 8<sup>th</sup> grade (23.9%); 9<sup>th</sup> grade (13.2%); 10<sup>th</sup> grade (6.1%); 11<sup>th</sup> grade (4%); and 12<sup>th</sup> grade (5.1%). The remaining 1.4 % was accounted for by missing data.

---

<sup>1</sup> The Consultation Center, Inc., a cooperative endeavor of the Connecticut Mental Health Center and the Department of Psychiatry, Yale University School of Medicine, is a center for prevention services, research, and training. Specifically, they conduct service system development by providing technical assistance tailored to various programs and centers, such as NYC's.

The sample for the second wave of process data consisted of 593 youth. Much like the first sample, there were more males (64.5%) than females (35.5%). The majority were minority youth (40.3% Latino American, 38.7% African American, 2.4% European American, 1% Asian American, and 1% American Indian). The remaining 9.7% of the sample was accounted for by missing data. Again, the sample was comprised primarily of low-income or poor youth with 70% reporting that they were eligible for free or reduced-cost meals at school. Family status varied, with the majority (40.6%) living in mother-headed households. Twenty-five percent lived with both parents; 14.2% lived with mother and step-father; 6.8% lived with other relatives; 2.1% lived in father-headed households; 1.6% with father and step-mother; 1.3% lived with foster parents and less than 1% lived with other caregivers. The remaining 8.4% was accounted for by missing data. The breakdown of the sample by grade in school was as follows: 5<sup>th</sup> grade (9%); 6<sup>th</sup> grade (17.5%); 7<sup>th</sup> grade (18.3%); 8<sup>th</sup> grade (14.2%); 9<sup>th</sup> grade (11.7%); 10<sup>th</sup> grade (8.8%); 11<sup>th</sup> grade (7.1%); and 12<sup>th</sup> grade (5.4%). The remaining 7.9% was accounted for by missing data.

Although every attempt was made to re-sample the same set of youth in both samples, the nature of this particular population of youth is such that there is extremely high turnover among youth who attend these centers. As such, there was only a handful of youth who completed both surveys across the two data collection periods.

## **Development of the Youth Development Assessment Device**

As noted earlier, in order to conduct this process evaluation, it was necessary to assess youth's perceptions of the characteristics and qualities of the programs found within the urban youth centers. As no existing survey questionnaire was available to capture supports, opportunities, and services for youth, the Youth Development Assessment Device (YDAD) was developed specifically for this evaluation. This measure was designed to assess the "developmental quality" of youth programs from the perspective of the youth.

Developmental quality is the extent to which a program provides a set of program components that have been found to facilitate positive youth development (Eccles & Gootman, 2002). As such, the goal in the development of the YDAD was to construct a survey questionnaire that assessed youth's perceptions of the supports and opportunities present within a youth program. Accomplishing this goal required two major decisions: (a) a determination of types of supports and opportunities to assess as indicators of developmental quality, and (b) the development of survey items and the selection of a response format.

## **Conceptual Foundation of the Youth Development Assessment Device**

The assessment of developmental quality is guided by the work of researchers and theorists who have identified criteria for effective youth programs (cf., Eccles & Gootman, 2002; Durlak & Wells, 1997, 1998; Catalano, et al., 2002; Connell, Gambone,

& Smith, 2000; Kahne, et al., 2001; Posner & Vandell, 1994; Walker, Marczak, Blyth, & Borden, 2005; Yohalem, Pittman, & Wilson-Ahlstrom, 2004). Based on a review of these works, four major attributes were selected as conceptual indicators of a quality youth program. These included safety, supportive relationships, challenging activities, and meaningful involvement. Each component is described in greater detail below.

### **Safety**

Numerous authors have emphasized that positive development must begin in an environment that is both physically and psychologically safe and secure (c.f., Gambone et al., 2004; Vandell, et al., 2005). For instance, Eccles and Gootman (2002) noted that, positive settings must be free from violence and unsafe health conditions because of their direct impact on physical health and survival. They also noted that, “the experience, witnessing, or even the threat of violence sends psychological ripples through a community of adolescents that can be severe and long-lasting” (p. 89). The psychological effects of violence and violent settings on youth have been well documented (c.f., Acosta, Albus, Reynolds, Spriggs, & Weist, 2001; Osofsky, 1995). Further, research on children and adolescents has consistently identified a safe and trusting environment as essential for healthy development and adjustment (Bowlby, 1988; Rohner & Britner, 2002).

### **Supportive Relationships**

Several reviews of youth program evaluations have concluded that supportive relationships with staff and other non-family adults is one of the most frequently identified characteristics of effective youth programs (Anderson-Butcher, Cash, Saltzburg, Midle, & Pace, 2004; Catalano et al., 2002; Eccles & Gootman, 2002; Noam & Fiore, 2004; Roth, et al, 1998). Along these lines, Yohalem et al. (2004) identified staff practices and supports as one of three broad areas that define high quality youth development programs. Other studies also have reported that staff support is a critical ingredient of program success and positive youth outcomes (Gambone & Arbreton, 1997; Grossman, Price, Fellerath, et al., 2002). That is, these types of supportive relationships serve protective and developmental functions and are associated with a number of positive benefits for youth.

### **Challenging Activities**

Offering challenging and stimulating activities that lead to the development of life skills is another frequently identified characteristic of effective youth programs (Catalano et al., 2002, Eccles & Gootman, 2002; Eccles, Stone, & Hunt, 2003; Roth, et al, 1998; Walker et al., 2005). Programs may use a variety of activities such as community service, adventure and outdoor activities, art, drama, music, sports, or academic improvement to engage youth, but the underlying goals of effective programs tie these activities to specific skills such as cooperation, teamwork, communication, problem-solving, decision-making, resistance skills, conflict-resolution, or critical thinking (Eccles &

Gootman, 2002; Halpern, 1999; Pierce, Ham, & Vandell, 1999). In other words, organized activities offer youth opportunities to acquire social, physical, and intellectual skills that may be useful in a wide variety of settings including school. Furthermore, they provide opportunities to contribute to the quality of the community, and to develop a sense of agency as a member of the community, belong to socially recognized and valued groups, to establish supportive networks with peers and adults, and to experience and deal with challenges. In turn, these assets have been shown to facilitate the levels of school engagement and achievement as well as subsequent occupational attainment, and also to prevent engagement in risky behaviors (Eccles et al., 2003).

### **Meaningful Involvement**

Meaningful involvement is the fourth major component of effective youth programs included within the YDAD. Meaningful involvement has been referred to with a variety of terms such as *opportunities to belong* and *support for mattering* (Eccles & Gootman, 2002). As a multi-faced concept, meaningful involvement includes a sense of belonging, membership, acceptance, and inclusion, regardless of one's personal background (e.g., gender, ethnicity, sexual orientation, socioeconomic status). Some out-of-school youth programs, especially those serving low-income youth in dangerous neighborhoods, have been described as performing a "bridging function" because they offer a link between two divergent cultures, the inner city and the mainstream population, (McLaughlin, et al., 1994), and as a "border zone" between the streets and the mainstream culture (Heath, 1994). Halpern, Barker, and Mollard (2000) reported that relations among peers in these settings might take on a "family-like" quality.

However, meaningful involvement entails more than a sense of belonging. It also includes opportunities for active participation in decision-making, responsibility, and leadership within programs. Furthermore, meaningful involvement includes active participation in one's community. That is, meaningful involvement includes multiple opportunities for engagement that tap into young people's interests, passions, and skills (O'Donoghue et al., 2002; Tolman & Pittman, 2001). Such involvement can foster democratic habits, such as tolerance and openness to others, healthy disagreement, self-expression, cooperation, and civic responsibility (Ferber & Pittman, 1999; Lerner, Brentano, Dowling, & Anderson, 2002). Furthermore, community service has been found to foster positive identity, self-directedness, self-competence, greater competence in helping others, and a greater sense of social relatedness (Cargo, Grams, Ottoson, Ward, & Green, 2003).

### **Operationalization of Developmental Quality**

The goal in the development of the YDAD was to construct survey items that reflected the supports and opportunities conceptually linked to developmental quality. Specifically, questionnaire items were created to assess the following program attributes: (a) the existence of a physically and emotionally safe environment; (b) the presence of supportive relationships; (c) challenging activities; and (d) opportunities for youth to be

meaningfully involved with their programs. Each of these conceptual dimensions is characterized by a constellation of interrelated sub-dimensions. For example, with respect to safety, a high quality developmental youth program creates an environment that is both physically and emotionally safe. With respect to supportive relationships, a high-quality developmental program is staffed by individuals who are knowledgeable of youth and who create opportunities for youth to receive guidance, emotional support, and instrumental or practical support.

The dimensions and conceptual sub-dimensions characterizing programs that provide supports and opportunities promoting youth development are summarized in Table 1 (see below). The goal in the creation of the YDAD was to develop 5 items for each of these sub-dimensions. Each question was carefully edited and revised for readability. The items were reviewed by graduate students and professors from the School of Family Studies at the University of Connecticut as a check of both the face validity (does each item reflect its associated construct) and readability of the items. Based on these reviews, items were edited and revised.

Challenges to writing effective items included keeping the wording simple, keeping the questions precise, and avoiding biased wording or double-barreled questions. Sample items were then organized into a coherent format. This process involved paying attention to the order and presentation of the items within the survey. In addition, attention was paid to the format of the survey instrument to ensure that it was not visually confusing to participants and that the items were carefully and logically laid out in the questionnaire, so as to reduce the chance that a participant would inadvertently skip a question.

Precise instructions were created on how to answer the items. The focus was on making the instrument as easy as possible to use. The scale items are responded to on a 4-point Likert like scale (1 = strongly disagree to 4 = strongly agree). The complete initial version of the YDAD can also be viewed in Appendix A.

Table 1.

*The Process Indicators Contained within the YDAD*

<b>Conceptual Dimension</b>	<b>Sample Item</b>
<b>SUPPORTIVE RELATIONSHIPS</b>	
Guidance	There is a staff member who is a role model for me.
Emotional Support from Staff	The staff at the center believe in me.
Practical Supports	If I don't know how to handle a situation, the staff help me.
Knowledge of Youth	The staff has a lot of insight into the needs of young people.
<b>SAFETY</b>	
Physical Safety	The center is a safe place for kids my age to hang out.
Emotional Safety	I can be myself when I am at the center.
<b>CHALLENGING ACTIVITIES</b>	
Growth and Progress	I am encouraged to learn new things when I am at the center.
Skill Building	The things that I accomplish at the center make me feel good about myself.
Interesting Activities	The activities and programs the center offers are challenging
<b>MEANINGFUL INVOLVEMENT</b>	
Leadership	I am encouraged to help design the programs that exist at the center
Decision-Making	I learn how to make responsible decisions at the center.
Sense of Belonging	The center is a place where everybody fits in.
Community Involvement	Because of the center I have had a chance to do things to help people in my community

## Results

### **The Psychometric Properties of the Youth Development Assessment Device (YDAD)**

The first wave of process data needed to be summarized in order to provide each individual center with feedback on youth's perceptions of the developmental quality of center's programs. In order to accomplish this objective, it was necessary to explore the psychometric properties of the constructs assessed within the YDAD. Specifically, since the upper limits of the validity of any scale are determined by its reliability, it was necessary to examine the reliability of the constructs making up the YDAD. Coefficient alpha was used to estimate reliability (Cronbach, 1951).

These analyses suggested that three items failed to contribute to the internal consistency of their representative construct. As a result of these analyses, one "decision making" item, one "physical safety" item, and one "interesting activities" item were dropped from their respective scales. The alphas for the scales, once these adjustments were made, ranged from .63 for "Knowledge of Youth" to .82 for "Practical Supports." These alphas were judged to be acceptable given the relatively small number of items representing the scales. The theoretical range of scores for each subscale varied from 16-20, depending upon the number of items in the particular subscale. It is clear from the distribution of scores (as depicted by the mean and standard deviation) that, on average, youth scores tended to fall in the middle range across the majority of subscales. Table 2 summarizes the alpha reliabilities for each of the scales and includes descriptive information on the performance of each of the scales.

### **Organization of the Results and the Approach to the Analyses of the Data**

There are certain issues that had to be addressed before proceeding with the presentation of the results of the process evaluation. The first of these issues had to do with the best approach to the analyses of the data. The second issue had to do with the best way of organizing the presentation of the evaluation findings.

In order for the objectives of this evaluation to be fulfilled, it was necessary to provide information to the centers that was both descriptive and evaluative in nature. In this regard, Multiple Classification Analysis (MCA) was used as the principle approach to the management of these data. In statistical terms, the MCA model compares the mean values of each center's scores on the questionnaire to the overall or grand mean across all other centers. That is, each center received a description of the data derived from the youth who participated in their center. In addition, each center's data was contrasted to the grand means of the other centers thereby highlighting how the supports and opportunities present within the center differed from those found in other similar centers.

Table 2.

*Descriptive Information on the YDAD.*

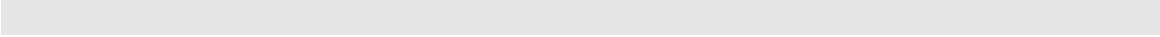
Measure	# of Items	$\alpha$	$\mu$	SD
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	5	.75	10.27	3.20
Emotional Support from Staff	5	.78	10.23	3.37
Practical Supports	5	.82	10.35	3.38
Knowledge of Youth	5	.63	11.95	2.48
<b>SAFETY</b>				
Physical Safety	4	.75	10.17	3.08
Emotional Safety	5	.78	9.79	3.15
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	5	.76	10.23	3.37
Skill Building	5	.73	10.67	3.09
Interesting Activities	4	.69	11.54	2.52
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	5	.76	10.83	3.26
Decision-Making	4	.71	10.72	3.55
Sense of Belonging	5	.79	9.97	3.17
Community Involvement	5	.77	10.55	3.18

In other words, the goals of these analyses were twofold. First, each center received results that described youth perceptions of the supports and opportunities present *within* the centers. These analyses contrasted subgroups of youth within each center according to age and gender. This was done to enable centers to assess their effectiveness in reaching older versus younger youth, or males versus females, and to target program improvements toward specific groups of youth, if necessary. Second, centers received results that emphasized *between* center differences. To accomplish this second goal, the data from each center was contrasted with the aggregate results from the other participating centers thereby highlighting the supports and opportunities present within the center that were significantly higher or lower than those found in other similar programs.

With respect to the presentation of the findings, it is important to note that the results that are being summarized here are based on data from 12 centers. *That is, the process evaluation described herein is really 12 different process evaluations.* Each center was provided with a summary of the data describing youth perceptions of the supports and opportunities present within the center. These data were used by each center to engage the staff, along with representative youth from the centers, in a planning process. This process involved strategically identifying or targeting certain goals for change and discussing with the Consultation Center a strategy for implementing these changes.



The second wave of data that was collected was used to examine the changes that occurred in the youth perceptions of the centers over time. Presumably, positive changes in youth perceptions could be attributed, at least in part, to the ways in which the centers altered their structure and organization as a result of the evaluation and planning process. These analyses, summarized for all 12 centers, are presented in the following sections of the report.



## Berkley Warner Center

### Description of Center

The center's mission and leadership reflect their desire to provide neighborhood youth a place to go to socialize. The center's director states that for some young people, the center is their "family," a place to go that "fills in the gaps for kids." The youth are appointed to be in charge of different things pertaining to activities, programming planning, and structure. They are also encouraged to suggest new policies, which are considered, and then discussed. Suggestions and criticisms made by youth are addressed and the staff takes the time to explain to the youth why a particular policy suggestion does or does not apply. According to the Director, the youth at this center tend to dislike structure, but they learn to adapt to it. The rules of the center are clearly displayed on the wall in the Educational Room. Youth are not permitted to make any administrative decisions. They do reportedly actively participate in program planning and preparation. There are 4 staff members, including the Director, the Assistant Coordinator, and two Homework Helpers (who are high school students).

Programs and activities that young people participate in at this center include the following: basketball, arts and crafts, computers, reading, math, word puzzles, vocabulary, board games, drill team and sewing. Field trips that the youth have the opportunity to go on include: bowling, movies, Basketball Hall of Fame, plays in Hartford, and Lake Compounce. Young people also commemorate holidays with events or plays.

The center is open every weekday from 2:00 pm-6:00 pm and it is closed on weekends and holidays. On an average day, 17 kids attend the center with a total of 29 kids registered. Middle school kids must first do their homework and the Homework Helpers provide role models for them. The Educational Room has four computers. There is no internet access, but the computers are loaded with homework and educational software for all grade levels. Youth are given the opportunity to learn better study habits. High school youth are reported to need little supervision at the center and were observed playing basketball on their own in the center's small gym. There is the opportunity to participate in soup kitchens, Secret Santa, and toy drives with the greater community. The Police Department's Youth Division gives workshops at the center, such as Bike Safety awareness.

Over the time period covered by this evaluation, the center was open 20 days per month on average. The attendance data collected by the center revealed that 24 different youth attended the center in the typical month. The average number of youth served daily by the center was 13.3 and the average number of days youth attended the center in the typical month was 11.1. The number of youth surveys submitted by the center was 26 and 24 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for females, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the Berkeley Warner Center by gender and by age. Among the youth surveyed from this center there were 12 males, as compared to 14 females. No significant gender differences were found. When contrasting younger youth (12-15 year olds) with older youth (16-18 year olds) from Berkeley Warner, no significant age differences were found.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n = 26).*

	<b>Females (n = 14)</b>	<b>Males (n = 12)</b>	<b>12-15 (n = 15)</b>	<b>16-18 (n = 11)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.0	15.5	14.5	14.8
Emotional Support From Staff	14.0	15.2	14.2	15.0
Practical Supports	14.2	15.0	14.6	14.3
Knowledge of Youth	13.8	15.8	15.3	13.6
<b>SAFETY</b>				
Physical Safety	13.0	13.2	12.9	13.1
Emotional Safety	14.5	15.8	14.6	15.6
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.2	15.5	15.0	14.3
Skill Building	13.1	15.1	13.7	13.6
Interesting Activities	10.3	11.9	11.0	10.7
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	12.7	14.3	13.0	13.8
Decision-Making	10.0	11.7	11.0	10.5
Belonging	14.4	15.9	15.0	14.9
Community Involvement	14.3	15.8	14.6	15.1

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Berkeley Warner Center with youth from all the other centers. There were 26 youth represented from Berkeley Warner Center, as compared to the 582 remaining youth who participated across the other centers. No significant differences were found between Berkeley Warner youth and the other youth sampled.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From BWAC ( <i>n</i> = 26)	Youth From All Other Centers ( <i>n</i> = 582)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.7	14.7
Emotional Support from Staff	14.6	14.8
Practical Support	14.6	14.6
Knowledge of Youth	14.6	13.9
<b>SAFETY</b>		
Physical Safety	13.1	12.6
Emotional Safety	15.1	15.2
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.9	14.8
Skill Building	13.9	14.3
Interesting Activities	11.0	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	13.4	14.1
Decision-making	10.8	11.5
Belonging	15.1	15.0
Community Involvement	15.0	14.4

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from Berkeley Warner with youth from all the other centers by gender. That is, one side of the table contrasts Berkeley Warner males with all other participating males; the other side of the table contrasts Berkeley Warner females with all other participating females. Berkeley Warner males scored significantly higher than other males on knowledge of youth, however Berkeley Warner females scored significantly lower than other females on interesting activities, decision-making, and leadership.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>BWAC Males (n = 12)</b>	<b>Other Males (n = 386)</b>	<b>BWAC Females (n = 14)</b>	<b>Other Females (n = 196)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.5	14.5	14.0	15.1
Emotional Support From Staff	15.2	14.3	14.0	15.5
Practical Supports	15.0	14.4	14.2	15.0
Knowledge of Youth	<b>15.8</b>	<b>13.8</b>	13.8	14.1
<b>SAFETY</b>				
Physical Safety	13.2	12.4	13.0	12.9
Emotional Safety	15.8	14.9	14.5	15.6
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.5	14.6	14.2	15.1
Skill Building	15.1	14.2	13.0	14.6
Interesting Activities	11.9	11.8	<b>10.3</b>	<b>11.9</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.3	14.0	<b>12.7</b>	<b>14.4</b>
Decision-Making	11.7	11.4	<b>10.0</b>	<b>11.6</b>
Belonging	15.9	14.8	14.4	15.3
Community Involvement	15.8	14.2	14.3	14.6

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from Berkeley Warner Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Berkeley Warner are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from Berkeley Warner are contrasted with all other participating 16-18 year olds. Interestingly, among the younger youth, no significant differences were found. However, older youth from Berkeley Warner scored significantly lower on decision-making than did other older youth.

Table 4 .

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16-18) Youth within the Center.*

	<b>BWAC 12 - 15 (n = 15)</b>	<b>Other 12 - 15 (n = 414)</b>	<b>BWAC 16 - 18 (n = 11)</b>	<b>Other 16 - 18 (n = 168)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.5	14.4	14.8	15.1
Emotional Support From Staff	14.2	14.7	15.0	14.8
Practical Supports	14.6	14.5	14.3	14.8
Knowledge of Youth	15.3	13.8	13.6	14.1
<b>SAFETY</b>				
Physical Safety	12.9	12.6	13.1	12.7
Emotional Safety	14.6	15.0	15.6	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.0	14.6	14.3	15.1
Skill Building	13.7	14.2	13.6	14.3
Interesting Activities	11.0	11.8	10.7	12.1
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	13.0	14.0	13.8	14.6
Decision-Making	11.0	11.3	<b>10.5</b>	<b>11.9</b>
Belonging	15.0	14.8	14.9	15.4
Community Involvement	14.6	14.1	15.1	14.8

**Note: Statistically Significant differences are highlighted in bold print.**

## **Berkley Warner’s Plan of Action**

Based on these data, the implementation team at the Berkley Warner Center hoped to increase the scores in the area of Interesting Activities primarily for females. In conjunction with the technical assistance provided by The Consultation Center at Yale, the following improvement plan of action was created.

### **Goal Area 1: Interesting Activities**

#### **Specific Action Plan Objective**

The implementation team set the goal of increasing youth scores in the area of Interesting Activities for girls from 10.3 to 14 points on the 2005 survey results.

#### **Implementation Strategies**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Girls Mentoring Group-Mentors will assemble younger group of girls and provide leadership to group in activities and workshops that will be age-appropriate.	Ongoing-will end at program conclusion
College and Business Career Expo-Youth will contact area businesses and state colleges to provide career choices workshop for those in their Junior and Senior years of high school.	November/December February/March
High School Group Meetings-Youth will meet twice monthly to discuss issues facing them and look at solutions.  Excellence Awards-Youth will design and select youth to receive awards monthly.	Beginning of program to conclusion of program

\*All activities and decisions involving the program are made with the youth as a group

### **Time 2 Data: Changes in Youth Perceptions of the Program**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth’s responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth’s experiences within the program. These data are summarized in Table 5.



Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 26)	Wave 2 Data(2005) (n = 24)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.7	16.2
Emotional Support from Staff	14.6	15.3
Practical Support	14.6	15.5
Knowledge of Youth	14.6	15.3
<b>SAFETY</b>		
Physical Safety	<b>13.1</b>	<b>16.0</b>
Emotional Safety	15.1	15.8
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.9	15.4
Skill Building	13.9	15.2
Interesting Activities	<b>11.0</b>	<b>14.3</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	13.4	15.0
Decision-making	<b>10.8</b>	<b>12.5</b>
Belonging	15.1	15.5
Community Involvement	15.0	14.8

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the specific areas that the center decided to focus on within their action plans. In this particular instance, the scores summarized in the table **are for females only.**

Table 6.

*Summary of the Two Waves of Data with Program Areas Targeted for Change.*

CATEGORY	2004 SCORE	GOAL	2005 SCORE
Interesting Activities	10.3	14.0	14.4

### **Summary of the Results of the Process Evaluation for the Berkeley Warner Center**

Statistically significant changes over time occurred in three areas for all youth within the Berkeley Warner Center. Specifically, changes occurred in the areas of Physical Safety, Interesting Activities, and Decision-Making. In addition, the implementation team at the center set a goal of making the programs offered at the center more interesting for females. Based on the two waves of data, it appears that the staff at the center were successful at achieving this particular goal.

## **Boys and Girls Club of Bridgeport-North End**

### **Description of Center**

The mission of this center is to “inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens.” Their slogan is: “Boys and Girls Clubs of Bridgeport-The Positive Place for Kids.” Their leadership reflects the following goals: (1) providing supports and opportunities for young people, including providing a safe place to learn and grow and ongoing relationships with caring professionals; (2) providing life-enhancing programs and character development experiences; and (3) instilling hope and opportunity into the local kids. The rules of the center are in place, and there is a zero tolerance for such things as fighting, stealing, and disrespect for staff. The youth are seen as “shareholders” and, as such, are invited to help plan events and activities. There is one full-time and four part-time staff.

The center is open from 3:00 pm until 8:00 pm, Mondays through Fridays. During Saturdays and school vacations, the center is open from 11:00 until 2:00 pm for 7-12 year olds and from 2:00 until 5:00 pm for 13-18 year olds. The doors are open during center hours and sign-in is monitored by staff. The center has two gyms; a swimming pool (with daily swimming at 4:00 pm and instruction on Saturdays); library; and several rooms with pool tables, air hockey, pinball machines, 10 computers, art, and homework assistance. For homework help, youth must bring their report cards. Other activities include cheerleading, a basketball league, art contest, photography contest, dance and talent shows.

Orientations are held for new members. Parents are asked to invest two hours per month at the Club. Examples of parent involvement include the following: (1) attending monthly meetings and open houses, (2) participating with the child in Club activities, (3) offering to help monitor special events and/or trip transportation, and (4) volunteering professional assistance or experience.

As a member of Boys and Girls Club of America, youth can participate in the Torch Club or Keystone Club, in which young people become involved in leadership activities such as fundraisers, running meetings, and conducting service projects. Approximately 6-10 youth participate in each club. Older young people can participate as Junior Counselors in the summer program, as well. “Smart Moves” is a program that meets weekly to deal with issues such as drugs and alcohol, peer pressure, gangs, safety, and hygiene.

In terms of outreach, the staff goes into the schools, PTA meetings, and local activity fairs in order to gain publicity. There is no mentorship program per se, but the staff reportedly are open to listening and feel strongly that they provide a safe place for youth to learn and grow through their character-developing programs. Specific outcomes that

staff feel young people get out of participating in this center include improved behaviors, specifically in learning how to handle situations and peer pressures. The director states that this program fosters a sense of hope, opportunity, belonging, competence, self-esteem, and achievement into these kids.

In collaboration with 14 local agencies, the center offers family support resources. Further, the center is said to get as many people from the community as possible to talk to youth on such topics as Job Search, Money Matters, and Resumes. The local newspapers and television stations do a good job of covering events that occur at the center, thus depicting to the outside community that this is a fun place for young people to learn and grow.

Over the time period covered by this evaluation, the center was open 24 days per month on average. The attendance data collected by the center revealed that 240 different youth attended the center in the typical month. The average number of youth served daily by the center was 27, and the average number of days youth attended the center in the typical month was 2.7. The number of youth surveys submitted by the center was 42 and 55 for 2004 and 2005, respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

#### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the Boys and Girls Club of Bridgeport-North End Center by gender and by age. Among the youth surveyed from this center there were 29 males, as compared to only 11 females. No significant gender differences were found. Interestingly, there was an even number of younger youth (12-15 year olds) as compared to older youth (16-18 year olds) from this center, yet no significant age differences were found either.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n = 40)*

	<b>Females (n = 11)</b>	<b>Males (n = 29)</b>	<b>12-15 (n = 20)</b>	<b>16-18 (n = 20)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.4	14.8	14.9	14.5
Emotional Support From Staff	15.7	14.5	14.7	14.9
Practical Supports	14.9	15.5	15.3	15.3
Knowledge of Youth	14.5	14.6	15.1	14.1
<b>SAFETY</b>				
Physical Safety	13.0	12.6	12.8	12.6
Emotional Safety	16.0	16.0	16.2	15.9
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.4	15.8	15.5	15.4
Skill Building	15.3	14.5	14.7	14.6
Interesting Activities	12.2	12.7	12.5	12.6
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.8	15.1	15.2	14.8
Decision-Making	11.9	12.4	11.9	12.5
Belonging	16.0	15.9	15.8	16.0
Community Involvement	14.0	14.8	15.0	14.2

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting the youth from the Boys and Girls Club of Bridgeport-North End Center with youth from all the other centers. Significant differences were found between North End youth and the other youth sampled. Specifically, North End youth scored significantly higher on five subscales including emotional safety, interesting activities, leadership, decision-making, and belonging.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From North End ( <i>n</i> = 40)	Youth From All Other Centers ( <i>n</i> = 568)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.7	14.7
Emotional Support from Staff	14.8	14.7
Practical Support	15.3	14.5
Knowledge of Youth	14.6	13.9
<b>SAFETY</b>		
Physical Safety	12.7	12.6
Emotional Safety	<b>16.0</b>	<b>15.1</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.4	14.7
Skill Building	14.7	14.3
Interesting Activities	<b>12.7</b>	<b>11.8</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>15.0</b>	<b>14.1</b>
Decision-making	<b>12.4</b>	<b>11.4</b>
Belonging	<b>15.9</b>	<b>14.9</b>
Community Involvement	14.6	14.4

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting the males and females from the North End center compared to the males and females from all of the other centers. That is, one side of the table contrasts North End males with all other participating males; the other side of the table contrasts North End females with all other participating females. No significant differences were found when comparing females at North End to females across other centers. Males at North End scored on average higher than other males on practical supports, emotional safety, growth and progress, interesting activities, leadership, decision-making, and belonging.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>North End Males (n = 29)</b>	<b>Other Males (n = 370)</b>	<b>North End Females (n = 11)</b>	<b>Other Females (n = 198)</b>	
<b>SUPPORTIVE RELATIONSHIPS</b>					
Guidance		14.8	14.5	14.4	15.0
Emotional Support From Staff		14.5	14.4	15.7	15.4
Practical Supports		<b>15.5</b>	<b>14.3</b>	14.9	15.0
Knowledge of Youth		14.6	13.8	14.5	14.0
<b>SAFETY</b>					
Physical Safety		12.6	12.4	13.0	12.9
Emotional Safety		<b>16.0</b>	<b>14.8</b>	16.0	15.5
<b>CHALLENGING ACTIVITIES</b>					
Growth and Progress		<b>15.8</b>	<b>14.6</b>	14.4	15.0
Skill Building		14.5	14.1	15.3	14.4
Interesting Activities		<b>12.7</b>	<b>11.8</b>	12.2	11.7
<b>MEANINGFUL INVOLVEMENT</b>					
Leadership		<b>15.1</b>	<b>14.0</b>	14.8	14.3
Decision-Making		<b>12.4</b>	<b>11.4</b>	11.9	11.4
Belonging		<b>15.9</b>	<b>14.7</b>	16.0	15.2
Community Involvement		14.8	14.3	14.0	14.6

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting the relatively younger and older youth from the North End Center with younger and older youth from all the other centers. On one side of the table 12-15 year olds from North End are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from North End are contrasted with all other participating 16-18 year olds. Among the older youth, no significant differences were found. However, younger youth from North End scored significantly higher on both knowledge of youth and leadership.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>North End Youth 12 – 15 (n = 20)</b>	<b>Other Youth 12 – 15 (n = 408)</b>	<b>North End Youth 16 - 18 (n = 20)</b>	<b>Other Youth 16 – 18 (n = 160)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.9	14.5	14.5	15.2
Emotional Support From Staff	14.7	14.7	14.9	14.8
Practical Supports	15.3	14.5	15.3	14.6
Knowledge of Youth	<b>15.1</b>	<b>13.8</b>	14.1	14.1
<b>SAFETY</b>				
Physical Safety	12.8	12.6	12.6	12.7
Emotional Safety	16.2	14.9	15.9	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.5	14.6	15.4	15.1
Skill Building	14.7	14.2	14.6	14.4
Interesting Activities	12.5	11.7	12.6	11.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.2</b>	<b>13.9</b>	14.8	14.5
Decision-Making	11.9	11.3	12.5	11.6
Belonging	15.8	14.8	16.0	15.3
Community Involvement	15.0	14.2	14.2	14.9

**Note: Statistically significant differences are highlighted in bold print.**

## Boys and Girls Club of Bridgeport-North End's Plan of Action

Based on these data, the implementation team at the North End Center decided to focus on meaningful involvement and challenging activities as goals for improvement. That is, in spite of the fact that the youth within the North End Center scored relatively higher than youth from other centers on these dimensions, the implementation team targeted the specific areas of decision-making and challenging activities as improvement goals. The team specifically wanted to work on incorporating youth's ideas and input into the programming offered through the center. In addition, the team wanted to increase scores in the area of challenging activities by creating youth-staff partnerships in the design and implementation of activities and bringing in professionals from the community to expose youth to new things.

In conjunction with the technical assistance provided by The Consultation Center at Yale, the following are the two improvement plans of action created by the Boys and Girls Club of Bridgeport-North End team.

### Goal Area 1: Decision-making

#### Specific Action Plan Objective

The implementation team set the goal of raising youth's scores in the area of decision-making from 12.4 to 15.0. Although avenues of communication are presently open to all members, the center specifically will attempt to build upon incorporating members' ideas on an extended basis through member board representation, existing clubs, and general group meetings.

#### Implementation Strategies

The specific implementation strategies adopted by the planning team are summarized as follows:

Proposed Activities	Time Frame
Create an open line of communication with members to address interesting activities through designated meetings.	Bi-monthly through board, character clubs, and general group meetings
Designated members will be responsible to attempt to consult, network, and become available to peers in order to obtain information and ideas to present at formalized meetings. The center will also hold general all-member meetings once per month as well as institute a suggestion box available for member input.	Ongoing



Members will conduct parliamentary-type meetings with staff monitoring and be responsible to address and identify any issues in the decision-making process that pertains to member concerns. Varied issues are expected which may include acting as referees in athletic contests, trips to local attractions, community speakers to be engaged, concession stand, dance parties, art projects, and center beautification.	Ongoing. Members will meet no less than once per month and on an as needed basis
---	--

## Goal Area 2: Challenging Activities

### Specific Action Plan Objective

The implementation team, in the area of challenging activities, set a goal of raising youth scores from 12.7 to 15.0. Although avenues of communication are presently open to all members, the center specifically will attempt to build upon incorporating members' ideas on an extended basis through member board representation, existing clubs, and general group meetings.

### Implementation Strategies

The specific implementation strategies adopted by the planning team are summarized as follows:

Proposed Activities	Time Frame
Create an open line of communication with members to address interesting activities through designated meetings.	Bi-monthly through board, character clubs, and general group meetings
Members work with staff in partnering and taking active role in the design and implementation of specific activities (i.e. talent shows, athletic leagues, dance, cheerleading, special prize events, fundraisers, trips to local attractions, art projects, center beautification projects, etc.)	Ongoing. Five core center areas comprised of at least one new activity per month in each area.
Utilize community speakers and professionals (police, dance instructor, artists, nurses, teachers, college students) to share experiences and offer members exposure to career options. Members will take an integral role in the determination of appropriate community people.	Ongoing. Attempt to procure at least one member choice party monthly to visit center.

## Time 2 Data: Changes in Youth Perceptions of the Programs

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators across the Two Waves of Data: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 40)	Wave 2 Data(2005) (n = 54)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.7	15.6
Emotional Support from Staff	<b>14.8</b>	<b>15.8</b>
Practical Support	15.3	14.5
Knowledge of Youth	14.6	15.1
<b>SAFETY</b>		
Physical Safety	<b>12.7</b>	<b>16.1</b>
Emotional Safety	16.0	16.4
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.4	16.0
Skill Building	<b>14.7</b>	<b>16.0</b>
Interesting Activities	<b>12.7</b>	<b>14.9</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	15.0	16.0
Decision-making	<b>12.4</b>	<b>13.2</b>
Belonging	15.9	16.2
Community Involvement	<b>14.6</b>	<b>16.2</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals that the implementation team set for the center focused on decision-making and interesting activities. Although the specific target scores that they set for themselves were not achieved, they were successful in raising their scores in both categories.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change.*

CATEGORY	2004 SCORE	GOAL	2005 SCORE
Interesting Activities	12.7	15.0	14.9
Decision-making	12.4	15.0	13.2

### **Summary of the Results of the Process Evaluation for the Bridgeport Boys and Girls Club – North End**

As is depicted in Tables 5 and 6, significant positive changes were found among youth from Bridgeport Boys and Girls Club- North End on several of the subscales comprising the YDAD. Specifically, in the second wave of data, youth from the North End Center scored significantly higher on emotional support from staff, physical safety, skill-building, interesting activities, decision-making, and community involvement than did youth in the first wave of data.

The goals set by the center’s implementation team, as depicted in their plan of action, focused on decision-making and interesting activities. Although the specific target scores that they set for themselves were not achieved, the scores in these areas improved and the changes over time were statistically significant. It is worth noting, as well, that in the area of interesting activities the average 2005 score of 14.9 was only 1/10<sup>th</sup> shy of the goal set by the implementation team.

## **Boys and Girls Club of Bridgeport-Orcutt Center**

### **Description of the Center**

The mission and leadership of the Boys and Girls Club of Bridgeport-Orcutt Center is reflected in the core values of character and leadership, educational and career development, health and life skills, the arts, and sports fitness and recreation. The director of the center reported that there is no better way to serve the neighborhood than by providing a “safe haven” for the local youth. Further, the director felt that this center provides modeling and a sense of belonging for these young people. Twice a month, the staff sit down with the youth to get feedback on the program in terms of what they like and dislike, what’s boring, what should be changed. However, the Center rules have been predetermined, and, according to staff, youth know that and do not challenge them. There are four full time staff members, including a lifeguard, a program director, an educational coordinator and an executive director. Parents are asked to give four hours a month to help chaperone trips, skating, movies, basketball games, and dances. There is current thought to building a Parent Advisory Board.

The front doors are left unlocked from 3:00 pm until 7:30 pm. The center is opened from 3:00 pm until 5:30 pm for 7-12 year olds and from 5:30 pm until 8:00 pm for 13-18 year olds. On Saturdays, holidays, school vacations, and snow days, the Center is open from 1:00 until 4:00 pm.

The Boys and Girls Clubs of America offer leadership clubs. The Torch Club, for 11-13 year olds, conducts bake sales, car washes, etc. The Keystone Club, for kids 14 and older, works with the community, helps younger kids with homework, and visits the elderly to shovel snow, clean sidewalks/yards, or rake leaves.

Activities that the center offers include basketball, swimming, sleepovers, homework help, computer lab, boxing, and weight training. Classrooms are open for homework help from 3:00 p.m. until 4:00 p.m. If a student receives a D or F, mandatory tutoring is required for the entire marking period. There are 10 computers, video games, pool tables, and ping-pong. Once in a while cooking and baking classes are offered; most recently a homemade pizza class was held.

Youth are recognized by the Youth-of-the-Year Award, which is given to the youth who serves as an example by volunteering, helping in the community, getting good grades, etc. This youth is recognized by getting a bulletin board and by receiving press in the radio and newspaper.

By participating in this center, young people reportedly learn social and behavioral skills. Specifically, the director has seen a reduction in fighting and cursing among kids, increased peer interaction and adult-peer interaction, and positive attitude changes.

Workshops are offered by community collaboration. Past workshops include Anger Management, Domestic Violence, Street Safety, Money Matters, and Learn to Swim.

Over the time period covered by this evaluation, the center was open 24 days per month on average. The attendance data collected by the center revealed that 242 different youth attended the center in the typical month. The average number of youth served daily by the center was 27.2 and the average number of days youth attended the center in the typical month was 2.7. The number of youth surveys submitted by the center was 40 and 51 for 2004 and 2005, respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the Orcutt Center by gender and by age. Among the youth surveyed from this center there were 30 males, as compared to only 10 females. One significant gender difference was found. That is, males scored significantly higher than females in the area of knowledge of youth. Perhaps this speaks to the fact that there are three times as many male participants as females and that the center must consider the ways in which they offer supports and opportunities to female youth. No significant age differences were found.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n = 40).*

	<b>Males (n = 30)</b>	<b>Females (n = 10)</b>	<b>12-15 (n = 13)</b>	<b>16-18 (n = 27)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	16.1	15.4	16.9	15.5
Emotional Support From Staff	15.6	14.5	15.8	15.2
Practical Supports	15.7	14.0	16.0	15.0
Knowledge of Youth	<b>15.5</b>	<b>13.4</b>	15.3	14.7
<b>SAFETY</b>				
Physical Safety	13.5	13.1	13.6	13.2
Emotional Safety	15.9	16.6	16.5	15.9
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.6	14.6	16.0	15.1
Skill Building	14.9	15.2	15.2	14.9
Interesting Activities	12.6	11.4	12.6	12.1
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	15.4	15.6	15.6	15.4
Decision-Making	12.5	11.4	12.7	13.0
Belonging	16.0	15.8	16.6	15.6
Community Involvement	14.9	15.3	15.2	14.9

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting the youth from the Orcutt Center with youth from all the other centers. A number of significant differences were found between Orcutt youth and the other youth sampled. Specifically, Orcutt youth scored significantly higher on six subscales including guidance, knowledge of youth, physical safety, emotional safety, leadership, and belonging. That is, compared to average scores among youth from all the centers, Orcutt youth scored higher on these particular indicators.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From Orcutt ( <i>n</i> = 40)	Youth From All Other Centers ( <i>n</i> = 568)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>15.9</b>	<b>14.6</b>
Emotional Support from Staff	15.4	15.4
Practical Support	15.3	14.5
Knowledge of Youth	<b>15.0</b>	<b>13.8</b>
<b>SAFETY</b>		
Physical Safety	<b>13.4</b>	<b>12.6</b>
Emotional Safety	<b>16.1</b>	<b>15.2</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.4	14.7
Skill Building	15.0	14.2
Interesting Activities	12.3	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>15.5</b>	<b>14.1</b>
Decision-making	12.2	11.4
Belonging	<b>16.0</b>	<b>14.9</b>
Community Involvement	15.0	14.4

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting the males and females from the Orcutt Center compared to the males and females from all of the other centers. That is, one side of the table contrasts Orcutt males with all other participating males; the other side of the table contrasts the Orcutt females with all other participating females. Interestingly, no significant differences were found when comparing females at Orcutt to females across other centers. Significant differences were found among males. That is, males at Orcutt scored on average higher than other males on guidance, emotional support from staff, practical supports, knowledge of youth, leadership, decision-making, and belonging. Perhaps males at Orcutt are particularly motivated to take advantage of these supports and opportunities offered at the center or perhaps Orcutt pays closer attention at cultivating such supports and opportunities for males. It should be noted that only 10 females from Orcutt participated in the survey, as compared to 30 males.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>Orcutt Males (n = 30)</b>	<b>Other Males (n = 370)</b>	<b>Orcutt Females (n = 10)</b>	<b>Other Females (n = 198)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>16.1</b>	<b>14.4</b>	15.4	15.0
Emotional Support From Staff	<b>15.6</b>	<b>14.3</b>	14.5	15.4
Practical Supports	<b>15.7</b>	<b>14.3</b>	14.0	15.0
Knowledge of Youth	<b>15.5</b>	<b>13.7</b>	13.4	14.1
<b>SAFETY</b>				
Physical Safety	13.5	12.8	13.1	13.0
Emotional Safety	15.9	14.8	16.6	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.6	14.6	14.6	15.0
Skill Building	14.9	14.1	15.2	14.4
Interesting Activities	12.6	11.8	11.4	11.8
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.4</b>	<b>13.9</b>	15.6	14.2
Decision-Making	<b>12.5</b>	<b>11.4</b>	11.4	11.8
Belonging	<b>16.0</b>	<b>14.7</b>	15.8	15.2
Community Involvement	14.9	14.3	15.3	14.6

**Note: Statistically significant differences are highlighted in bold print.**



Table 4 depicts average scores on the process indicators contrasting youth from the Orcutt Center with youth from all the other centers broken down by age categories. Interestingly, among the older youth, two significant differences were found. That is, 16-18 year olds from Orcutt scored significantly higher than other youth on leadership and decision-making. Younger youth from Orcutt scored significantly higher on a number of indicators, including guidance, knowledge of youth, physical safety, emotional safety, growth and progress, leadership and belonging. These results indicate that younger Orcutt youth perceive many different supports and opportunities available to them when compared to youth attending similar NYC's. Interestingly, both the younger and older youth from Orcutt perceive that leadership opportunities are available to them and both age groups scored significantly higher than other participating youth. Decision-making, however, was only significantly higher among the older youth from Orcutt, perhaps indicating that decision-making opportunities at this center are a function of age.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>Orcutt 12 – 15 (n = 13)</b>	<b>Ot her 12 – 15 (n = 409)</b>	<b>Orcutt 16 – 18 (n = 27)</b>	<b>Other 16 - 18 (n = 159)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>16.9</b>	<b>14.4</b>	15.5	15.1
Emotional Support From Staff	15.8	14.6	15.2	14.7
Practical Supports	16.0	14.5	15.0	14.6
Knowledge of Youth	<b>15.3</b>	<b>13.8</b>	14.7	14.1
<b>SAFETY</b>				
Physical Safety	<b>13.6</b>	<b>12.6</b>	13.2	12.6
Emotional Safety	<b>16.5</b>	<b>14.9</b>	15.9	15.2
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>16.0</b>	<b>14.6</b>	15.1	15.0
Skill Building	15.2	14.2	14.9	14.4
Interesting Activities	12.6	11.8	12.1	12.0
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.6</b>	<b>13.9</b>	<b>15.4</b>	<b>14.4</b>
Decision-Making	12.7	11.3	<b>13.0</b>	<b>11.7</b>
Belonging	<b>16.6</b>	<b>14.7</b>	15.6	15.3
Community Involvement	15.2	14.2	14.9	14.8

**Note: Statistically significant differences are highlighted in bold print.**

## **Boys and Girls Club of Bridgeport- Orcutt Center’s Plan of Action**

Using the technical assistance offered by The Consultation Center at Yale, the implementation team at Boys and Girls Club of Bridgeport-Orcutt Center decided to focus on meaningful involvement and safety as goals for improvement. With regard to meaningful involvement, this team reported that they hoped to raise their score in the area of decision-making. This team specifically wanted to work on improving youth involvement with ongoing and future activity decision-making. In addition, the team wanted to increase scores in the area of physical safety by increasing safety awareness.

Following are the two improvement plans of action created by the Boys and Girls Club of Bridgeport-Orcutt Center team.

### **Goal Area 1: Safety**

#### **Specific Action Plan Objective**

The Orcutt Boys and Girls Club set the goal of increasing youth scores in the area of physical safety from 13.4 to a 15 or higher.

#### **Implementation Strategy:**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
A competent committee of willing youth and a dedicated staff to devise safety strategies and spread them throughout the Club and their community.	Ongoing
Members will identify any unsafe activities and situations in and around the Club to the youth committee members. This will be addressed in meetings with staff and neighborhood police officers to determine what actions need to be taken.	Weekly committee meetings and also ongoing times
Committee will initiate local community involvement regarding safety. This will entail speaking to parents, local authority (police department), schools, neighborhood merchants, churches/clergy and others that the committee finds appropriate to assist in making our neighborhood Boys and Girls Club safe at all costs.	Active ongoing involvement.

## Goal Area 2: Decision-making

### Specific Action Plan Objective

The Orcutt Boys and Girls Club decided to work on improving the youth involvement with ongoing and future activity decision making. The implementation team set the goal of increasing youth scores in the area of decision-making from 13.4 to 15 or higher.

### Implementation Strategy

The specific action plans adopted by the committee are summarized as follows:

Proposed Activities	Time Frame
Conduct meetings in order to make important decisions for upcoming events and future activities. This involves youth participation in all meetings.	Weekly meetings throughout the next fiscal year
Increase the active involvement of older members in volunteering in the younger member activities. This will include running and overseeing the activities as well as helping in planning these activities.	Daily and ongoing throughout the next year
Utilize community speakers and professionals (police, dance instructor, artists, nurses, teachers, college students) to share experiences and offer members exposure to career options. Members will take an integral role in the determination of appropriate community people.	Constant

## Time 2 Data: Changes in Youth Perceptions of the Programs

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 40)	Wave 2 Data(2005) (n = 51)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	15.9	17.0
Emotional Support from Staff	15.4	16.7
Practical Support	15.3	16.6
Knowledge of Youth	15.0	15.9
<b>SAFETY</b>		
Physical Safety	<b>13.4</b>	<b>16.9</b>
Emotional Safety	16.1	17.0
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>15.4</b>	<b>16.7</b>
Skill Building	<b>15.0</b>	<b>16.7</b>
Interesting Activities	<b>12.3</b>	<b>13.2</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	15.5	16.6
Decision-making	12.2	13.2
Belonging	16.1	16.9
Community Involvement	<b>15.0</b>	<b>16.5</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on safety and decision-making.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change.*

CATEGORY	2004 SCORE	GOAL	2005 SCORE
Decision-making	12.2	15.0	13.2
Physical Safety	13.4	15.0	16.9

## **Summary of the Results of the Process Evaluation for the Bridgeport Boys and Girls Club – Orcutt Center**

As is depicted in both Tables 5 and 6, significant positive changes were found among youth from the Orcutt Center on numerous subscales of the YDAD. Though they did not meet their goal for change in the area of decision-making, they did achieve their targeted goal in the area of physical safety. Scores in the area of community involvement also increased over time. In addition, it is relevant to note that improvement occurred in all the subscales related to challenging activities. That is, youth scored higher in 2005 when compared to 2004 on indicators of interesting activities, skill building, and growth and progress.

## The Chester Addison Center

### Description of Center

The Chester Addison Center is situated within Southwood Square in the Waterside neighborhood of Stamford, Connecticut. The director stated that the center “provides a safe and supportive place” for young people. On average, the center attracts approximately 25 youth per evening, primarily between the hours of 6:30 pm and 9:00 pm. The center is open for its after-school component from 2:30 pm-6:30 pm and for the high school youth, from 6:30 pm-9:00 pm. On Saturdays, the center is open from 12:00 noon-7:00 pm and Sundays from 1:00 pm-6:00 pm. The program consists of 3 full-time and 3 part-time staff. There is 1 certified teacher, as well as youth workers on staff.

The program provides information for both parents and youth, making them aware of what they can achieve and providing tools in order to get on the path to success. Youth reportedly learn to be strong, public speaking, and to be aware of what they want to be. The center then works to provide examples/models for the youth. The center houses a gym, a computer center, a game room, as well as arts and crafts and homework rooms.

The after-school program consists of a homework club, arts and crafts, reading clubs, and recreational opportunities. All homework must be done between 3:00 pm-5:00 pm and young people cannot participate in other activities until homework has been completed. Other activities include a basketball league, arts and crafts, and cheerleading.

There are two mentoring clubs in which youth can choose to participate. “Sister to Sister” is for 11-17 year old females and “The Male Project” is for 11-17 year old males. This program primarily consists of guest speakers who come in to talk about topics/issues that the young people express interest in. To date, guest speakers have included representatives from Planned Parenthood, Child Guidance, and the Police Department.

There is also an 8-week Spring Teen Program that combines boys and girls. Approximately 40 youth meet every Wednesday. These young people come with their own rules and run the group, while the staff facilitates it. Each month the youth get a reward, such as roller skating or bowling. Topics addressed in this program include date rape and safety. It culminates in a Teen Talent Show that is entirely youth run.

Cultural development activities include African Drum and Dance, Latin Dance and annual cultural observations including Hispanic Heritage Month, Community Kwanzaa Celebrations, Black History Month, Cinco de Mayo Celebrations, and Juneteenth. As part of the mentoring program, 11-17 year old youth are charged 25 hours of community service per year. Some youth help in the after-school program, some host a Thanksgiving senior dinner where they raise funds, cook, and serve the seniors, and others help with the Salvation Army.

Over the time period covered by this evaluation, the center was open 20 days per month on average. The attendance data collected by the center revealed that 34 different youth attended the center in a typical month. The average number of youth served daily by the center was 13.8 and the average number of days youth attended the center in a typical month was 8.1. The number of youth surveys submitted by the center was 16 and 12 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected from the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for females, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the Chester Addison Center by gender and by age. Among the youth surveyed from this center there were only 4 males, as compared to 12 females. Females scored significantly higher than males in a number of subscales, including guidance, emotional support from staff, emotional safety, skill building, belonging, and community involvement. Only 5 youth fell into the 12-15 year old age group, as compared to 11 youth who fell into the older (16-18) age group. No significant age differences were found.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n = 16.)*

	Females (n = 12)	Males (n = 4)	12-15 (n = 5)	16-18 (n = 11)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>16.4</b>	<b>12.0</b>	16.0	15.3
Emotional Support From Staff	<b>16.9</b>	<b>13.0</b>	17.0	15.3
Practical Supports	15.8	13.5	16.4	14.7
Knowledge of Youth	14.5	12.7	14.0	14.0
<b>SAFETY</b>				
Physical Safety	13.7	12.5	14.0	13.3
Emotional Safety	<b>16.9</b>	<b>13.3</b>	17.4	15.6
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.2	13.6	15.8	14.5
Skill Building	14.6	12.3	15.2	13.7
Interesting Activities	<b>12.0</b>	<b>9.5</b>	12.2	11.0
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	15.2	<b>12.0</b>	16.2	13.6
Decision-Making	12.0	10.5	12.8	11.0
Belonging	<b>16.6</b>	<b>14.3</b>	17.2	15.7
Community Involvement	<b>16.1</b>	<b>13.3</b>	16.2	15.3

**Note: Statistically significant differences are highlighted in bold print.**



## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Chester Addison Center with youth from all the other centers. There were 16 youth represented from Chester Addison Center, as compared to the 592 remaining youth who participated across the other centers. One significant difference was found between Chester Addison youth and the other youth sampled. Specifically, Chester Addison youth scored significantly higher on belonging than did youth from all other centers.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	<b>Youth From Chester Addison (n = 16)</b>	<b>Youth From All Other Centers (n = 592)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	15.5	14.7
Emotional Support from Staff	16.0	14.7
Practical Support	15.2	14.6
Knowledge of Youth	14.0	13.9
<b>SAFETY</b>		
Physical Safety	13.5	12.6
Emotional Safety	16.2	15.1
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.9	14.8
Skill Building	14.2	14.3
Interesting Activities	11.3	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	14.4	14.1
Decision-making	11.6	11.5
Belonging	<b>16.2</b>	<b>15.0</b>
Community Involvement	15.6	14.4

**Note: Statistically significant differences are highlighted in bold print**

Table 3 depicts average scores on the process indicators contrasting youth from Chester Addison with youth from all the other centers by gender. That is, one side of the table contrasts Chester Addison males with all other participating males; the other side of the table contrasts Chester Addison females with all other participating females. Among males, one significant difference was found. That is, Chester Addison males scored significantly lower than did all other participating males in the area of interesting activities. Perhaps this is a reason as to why only four males participated in this survey. Chester Addison females, however, scored significantly higher on guidance, emotional safety, belonging, and community involvement when contrasted with all other females from across the centers.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers*

	<b>Chester Addison Males</b> ( <i>n</i> = 4)	<b>Other Males</b> ( <i>n</i> = 384)	<b>Chester Addison Females</b> ( <i>n</i> = 12)	<b>Other Females</b> ( <i>n</i> = 198)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	12.0	14.5	<b>16.4</b>	<b>14.9</b>
Emotional Support From Staff	13.0	14.4	16.9	15.3
Practical Supports	13.5	14.4	15.8	14.9
Knowledge of Youth	12.7	13.8	14.5	14.0
<b>SAFETY</b>				
Physical Safety	12.5	12.4	13.7	12.9
Emotional Safety	13.3	14.9	<b>16.9</b>	<b>15.5</b>
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	13.6	14.6	15.2	15.0
Skill Building	12.3	14.2	14.6	14.4
Interesting Activities	<b>9.5</b>	<b>11.9</b>	12.0	11.8
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	12.0	14.1	15.2	14.2
Decision-Making	10.5	11.5	12.0	11.4
Belonging	14.3	14.8	<b>16.6</b>	<b>15.2</b>
Community Involvement	13.3	14.3	<b>16.1</b>	<b>14.5</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from Chester Addison Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Chester Addison are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from Chester Addison are contrasted with all other participating 16-18 year olds. Interestingly, among the older youth, no significant differences were found. However, younger youth from Chester Addison scored significantly higher on both emotional safety and belonging. It should be noted, however, that 5 youth from Chester Addison fell into the younger age group, whereas 11 fell into the older age group.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 -18) Youth within the Center*

	<b>Chester Addison 12 – 15 (n = 5)</b>	<b>Other Youth 12 – 15 (n = 421)</b>	<b>Chester Addison 16 - 18 (n = 11)</b>	<b>Other Youth 16 – 18 (n = 171)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	16.0	14.5	15.3	15.2
Emotional Support From Staff	17.0	14.6	15.3	14.7
Practical Supports	16.4	14.5	14.7	14.6
Knowledge of Youth	14.0	13.8	14.0	14.1
<b>SAFETY</b>				
Physical Safety	14.0	12.6	13.3	12.6
Emotional Safety	<b>17.4</b>	<b>15.0</b>	15.6	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.8	14.6	14.5	15.1
Skill Building	15.2	14.2	13.7	14.5
Interesting Activities	12.2	11.7	11.0	12.1
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	16.2	13.9	13.6	14.6
Decision-Making	12.8	11.3	11.0	11.8
Belonging	<b>17.2</b>	<b>14.8</b>	15.7	15.4
Community Involvement	16.2	14.2	15.3	14.8

**Note: Statistically significant differences are highlighted in bold print.**

## **The Chester Addison Center's Plan of Action**

Using the technical assistance provided by The Consultation Center at Yale, the implementation team at Chester Addison decided to focus on interesting activities as a goal for improvement. This team specifically wanted to see an improvement in the area of interesting activities among males.

The following is the improvement plan of action created by the Chester Addison team.

### **Goal Area 1: Interesting Activities**

#### **Specific Action Plan Objective**

The implementation team from Chester Addison Community Center set the goal of increasing males' scores in the area of interesting activities from 9.5 to 15 for the 2005 survey.

#### **Implementation Strategies:**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Develop Flyer	9/5/04
Distribute Flyer	9/13/04
Meet and Greet	9/15/04
Have a Meeting	9/22/04
List out all activities	9/22/04
Set up speaker	10/13/04
Meet just the males	10/20/04

### **Time 2 Data: Changes in Youth Perceptions of the Programs**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators across the Two Waves of Data: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	<b>Wave 1 Data(2004)</b> <b>(n = 16)</b>	<b>Wave 2 Data(2005)</b> <b>(n = 12)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	15.5	16.2
Emotional Support from Staff	16.0	16.8
Practical Support	15.2	16.8
Knowledge of Youth	14.0	15.3
<b>SAFETY</b>		
Physical Safety	<b>13.5</b>	<b>17.4</b>
Emotional Safety	16.2	17.2
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.9	16.5
Skill Building	<b>14.2</b>	<b>16.5</b>
Interesting Activities	<b>11.3</b>	<b>14.3</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>14.4</b>	<b>17.3</b>
Decision-making	11.6	13.2
Belonging	16.2	17.3
Community Involvement	15.6	16.9

**Note: Statistically significant differences are highlighted in bold print**

Table 6 summarizes the two waves of scores for the area that the center decided to focus on within their action plan. Specifically, the data summarized in Table 6 pertain to the area of interesting activities and the scores reported are for **males only**. Although the specific target score was not achieved, they were successful in raising their score.

Table 6.

*Summary of the Two Waves of Data within Program Area Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Interesting Activities	9.5	15.0	13.8

## **Summary of the Results of the Process Evaluation for the Chester Addison Community Center**

Chester Addison Community Center set a particular goal for themselves, as depicted in their plan of action. Specifically, they hoped to raise scores among males in the area of interesting activities. They were successful in raising their score and, although they did not meet their goal, the increase in the score was statistically significant. In addition, as depicted in Table 5, significant positive changes were found among youth from Chester Addison in three other subscales. That is, in the second wave of data, youth from Chester Addison scored significantly higher on physical safety, skill-building, and leadership than did youth in the first wave of data. Thus, although the implementation team at this center chose to focus on interesting activities among males, it is clear that Chester Addison youth perceived positive change in other domains across gender, as well.

## McGivney Community Center, Inc.

### Description of the Center

The slogan of the McGivney Community Center, Inc., which is located in Bridgeport, Connecticut, is “They don’t come and go, they come and grow.” Two programs go on daily at this center. The first, for 1<sup>st</sup>-8<sup>th</sup> graders runs from 2:30 pm–5:30 pm. These young people sign in, and sit on the bleachers in the gym for daily assembly that addresses upcoming events and activities of the day. They are split by grades into two groups. The first group spends 45 minutes in the homework rooms getting homework assistance or enrichment and the second group does recreation activities (i.e. arts and crafts, computers, gym, music). Then, each group switches. Those who get homework assistance are required to show their report cards. The honor roll youth get rewarded with certificates hung on a bulletin board. Friday Clubs, which are based upon special interests, are also offered for 1<sup>st</sup>-8<sup>th</sup> graders. They run for 6-8 weeks and there are approximately 7 clubs to choose from. Past options have included: cooking, computers, movies, photography, arts and crafts, fishing, chess, working with materials, and karate.

The high school youth come from 6:00 pm-9:00 pm on a drop-in, less structured basis in which they can use the computer labs or play basketball.

There is a security guard on duty that walks the youth in and out, checks to make sure the doors are locked and periodically monitors the parking lot. All the youth must check-in upon arrival. There are 4 full-time staff, 20 part-time tutors, and approximately 100 volunteers. Most staff have backgrounds in the school system or are former youth center attendees. The volunteers, of which 4-5 come on daily basis, consist of college and graduate students, as well as board members. Parental involvement is encouraged and there are monthly parent meetings. Approximately 20-25 parents attend these meetings to receive updates on activities and to provide feedback on the program.

One room houses 10 computers and two printers. All of the computers are networked. There are also separate rooms for arts and crafts, music, and homework. In addition, graduate student interns from local universities offer counseling services on an as-needed basis.

Over the time period covered by this evaluation, the center was open 18 days per month on average. The attendance data collected by the center revealed that 125 different youth attended the center in the typical month. The average number of youth served daily by the center was 61.1 and the average number of days youth attended the center in the typical month was 8.8. The number of youth surveys submitted by the center was 49 and 48 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for females, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the McGivney Community Center by gender and by age. Although it should be noted that there were more than twice as many males surveyed from McGivney than females, no significant gender differences were found. Similarly, there were more than twice as many 12-15 year olds at McGivney than there were 16-18 year olds. Results show significant differences on three of the subscales. That is, significant age differences were found on guidance, emotional support from staff, and growth and progress. On all three scales, older youth scored significantly higher than younger youth. Perhaps this can be attributed to older youth seeking out guidance, emotional support from staff and being more focused on growing and making progress in challenging activities as they approach high school graduation.



Table 1. Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (N =48).

### Within Center Contrasts

	Females (n = 15)	Males (n = 33)	12-15 (n = 34)	16-18 (n = 14)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.6	15.0	<b>14.6</b>	<b>16.5</b>
Emotional Support From Staff	16.2	15.1	<b>14.8</b>	<b>16.9</b>
Practical Supports	15.6	14.5	14.5	15.9
Knowledge of Youth	14.0	14.1	13.7	14.8
<b>SAFETY</b>				
Physical Safety	13.7	13.1	13.2	13.5
Emotional Safety	16.4	15.4	15.5	16.3
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	16.0	15.0	<b>14.8</b>	<b>16.5</b>
Skill Building	15.2	14.4	14.2	15.4
Interesting Activities	12.7	12.2	12.2	12.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	16.0	14.9	15.0	16.0
Decision-Making	12.0	11.8	11.7	12.4
Belonging	16.5	15.7	15.6	16.9
Community Involvement	15.9	14.7	14.8	15.6

**Note: Statistically significant differences are highlighted in bold print.**

Table 2 depicts average scores on the process indicators contrasting youth from McGivney with youth from all of the other centers. There were 48 youth represented from McGivney in the first wave of data, as compared to the 560 remaining youth who participated across the other centers. Significant differences were found between McGivney youth and the other youth sampled. Specifically, McGivney youth scored higher on four subscales including physical safety, interesting activities, leadership, and belonging. That is, compared to average scores among youth from all the centers, youth at McGivney scored higher on these particular indicators.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	<b>Youth From McGivney (n = 48)</b>	<b>Youth From All Other Centers (n = 560)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	15.1	14.6
Emotional Support from Staff	15.4	14.7
Practical Support	14.9	14.6
Knowledge of Youth	14.1	13.9
<b>SAFETY</b>		
Physical Safety	<b>13.3</b>	<b>12.6</b>
Emotional Safety	15.8	15.1
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.3	14.7
Skill Building	14.6	14.3
Interesting Activities	<b>12.4</b>	<b>11.8</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>15.3</b>	<b>14.0</b>
Decision-making	11.9	11.4
Belonging	<b>16.0</b>	<b>14.9</b>
Community Involvement	15.1	14.3

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from McGivney with youth from all the other centers by gender. That is, one side of the table contrasts McGivney males with all other participating males; the other side of the table contrasts McGivney females with all other participating females. Interestingly, no significant differences were found when comparing males at McGivney to males across the other centers. Significant differences were found among females. That is, females at McGivney scored on average higher than other females on interesting activities, leadership, and community involvement. This indicates that McGivney may perhaps pay closer attention to cultivating these categories among females in particular or that the females at McGivney are particularly motivated to take advantage of these supports and opportunities offered by the center.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers*

	<b>McGivney Males (n = 33)</b>	<b>Other Males (n = 364)</b>	<b>McGivney Females (n = 15)</b>	<b>Other Females (n = 196)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.0	14.2	15.6	14.9
Emotional Support From Staff	15.1	14.3	16.2	15.3
Practical Supports	14.5	14.4	15.6	14.9
Knowledge of Youth	14.1	13.8	14.0	14.1
<b>SAFETY</b>				
Physical Safety	13.1	12.4	13.7	12.9
Emotional Safety	15.4	14.9	16.4	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.0	14.6	16.0	14.9
Skill Building	14.4	14.2	15.2	11.4
Interesting Activities	12.2	11.8	<b>12.7</b>	<b>11.7</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.9	14.0	<b>16.0</b>	<b>14.4</b>
Decision-Making	11.8	11.4	12.0	11.4
Belonging	15.7	14.8	16.5	15.2
Community Involvement	14.7	14.3	<b>15.9</b>	<b>14.4</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from McGivney with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from McGivney are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from McGivney are contrasted with all other participating 16-18 year olds. Notably, both 12-15 years olds and 16-18 year olds (i.e. younger and older age groups, respectively) were significantly different from youth at other centers. That is, McGivney youth scored higher among both age groups on leadership as contrasted to youth from other centers. In addition, 16-18 year olds from McGivney scored higher on growth and progress and belonging as contrasted to youth from other centers. This could be attributed to the fact that McGivney offers more to these older youth in the way of challenging activities and meaningful involvement that facilitate growth and progress and leadership, which in turn impacts one's sense of belonging. The extent to which a youth feels that he/she can take on leadership roles could arguably have an effect on the extent to which one feels a sense of belonging and meaningful involvement.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 -18) Youth within the Center.*

	McGivney Youth 12 – 15 (n = 34)	Other Youth 12 – 15 (n = 394)	McGivney Youth 16 - 18 (n = 14)	Other Youth 16 – 18 (n = 166)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.6	14.5	16.5	15.5
Emotional Support From Staff	14.8	14.7	16.9	14.6
Practical Supports	14.5	14.5	15.9	14.5
Knowledge of Youth	13.7	13.8	14.8	14.0
<b>SAFETY</b>				
Physical Safety	13.2	12.5	13.5	12.6
Emotional Safety	15.5	14.9	16.3	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.8	14.6	<b>16.5</b>	<b>14.9</b>
Skill Building	14.3	14.2	15.4	14.3
Interesting Activities	12.2	11.8	12.9	11.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.0</b>	<b>13.8</b>	<b>16.0</b>	<b>14.4</b>
Decision-Making	11.7	11.3	12.4	11.7
Belonging	15.6	14.7	<b>16.9</b>	<b>15.3</b>
Community Involvement	14.8	14.2	15.6	14.7

**Note: Statistically significant differences are highlighted in bold print.**

### **McGivney Community Center’s Plan of Action**

Using technical assistance from The Consultation Center at Yale, the implementation team at the McGivney Community Center discussed the outcome of the data collection and focused on the significant differences. The team at McGivney reported that they were not surprised by the results, as they were aware that there would be differences between the younger and older youth. Reasons attributed to these differences were both the different developmental needs of youth in the different age groups, as well as the difference in the number of each of the age groups that attend the center. The implementation team from McGivney decided to focus on increasing scores in leadership and decision-making in the meaningful involvement category by creating a Youth Council to increase the youth voice and leadership in program planning, in making decisions and in overall youth engagement. In addition, McGivney youth opted to address safety issues by engaging youth and charging the newly-established Youth Council to more clearly communicate rules, expectations, roles, and responsibilities.

The following are the two improvement plans of action created by the McGivney team.

## **Goal Area 1: Leadership and Decision-making**

### **Specific Action Plan Objective**

The implementation team set the goal of increasing scores on the leadership subscale from 15.3 to 17.3 on the 2005 survey results, and increase the score on the decision-making subscale from 11.9 to 13.9 on the 2005 survey results.

### **Implementation Strategies**

The implementation strategies developed by the implementation team at the McGivney Community Center can be summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Youth Council informational presentations	10/4/04
Nominations for President, Vice-President, Secretary, Treasurer, and Grade Representatives	10/6/04
Ballots posted with nominee names	10/7/04
Campaigning (posters)	10/8-10/13/04
Nominee interviews	10/8-10/13/04
Campaign Speeches	10/12 and 10/13
Election Day	10/14/04
Results Announced	10/15/04
First meeting/training	10/22/04
Weekly meetings	Every Friday

## **Goal Area 2: Safety**

### **Specific Action Plan Objective**

The team set the goal of increasing the Physical Safety scores from 13.3 to 14.3 and the Emotional Safety scores from 15.8 to 16.8 on the 2005 survey results.

### **Implementation Strategies**

In order for youth to feel safe physically and emotionally, rules, expectations, roles, and responsibilities need to be clearly stated early and often, then reinforced uniformly throughout the year. The specific implementation strategies developed by the team include the following:

<b>Proposed Activities</b>	<b>Time Frame</b>
Clear statements communicated about Youth Council roles, staff roles, rules and expectations. Will use various types of media.	October/November, 2004
Youth Council will meet throughout the year and gather information from their peers with respect to feelings of physical and emotional safety. There will be a safety committee on the Youth Council.	Ongoing
Youth council will be engaged to mediate issues between peers, as well as decide consequences for breaking rules.	Ongoing

### **Time 2 Data: Changes in Youth Perceptions of the Programs**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators across the Two Waves of Data: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	<b>Wave 1 Data(2004)</b> <b>(n = 49)</b>	<b>Wave 2 Data(2005)</b> <b>(n = 48)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	15.1	16.7
Emotional Support from Staff	15.4	16.5
Practical Support	<b>14.9</b>	<b>16.6</b>
Knowledge of Youth	<b>14.1</b>	<b>15.2</b>
<b>SAFETY</b>		
Physical Safety	<b>13.3</b>	<b>16.6</b>
Emotional Safety	<b>15.8</b>	<b>17.1</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>15.3</b>	<b>16.9</b>
Skill Building	<b>14.6</b>	<b>16.2</b>
Interesting Activities	<b>12.4</b>	<b>15.2</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	15.3	16.2
Decision-making	<b>11.9</b>	<b>12.9</b>
Belonging	16.0	16.9
Community Involvement	15.1	16.1

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on leadership, decision-making, and safety.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Leadership	15.3	17.3	16.2
Decision-making	11.9	13.9	12.9
Physical Safety	13.3	14.3	16.6
Emotional Safety	15.8	16.8	17.1

**Summary of the Results of the Process Evaluation for the McGivney Community Center, Inc.**

McGivney Community Center set particular goals for themselves, as depicted in their plan of action. Specifically, they hoped to raise scores on leadership, decision-making, and physical and emotional safety. They were successful in raising their scores in all four of these areas. Interestingly, in the safety categories they not only achieved, but surpassed the specific goals they set for themselves.

In addition, as depicted in Table 5, the scores in the areas of practical supports, knowledge of youth and decision-making also changed over time. Scores for all of the indicators of challenging activities increased in statistically significant ways over time. These data suggest that increased levels of youth involvement in the planning and operation of the center had an impact on the youth’s perceptions of the supports and opportunities present within the center.

## **The Mi Casa Family Service and Education Center, Inc.**

### **Description of Center**

The vision of Mi Casa is to “conserve and strengthen the cultural and social foundations of Hartford families in a multicultural environment.” The mission of the organization is to enhance the quality of life for under-served Latino and Puerto-Rican youth and families living primarily in the Frog Hollow/South End neighborhoods of Hartford. The staff of Mi Casa believe that they achieve this mission by offering culturally competent services through accountable and caring role models. That is, the supports, opportunities, and services offered by the program coupled with the positive youth-adult connections that are developed and nurtured over the years are the cornerstones of this center.

The center takes a holistic approach to working with young people. That is, the organization believes that to be most effective to these young people, they must service the entire family. As such, in addition to providing a range of supports and opportunities for youth, the center provides services for families such as case management, walk-in referral services, GED, ESL, preventive efforts with non-profits in the area, and parent support groups. Supports for youth address several components, including leadership development, cultural awareness, sports, recreation, and fitness, as well as health/life skills. In addition, one-on-one tutoring is offered on an as needed basis. Youth have the opportunity to sit on a Youth Advisory Committee, in which approximately 12 members sit and have elected positions and are involved in the governance of the center. There is also a Parent Advisory Committee that consists of approximately 12 parents. Further, one member of each committee serves on the Board of the center, thereby ensuring that the voice of the youth and the voice of the parents are heard.

Youth have the opportunity to participate in decision-making on such issues as purchasing new equipment, program approaches, the hiring of a new program director, how the center looks and what the center needs. Periodically, youth-run focus groups are held to address such issues and their feedback is always taken into consideration and very often implemented. The center has 12 rules/guidelines that were developed by the youth. The young people wrote the rules up, posted them in the center and understand the consequences of breaking them.

Skills that young people acquire by participating in center programs and activities include recreational skills, artistic skills, leadership skills, and cultural awareness. Youth have the opportunity to go on field trips including bowling, movies, Mystic Aquarium, Basketball Hall of Fame, as well as week-long field trips that to date have been to Disney, Costa Rica, and New Hampshire.

There are 11 full-time and 1 part-time staff, as well as volunteers. Most staff have 2-3 years of experience working with youth. Four to 5 employees have backgrounds in family or service settings. Staff are trained through OPM and the Hartford Foundation for Public



Giving in positive youth development. Representative staff are sent to trainings and then asked to provide in-service trainings to remaining staff. In addition, the center is working on developing a mechanism for professional development in order to identify individual areas that need improvement across all employees. Every staff functions as security. Staff stands at the door as young people check in.

The center was started originally as a means to decrease gang involvement. No other entity besides Mi Casa has tackled gang issues face to face with gang members themselves. It was created in an effort to be a neutral place within a harsh neighborhood environment and has grown to be known as a 'safe haven.' As such, the staff do not want to create a "militarized zone" by having security on the premises. The center does have a good relationship with the police in the community. Another noteworthy fact is that the center employs a van that provides youth transportation to and from the center should there be any safety concerns.

The philosophy of the center is that no young person or parent will be turned away. As such, there is no waiting list for kids to enroll. The center uses grassroots mechanisms to reach out to youth that do not regularly attend. That is, staff go into neighborhoods, distribute flyers and visit kids who are not participating in the center.

The center is open from 9:00 am-7:30 pm Monday-Friday and Saturday 10:00 am-4:00 pm. Structured youth programs are run weekdays from 3:00 pm-7:30 pm and Saturdays 11:00 am-2:00 pm. Unstructured activities such as pool tables and video games are available at all times. The center is closed on snow days and holidays when the school system is closed.

Programs and services for youth include case management services for youth, leadership development programs, sports, fitness and recreation programs, culture and cultural programs, as well as health/life skills programs. Leadership development programs include Hopes/Creators (for 11-14 year old girls) and Survivors (for 11-14 year old boys). These programs teach young people to make their own decisions and work with them to develop cultural, community and social awareness. The Youth Advisory Committee is another way to gain leadership skills. Sports, fitness and recreation opportunities include basketball, co-ed softball, volleyball, flag football, and swimming. The culture and cultural programs include arts and crafts, dance, and Heads Up, which teaches middle school students the differences between the Latino and African-American cultures and countries. Health and life skills programs consist of programs that teach 14-17 year olds about gangs and drugs, and provide modeling and prevention workshops that teach young people about healthy bodies, personal growth, and hygiene.

Youth have the opportunity to work with the elderly, and do environmental cleanup and community service projects including cultural identity paintings. This center values its community collaborations with such programs as the Institute for Hispanic Families, Department of Youth Services, Hartford Neighborhood Centers, Connecticut Children's Medical Center, Aetna Center for Families and the Hispanic Health Council.

Over the time period covered by this evaluation, the center was open 22 days per month on average. The attendance data collected by the center revealed that 92 different youth attended the center in a typical month. The average number of youth served daily by the center was 25.9 and the average number of days youth attended the center in a typical month was 6.2. The number of youth surveys submitted by the center was 71 and 78 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for females, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the Mi Casa Center by gender and by age. Among the youth surveyed from this center there were 30 males, as compared to 36 females. No significant gender differences were found. Fifty-three younger youth (i.e. 12-15 year olds) were surveyed, as compared to 13 older youth (i.e. 16-18 year olds). No significant age differences were found.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n =66).*

	<b>Females (n = 36)</b>	<b>Males (n = 30)</b>	<b>12-15 (n = 53)</b>	<b>16-18 (n = 13)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	16.2	15.6	16.1	15.2
Emotional Support From Staff	16.6	15.8	16.5	15.4
Practical Supports	16.7	16.3	16.7	15.6
Knowledge of Youth	15.4	14.8	15.1	15.4
<b>SAFETY</b>				
Physical Safety	14.1	13.5	14.0	13.3
Emotional Safety	16.8	16.4	16.6	16.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	16.0	15.8	15.9	15.8
Skill Building	15.8	15.8	15.9	15.2
Interesting Activities	12.7	12.8	12.7	13.0
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	15.6	15.4	15.6	15.1
Decision-Making	12.6	12.9	12.7	12.6
Belonging	16.3	16.1	16.4	15.4
Community Involvement	15.8	16.1	16.0	15.6

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Mi Casa with youth from all the other centers. There were 66 youth represented from Mi Casa Center, as compared to the 542 remaining youth who participated across the other centers. Significant differences were found between youth from Mi Casa and youth from all the other participating centers on each and every indicator. That is, Mi Casa youth scored significantly higher on all thirteen dimensions assessed, thereby indicating that Mi Casa youth perceive all of the supports and opportunities offered in their center as contrasted to all other participating youth.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	<b>Youth From Mi Casa (n = 66)</b>	<b>Youth From All Other Centers (n = 542)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>16.0</b>	<b>14.5</b>
Emotional Support from Staff	<b>16.4</b>	<b>14.5</b>
Practical Support	<b>16.6</b>	<b>14.3</b>
Knowledge of Youth	<b>15.2</b>	<b>13.7</b>
<b>SAFETY</b>		
Physical Safety	<b>13.9</b>	<b>12.5</b>
Emotional Safety	<b>16.7</b>	<b>15.0</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>16.0</b>	<b>14.6</b>
Skill Building	<b>15.9</b>	<b>14.1</b>
Interesting Activities	<b>12.8</b>	<b>11.7</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>15.5</b>	<b>13.9</b>
Decision-making	<b>12.9</b>	<b>11.3</b>
Belonging	<b>16.3</b>	<b>14.8</b>
Community Involvement	<b>16.0</b>	<b>14.2</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from Mi Casa with youth from all the other centers by gender. That is, one side of the table contrasts Mi Casa males with all other participating males; the other side of the table contrasts Mi Casa females with all other participating females. Consistent with the data in Table 2, both Mi Casa males and females, when compared with youth from other centers, scored significantly higher on virtually every process indicator.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>Mi Casa Males (n = 30)</b>	<b>Other Males (n = 369)</b>	<b>Mi Casa Females (n = 36)</b>	<b>Other Females (n = 173)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>15.6</b>	<b>14.4</b>	<b>16.2</b>	<b>14.7</b>
Emotional Support From Staff	<b>15.8</b>	<b>14.2</b>	<b>16.6</b>	<b>15.1</b>
Practical Supports	<b>16.3</b>	<b>14.2</b>	<b>16.7</b>	<b>14.6</b>
Knowledge of Youth	<b>14.8</b>	<b>13.7</b>	<b>15.4</b>	<b>13.8</b>
<b>SAFETY</b>				
Physical Safety	<b>13.5</b>	<b>12.3</b>	<b>14.1</b>	<b>12.7</b>
Emotional Safety	<b>16.4</b>	<b>14.8</b>	<b>16.8</b>	<b>15.3</b>
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>15.8</b>	<b>14.6</b>	<b>16.0</b>	<b>14.8</b>
Skill Building	<b>15.8</b>	<b>14.0</b>	<b>15.8</b>	<b>14.2</b>
Interesting Activities	<b>12.8</b>	<b>11.7</b>	<b>12.7</b>	<b>11.6</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.4</b>	<b>13.9</b>	<b>15.6</b>	<b>14.0</b>
Decision-Making	<b>12.9</b>	<b>11.3</b>	<b>12.6</b>	<b>11.2</b>
Belonging	<b>16.1</b>	<b>14.7</b>	<b>16.3</b>	<b>15.0</b>
Community Involvement	<b>16.1</b>	<b>14.2</b>	<b>15.8</b>	<b>14.3</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from Mi Casa Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Mi Casa are contrasted with all other participating 12-15 year olds; on the other side of the table, 16-18 year olds from Mi Casa are contrasted with all other participating 16-18 year olds. Interestingly, among the older youth, no significant differences were found. However, among younger youth, 12-15 year olds from Mi Casa scored significantly higher on each and every indicator than did their same-aged counterparts from other centers. It should be noted that 53 younger youth were surveyed from Mi Casa, as compared to only 13 older youth.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 -18) Youth within the Center.*

	<b>Mi Casa Youth 12 – 15 (n = 53)</b>	<b>Other Youth 12 – 15 (n = 375)</b>	<b>Mi Casa Youth 16 - 18 (n = 13)</b>	<b>Other Youth 16 – 18 (n = 167)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>16.1</b>	<b>14.3</b>	15.2	15.1
Emotional Support From Staff	<b>16.5</b>	<b>14.4</b>	15.4	14.8
Practical Supports	<b>16.7</b>	<b>14.2</b>	15.6	14.6
Knowledge of Youth	<b>15.1</b>	<b>13.6</b>	15.4	14.1
<b>SAFETY</b>				
Physical Safety	<b>14.0</b>	<b>12.4</b>	13.3	12.7
Emotional Safety	<b>16.6</b>	<b>14.7</b>	16.5	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>15.9</b>	<b>14.5</b>	15.8	15.0
Skill Building	<b>15.9</b>	<b>13.9</b>	15.2	14.4
Interesting Activities	<b>12.7</b>	<b>11.6</b>	13.0	11.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.6</b>	<b>13.7</b>	15.1	14.5
Decision-Making	<b>12.7</b>	<b>11.1</b>	12.6	11.7
Belonging	<b>16.4</b>	<b>14.6</b>	15.4	15.4
Community Involvement	<b>16.0</b>	<b>14.0</b>	15.6	14.7

**Note: Statistically significant differences are highlighted in bold print**

### **The Mi Casa Center’s Plan of Action**

Using technical assistance from The Consultation Center at Yale, the implementation team at the Mi Casa Center decided to focus on decision-making as one goal for improvement. This team specifically wanted to hold monthly focus groups so that youth would have the opportunity to make decisions around programming, activities, and events in the center. In addition, the team wanted to increase scores in the area of safety by relocating programs and services to a new center which would provide a safer environment.

The following are the two improvement plans of action created by the Mi Casa team.

## **Goal Area 1: Decision Making**

### **Specific Action Plan Objective**

The implementation team set the goal of increasing youth scores in the area of decision-making from 12.9 points to 14.0 on the 2005 survey results.

### **Implementation Strategies**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Analyze with youth how they will voice their input on decision making to improve quality of services and programs.	10/15/04-11/20/04
Implement systems on how youth will voice their decisions and input.	12/1/04-12/30/04
Evaluate all decisions and see which ones have an impact. Evaluate how youth feel about the implementation and acceptance of their decisions made.	1/4/05-6/30/05

## **Goal Area 2: Safety**

### **Specific Action Plan Objective**

The team set the goal of increasing youth scores in the area of physical safety from 13.9 points to 15.0 on the 2005 survey results.

### **Implementation Strategies**

The following are the implantation strategies adopted with respect to safety issues.

<b>Proposed Activities</b>	<b>Time Frame</b>
Operations and Programs will be relocated to the Mi Casa Community Center	11/1/04-12/31-04
Improve physical safety needs of youth; new building, security system, snap shot of neighborhood safety and risk	1/1/05-3/31/05
Review improvement made and receive youth feedback on physical safety needs being met	4/1/05-6/30/04

## Time 2 Data: Changes in Youth Perceptions of the Programs

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators across the Two Waves of Data: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 66)	Wave 2 Data(2005) (n = 78)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	16.0	16.3
Emotional Support from Staff	16.4	13.3
Practical Support	16.6	16.6
Knowledge of Youth	15.2	15.7
<b>SAFETY</b>		
Physical Safety	<b>13.9</b>	<b>16.6</b>
Emotional Safety	16.7	16.8
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	16.0	16.8
Skill Building	15.9	16.6
Interesting Activities	<b>12.8</b>	<b>15.7</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	15.5	16.4
Decision-making	12.9	13.2
Belonging	16.3	17.0
Community Involvement	16.0	16.5

**Note: Statistically significant differences are highlighted in bold print**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the Mi Casa Center implementation team focused on decision-making and safety.



Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Decision-making	12.9	14.0	13.2
Physical Safety	13.9	15.0	16.6

**Summary of the Results of the Process Evaluation for the Mi Casa Family Service & Educational Center, Inc.**

The implementation team from the Mi Casa Center hoped to increase their scores on decision-making and on physical safety. They were successful in raising their scores in both of these categories, though they surpassed their goal only in the area of physical safety. The change in the decision-making score from the first wave to second wave of data collection was not statistically significant.

In addition, as depicted in Table 5, it is interesting to note significant positive changes were found among youth from the Mi Casa Center in the area of interesting activities. That is, in the second wave of data, youth from Mi Casa felt the programming offered through the center was more interesting than did the youth responding to the first questionnaire.

## **New Haven YMCA**

### **Description of the Center**

The mission of Y programs in New Haven and across the country is to foster caring, respect, honesty, and responsibility in its young people. The center's program director and supervisor describe their center as a place that provides supports and opportunities for youth. Supports include developing positive staff-youth connections, providing a safe environment, and providing different ways to grow through programs. Opportunities include the chance for mentoring, recreational growth, teamwork, leadership involvement, trust-building with peers and staff, and sense of belonging. Suggestions made by youth with regard to program ideas or field trips are taken into account and input by youth is encouraged.

There are two full time staff and 7-8 part time staff, as well as volunteers. Center hours are from 3:00 pm-7:00 pm Mondays-Thursdays, 3:00 pm-6:00 pm on Fridays, and 12:00 noon-4:00 pm on Saturdays. During vacations, select holidays and early school dismissals, the center is open from 12:30 pm-5:00 pm.

Skills and outcomes that youth gain from participating in center activities include learning how to interact with others, clarifying values, improving personal and family relationships, appreciating diversity, becoming better leaders and supporters, learning life skills, conflict resolution skills, and leadership skills.

Youth have the opportunity to participate in a range of activities including swimming, basketball, drill team, dance, and arts and crafts. The center has a game room that consists of 5 pool tables, ping pong, foosball, board games, and video games, as well as two gyms and a swimming pool.

Other programs include a black history essay contest, cooking classes, and 12-15 youth participate in a youth leadership program run through nearby Yale University, which is called the Literacy Education Program.

Over the time period covered by this evaluation, the center was open 22 days per month on average. The attendance data collected by the center revealed that 144 different youth attended the center in a typical month. The average number of youth served daily by the center was 26.8 and the average number of days youth attended the center in a typical month was 4.1. The number of youth surveys submitted by the center was 108 and 94 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for females, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting New Haven YMCA youth by gender and by age. That is, one side of the table contrasts New Haven YMCA males and females; the other side of the table contrasts younger (12-15 year old) and older (16-18 year old) youth from the New Haven YMCA. Significant gender differences were depicted in the first wave of data from New Haven YMCA. Females scored significantly higher than males on nearly all of the subscales. These include: emotional support from staff, practical supports, knowledge of youth, physical safety, emotional safety, growth and progress, skill building, leadership, decision-making, belonging, and community involvement. When considering these findings, it should be noted that there were significantly more male respondents (N=79) than female respondents (N=20). When contrasting youth by age, only one significant difference was found. That is, younger youth (i.e. 12-15 year olds) scored significantly higher on skill building than did older youth.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center (n = 99)*

	<b>Females (n = 20)</b>	<b>Males (n = 79)</b>	<b>12-15 (n = 59)</b>	<b>16-18 (n = 40)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>15.8</b>	<b>14.4</b>	14.4	15.0
Emotional Support From Staff	<b>16.0</b>	<b>14.0</b>	14.6	14.0
Practical Supports	<b>16.0</b>	<b>13.5</b>	14.1	13.8
Knowledge of Youth	<b>15.1</b>	<b>13.4</b>	13.9	13.5
<b>SAFETY</b>				
Physical Safety	<b>13.3</b>	<b>11.9</b>	12.4	12.0
Emotional Safety	<b>16.5</b>	<b>14.7</b>	15.0	15.1
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>16.2</b>	<b>14.1</b>	14.6	14.4
Skill Building	<b>15.9</b>	<b>14.3</b>	<b>15.2</b>	<b>13.8</b>
Interesting Activities	12.5	11.6	12.0	11.3
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>15.8</b>	<b>13.9</b>	14.5	13.8
Decision-Making	<b>12.6</b>	<b>11.2</b>	11.6	11.4
Belonging	<b>16.5</b>	<b>14.2</b>	14.7	14.7
Community Involvement	<b>16.0</b>	<b>14.2</b>	14.6	14.4

**Note: Statistically significant differences are highlighted in bold print.**

### **Between Center Contrasts**

Table 2 depicts average scores on the process indicators contrasting youth from New Haven YMCA with youth from all the other participating centers. New Haven YMCA youth consisted of 99 respondents, as compared to the 509 youth participants from the other centers. YMCA youth scored significantly lower than other youth on practical support and physical safety. That is, youth from other centers scored, on average, significantly higher than did youth from New Haven YMCA on practical support and physical safety.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers*

	<b>Youth From YMCA (n = 99)</b>	<b>Youth From All Other Centers (n = 509)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.6	14.7
Emotional Support from Staff	14.4	14.8
Practical Support	<b>14.0</b>	<b>14.7</b>
Knowledge of Youth	13.7	13.9
<b>SAFETY</b>		
Physical Safety	<b>12.2</b>	<b>12.7</b>
Emotional Safety	15.1	15.2
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.5	14.8
Skill Building	14.6	14.2
Interesting Activities	11.7	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	14.2	14.1
Decision-making	11.5	11.5
Belonging	14.6	15.0
Community Involvement	14.5	14.4

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting males and females within the New Haven YMCA with males and females from other centers. That is, one side of the table contrasts New Haven YMCA males with all other participating males; the other side of the table contrasts New Haven YMCA females with all other participating females. When assessing males from New Haven YMCA as contrasted to all other centers, there were three instances in which males from New Haven YMCA scored significantly lower than other males. These process indicators included practical supports, physical safety, and belonging. Among females, no significant differences were found among any of the supportive relationships or safety components, however on each and every challenging activities and meaningful involvement indicator, New Haven YMCA females scored significantly higher than their female counterparts at other centers.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>YMCA Males (n =79 )</b>	<b>Other Males (n = 313)</b>	<b>YMCA Females (n = 20)</b>	<b>Other Females (n = 196)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.4	14.5	15.8	14.9
Emotional Support From Staff	14.0	14.5	16.0	15.3
Practical Supports	<b>13.5</b>	<b>14.6</b>	16.0	14.9
Knowledge of Youth	13.4	13.9	15.1	13.9
<b>SAFETY</b>				
Physical Safety	<b>11.9</b>	<b>12.5</b>	13.3	12.9
Emotional Safety	14.7	15.0	16.5	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.1	14.8	<b>16.2</b>	<b>14.9</b>
Skill Building	14.3	14.1	<b>15.9</b>	<b>14.3</b>
Interesting Activities	11.6	11.9	<b>12.5</b>	<b>11.7</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	13.9	14.1	<b>15.8</b>	<b>14.1</b>
Decision-Making	11.2	11.5	<b>12.6</b>	<b>11.3</b>
Belonging	<b>14.2</b>	<b>15.0</b>	<b>16.5</b>	<b>15.1</b>
Community Involvement	14.2	14.3	<b>16.0</b>	<b>14.4</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting younger (12-15 year old) and older (16-18 year old) youth within New Haven YMCA with youth from all other centers. Among the younger age group, New Haven YMCA youth scored significantly higher in the area of skill-building, whereas among the older group New Haven YMCA scored significantly lower in the areas of practical support and physical safety.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16-18) Youth within the Center.*

	YMCA Youth 12 – 15 (n = 59)	Other Youth 12 – 15 (n = 361)	YMCA Youth 16 - 18 (n = 40)	Other Youth 16 – 18 (n = 148)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.4	14.5	15.0	15.2
Emotional Support From Staff	14.6	14.7	14.0	15.0
Practical Supports	14.1	14.6	<b>13.8</b>	<b>14.9</b>
Knowledge of Youth	13.9	13.8	13.5	14.3
<b>SAFETY</b>				
Physical Safety	12.4	12.6	<b>12.0</b>	<b>12.9</b>
Emotional Safety	15.0	15.1	15.1	15.7
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.6	14.8	14.4	15.2
Skill Building	<b>15.2</b>	<b>14.1</b>	13.8	14.6
Interesting Activities	12.0	11.7	11.3	12.2
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.5	13.8	13.8	14.8
Decision-Making	11.6	11.3	11.4	11.8
Belonging	14.7	14.8	14.7	15.6
Community Involvement	14.6	14.1	14.4	14.9

**Note: Statistically significant differences are highlighted in bold print.**

### **New Haven YMCA’s Plan of Action**

Using the technical assistance offered by The Consultation Center at Yale, the implementation team at the YMCA discussed the outcome of the data collection and focused on the significant differences. The team felt that youth participation and involvement was critical to their action plan and that that piece had to be integrated as part of their outcomes for reaching their overall goals. Supportive relationships and meaningful involvement were chosen as their areas of focus. That is, the team from New Haven YMCA focused on gender differences in meaningful involvement. Specifically, they addressed increasing scores on sense of belonging among males, whose scores from the first wave of data were significantly different (i.e. lower) than scores among females. In addition, the New Haven YMCA team wanted to increase scores among males in the area of practical supports.

The following are the two improvement plans of action created by the New Haven YMCA team.

## **Goal Area 1: Sense of Belonging for Males**

### **Specific Action Plan Objective**

The implementation team wanted to close the gap between the males and females at the center. The team set the goal of increasing males' Sense of Belonging Scores from 14.2 to 15.2.

### **Implementation Strategies**

The specific implementation strategies adopted by the planning team revolved around approaching youth who attend the center and updating their photo IDs (thereby increasing the amount of one-on-one involvement with the youth). These strategies are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
October-start with one on one (youth and staff member) and check membership status	October
Photo ID and new membership swipe card system. We will be providing the youth with lanyards to hold their membership cards and teaching them how to use this new system. We will be reinforcing the idea that the YMCA is a membership service organization to belong to.	October/ November

## **Goal Area 2: Practical Supports**

### **Specific Action Plan Objective**

The implementation team wanted to see an increase from 13.5 to 14.5 for the males in their perceptions of the practical supports available to them at the center.

### **Implementation Strategies**

The implementation strategies adopted by the planning team are summarized as follows:



Proposed Activities	Time Frame
We will hold bi-monthly group sessions with youth to have discussions to address issues that they have or concerns that are identified by them.	October (2) November (2) December (2) January (2) February (2) March (2) April (2) May (2) June (1)
We want to provide the youth with the support and knowledge that they can go to a staff person at the center to help them with issues or problems, or that staff will give them the resources to assist them.	See above
We will have sessions that will cover topics that the youth want. We will use Advancing Youth Development practices, YMCA of USA Principles of Youth Work, Psychology for Kids, What Teens Need to Succeed and Conflict Resolution skills building materials.	

**Time 2 Data: Changes in Youth Perceptions of the Programs**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth’s responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth’s experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators across the Two Waves of Data: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	<b>Wave 1 Data(2004)</b> <b>(n = 99)</b>	<b>Wave 2 Data(2005)</b> <b>(n = 94)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>14.6</b>	<b>16.8</b>
Emotional Support from Staff	14.4	16.9
Practical Support	14.0	16.5
Knowledge of Youth	13.7	15.3
<b>SAFETY</b>		
Physical Safety	<b>12.2</b>	<b>16.3</b>
Emotional Safety	<b>15.1</b>	<b>16.8</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.5	16.8
Skill Building	14.6	16.2
Interesting Activities	<b>11.7</b>	<b>15.7</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	14.2	16.3
Decision-making	11.5	13.2
Belonging	14.6	16.6
Community Involvement	14.5	16.3

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on male's experiences of belonging and practical supports within the center. The data summarized in Table 6 pertains to **males only**.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Belonging	14.2	15.2	16.4
Practical Supports	13.5	14.5	16.4

## **Summary of the Results of the Process Evaluation for the New Haven YMCA**

The implementation team from the New Haven YMCA set particular goals for themselves, as depicted in their plan of action. Specifically, they were concerned with the different ways in which males and females experienced the program. Their intent was to raise the sense of belonging and practical supports scores of males within the center. The data in Table 6 supports the conclusion that they were successful in achieving their goals within each of these areas.

The data summarized in Table 5, which looks at the differences over time for all the youth within the center, show significant changes in youth's perceptions in the areas of guidance, physical safety, emotional safety, and interesting activities. Thus, in spite of the fact that the implementation team specifically focused their attentions on males, the youth in general attending the center seemed to benefit from the process evaluation.

## The Pulaski School Center

### Description of Program

The Pulaski School Center program, called “Exercise the Right Choice” (ERC) is run by the New Britain Park and Receptions Department at one of the three local middle thereby consisting entirely of 6<sup>th</sup>-8<sup>th</sup> graders. The staff reports that they offer a quality program to as many young people as possible, especially to those youth who might not otherwise have the opportunity to participate in after school programs.

The program is run from October 14-May 14, Mondays-Fridays from 2:30-5:30. Transportation is provided at 5:00 pm daily for those youth who take the bus home or parents may pick up their youth by 5:30 pm. The program is open 8 Saturdays during the winter time from 9:00 am-1:00 pm, during which time the staff cooks breakfast or lunch for the youth.

The Park and Recreation Department rules are set in stone. Staff orientation provides training on rules and disciplinary procedures and the rules are strictly enforced. There is no youth council, however youth have input in terms of decision-making regarding activities and programs. Parents are invited to come in and observe activities and participate in special events; however, there is no structured parent involvement or council.

In order to recruit youth to participate in the after-school programs, staff advertise in the schools, talk in the cafeteria, and teachers and principals make announcements about the program. In addition, if a young person brings in 6 friends to participate in the program, they are given a pizza party.

The staff report that evaluation feedback they have received in the past has guided the way they plan their program. In particular, they state that they have learned that it is necessary to have students be “stakeholders” and they must address the needs of the “community” with regard to such issues as school climate, school violence, and the importance of neighborhood programs.

The program is structured such that on Mondays-Thursdays, the first 45 minutes are reserved for homework and snack time. Friday is considered a free day with regard to homework, unless the youth want assistance or to get it done prior to the weekend. After the first 45 minutes, staff come up with options for activities and ask the youth what they want to do. Possible activities always include arts and crafts and recreation. Special programs that have been arranged in the past include cartoon lessons, pottery, and DJ lessons. There is also a co-ed basketball league, a cheerleading squad, and a boys baseball league. Outside professionals are often brought in to facilitate discussions with young people including career and resume building workshops, visits with police officers, and most recently, a program called “Conversation on Race.” This discussion

series walked young people through the definitions of race relations and racism, as well as how to better relate to their fellow youth in these minority-majority schools.

Field trips are planned approximately once a month. Previous trips included roller skating, bowling, and ice skating. One dance a year is also planned at each of the three schools and youth from all three schools are invited to participate.

*Leaders in Training* is a 7-week summer program in which 15 youth are selected to participate. These youth are trained in first aid, CPR and work at the Park and Recreation Summer Camp, alongside counselors.

Special events include “Thrilling Thursdays,” in which amusements, food, and a talent show are offered to parents. It is also an opportunity for parents to come in and meet the staff. This event occurs once a year at each school.

Youth reportedly participate in a Senior Craft Fair at a local Senior Center in which the youth make arts and crafts and work with the seniors. In addition, pancake breakfasts are held at the Senior Center. There is also a Senior Prom for senior citizens during which youth work as volunteers, handing out food and dancing with the senior citizens.

Over the time period covered by this evaluation, the center was open 15 days per month on average. The attendance data collected by the center revealed that 190 different youth attended the center in a typical month. The average number of youth served daily by the center was 36.7 and the average number of days youth attended the center in a typical month was 2.9. The number of youth surveys submitted by the center was 45 and 54 for 2004 and 2005, respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected from the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

## Within Center Contrasts

Table 1 depicts average scores on the process indicators contrasting the youth within the Pulaski School Center by gender and by age. Among the youth surveyed from this center there were 23 males, as compared to 22 females. One significant gender difference was found. That is, females from Pulaski School scored significantly higher than did males in the area of leadership. As Pulaski is a middle school, all youth fall between 12-15 years of age.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center.*

	Males (n = 23)	Females (n = 22)	12-15 (n = 45)	16-18 (n = 0)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.3	15.7		
Emotional Support From Staff	14.5	15.7		
Practical Supports	15.0	15.1		
Knowledge of Youth	13.7	13.8		
<b>SAFETY</b>				
Physical Safety	13.5	14.2		
Emotional Safety	15.3	16.1		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.7	15.3		
Skill Building	13.8	14.9		
Interesting Activities	12.0	11.8		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>13.2</b>	<b>15.2</b>		
Decision-Making	11.3	11.4		
Belonging	15.3	15.5		
Community Involvement	13.7	14.7		

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Pulaski School Center with youth from all the other centers. There were 45 youth represented from Pulaski School Center, as compared to the 563 remaining youth who participated across the other centers. Two significant differences were found between Pulaski youth and the other youth sampled. Specifically, Pulaski youth scored significantly higher in the areas of guidance and physical safety. That is, compared to average scores among youth from all the centers, Pulaski youth scored higher on these particular subscales.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From Pulaski ( <i>n</i> = 45)	Youth From Other Centers ( <i>n</i> = 563)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>15.5</b>	<b>14.6</b>
Emotional Support from Staff	15.1	14.7
Practical Support	15.0	14.6
Knowledge of Youth	13.6	13.9
<b>SAFETY</b>		
Physical Safety	<b>13.8</b>	<b>12.5</b>
Emotional Safety	15.7	15.1
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.0	14.8
Skill Building	14.3	14.3
Interesting Activities	11.9	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	14.2	14.1
Decision-making	11.4	11.5
Belonging	15.4	15.1
Community Involvement	14.2	14.6

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from Pulaski with youth from all the other centers by gender. That is, one side of the table contrasts Pulaski males with all other participating males; the other side of the table contrasts Pulaski females with all other participating females. Interestingly, there was one significant difference found between both Pulaski males and Pulaski females, when each is contrasted with their appropriate counterpart. That is, Pulaski males scored significantly higher than did males from other centers in the area of physical safety and Pulaski females scored significantly higher than did females from other centers in the same area.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>Pulaski Males (n = 23)</b>	<b>Other Males (n = 375)</b>	<b>Pulaski Females (n = 22)</b>	<b>Other Females (n = 188)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.3	14.5	15.7	14.9
Emotional Support From Staff	14.5	14.4	15.7	15.3
Practical Supports	15.0	14.3	15.1	15.1
Knowledge of Youth	13.7	13.8	13.8	14.1
<b>SAFETY</b>				
Physical Safety	<b>13.5</b>	<b>12.3</b>	<b>14.2</b>	<b>12.8</b>
Emotional Safety	15.3	14.9	16.1	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.7	14.7	15.3	15.1
Skill Building	13.8	14.2	14.9	14.4
Interesting Activities	12.0	11.8	11.8	11.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	13.2	14.1	15.2	14.2
Decision-Making	11.3	11.5	11.4	11.5
Belonging	15.3	14.8	15.5	15.2
Community Involvement	13.7	14.3	14.7	14.5

**Note: Statistically significant differences are highlighted in bold print.**



Table 4 depicts average scores on the process indicators contrasting youth from Pulaski School Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Pulaski are contrasted with all other participating 12-15 year olds. As Pulaski is a middle school, all youth range from 12-15 years of age. As indicated in the data above, Pulaski youth aged 12-15 scored significantly higher than did their same-aged counterparts in the area of guidance and physical safety.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>Pulaski 12 - 15 (n = 45)</b>	<b>Other 12 - 15 (n = 364)</b>	<b>Pulaski 16 - 18 (n = 0)</b>	<b>Other 16 - 18</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>15.5</b>	<b>14.4</b>		
Emotional Support From Staff	15.1	14.7		
Practical Supports	15.0	14.5		
Knowledge of Youth	13.6	13.8		
<b>SAFETY</b>				
Physical Safety	<b>13.8</b>	<b>12.4</b>		
Emotional Safety	15.7	14.9		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.0	14.7		
Skill Building	14.3	14.2		
Interesting Activities	11.9	11.7		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.2	13.9		
Decision-Making	11.4	11.3		
Belonging	15.4	14.7		
Community Involvement	14.2	14.2		

**Note: Statistically significant differences are highlighted in bold print.**

### **Pulaski Middle School Plan of Action**

Using the technical assistance offered by The Consultation Center at Yale, the implementation team at Pulaski School decided to focus on leadership, decision-making, community involvement and knowledge of youth. They decided to involve a committee of youth to help them analyze the process data and come up with ways of increasing scores in the targeted areas.

Following are the two improvement plans of action created by the Pulaski School team.

## **Goal Area 1: Meaningful Involvement – that is, leadership, decision-making, and community involvement**

### **Specific Action Plan Objective**

The implementation team, consisting of staff and youth, set the following goals: increasing the scores on leadership (from 14.2 to 14.7), decision-making (from 11.4 to 12.0), and community involvement (from 14.2 to 14.7).

### **Implementation Strategy**

The implementation strategies to accomplish these goals are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Leadership: Leaders-In-Training Program (LIT) is a 7-week summer program. There are 15 middle school students selected to participate in this program. Starting in November, the 15 LIT's will be assigned to an elementary school to assist a staff with responsibilities (i.e. taking attendance, counting snack, planning a gym activity)	Year long
Decision-Making: Student discussion groups will be formed (3-6 students). This core group will develop new programs to offer throughout the year.	10/12/04-5/13/05
Community Involvement: Students will form groups and discuss community service projects. Are there parks in the City that need to be cleaned? Can we help out at the Senior Center? The center will vote on one project that they would like to get involved in.	11/1/04-4/15/03

## **Goal Area 2: Knowledge of Youth**

### **Specific Action Plan Objective**

The team set the goal of increasing scores on knowledge of youth from 13.6 to 14.2 on the 2005 survey results

### **Implementation Strategy**

The implementation strategies adopted are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Knowledge of Youth: Administer a questionnaire to youth about what they would like to see at the after school program. Look at the survey that was given last year and discuss the questions pertaining to supportive relationships.	10/13/04 completed
Looking at the results of the survey, staff need to become more aware of how important they are to youth. Discuss with staff positive reinforcement.	Year long

### **Time 2 Data: Changes in Youth Perceptions of the Programs**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	<b>Wave 1 Data(2004)</b> (n= 45)	<b>Wave 2 Data(2005)</b> (n = 54)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>15.5</b>	<b>16.8</b>
Emotional Support from Staff	15.1	15.8
Practical Support	<b>15.0</b>	<b>16.7</b>
Knowledge of Youth	<b>13.6</b>	<b>15.1</b>
<b>SAFETY</b>		
Physical Safety	<b>13.8</b>	<b>16.9</b>
Emotional Safety	15.7	16.3
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	15.0	16.3
Skill Building	<b>14.3</b>	<b>15.9</b>
Interesting Activities	<b>11.9</b>	<b>15.4</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>14.2</b>	<b>15.6</b>
Decision-making	<b>11.4</b>	<b>12.8</b>
Belonging	<b>15.4</b>	<b>16.8</b>
Community Involvement	14.2	15.7

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on safety and decision-making.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Leadership	14.2	14.7	15.6
Decision-making	11.4	12.0	12.8
Community Involvement	14.2	14.7	15.7
Knowledge of Youth	13.6	14.2	15.1

## **Summary of the Results of the Process Evaluation for the Pulaski Middle School**

The implementation team at the Pulaski Middle School set particular goals for themselves, as depicted in their plan of action. Specifically, they hoped to raise scores on leadership, decision-making, and community involvement in the area of meaningful involvement. In addition, they hoped to increase their score on knowledge of youth in the area of supportive relationships. They were successful in raising their scores in all of these categories.

In addition, as is depicted in Table 5, significant positive changes were found among youth from Pulaski School in many of the other YDAD subscales. That is, in the second wave of data, youth from Pulaski scored significantly higher in the areas of supportive relationship, knowledge of youth and challenging activities. These data lend support to the conclusion that the process evaluation resulted in positive changes occurring with the center.

## River Baldwin Center

### Description of the Center

River Baldwin's mission and leadership is reflected in their commitment to modeling pillars of citizenship, character, training, leadership, respect, and positive behaviors. Opportunities for young people range from developing social, academic, leadership, behavioral, and recreational skills, as well as exposing them to field trips and varied extracurricular activities. The center is also committed to educational achievement as depicted by the fact that all the young people have to do homework first, before participating in other center activities. There is a Youth Council that encourages young people to take on responsibilities. Youth have the opportunity to run for office and to help staff around the office in regard to program and activity planning, as well as administrative work (such as making flyers, fundraising, and collaborating with parents).

The location of the center in a crime-ridden area allows it to be a safe haven primarily for boys. However, the neighborhood culture being what it is, parents are reluctant to allow their daughters to come on their own to the center. The exception to this is when there are dances held at the center on the weekends, when parents can drop off and pick up their daughters. Every youth must check in upon arrival to the center at a staffed desk.

There are a total of twelve staff, consisting of a full time executive director, part-time workers, and volunteers. The center is committing to planning intergenerational activities, such as holiday parties and dinners. For the most part, youth do not play a role in shaping the rules. This was described as being parallel to school. That is, youth are aware of the rules and expected to follow them. They do have an opportunity to participate in decision-making and in fulfilling roles and responsibilities to which they are assigned, such as organizing workshops, dances, and parties. The staff is willing to respond to the suggestions and criticism made by youth and is committed to discussing these things and taking them into consideration, if appropriate. The center building is spacious and comfortable, consisting of several class/meeting rooms and a large state-of-the-art gym with stage.

Specific programs that the center offers include basketball, arts and crafts, ping-pong, flag football, cheerleading, tutoring and computers. The youth reportedly have been involved with fundraising and have participated in protests and meetings in front of the Board of Alderman. Activities include field trips to movies, bowling, Yankee games, and college basketball games. The center believes that such programs and activities instill feelings of accomplishment, teamwork, perseverance, leadership, and fosters creativity, self-assurance, individuality, endurance, determination, and aspirations in the young people. The staff believe that the young people consider the programs to be fun, as depicted in the fact that they start coming at age 12 and continue coming through age 18. Often, they then continue coming in a staff or volunteer capacity. They believe that there are approximately 80 regulars who attend the center daily. There is no wait list to attend

the center. Currently, the center is open to neighborhood youth. There is no active outreach program for youth who do not regularly attend. Hours of operations are from 2:00 pm-9:00 pm during the week and on the weekend. On weekends, holidays, snow days, and school vacations, there are no structured programs, just recreational activities.

Over the time period covered by this evaluation, the center was open 24 days per month on average. The attendance data collected by the center revealed that 91 different youth attended the center in a typical month. The average number of youth served daily by the center was 23.9 and the average number of days youth attended the center in a typical month was 6.3. The number of youth surveys submitted by the center was 61 and 63 for 2004 and 2005, respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

### **Within Center Contrasts**

Table 1 depicts average scores on the process indicators contrasting the youth within the River Baldwin Center by gender and by age. Among the youth surveyed from this center there were 54 males, as compared to only 7 females. The females scored significantly higher on a number of subscales including guidance, emotional support from staff, practical support, physical safety, emotional safety, and leadership. The small number of females could be attributed to the location of the center in a high crime area with low female attendance because of safety concerns. When contrasting youth from River Baldwin by age, two significant differences were found. That is, younger youth (aged 12-15) scored significantly higher than older youth on both emotional support from staff and practical support. Perhaps younger youth seek out more support from staff such that they perceive that these supports and opportunities are there for them, more so than do older youth.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center.*

	<b>Males (n = 54)</b>	<b>Females (n = 7)</b>	<b>12-15 (n = 34)</b>	<b>16-18 (n = 27)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.7	17.0	15.1	14.7
Emotional Support From Staff	14.1	17.1	15.2	13.5
Practical Supports	14.3	17.7	15.4	13.8
Knowledge of Youth	14.0	15.5	14.7	13.3
<b>SAFETY</b>				
Physical Safety	12.1	14.1	12.5	12.1
Emotional Safety	14.8	17.1	15.5	14.6
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.7	16.7	15.3	14.3
Skill Building	14.1	16.1	14.4	14.1
Interesting Activities	11.7	13.1	12.0	11.7
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.2	16.7	14.8	14.1
Decision-Making	11.3	12.5	11.6	11.1
Belonging	14.6	16.7	15.3	14.3
Community Involvement	14.7	16.2	15.1	14.5

**Note: Statistically significant differences are highlighted in bold print.**

### **Between Center Contrasts**

Table 2 depicts average scores on process indicators contrasting youth from River Baldwin Center with youth from all the other centers. There were 61 youth represented from River Baldwin Center, as compared to the 547 remaining youth who participated across the other centers. No significant differences were found between River Baldwin youth and the other youth sampled.



Table 2.  
*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	<b>Youth From River Baldwin (n = 61)</b>	<b>Youth From All Other Centers (n = 547)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.9	14.7
Emotional Support from Staff	14.5	14.8
Practical Support	14.7	14.6
Knowledge of Youth	14.1	13.9
<b>SAFETY</b>		
Physical Safety	12.4	12.7
Emotional Safety	15.1	15.2
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.9	14.8
Skill Building	14.3	14.3
Interesting Activities	11.9	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	14.5	14.1
Decision-making	11.4	11.5
Belonging	14.9	15.0
Community Involvement	14.9	14.3

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from River Baldwin Center with youth from all the other centers by gender. That is, one side of the table contrasts River Baldwin males with all other participating males; the other side of the table contrasts River Baldwin females with all other participating females. Interestingly, no significant differences were found when comparing males at River Baldwin to males across other centers. One significant difference was found among females. That is, females from River Baldwin scored on average higher than other females on practical supports. Perhaps females at River Baldwin are particularly motivated to take advantage of practical supports offered at the Center or that River Baldwin may pay closer attention to encouraging females to seek out such practical supports. It should be noted that only 7 females from River Baldwin participated in the survey, as compared to 54 males.

Table 3.

*Average Scores on the Process Indicators Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>River Baldwin Males (n = 54)</b>	<b>Other Males (n = 332)</b>	<b>River Baldwin Females (n = 7)</b>	<b>Other Females (n = 215)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.7	14.5	17.0	14.9
Emotional Support From Staff	14.1	14.4	17.1	15.3
Practical Supports	14.3	14.4	<b>17.7</b>	<b>14.9</b>
Knowledge of Youth	14.0	13.8	15.5	14.0
<b>SAFETY</b>				
Physical Safety	12.1	12.5	14.1	12.9
Emotional Safety	14.8	14.9	17.1	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.7	14.6	16.7	14.9
Skill Building	14.1	14.2	16.1	14.4
Interesting Activities	11.7	11.8	13.1	11.7
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.2	14.0	16.7	14.2
Decision-Making	11.3	11.5	12.5	11.4
Belonging	14.6	14.9	16.7	15.2
Community Involvement	14.7	14.2	16.2	14.5

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from River Baldwin Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from River Baldwin are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from River Baldwin are contrasting with all other participating 16-18 year olds. Interestingly, among the younger youth, 12-15 year olds from River Baldwin scored significantly higher than their same-aged peers on both practical supports and community involvement. Among the older youth, 16-18 year olds from River Baldwin scored significantly lower than other participating youth on emotional support from staff, emotional safety, and belonging. These results indicate that older youth from River Baldwin Center do not feel as comfortable emotionally at the center as do their same-aged peers from other centers.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>River Baldwin 12 – 15 (n = 34)</b>	<b>Other 12 – 15 (n = 389)</b>	<b>River Baldwin 16 - 18 (n = 27)</b>	<b>Other 16 - 18 (n = 158)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	15.1	14.4	14.7	15.2
Emotional Support From Staff	15.2	14.6	13.5	15.1
Practical Supports	15.4	14.4	13.8	14.8
Knowledge of Youth	14.7	13.7	13.3	14.2
<b>SAFETY</b>				
Physical Safety	12.5	12.6	12.1	12.8
Emotional Safety	15.5	14.9	14.6	15.7
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.3	14.6	14.3	15.1
Skill Building	14.4	14.2	14.1	14.5
Interesting Activities	12.0	11.7	11.7	12.0
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.8	13.8	14.1	14.7
Decision-Making	11.6	11.3	11.1	11.9
Belonging	15.3	14.8	14.3	15.6
Community Involvement	15.1	14.1	14.5	14.9

**Note: Statistically significant differences are highlighted in bold print.**

### **The River Baldwin Center’s Plan of Action**

The implementation team at the River Baldwin Center was particularly concerned about the small number of females involved in the survey. They were also concerned about raising youth’s perceptions of the center in the areas of safety, knowledge of youth, and interesting activities. With respect to these later two concerns, the team wanted to increase scores in the area of knowledge of youth by creating and implementing a life skills group for females. The team also hoped to increase scores in the area of interesting activities for females. By enhancing the positive experiences of females within the center, the team was hoping that this would result in more females becoming engaged with the center.

## **Goal Area 1: Emotional Safety**

### **Specific Action Plan Objective:**

The implementation teams set a goal of increasing the perception that females had of the safety of the center from 17.1 to at least 18 or better.

### **Implementation Strategy:**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Starting in November, have more open forums with the Youth Council and all program participants. Have staff take questions and provide feedback.	November-June

## **Goal Area 2: Knowledge of Youth**

### **Specific Action Plan Objective:**

The implementation team set a specific goal of increasing female's knowledge of youth scores from 15.5 to at least 17.0.

### **Implementation Strategy:**

<b>Proposed Activities</b>	<b>Time Frame</b>
Youth will meet every two weeks with senior staff in a classroom setting to discuss issues of prevention and life skills; responsibility, honesty, etc.; job shadowing/mentoring	Nov-June

## **Goal Area 3: Interesting Activities**

### **Specific Action Plan Objective:**

The implantation team set a goal of increasing female's scores in the area of interesting activities from 13.1 to 16 plus.

### Implementation Strategy:

Proposed Activities	Time Frame
Dance: Establish budget; advertise event; organize volunteers; hire DJ; develop plan	Oct. 29 <sup>th</sup> 8:00pm-1:00am
Talent Show: Sign ups; call different organizers to participate; set up talent practice time	March 2005

### Time 2 Data: Changes in Youth Perceptions of the Programs

The second wave of data was used to explore the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 61)	Wave 2 Data(2005) (n = 63)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>14.9</b>	<b>16.0</b>
Emotional Support from Staff	<b>14.5</b>	<b>16.2</b>
Practical Support	<b>14.7</b>	<b>16.4</b>
Knowledge of Youth	14.1	14.8
<b>SAFETY</b>		
Physical Safety	<b>12.4</b>	<b>16.0</b>
Emotional Safety	<b>15.1</b>	<b>16.4</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>14.9</b>	<b>16.1</b>
Skill Building	<b>14.3</b>	<b>16.0</b>
Interesting Activities	<b>11.9</b>	<b>15.2</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>14.5</b>	<b>16.1</b>
Decision-making	<b>11.4</b>	<b>12.8</b>
Belonging	<b>14.9</b>	<b>16.6</b>
Community Involvement	<b>14.9</b>	<b>16.1</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores **just for females** in the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on emotional safety, knowledge of youth, and interesting activities. Table 6 shows that the center was successful at raising their scores in two of these three targeted areas –namely, knowledge of youth and interesting activities. In none of the areas, however, did they achieve their targeted goal.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Emotional Safety	17.1	18.0	16.9
Knowledge of Youth	15.5	17.0	15.8
Interesting Activities	13.1	16.0	15.7

### **Summary of the Results of the Process Evaluation for the River Baldwin Center**

River Baldwin Center set particular goals for themselves, as depicted in their plan of action. Specifically, they hoped to raise scores on emotional safety, knowledge of youth and interesting activities among females. They were successful in raising their scores in two out of the three of these areas. Although they did not meet their goals in any of the targeted areas, it is important to note that there was a statistically significant increase in females’ scores in the area of interesting activities. In addition, it is important to note, as depicted in Table 5, that the scores of all youth within the center increased in statistically significant ways in 12 of 13 possible areas over time. The center, in other words, was clearly perceived in more positive ways by the youth involved in the second wave of data.

## The Roosevelt School Center

### Description of Center

The Roosevelt School Center program, called “Exercise the Right Choice” (ERC) is run by the New Britain Park and Receptions Department at one of the three local middle schools thereby consisting entirely of 6<sup>th</sup>-8<sup>th</sup> graders. The staff reports that they offer a quality program to as many young people as possible, especially to those youth who might not otherwise have the opportunity to participate in after school programs.

The program is run from October 14-May 14, Mondays-Fridays from 2:30-5:30. Transportation is provided at 5:00 pm daily for those youth who take the bus home or parents may pick up their youth by 5:30 pm. The program is open 8 Saturdays during the winter time from 9:00 am-1:00 pm, during which time the staff cooks breakfast or lunch for the youth.

The Park and Recreation Department rules are set in stone. Staff orientation provides training on rules and disciplinary procedures and the rules are strictly enforced. There is no youth council, however youth have input in terms of decision-making regarding activities and programs. Parents are invited to come in and observe activities and participate in special events, however there is no structured parent involvement or council.

In order to recruit youth to participate in the after-school programs, staff advertise in the schools, talk in the cafeteria, and teachers and principals make announcements about the program. In addition, if a young person brings in 6 friends to participate in the program, they are given a pizza party.

The staff report that evaluation feedback they have received in the past has guided the way they plan their program. In particular, they state that they have learned that it is necessary to have students be “stakeholders” and that they must address the needs of the “community” with regard to such issues as school climate, school violence, and the importance of neighborhood programs.

The program is structured such that on Mondays-Thursdays, the first 45 minutes are reserved for homework and snack time. Friday is considered a free day with regard to homework, unless the youth want assistance or to get it done prior to the weekend. After the first 45 minutes, staff suggest options for activities and then ask the youth what they want to do. Possible activities always include arts and crafts and recreation. Special programs that have been arranged in the past include cartoon lessons, pottery, and DJ lessons. There is also a co-ed basketball league, a cheerleading squad, and a boys’ baseball league. Outside professionals are often brought in to facilitate discussions with young people including career and resume building workshops, visits with police

officers, and most recently, a program called “Conversation on Race.” This discussion series walked young people through the definitions of race relations and racism, as well as how to better relate to their fellow youth in these minority-majority schools.

Field trips are planned approximately once a month. Previous trips included roller skating, bowling, and ice skating. One dance a year is also planned at each of the three schools and youth from all three schools are invited to participate.

*Leaders in Training* is a 7-week summer program in which 15 youth are selected to participate. These youth are trained in first aid, CPR and work at the Park and Recreation Summer Camp, alongside counselors.

Special events include “Thrilling Thursdays,” in which amusements, food, and a talent show is offered to parents. It is also an opportunity for parents to come in and meet the staff. This event occurs once a year at each school.

Youth reportedly participate in a Senior Craft Fair at a local senior center in which the youth make arts and crafts and work with the seniors. In addition, pancake breakfasts are held at the senior center. There is also a Senior Prom for senior citizens in which youth work as volunteers, handing out food and dancing with the senior citizens.

Over the time period covered by this evaluation, the center was open 15 days per month on average. The attendance data collected by the center revealed that 185 different youth attended the center in the typical month. The average number of youth served daily by the center was 50.6 and the average number of days youth attended the center in the typical month was 4.1. The number of youth surveys submitted by the center was 69 and 34 for 2004 and 2005, respectively.

## **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follow is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.



## Within Center Contrasts

Table 1 depicts average scores on the process indicators contrasting the youth within the Roosevelt School Center by gender and by age. Among the youth surveyed from this center there were 48 males, as compared to only 21 females. No significant gender differences were found. As Roosevelt School is a middle school, all of the participating youth fall between the ages of 12 and 15.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center.*

	<b>Males (n = 48)</b>	<b>Females (n = 21)</b>	<b>12-15 (n = 69)</b>	<b>16-18 (n = 0)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	12.6	11.6		
Emotional Support From Staff	13.0	13.6		
Practical Supports	12.8	11.9		
Knowledge of Youth	12.3	11.7		
<b>SAFETY</b>				
Physical Safety	11.5	11.1		
Emotional Safety	12.8	12.3		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	13.1	12.5		
Skill Building	12.8	11.6		
Interesting Activities	10.5	9.7		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	12.1	10.9		
Decision-Making	10.0	9.2		
Belonging	12.8	12.0		
Community Involvement	12.7	11.4		

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Roosevelt School Center with youth from all the other centers. There were 69 youth represented from Roosevelt School Center, as compared to the 539 remaining youth who participated across the other centers. Significant differences were found between Roosevelt School youth and the other youth sampled. That is, Roosevelt School youth scored significantly lower on each and every indicator when contrasted with youth from other centers.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From Roosevelt ( <i>n</i> = 69)	Youth From All Other Centers ( <i>n</i> = 539)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>12.3</b>	<b>15.0</b>
Emotional Support from Staff	<b>13.2</b>	<b>14.9</b>
Practical Support	<b>12.6</b>	<b>14.9</b>
Knowledge of Youth	<b>12.2</b>	<b>14.1</b>
<b>SAFETY</b>		
Physical Safety	<b>11.4</b>	<b>12.8</b>
Emotional Safety	<b>12.6</b>	<b>15.5</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>12.9</b>	<b>15.0</b>
Skill Building	<b>12.4</b>	<b>14.5</b>
Interesting Activities	<b>10.3</b>	<b>12.0</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>11.8</b>	<b>14.4</b>
Decision-making	<b>9.7</b>	<b>11.7</b>
Belonging	<b>12.6</b>	<b>15.3</b>
Community Involvement	<b>12.3</b>	<b>14.7</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from Roosevelt School Center with youth from all the other centers by gender. That is, one side of the table contrasts Roosevelt males with all other participating males; the other side of the table contrasts Roosevelt females with all other participating females. Consistent with the data depicted in Table 1, when compared with youth from other centers across gender, Roosevelt youth scored significantly lower on each and every indicator. That is, Roosevelt males scored significantly lower on every indicator when contrasted with males from the other centers and Roosevelt females scored significantly lower on every indicator when contrasted with females from the other centers.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>Roosevelt Males (n = 48)</b>	<b>Other Males (n = 350)</b>	<b>Roosevelt Females (n = 21)</b>	<b>Other Females (n = 189)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>12.6</b>	<b>14.8</b>	<b>11.6</b>	<b>15.4</b>
Emotional Support From Staff	<b>13.0</b>	<b>14.5</b>	<b>13.6</b>	<b>15.6</b>
Practical Supports	<b>12.8</b>	<b>14.6</b>	<b>11.9</b>	<b>15.3</b>
Knowledge of Youth	<b>12.3</b>	<b>14.1</b>	<b>11.7</b>	<b>14.3</b>
<b>SAFETY</b>				
Physical Safety	<b>11.5</b>	<b>12.5</b>	<b>11.1</b>	<b>13.2</b>
Emotional Safety	<b>12.8</b>	<b>15.2</b>	<b>12.3</b>	<b>15.9</b>
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>13.1</b>	<b>14.8</b>	<b>12.5</b>	<b>15.3</b>
Skill Building	<b>12.8</b>	<b>14.4</b>	<b>11.6</b>	<b>14.8</b>
Interesting Activities	<b>10.5</b>	<b>12.0</b>	<b>9.7</b>	<b>12.0</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>12.1</b>	<b>14.3</b>	<b>10.9</b>	<b>11.7</b>
Decision-Making	<b>10.0</b>	<b>11.6</b>	<b>9.2</b>	<b>11.7</b>
Belonging	<b>12.8</b>	<b>15.1</b>	<b>12.0</b>	<b>15.6</b>
Community Involvement	<b>12.7</b>	<b>14.5</b>	<b>11.4</b>	<b>14.9</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from Roosevelt School Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Roosevelt are contrasted with all other participating 12-15 year olds; the other side of the table is blank, as Roosevelt is a middle school. When contrasting Roosevelt youth with all other participating youth, Roosevelt youth scored significantly lower on each and every indicator than did the youth from other centers

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>Roosevelt 12 - 15 (n = 69)</b>	<b>Other 12 - 15 (n = 361)</b>	<b>Roosevelt 16 - 18 (n = 0)</b>	<b>Other 16 - 18</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	<b>12.3</b>	<b>14.9</b>		
Emotional Support From Staff	<b>13.2</b>	<b>15.0</b>		
Practical Supports	<b>12.6</b>	<b>14.9</b>		
Knowledge of Youth	<b>12.2</b>	<b>14.1</b>		
<b>SAFETY</b>				
Physical Safety	<b>11.4</b>	<b>12.8</b>		
Emotional Safety	<b>12.6</b>	<b>15.4</b>		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	<b>12.9</b>	<b>15.0</b>		
Skill Building	<b>12.4</b>	<b>14.5</b>		
Interesting Activities	<b>10.3</b>	<b>12.0</b>		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>11.8</b>	<b>14.3</b>		
Decision-Making	<b>9.7</b>	<b>11.6</b>		
Belonging	<b>12.6</b>	<b>15.2</b>		
Community Involvement	<b>12.3</b>	<b>14.6</b>		

**Note: Statistically significant differences are highlighted in bold print.**

### **The Roosevelt School Center Plan of Action**

Using the technical assistance offered by The Consultation Center at Yale, the implementation team at Roosevelt School decided to address programming in the areas of leadership, decision-making, and community involvement. The implementation team, in addition, hoped to increase all scores in the area of challenging activities – meaning they targeted changes in the areas of growth and progress, skill building and interesting activities.

Following are the two improvement plans of action created by the Roosevelt School team.

**Goal Area 1: Leadership, Decision-making, and Community Involvement**

**Specific Action Plan Objective:**

The implementation team set the goal of increasing youth scores in the area of leadership (from 11.8 to 12.3), decision-making (from 9.7 to 11.0), and community involvement (from 12.3 to 13.0) on the 2005 survey results.

**Implementation Strategy:**

The implementation strategy involved the following steps:

Proposed Activities	Time Frame
Leadership: Leaders-In-Training Program (LIT) is a 7-week summer program. There are 15 middle school students selected to participate in this program. Starting in November, the 15 LIT's will be assigned to an elementary school to assist a staff with responsibilities (i.e. taking attendance, counting snack, planning a gym activity)	Year long
Decision-Making: Student discussion groups will be formed (3-6 students). This core group will develop new programs to offer throughout the year.	10/12/04-5/13/05
Community Involvement: Students will form groups and discuss community service projects. Are there parks in the City that need to be cleaned? Can we help out at the Senior Center? The center will vote on one project that they would like to get involved in.	11/1/04-4/15/03

**Goal Area 2: Challenging Activities**

**Specific Action Plan Objective:**

The implementation team set the goal of increasing youth scores in the areas of growth and progress, skill building and interesting activities. No specific scores were set as goals.

**Implementation Strategy:**

The implementation strategy was to involve youth in planning the after school program and can be summarized as follows:

Proposed Activities	Time Frame
Have life skills classes for youth and address youth needs (hygiene, drug/alcohol abuse, etc.)	Year long
Invite professionals in the community (lawyers, restaurant owners, government officials) and have them speak to the youth about their professions	Year long
Students will read about the various professions and come up with questions to present to the professionals	Year long

## Time 2 Data: Changes in Youth Perceptions of the Programs

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 69)	Wave 2 Data(2005) (n = 34)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>12.3</b>	<b>15.4</b>
Emotional Support from Staff	<b>12.3</b>	<b>15.8</b>
Practical Support	<b>12.6</b>	<b>15.9</b>
Knowledge of Youth	<b>12.2</b>	<b>14.9</b>
<b>SAFETY</b>		
Physical Safety	<b>11.4</b>	<b>16.3</b>
Emotional Safety	<b>12.6</b>	<b>15.9</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>12.9</b>	<b>15.8</b>
Skill Building	<b>12.4</b>	<b>15.4</b>
Interesting Activities	<b>10.3</b>	<b>14.5</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>11.8</b>	<b>15.2</b>
Decision-making	<b>9.7</b>	<b>11.9</b>
Belonging	<b>12.6</b>	<b>16.0</b>
Community Involvement	<b>12.3</b>	<b>15.4</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on growth and progress, skill-building, interesting activities, leadership, decision-making, and community involvement.

Table 6

*Summary of the Two Waves of Data within Areas Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Growth and Progress	12.9	N/A	15.8
Skill-Building	12.4	N/A	15.4
Interesting Activities	10.3	N/A	14.5
Leadership	11.8	12.3	15.2
Decision-making	9.7	11.0	11.9
Community Involvement	12.3	13.0	15.4

### **Summary of the Results of the Process Evaluation for the Roosevelt Middle School**

Roosevelt Middle School set particular goals for themselves, as depicted in their plan of action. With regard to challenging activities, the team hoped to increase all of the scores under challenging activities (growth and progress, skill-building, and interesting activities). With regard to meaningful involvement, the team hoped to increase the scores on leadership, decision-making, and community involvement. Specific goals were set for the meaningful involvement indicators, however specific goals were not set for challenging activities indicators. To the credit of the staff and youth within the center, scores were successfully and statistically significantly raised in all of these targeted areas.

Of note, in addition, as depicted in Table 5, significant positive changes were found among youth from Roosevelt School in all of the other YDAD subscales. That is, in the second wave of data, youth from Roosevelt scored significantly higher on all of the process indicators than did youth in the first wave of data. It seems fair to conclude that the Roosevelt Center implemented changes that significantly and positively altered youth's perceptions of the supports and opportunities present within the center.

## The Slade School Center

### Description of Program

The Slade School Center program, called “Exercise the Right Choice” (ERC) is run by the New Britain Park and Receptions Department at one of three local middle schools thereby consisting entirely of 6<sup>th</sup>-8<sup>th</sup> graders. The staff reports that they offer a quality program to as many young people as possible, especially to those youth who might not otherwise have the opportunity to participate in after school programs.

The program is run from October 14-May 14, Mondays-Fridays from 2:30-5:30. Transportation is provided at 5:00 pm daily for those youth who take the bus home or parents may pick up their youth by 5:30 pm. The program is open 8 Saturdays during the winter time from 9:00 am-1:00 pm, during which time the staff cooks breakfast or lunch for the youth.

The Park and Recreation Department rules are set in stone. Staff orientation provides training on rules and disciplinary procedures and the rules are strictly enforced. There is no youth council, however youth have input in terms of decision-making regarding activities and programs. Parents are invited to come in and observe activities and participate in special events; however, there is no structured parent involvement or council.

In order to recruit youth to participate in the after-school programs, staff advertise in the schools, talk in the cafeteria, and teachers and principals make announcements about the program. In addition, if a young person brings in 6 friends to participate in the program, they are given a pizza party.

The staff report that evaluation feedback they have received in the past has guided the way they plan their program. In particular, they state that they have learned that it is necessary to have students be “stakeholders” and they must address the needs of the “community” with regard to such issues as school climate, school violence, and the importance of neighborhood programs.

The program is structured such that on Mondays-Thursdays, the first 45 minutes are reserved for homework and snack time. Friday is considered a free day with regard to homework, unless the youth want assistance or to get it done prior to the weekend. After the first 45 minutes, staff suggest options for activities and ask the youth what they want to do. Possible activities always include arts and crafts and recreation. Special programs that have been arranged in the past include cartoon lessons, pottery, and DJ lessons. There is also a co-ed basketball league, a cheerleading squad, and a boys’ baseball league. Outside professionals are often brought in to facilitate discussions with young people including career and resume building workshops, visits with police officers, and



most recently, a program called “Conversation on Race.” This discussion series walked young people through the definitions of race relations and racism, as well as how to better relate to their fellow youth in these minority-majority schools.

Field trips are planned approximately once a month. Previous trips included roller skating, bowling, and ice skating. One dance a year is also planned at each of the three schools and youth from all three schools are invited to participate.

*Leaders in Training* is a 7-week summer program in which 15 youth are selected to participate. These youth are trained in first aid, CPR and work at the Park and Recreation Summer Camp, alongside counselors.

Special events include “Thrilling Thursdays”, in which amusements, food, and a talent show is offered to parents. It is also an opportunity for parents to come in and meet the staff. This event occurs once a year at each school.

Youth reportedly participate in a Senior Craft Fair at a local senior center at which the youth make arts and crafts and work with the seniors. In addition, pancake breakfasts are held at the senior center. There is also a Senior Prom for senior citizens in which youth work as volunteers, handing out food and dancing with the senior citizens.

Over the time period covered by this evaluation, the center was open 15 days per month on average. The attendance data collected by the center revealed that 181 different youth attended the center in the typical month. The average number of youth served daily by the center was 43.4 and the average number of days youth attended the center in the typical month was 3.6. The number of youth surveys submitted by the center was 65 and 39 for 2004 and 2005, respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follow is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

## Within Center Contrasts

Table 1 depicts average scores on the process indicators contrasting the youth within the Slade School Center by gender and by age. Among the youth surveyed from this center there were 31 males, as compared to 32 females. No significant gender differences were found. As Slade is a middle school, youth range only from 12-15 years old.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center.*

	<b>Males (n = 31)</b>	<b>Females (n = 32)</b>	<b>12-15 (n = 63)</b>	<b>16-18 (n = 0)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	13.5	14.6		
Emotional Support From Staff	13.7	14.9		
Practical Supports	14.0	14.5		
Knowledge of Youth	13.2	13.8		
<b>SAFETY</b>				
Physical Safety	11.1	11.8		
Emotional Safety	14.0	14.8		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	13.9	14.6		
Skill Building	13.2	13.9		
Interesting Activities	11.3	11.7		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	13.2	12.8		
Decision-Making	10.9	11.3		
Belonging	14.0	14.5		
Community Involvement	13.3	13.4		

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from Slade School Center with youth from all the other centers. There were 63 youth represented from Slade School Center, as compared to the 545 remaining youth who participated across the other centers. Significant differences were found between Slade School youth and the other youth sampled. Specifically, Slade youth scored significantly lower on five subscales including physical safety, emotional safety, skill-building, leadership, and community involvement. That is, compared to average scores among youth from all the centers, Slade youth scored lower on these particular indicators.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	Youth From Slade ( <i>n</i> = 63)	Youth From All Other Centers ( <i>n</i> = 545)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.1	14.8
Emotional Support from Staff	14.3	14.8
Practical Support	14.3	14.6
Knowledge of Youth	13.4	13.9
<b>SAFETY</b>		
Physical Safety	<b>11.5</b>	<b>12.8</b>
Emotional Safety	<b>14.4</b>	<b>15.2</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.3	14.8
Skill Building	<b>13.5</b>	<b>14.4</b>
Interesting Activities	11.5	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>13.0</b>	<b>14.2</b>
Decision-making	11.1	11.5
Belonging	14.3	15.1
Community Involvement	<b>13.3</b>	<b>14.5</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from Slade School with youth from all the other centers by gender. That is, one side of the table contrasts Slade males with all other participating males; the other side of the table contrasts Slade females with all other participating females. When contrasting Slade males with all other males, males from Slade scored significantly lower than males from other centers in the areas of physical safety, emotional safety, skill-building, and community involvement. When contrasting Slade females with all other females, females from Slade scored significantly lower than females from other centers in the areas of physical safety, leadership, and community involvement.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>Slade Males (n = 31)</b>	<b>Other Males (n = 367)</b>	<b>Slade Females (n = 32)</b>	<b>Other Females (n = 178)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	13.5	14.6	14.6	15.1
Emotional Support From Staff	13.7	14.4	14.9	15.5
Practical Supports	14.0	14.4	14.5	15.0
Knowledge of Youth	13.2	13.9	13.8	14.1
<b>SAFETY</b>				
Physical Safety	<b>11.1</b>	<b>12.5</b>	<b>11.8</b>	<b>13.2</b>
Emotional Safety	<b>14.0</b>	<b>15.0</b>	14.8	15.7
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	13.9	14.7	14.6	15.1
Skill Building	<b>13.2</b>	<b>14.3</b>	13.9	14.6
Interesting Activities	11.3	11.9	11.7	11.9
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	13.2	14.1	<b>12.8</b>	<b>14.5</b>
Decision-Making	10.9	11.5	11.3	11.6
Belonging	14.0	14.9	14.5	15.4
Community Involvement	<b>13.3</b>	<b>14.4</b>	<b>13.4</b>	<b>14.7</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from Slade School Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from Slade are contrasted with all other participating 12-15 year olds. As Slade is a middle school, youth range only from 12-15 years old. When contrasting Slade youth aged 12-15 years old, with all other 12-15 year olds participating in other centers, Slade scored significantly lower in the areas of physical safety, leadership, and community involvement.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>Slade 12 - 15 (n = 63)</b>	<b>Other 12 - 15 (n = 364)</b>	<b>Slade 16 - 18 (n = 0)</b>	<b>Other 16 - 18</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.1	14.6		
Emotional Support From Staff	14.3	14.7		
Practical Supports	14.3	14.6		
Knowledge of Youth	13.4	13.9		
<b>SAFETY</b>				
Physical Safety	<b>11.5</b>	<b>12.8</b>		
Emotional Safety	14.4	15.1		
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	14.3	14.7		
Skill Building	13.5	14.3		
Interesting Activities	11.5	11.8		
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>13.0</b>	<b>14.1</b>		
Decision-Making	11.0	11.3		
Belonging	14.3	14.9		
Community Involvement	<b>13.3</b>	<b>14.4</b>		

**Note: Statistically significant differences are highlighted in bold print.**

## Slade School Center's Plan of Action

Using technical assistance from The Consultation Center at Yale, the implementation team at Slade School decided to focus on meaningful involvement and safety as goals for improvement. With regard to meaningful involvement, this team reported that they hoped to raise their scores in the areas of leadership, decision-making, and community involvement. With regard to safety, this team hoped to increase their scores of physical safety and emotional safety.

Following are the two improvement plans of action created by the Slade School team.

### Goal Area 1: Meaningful Involvement

#### Specific Action Plan Objective:

Increase the scores on leadership (from 13.0 to 13.5), decision-making (from 11.1 to 11.6), and community involvement (from 13.5 to 14.0) on the 2005 survey results.

#### Implementation Strategy:

The implementation strategy is to involve youth in planning the after school program. These strategies are summarized as follows:

Proposed Activities	Time Frame
Leadership: Leaders-In-Training Program (LIT) is a 7-week summer program. There are 15 middle school students selected to participate in this program. Starting in November, the 15 LIT's will be assigned to an elementary school to assist a staff with responsibilities (i.e. taking attendance, counting snack, planning a gym activity)	Year long
Decision-Making: Student discussion groups will be formed (3-6 students). This core group will develop new programs to offer throughout the year.	10/12/04-5/13/05
Community Involvement: Students will form groups and discuss community service projects. Are there parks in the City that need to be cleaned? Can we help out at the Senior Center? The center will vote on one project that they would like to get involved in.	11/1/04-4/15/03

### Goal Area 2: Safety

#### Specific Action Plan Objective:

Increase all scores for physical and emotional safety on the 2005 survey results

**Implementation Strategy:**

The implementation strategy is to involve youth in planning the after school program. A group of students will analyze the 2004 survey results and co-create the action plan to improve upon these areas. These strategies are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Discuss with youth what will make them feel safe at the center. Go over some of the questions from the survey last year that pertain to physical safety.	10/13/04 -11/1/02
Staff will make an effort to talk with one student per day about issues outside of the program. Having a list of five questions may help students open up to staff.	Year long

**Time 2 Data: Changes in Youth Perceptions of the Programs**

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	<b>Wave 1 Data(2004)</b> (n = 63)	<b>Wave 2 Data(2005)</b> (n = 39)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>14.1</b>	<b>16.0</b>
Emotional Support from Staff	<b>14.3</b>	<b>15.5</b>
Practical Support	<b>14.3</b>	<b>16.3</b>
Knowledge of Youth	<b>13.4</b>	<b>15.3</b>
<b>SAFETY</b>		
Physical Safety	<b>11.5</b>	<b>16.7</b>
Emotional Safety	<b>14.4</b>	<b>16.4</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>14.3</b>	<b>16.7</b>
Skill Building	<b>13.5</b>	<b>15.6</b>
Interesting Activities	<b>11.5</b>	<b>15.0</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>13.0</b>	<b>15.1</b>
Decision-making	11.1	11.8
Belonging	<b>14.3</b>	<b>16.4</b>
Community Involvement	<b>13.3</b>	<b>15.0</b>

**Note: Statistically significant differences are highlighted in bold print.**

Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on safety and decision-making.

Table 6.

*Summary of the Two Waves of Data within Program Areas Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Leadership	13.0	13.5	15.1
Decision-making	11.1	11.6	11.8
Community Involvement	13.3	14.0	15.0
Physical Safety	11.4	N/A	16.7
Emotional Safety	14.3	N/A	16.4



## **Summary of the Results of the Process Evaluation for the Slade Middle School**

The implementation team from the Slade Middle School hoped to increase scores on leadership, decision-making, and community involvement in the area of meaningful involvement. In addition, they hoped to increase scores for physical safety and emotional safety in the area of safety. Although specific target goals were set for the meaningful involvement indicators, no specific goals were set for the safety indicators. All of the goals were successfully met and all of the categories show positive change.

In addition, as depicted in Table 5, statistically significant positive changes were found among youth from Slade School in all but one (decision-making) of the YDAD subscales. That is, in the second wave of data, youth from Slade scored significantly higher on nearly all of the measures of the supports and opportunities present within the program.

## **South Arsenal Neighborhood Development Corporation (SAND)**

### **Description of Center**

The staff describe their center as a place to hang out that is safe and fun. The staff at this center interact with youth, but have no tolerance for nonsense. As such, the rules that were set by mentors and staff are followed and all participants and staff must show respect to one another. This center is said to provide a sense of stability within the neighborhood to the young people who attend. Approximately 30-35 young people between the ages of 12-23 attend the center. On a consistent basis, there are about 18 youth that come and have been participating through the years.

The center is open from 3:00 pm to 7:00 pm on Tuesdays –Fridays. Twice a month, the two part-time staff cook a hot meal on Saturday mornings from 9:00 am-1:00 pm. On holidays and school vacations, the center is open from 10:00 am-2:00 pm. There is one full time staff person and two part time staff. One of the part time staff is a certified teacher who runs the homework hour.

Youth are given academic support and must participate in one hour of homework time once they arrive at the center. A nearby city-owned gym is used occasionally, but most of the activities are held in the center itself. Activities include pool tournaments, table games, arts and crafts and basketball. Guest speakers, such as the fire department and the police department, come in once in a while to address different topics and issues. Youth have the opportunity to go on field trips about once a month. Past trips have been to see the Harlem Globe Trotters, roller skating, and bowling. On Saturdays, a food share truck comes to the community and the young people have assisted passing out vegetables, etc. to senior citizens.

Over the time period covered by this evaluation, the center was open 18 days per month on average. The attendance data collected by the center revealed that 48 different youth attended the center in a typical month. The average number of youth served daily by the center was 31.5 and the average number of days youth attended the center in a typical month was 11.8. The number of youth surveys submitted by the center was 35 and 39 for 2004 and 2005 respectively.

### **Time 1 Baseline Data Collected Using the Youth Development Assessment Device**

What follows is a summary of the baseline data collected on the youth survey in 2004. These data were used to develop goals for improving the program. The data were summarized for the centers in a couple of ways. First, the data were summarized to provide contrasting information on the youth from within the center. These “*within*

*center contrasts*” explore differences in the scores of the males and females attending the center and the older and younger youth attending the center.

A second set of analyses were conducted that contrasted the youth from the target center with the youth from all other centers. These “*between center contrasts*” provide information, for example, on how the survey responses of the males from one center compare to the males from all the other centers. Similar “between center contrasts” are reported for female, older youth, and younger youth groups.

### Within Center Contrasts

Table 1 depicts average scores on the process indicators contrasting the youth within the SAND Center by gender and by age. Among the youth surveyed from this center there were 25 males, as compared to only 10 females. Males scored significantly higher than females on a number of subscales, including physical safety, emotional safety, skill building, interesting activities, leadership, and belonging. When contrasting younger (12-15 year olds) youth with older (16-18 year olds) youth from SAND, older youth scored significantly higher than younger youth on practical supports, growth and progress, decision-making, belonging, and community involvement.

Table 1.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center and Contrasting Younger Youth with Older Youth from within the Center.*

	Males (N = 25)	Females (N = 10)	12-15 (N = 20)	16-18 (N = 15)
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.9	13.0	14.0	15.3
Emotional Support From Staff	14.8	12.6	13.6	15.4
Practical Supports	14.7	12.5	<b>13.0</b>	<b>15.4</b>
Knowledge of Youth	14.0	12.8	13.2	14.5
<b>SAFETY</b>				
Physical Safety	<b>13.0</b>	<b>10.6</b>	12.2	13.0
Emotional Safety	<b>15.9</b>	<b>13.1</b>	14.7	16.0
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.3	13.1	<b>13.6</b>	<b>16.1</b>
Skill Building	<b>14.9</b>	<b>11.2</b>	13.2	15.0
Interesting Activities	<b>12.8</b>	<b>10.0</b>	11.3	13.1
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>14.2</b>	<b>11.3</b>	12.5	14.6
Decision-Making	11.8	10.1	<b>10.5</b>	<b>12.3</b>
Belonging	<b>15.9</b>	<b>12.6</b>	<b>14.0</b>	<b>16.7</b>
Community Involvement	14.5	11.7	<b>12.8</b>	<b>15.2</b>

**Note: Statistically significant differences are highlighted in bold print.**

## Between Center Contrasts

Table 2 depicts average scores on process indicators contrasting youth from SAND Center with youth from all the other centers. There were 35 youth represented from SAND Center, as compared to the 573 remaining youth who participated across the other centers. No significant differences were found between SAND youth and the other youth sampled.

Table 2.

*Average Scores on the Process Indicators: Contrasting Youth within the Center with Youth from Other Centers.*

	<b>Youth From SAND (n = 35)</b>	<b>Youth From All Other Centers (n = 573)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	14.4	14.7
Emotional Support from Staff	14.2	14.8
Practical Support	14.1	14.9
Knowledge of Youth	13.7	13.9
<b>SAFETY</b>		
Physical Safety	12.4	12.8
Emotional Safety	15.2	15.2
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	14.7	14.8
Skill Building	13.9	14.5
Interesting Activities	12.0	11.8
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	13.4	14.2
Decision-making	11.3	11.5
Belonging	15.1	15.0
Community Involvement	13.8	14.4

**Note: Statistically significant differences are highlighted in bold print.**

Table 3 depicts average scores on the process indicators contrasting youth from SAND with youth from all the other centers by gender. That is, one side of the table contrasts SAND males with all other participating males; the other side of the table contrasts SAND females with all other participating females. Males from SAND scored significantly higher than did males from other centers on emotional safety, interesting activities, and belonging, however SAND females scored significantly lower than did females from other centers on a number of indicators. That is, SAND females scored significantly lower on guidance, emotional support from staff, practical supports, physical safety, emotional safety, skill building, interesting activities, leadership, belonging, and community involvement.

Table 3.

*Average Scores on the Process Indicators: Contrasting Males and Females within the Center with Youth from Other Centers.*

	<b>SAND Males (n = 25)</b>	<b>Other Males (n = 371)</b>	<b>SAND Females (n = 10)</b>	<b>Other Females (n = 202)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.9	14.5	<b>13.0</b>	<b>15.1</b>
Emotional Support From Staff	14.8	14.3	<b>12.6</b>	<b>15.5</b>
Practical Supports	14.7	14.3	<b>12.5</b>	<b>15.1</b>
Knowledge of Youth	14.0	13.8	12.8	14.1
<b>SAFETY</b>				
Physical Safety	13.0	12.4	<b>10.6</b>	<b>13.1</b>
Emotional Safety	<b>15.9</b>	<b>14.9</b>	<b>13.1</b>	<b>15.7</b>
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	15.3	14.6	13.1	15.1
Skill Building	14.9	14.2	<b>11.2</b>	<b>14.7</b>
Interesting Activities	<b>12.8</b>	<b>11.8</b>	<b>10.0</b>	<b>11.9</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	14.2	14.0	<b>11.3</b>	<b>14.5</b>
Decision-Making	11.8	11.5	10.1	11.4
Belonging	<b>15.9</b>	<b>14.7</b>	<b>12.6</b>	<b>15.4</b>
Community Involvement	14.5	14.3	<b>11.7</b>	<b>14.7</b>

**Note: Statistically significant differences are listed in bold print.**

Table 4 depicts average scores on the process indicators contrasting youth from SAND Center with youth from all the other centers by age. That is, on one side of the table 12-15 year olds from SAND are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from SAND are contrasting with all other participating 16-18 year olds. When contrasting younger youth from SAND with other younger youth, SAND youth scored significantly lower on both practical supports and leadership. However, when contrasting older youth from SAND with older youth from other centers, SAND youth scored significantly higher on interesting activities.

Table 4.

*Average Scores on the Process Indicators: Contrasting Younger (12 -15) and Older (16 - 18) Youth within the Center.*

	<b>SAND 12 - 15 (n = 20)</b>	<b>Other 12 – 15 (n = 409)</b>	<b>SAND 16 – 18 (n = 15)</b>	<b>Other 16 - 18 (n = 164)</b>
<b>SUPPORTIVE RELATIONSHIPS</b>				
Guidance	14.0	14.5	15.3	15.1
Emotional Support From Staff	13.6	14.7	15.4	14.7
Practical Supports	<b>13.0</b>	<b>14.6</b>	15.4	14.6
Knowledge of Youth	13.2	13.8	14.5	14.0
<b>SAFETY</b>				
Physical Safety	12.2	12.6	13.0	12.8
Emotional Safety	14.7	15.0	16.0	15.5
<b>CHALLENGING ACTIVITIES</b>				
Growth and Progress	13.6	14.7	16.1	14.9
Skill Building	13.2	14.2	15.0	14.4
Interesting Activities	11.3	11.8	<b>13.1</b>	<b>11.9</b>
<b>MEANINGFUL INVOLVEMENT</b>				
Leadership	<b>12.5</b>	<b>14.0</b>	14.6	14.5
Decision-Making	10.5	11.3	12.3	11.7
Belonging	14.0	14.8	16.7	15.3
Community Involvement	12.8	14.3	15.2	14.8

**Note: Statistically significant differences are listed in bold print.**

## **South Arsenal Neighborhood Development Corporation's Plan of Action**

Using technical assistance from The Consultation Center at Yale, the implementation team at SAND decided to focus on meaningful involvement and safety as goals for improvement. With regard to meaningful involvement, this team reported that they hoped to increase their scores in the areas of leadership, decision-making, sense of belonging, and community involvement by 20%. With respect to safety, the team set a goal of increasing both physical and emotional safety scores of the YDAD by 10%.

### **Goal Area 1: Meaningful Involvement - Leadership, Decision-making, Sense of Belonging and Community Involvement**

#### **Specific Action Plan Objective:**

To increase the score on meaningful involvement for youth (ages 13-18) by 20%

#### **Implementation Strategy:**

The specific implementation strategies adopted by the planning team are summarized as follows:

<b>Proposed Activities</b>	<b>Time Frame</b>
Start a drill team	4 <sup>th</sup> quarter 2004
Start a book club	4 <sup>th</sup> quarter 2004

### **Goal Area 2: Safety**

#### **Specific Action Plan Objective:**

Increase the score on safety for youth (ages 13-18) by 10%.

### Implementation Strategy:

The specific action plans adopted by the planning team are summarized as follows:

Proposed Activities	Time Frame
Hartford Police will hold group discussions on rising safety concerns and how to avoid/handle difficult situations	4 <sup>th</sup> quarter 2004

### Time 2 Data: Changes in Youth Perceptions of the Program

The second wave of data was used to contrast the changes that occurred over time with respect to the youth's responses to the items of the YDAD. Examining these data allows for a determination of whether or not the action plans and implementation strategies were successful at bringing about changes in youth's experiences within the programs. These data are summarized in Table 5.

Table 5.

*Average Scores on the Process Indicators: Contrasting Youth Scores from Wave 1(2004) and Wave 2(2005).*

	Wave 1 Data(2004) (n = 35)	Wave 2 Data(2005) (n = 37)
<b>SUPPORTIVE RELATIONSHIPS</b>		
Guidance	<b>14.4</b>	<b>15.9</b>
Emotional Support from Staff	<b>14.2</b>	<b>15.8</b>
Practical Support	<b>14.1</b>	<b>15.6</b>
Knowledge of Youth	<b>13.7</b>	<b>15.0</b>
<b>SAFETY</b>		
Physical Safety	<b>12.4</b>	<b>16.5</b>
Emotional Safety	<b>15.2</b>	<b>16.4</b>
<b>CHALLENGING ACTIVITIES</b>		
Growth and Progress	<b>14.7</b>	<b>16.1</b>
Skill Building	<b>13.9</b>	<b>15.7</b>
Interesting Activities	<b>12.0</b>	<b>15.1</b>
<b>MEANINGFUL INVOLVEMENT</b>		
Leadership	<b>13.4</b>	<b>15.8</b>
Decision-making	<b>11.3</b>	<b>12.5</b>
Belonging	<b>15.1</b>	<b>16.5</b>
Community Involvement	<b>13.8</b>	<b>15.7</b>

**Note: Statistically significant differences are highlighted in bold print.**



Table 6 summarizes the two waves of scores for the areas that the center decided to focus on within their action plans. Specifically, the goals set by the implementation team focused on issues related to meaningful involvement and safety.

Table 6.

*Summary of the Two Waves of Data with Program Areas Targeted for Change.*

<b>CATEGORY</b>	<b>2004 SCORE</b>	<b>GOAL</b>	<b>2005 SCORE</b>
Physical Safety	12.4	13.6	16.5
Emotional Safety	15.2	16.7	16.4
Leadership	13.4	16.1	15.8
Decision-Making	11.3	13.6	12.5
Sense of Belonging	15.1	16.1	16.5
Community Involvement	13.8	16.6	15.7

### **Summary of the Results of the Process Evaluation for SAND**

The implementation team from SAND hoped to raise scores on safety for youth by 10% and on meaningful involvement by 20%. As depicted in Table 6, clearly, SAND successfully met these specific targeted goals.

In addition, it is interesting to note, as depicted in Table 5, that significant positive changes were found among youth from SAND in all of the YDAD subscales. That is, in the second wave of data, youth from SAND scored significantly higher on all of the subscales than did youth in the first wave of data. Although the implementation team at this center chose to focus primarily on physical safety, emotional safety, leadership, decision-making, belonging, and community involvement, it is clear that SAND experienced significant positive change in all the other areas as well. These results provide support to the conclusion that positive changes over time did in fact occur.

## Summary and Conclusions

Federal, state, local and private funding is flowing more rapidly than ever before into after school programs, spurred in part by heightened expectations that effective programming offered during the after school hours can have a long-term impact on participants' life choices and success. States across the nation are taking steps to enhance program quality and coordinate after-school programming to meet the well-documented needs of young people. The notion that the time spent outside of school in after-school programs, like the youth centers that participated in this evaluation, should have an impact on the developmental competencies of youth means that youth programs must take serious steps to ensure program quality. This will entail tailoring services, supports and opportunities to specific age groups, developing and continually training staff who are knowledgeable about child and adolescent development, and familiar with effective strategies for working with youth. In this context, process evaluations of youth programs can serve as one means of assisting programmers with their efforts to provide programming that achieves quality and tangible results.

To date, process evaluations designed to elicit information useful to program planners are virtually nonexistent. This is surprising considering the growing emphasis within the youth development movement to conduct such evaluations. This evaluation contributes to the existing literature on positive youth development, but expands upon this literature, by examining the ways in which youth experience positive youth development programs and then using the data to implement programmatic changes. This was then followed by an examination of the degree to which program modifications and improvements resulted in changes in youth's experiences in the centers. This "information-processing program evaluation model" is warranted given the fact that relatively little is known about how youth experience youth programs and whether centers designed around youth development principles are in fact meeting their programming objectives.

Thus, a primary objective of this study was to explore the feasibility of using process data as a means of improving the programming found within the centers. Specifically, the process data collected from the youth at the centers were shared with the directors of the centers and implementation teams were created. Based on these results, the centers were charged with crafting a program improvement plan. One year after the initial data were collected, youth were re-surveyed to determine whether or not the improvement objectives had been achieved.

The evaluation, thus, explored whether or not process evaluation information can have a direct and focused impact on the programming found within youth programs. It was expected that youth from these centers would derive a benefit from their participation in the evaluation process. That is, by using youth's perceptions of their program experiences and making programmatic changes based on these perceptions, youth participating in the program were not only empowered by having a role in making such changes but also were more invested in center activities and program planning.

Overall, the reports of the process evaluation broken down for each of the centers depict a clear and consistent set of findings. All twelve of the centers that participated in this interactive process evaluation showed evidence of positive changes in how youth experienced their respective centers. Specifically, all 12 centers increased their scores in most of the areas that they had targeted for change. The table below summarizes the targeted goals and improvement outcomes for each of the centers. With respects to the data summarized in the table, it should be noted that there were 38 different targeted goals established by the implementation teams at the various centers. Positive changes in youth's perceptions of the programs occurred with respect to 37 of these 38 targeted goals. Put another way, the implementation plans crafted by the teams at the centers resulted in positive changes occurring in 97% of the program areas targeted for improvement.

In addition, though not all centers achieved their actual targeted goal for change, 65% of the goals that were set by the implementation teams were actually met or exceeded. This strikes us as impressive given the fact that there was in actuality only a short period of time for program changes to be implemented before the second wave of data was collected. As the goal of these analyses was to provide each center with data that described youth perceptions of supports and opportunities present within the center in the first wave of data and then to identify and target certain goals for change as depicted by such youth perceptions, it is clear from the second wave of data that was collected that positive changes in youth perceptions were in fact attained. These changes can be attributed, at least in part, to the ways in which the structure and function of the center was altered as a result of the process evaluation and each individual center's implementation plan.

It must be acknowledged that contrasting data from Wave 1 to Wave 2 can be questioned because it is very likely that there were different youth respondents across the two waves of data. However, the overarching goal of this study was to capture the effect that plans of action had on program process indicators. As such, the value of this contrast is in the fact that it was the *program*, rather than the *youth* themselves, that improved as a result of the interactive nature of this evaluation project. The operation of the program was evaluated using youth perceptions, and then, based on the results of the process evaluation, improvements to program operations were implemented. Programs, not individual youth, were the unit of analysis. Thus, although it is a limitation of this evaluation that a matched sample could not be attained, as the focal point was on changes in programming based on youth perceptions, this limitation should not compromise the overall findings of this evaluation.

*An Overview of Targeted Goal Areas and Improvement Outcomes Broken Down For Each of the Centers*

<b>Center Name</b>	<b>Target Area(s)</b>	<b>Increase (•) or Decrease(•) in Scores</b>	<b>Goal(s) Met or Exceeded (•)</b>
Berkeley Warner Center	Interesting Activities	•	•
Boys & Girls Club of Bridgeport-North End	Interesting Activities	•	X
	Decision-Making	•	X
Boys & Girls Club of Bridgeport-Orcutt	Decision Making	•	X
	Physical Safety	•	•
Chester Addison Community Center	Interesting Activities	•	•
McGivney Community Center, Inc.	Leadership	•	X
	Decision-Making	•	X
	Physical Safety	•	•
	Emotional Safety	•	•
Mi Casa Family Service & Educational Center, Inc.	Decision-Making	•	X
	Physical Safety	•	•
New Haven YMCA	Belonging	•	•
	Practical Support	•	•
Pulaski Middle School	Leadership	•	•
	Decision-Making	•	•
	Comm Involvement	•	•
	Knowledge of Youth	•	•
River Baldwin	Emotional Safety	•	X
	Knowledge of Youth	•	X
	Interesting Activities	•	X
Roosevelt Middle School	Growth & Progress	•	N/A
	Skill-Building	•	N/A
	Interesting Activities	•	N/A
	Leadership	•	•
	Decision-Making	•	•
	Comm Involvement	•	•
Slade Middle School	Leadership	•	•
	Decision-Making	•	•
	Comm Involvement	•	•
	Physical Safety	•	N/A
	Emotional Safety	•	N/A
South Arsenal Neighborhood Development(SAND) Corporation	Physical Safety	•	•
	Emotional Safety	•	X
	Leadership	•	X
	Decision-Making	•	X
	Belonging	•	•
	Comm Involvement	•	X

Note: N/A depicts those subscales for which centers just hoped for an increase, rather than setting specific target goals; X depicts those subscale for which there was no change at all.

In sum, it appears that the staff and directors of the Connecticut NYC's derived information of value from their participation in this process evaluation. The process of collecting and interpreting the data and working on implementation plans in consultation with the staff from The Consultation Center and youth teams from within the centers appears to have resulted in tangible and positive changes in youth's experiences of the programs. Other organizations committed to promoting youth development should be encouraged from these findings to adopt this "information processing" approach to the evaluation and refinement of the programs offered within their centers.

## References

- Acosta, O. M., Albus, K.E., Reynolds, M.W., Spriggs, D., & Weist, M.W. (2001). Assessing the Status of Research on Violence-Related Problems among Youth. *Journal of Clinical Child Psychology, 30* (2), 152-160.
- Allen, J. P., Philliber, S., Herrling, S., & Kupermine, G. (1997). Preventing teen pregnancy and academic failure: Experimental evaluation of a developmentally-based approach. *Child Development, 68*(4): 729-742.
- Anderson-Butcher, D. A., Cash, S. J., Saltzburg, S., Midle, T., & Pace, D. (2004). Institutions of youth development: The significance of supportive staff-youth relationships. *Journal of Human Behavior in the Social Environment, 9* (1/2), 83-99.
- Bowlby, J. (1988). *A secure base: Clinical applications of attachment theory*. London: Routledge.
- Cargo, M., Grams, G. D., Ottoson, J. M., Ward, P., & Green, L.W. (2003). Empowerment as fostering positive youth development and citizenship. *American Journal of Health Behavior, 27* (Supp 11), 66-79.
- Carnegie Council on Adolescent Development. (1992). *A matter of time: Risk and opportunity in the non-school hours*. Report of the Task Force on Youth Development and Community Programs. New York: Carnegie Corporation of New York.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century*. Concluding report of the Carnegie Council on Adolescent Development. New York: Carnegie Corporation of New York.
- Catalano, R. F., Berglund, M. F., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *Prevention and Treatment, 5*(15), 1-111.
- Catalano, R. F., Hawkins, J. D., Berglund, L., Pollard, J. A., & Arthur, M. W. (2002). Prevention science and positive youth development: Competitive or cooperative frameworks? *Journal of Adolescent Health, 31*(6), 230-239.
- Connell, J. P., Gambone, M. A., & Smith, T. J. (2000). Youth development in community settings: Challenges to our field and our approach. In P. L. Benson & K. J. Pittman (Eds.), *Trends in youth development*. Boston: Kluwer Academic Publishers.
- Connell, J. P., Aber, J. L., & Walker, G. (1995). How do urban communities affect youth? Using social science research to inform the design and evaluation of comprehensive community initiatives. In J. P. Connell, A. Kubisch, L. B. Schorr, & C. Weiss (Eds.), *New approaches to evaluating community initiatives: Concepts, methods, and contexts*. Washington, DC: Aspen Institute.
- Consortium on the School-based Promotion of School Competence. (1994). The school-based promotion of social competence: Theory, research, practice, and policy. In: R.J. Haggerty, L.R. Sherrod, N. Garmezy, & M. Rutter (Eds.), *Stress, risk, and*

- resilience in children and adolescents: Processes, mechanisms, and interventions* (pp.268-316). New York: Cambridge University Press.
- Dehar, M., Casswell, S., & Duignan, P. (1993). Formative and process evaluation of health promotion and disease prevention programs. *Evaluation Review, 17*, 204-220.
- De Leon, G., & Ziegenfuss, J.T. (Eds.). (1986). *Therapeutic communities for addictions*. Springfield, IL: Charles C. Thomas.
- Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents. *American Journal of Community Psychology, 25*, 115-152.
- Durlak, J. A., & Wells, A. M. (1998). Evaluation of indicated preventive intervention (secondary prevention) mental health programs for children and adolescents. *American Journal of Community Psychology, 26*, 775-802.
- Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth development*. Washington, D.C.: National Academy Press.
- Eccles, J., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent Development. *Journal of Social Issues, 59*, 865-889.
- Erikson, E. E. (1968). *Identity: Youth and crisis*. New York: Norton.
- Ferber, T., & Pittman, K. (1999). *Finding common agendas: How young people are engaged in community change efforts*. Takoma Park, MD: Forum for Youth Investment, International Youth Foundation.
- Friedman, A., & Beschner, G. M. (1985). *Treatment services for adolescent substance abusers*. Rockeville, MD: U.S. Department of Health and Human Services.
- Gambone, M. A. (2001). Community action and youth development: What can be done and how can we measure progress. In K. Fulbright-Anderson and P. Auspos (Eds.), *Community change: Theories, practice, and evidence*. Washington, DC: The Aspen Institute.
- Gambone, M., & Connell, J. (2001). Youth development frameworks and their application in evaluation and practice. Presentation, After School Evaluation Symposium, June 26 and 27, 2001, Washington, DC.
- Gambone, M. A., Klem, A., & Connell, J.P. (2003). *Finding out what matters for youth: Testing key links in a community action framework*. Philadelphia, PA: Youth Development Strategies, Inc. and Institute for Research and Reform in Education.
- Gambone, M. A., & Arbreton, A.J. (1997). *Safe havens: The contributions of youth organizations to healthy adolescent development*. Philadelphia: Public/Private Ventures.
- Gambone, M. A., Cao Y. H., Lewis-Charp, H., Sipe, C.L., & Laco, J. (2004). A comparative analysis of community youth development strategies. College Park, MD: Center for Information and Research on Civic Learning and Engagement.
- Grossman, J. B., Price, M. L., Fellerath, V., Jucovy, L. Z., Kotloff, L. J., Raley, R., & Walker, K. E. (2002). *Multiple choices after school: Findings from the extended-service schools initiative*. Philadelphia: Public/Private Ventures.
- Halpern, R. (1999). After-school programs for low-income children: Promise and challenges. *The Future of Children, 9*, (2), 81-95.

- Halpern, R., Barker, G., & Mollard, W. (2000). Youth programs as alternative spaces to be: A study of neighborhood youth programs in Chicago's West Town. *Youth & Society, 31*, 469-506.
- Hawkins, J. D., Catalano, R. F., & Associates (1992). *Communities that care: Action for drug abuse prevention*. San Francisco: Jossey-Bass.
- Hawkins, J. D., Catalano, R. F., Kosterman, R., Abbott, R., & Hill, K.G. (1999). Preventing adolescent health-risk behaviors by strengthening protection during childhood.
- Heath, S.B. (1994). The project of learning from the inner-city youth perspective. In R.M. Lerner & F.A. Villarruel (Eds.), *Promoting community-based programs for socialization and learning* (pp. 25-34). San Francisco, CA: Jossey-Bass.
- Judd, C. M. (1987). Combining process and outcome evaluation. In: M.M. Mark & R.L. Shotland (Eds.), *Multiple methods in program evaluation*. New directions for program evaluation, no. 35. San Francisco: Jossey-Bass.
- Kahne, J., Nagaoka, J., Brown, A., O'Brien, J., Quinn, T., & Thiede, K. (2001). Assessing after-school programs as contexts for youth development. *Youth & Society, 32* (4), 421-446.
- Kirby, D. (2001). *BDI Logic models: A useful tool for designing, strengthening and evaluating programs to reduce teen pregnancy*. Santa Cruz, CA: ETR Associates.
- Lerner, R.M., Brentano, C., Dowling, E.M., & Anderson, P.M. (2002, Fall). Positive youth development: Thriving as the basis of personhood and civil society. *New Directions for Youth Development, 95*, 11-33.
- McLaughlin, M. (2000). *Community counts: How youth organizations matter for youth development*. Washington, DC: Public Education Network.
- McLaughlin, M., Irby, M., & Langman, J. (1994). *Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth*. San Francisco: Jossey-Bass.
- National Research Council and Institute of Medicine (2002). Community programs to promote youth development. Report from the Committee on Community Level Programs for Youth. J. Eccles & J. Gootman (Eds.), *Board on children, youth and families*. Division of Behavioral Social Sciences and Education. Washington, DC: National Academy Press.
- National Urban League. (2002). Youth development mobilization initiative. Retrieved from <http://cgi.nul.org/directory/evaluation.html>.
- New York State After School Network. (2005). Program quality self-assessment tool: Planning for ongoing improvement.
- Noam, G. G., & Fiore, N. (2004, Fall). Relationships across multiple settings: An overview. *New Directions for Youth Development, 103*, 9-16.
- O'Donoghue, J. L., Kirshner, B., & McLaughlin, M. (2002, Winter). Introduction: Moving youth participation forward. *New Directions for Youth Development, 96*, 15-26.
- Osofsky, J. D. (1995). The effects of exposure to violence on young children. *American Psychologist, 50* (9), 782-788.
- Panel on High-Risk Youth National Research Council (1993). *Losing generations: Adolescents in high-risk settings*. Washington, DC.



- Patton, M. Q. (1994). Developmental evaluation. *Evaluation Practice*, 15, 311-319.
- Pierce, K., Ham, J., & Vandell, D. (1999). Experiences in after-school programs and children's adjustment in school and at home. *Child Development*, 70, 756-767.
- Rhodes, J. E., & Spencer, R. (2005). Someone to watch over me: Mentoring programs in the after-school lives of children and adolescents (pp. 419-435). In J. L. Mahoney, R.W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Robinson, S. A., & Cox, P. (1998). Process evaluation: The Nepal Health Development Project. In E. T. Jackson & Y. Karsam (Eds.), *Knowledge shared: Participatory evaluation in development cooperatives*. West Hartford, CT: Kumarian Press.
- Rohner, R.P., & Britner, P.A. (2002). Worldwide mental health correlates of parental acceptance-rejection: Review of cross-cultural and intra cultural evidence. *The Journal of Comparative Social Science*, 36, 15-47.
- Roth, J., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8(4), 423-459.
- Stufflebeam, D.L. & Shinkfield, A.J. (1985). *Systematic evaluation: A self-instructional guide to theory and practice*. Boston: Kluwer-Nijhoff.
- Tolman, J., & Pittman, K. (2001). *Youth acts, community impacts: Stories of youth engagement with real results*. Takoma Park, MD: Forum for Youth Investment, International Youth Foundation.
- Urban Strategies Council (1996). *Call to action: An Oakland blueprint for youth development*. Oakland, CA: Urban Strategies Council.
- U.S. Department of Health and Human Services (1996). *Reconnecting youth and community: A youth development approach*. Washington, DC: National Clearinghouse on Families and Youth.
- U.S. Department of Health and Human Services. (1997). *Understanding youth development: Promoting positive pathways of growth*. Washington, DC: National Clearinghouse on Families and Youth.
- Vandell, D. L., Shumow, L., & Posner, J. (2005). After-school programs for low-income children: Differences in program quality (pp. 437-456). In J. L. Mahoney, R.W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development*. Mahwah, NJ: Lawrence Erlbaum Associates
- Wallace Foundation. (2005). Quality that lasts: Building a framework for the future of OST. A discussion paper for The Wallace Foundation Symposium on Out-of-School Time Learning. Washington, D.C. –April 21, 2005.
- Walker, J., Marczak, M. Blyth, D., & Borden, L. (2005). Designing youth development programs: Toward a theory of developmental intentionality (pp. 399-418). In J. L. Mahoney, R.W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- W. K. Kellogg Foundation (1998). *Kellogg youth initiative partnerships 1987-1997: Lessons learned from the first decade of positive youth development through community based programming*. Battle Creek, MI: W.K. Kellogg Foundation.
- Yohalem, N., Pittman, K., & Wilson-Ahlstrom, A. (2004, Spring). Getting inside the "black box" to measure program quality. *The Evaluation Exchange*, 10, 6-7.

## Appendix A

### *NYC interactive process evaluation 2004—youth survey subscales*

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strong Agree

### **I. Supportive Relationship**

#### **A. Guidance (Range: 5 – 20)**

- The staff at the center encourage me to explore my interests.
- There is an adult at the center who I can turn to about important decisions in my life.
- There is a staff member who is a role model for me.
- Staff at the center look out for me.
- The staff at the center help me do what's right.

#### **B. Emotional Support From Staff (Range: 5 – 20)**

- The staff at the center believe in me.
- There is a staff member at the center who cares about my feelings.
- There is at least one staff member who I feel I can talk to.
- There is a staff person at the center who really understand me.
- The staff at the center can be trusted.

#### **C. Practical Supports (Range: 5 – 20)**

- I can go to a staff person at the center to help me with my problems.
- If I don't know how to handle a situation, the staff help me.
- The staff at the center go out of their way to help me when I need it.
- The staff has answers when I have a question or a problem.
- The staff provide me with useful information.

#### **D. Knowledge of Youth (Range: 5 – 20)**

- The staff at the center know what I like and don't like.
- The staff at the center are genuinely interested in getting to know me and my interests.
- The staff at the center are good at working with kids.
- The staff at the center are pretty much in the dark when it comes to issues that young people have to deal with.
- The staff has a lot of insight into the needs of young people.

## II. Safety

### A. Physical Safety (Range: 4 – 16)

The center is a safe place for kids my age to hang out.  
The center provides a structure that makes me feel safe.  
The staff goes out of their way to make sure the center is a safe place to go.  
The rules of the center are clear.

### B. Emotional Safety (Range: 5 – 20)

I can be myself when I am at the center.  
The center is a place that makes me feel like I belong.  
The center is a place that I feel supported.  
The center is a place that makes me feel connected with others.  
The center is a place where I feel respected.

## III. Challenging Activities

### A. Growth and Progress (Range 5 – 20)

I have a chance to do new things at the center.  
I have learned a lot as a result of the activities I do at the center.  
I often work with other kids to accomplish challenging activities.  
I am encouraged to learn new things when I am at the center.  
I am able to be creative at the center.

### B. Skill Building (Range 5 – 20)

The things that I accomplish at the center make me feel good about myself.  
The center enables me to express myself creatively.  
I often work with staff to plan activities and projects.  
At the center I get to learn things I did not think or know I could do.  
I am able to share my ideas when I am at the center.

### C. Interesting Activities (Range: 4 – 16)

I get to try new things at the center.  
I am motivated to learn new things at the center.  
The center provides a place for me to do the things I like to do.  
The activities and programs the center offers are challenging.

#### IV. Meaningful Involvement

##### A. Leadership (Range: 5 – 20)

At the center I feel like my input makes a difference.  
I get to take on new responsibilities at the center.  
I am encouraged to help design the programs that exist at the center.  
At the center I feel like my ideas are heard and understood.  
At the center I have learned to be a leader.

##### B. Decision-Making (Range: 4 – 16)

At the center I participate in making the rules.  
Contributing to decision-making at the center makes me feel good about myself.  
I learn how to make responsible decisions at the center.  
At the center I feel like my ideas and suggestions are taken seriously.

##### C. Sense of Belonging (Range: 5 – 20)

The programs at the center help me to understand other people better.  
The staff at the center make me feel welcome.  
The center is a place where I feel comfortable.  
I like to go to the center because I feel like I am part of a group.  
The center is a place where everybody fits in.

##### D. Community Involvement (Range: 5 – 20)

Because of the center I have had a chance to do things to help people in my community.  
The center is a great place for me to feel involved in the neighborhood.  
Going to the center and participating in activities there makes me feel part of my community.  
By participating in center activities, I feel like I have something to contribute to others.  
Having the center to go to makes me feel good about my neighborhood.