Process and Outcome Evaluation Report

2005-07 Neighborhood Youth Center Program Evaluation

Report Prepared for the State of Connecticut
Office of Policy and Management[♦]

by

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EXECUTIVE SUMMARY

This report provides details of a program evaluation that was conducted by the Center for Applied Research in Human Development (CARHD) at the University of Connecticut for the State of Connecticut's Office of Policy and Management (OPM). The evaluation was conducted with 12 inner-city Neighborhood Youth Centers (NYC's) operating within Connecticut. This program evaluation falls under the general heading of a process and outcome evaluation.

Outcome evaluations focus on the immediate effects that the program has on the group of individuals attending the program. The purpose of an outcome evaluation is to learn about the positive or constructive changes that occur in participants' knowledge, attitudes, beliefs, or actual behavior as a result of their participation in the program (Sabatelli, Anderson, & LaMotte, 2005; 2001)**.** In this particular evaluation, the impact of youth participation in the neighborhood programs was examined as it related to the degree of social support the youth perceived to be available to them by the staff at the NYC's. In addition, the youth's abilities to make responsible choices, as well as their self-reported levels of anxiety and well-being were examined as outcome indicators.

One of the principal functions of a process evaluation is the use of evaluation data to inform the policies and practices employed by a youth program (Sabatelli, Anderson, & LaMotte, 2005; 2001). The process evaluation that was conducted with the NYC's consisted of several components. Specifically, attendance data were collected from all of the Centers involved in the evaluation. In addition, data were collected from the youth 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 the improvement objectives had been achieved.

The program improvement plans were developed in consultation with The Youth Development Training and Resource Center (YDTRC) at Yale. Personnel from the YDTRC worked with staff and youth teams from each of the 12 Centers to develop 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 report that follows consists of several parts. The first section includes an overview of the program evaluation conducted with the NYC's in the period between September 2005 and May 2007. The second, brief, section of the report provides a description of the NYC's involved in this evaluation. This includes a description of participating youth's attendance patterns at the NYC's during the period under study. The third section provides a detailed description of the youth who participated in the evaluation. This section is followed by a presentation of the results of the outcome evaluation that was conducted with a combined sample of youth from all participating Centers.

The fifth section of the report includes results of the process evaluation. These results are presented for each of the Centers involved in the evaluation. Each report includes a Center description, a summary of the attendance data, a summary of the first wave of process data, a description of the goals for changes within the Centers and the concomitant implementation plans developed by each Center, and a summary of the second wave of process data. The second wave of process 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.

The last part of the report consists of an overall summary of the evaluation and a discussion of the findings. All in all, we note that there were several consistent changes in youth outcomes over time as a result of their participation in the Centers. We believe that these changes demonstrate the positive impacts that the programs have on the youth. In addition, the process evaluation results suggest that considerable changes occurred in youth's perceptions of the Centers over the course of the study. Thus, 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 and their work with the consultants from the YDTRC were able to target and execute critical changes in the climate of supports and opportunities experienced by youth within the Centers.

INTRODUCTION

Since the mid 1990s many of the programs targeting youth in high-risk environments have shifted their focus from deterrence to youth development. Youth within programs that emphasize youth development are provided opportunities for developing constructive skills and competencies within a supportive environment (Pruett, Davidson, McMahon, Ward, & Griffith, 2000; Roth, Brooks-Gunn et. al., 1998). The skills and competencies gained by youth are thought to prevent problems before they occur. That is, rather than implementing programs to combat specific youth problems, such as teen pregnancy or gang involvement, programs emphasizing youth development seek to positively influence youth development by fostering intellectual, social, and emotional competencies within youth. These skills and competencies are thought to proactively prevent negative outcomes by increasing youth's abilities to make positive choices and demonstrate a higher degree of resistance skills (Catalano, et al 2002; Masten, 1994; Werner & Smith, 2001).

Examples of the desired "endpoints" or outcomes of "youth development programs" (based on reports by Lerner et. al., 2000 and the National Research Council and Institute of Medicine, 2002) include the following developmental skills and competencies:

- Competence in academic, social, and vocational arenas
- Constructive connections to community, family, and peers
- Character or positive values, integrity, and moral commitment
- Caring and empathy
- Confidence in self or positive identity
- Intrinsic motivation (self control)
- An increasing sense of competence and mastery (communication, leadership, abilities)
- Feelings of safety and well being
- Attachment to family, community, and social institutions.

In order to accomplish these youth development objectives, Roth and Brooks-Gunn (2000) and the National Research Council and Institute of Medicine (2002) highlight the need for youth programs to organize their approach to programming around "universal building blocks." These universal building blocks focus specifically on the following:

- Involved interactions between youth and staff
- Engagement in program and activities
- A sense of membership
- Physical and psychological safety
- Developmentally appropriate structure
- Positive social norms/rules
- Supportive relationships
- Support for efficacy/mattering

- A sense of belonging and opportunities for skill building
- An integration of family, school, and community.

In sum, effective youth development programs help adolescents master skills and competencies that then help them to take charge of their lives (Larson, 2000). Programs that promote the acquisition of these "protective factors" are thought to be more likely to have a positive impact on youth than programs addressing the problem behaviors themselves (Barton, Watkins, & Jarjoura, 1997). Along these lines, participation in these programs has been linked—in many studies—to higher self-esteem, self-control, and educational goals and achievement (Larson, 2000). Furthermore, youth development programs have been found to help youth develop social skills and self-esteem (directly), and reduce delinquency and substance use (indirectly), although longitudinal research is limited (Larson, 2000). Lastly, programs that involve youth in their communities have an empowering effect (increasing connection and reducing alienation), especially when youth are given choices in their types of involvement (Allen, Leadbeater, & Aber, 1990).

SECTION I

AN OVERVIEW OF THE EVALUATION

The goal of this project was to conduct an evaluation of the Neighborhood Youth Center Program. The Neighborhood Youth Center Program is designed to increase the range and extent of positive experiences for at-risk youth. It focuses specifically on supporting neighborhood youth Centers that serve youth between the ages of twelve and seventeen who live in seven of Connecticut's largest cities (Bridgeport, Hartford, New Britain, New Haven, Norwalk, Stamford, and Waterbury). Centers are located conveniently for youth within target neighborhoods and are open evenings and weekends.

The Neighborhood Youth Center Program is administered by the Office of Policy and Management, State of Connecticut. This is a competitive program with re-bidding every two years. A key element to this program is an intensive focus on specific neighborhoods; it is not intended to support general citywide programs. For the fiscal years 2005/2006 and 2006/2007, twelve grants were awarded.

The Center for Applied Research in Human Development (CARHD) at the University of Connecticut was contracted to conduct this program evaluation. The evaluation was comprehensive in scope and involved both outcome and process components. The outcome evaluation was designed to focus on whether or not involvement with the NYC's had a positive influence on youth's social and psychological development. The process evaluation was designed to provide the directors and staff of the Centers with information on youth's perceptions of their programs. These data were then used by the personnel at the respective Centers to develop action plans targeting desired changes in the programming offered at the Centers.

The evaluation team from the CARHD was responsible for the design and implementation of the outcome and process studies. Specifically, the evaluation team reviewed relevant literature on programs designed to foster youth development and finalized evaluation plans based upon the review of this literature. The team then provided training sessions with programs to familiarize them with the evaluation procedures; provided technical assistance for the evaluation; analyzed data; and completed this final report.

The evaluation team also consisted of personnel from the YDTRC at Yale University. The team from the YDTRC provided training in Youth Development Principles and assisted the program staff with the interpretation of their process data. In addition, personnel from The YDTRC worked with staff and youth teams from each of the twelve Centers to come up with specific goals for improving the programs offered at the Centers based on analyses of the process data. 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.

SECTION II

THE YOUTH CENTERS INVOLVED IN THE EVALUATION

Twelve Centers included in the evaluation are located in low-income neighborhoods of Connecticut's larger urban areas. These Centers were funded by the OPM explicitly on the basis that they adhere to youth development principles. Each of the Centers is conveniently located within an urban neighborhood; each serves high-risk, urban youth; and, each offers programs that are designed to promote psychosocial development and resilience. According to OPM, 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:

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

Table 1 summarizes data on the numbers of youth from each of the Centers involved in this evaluation. The table also provides a summary of the attendance data collected by each of the Centers. These data provide insight into the numbers of youth who regularly attend the Centers as well as insight into how often and for how long the youth are engaged with the Centers.

Table 1—Attendance Data for October 2005 through March 2007

CENTER	Avg # of different youth who attended monthly	Avg # of days Center open monthly	Avg # of hours youth attended daily	Avg # of days youth attended monthly	Avg # of youth served daily	# of youth surveys submitted 10/05	# of youth surveys submitted 3/06	# of youth surveys submitted 3/07
Boys and Girls Club of Bridgeport	137	24.38	4.61	6.78	38.00	56	72	64
Charles D. Smith Jr. Foundation	46	14.54	3.36	6.11	19.13	29	47	29
McGivney Community Center	81	17.25	2.59	11.78	55.59	43	38	42
Mi Casa	75	20.83	4.13	6.49	23.48	25	37	46
Urban League of Greater Hartford	64	13.47	3.06	6.10	29.16	24	46	37
Pulaski	84	15.57	1.99	6.94	37.39	60	48	40
Roosevelt	86	15.57	2.14	6.67	36.72	75	67	49

CENTER	Avg # of different youth who attended monthly	Avg # of days Center open monthly	Avg # of hours youth attended daily	Avg # of days youth attended monthly	Avg # of youth served daily	# of youth surveys submitted 10/05	# of youth surveys submitted 3/06	# of youth surveys submitted 3/07
Slade	93	15.57	2.23	7.14	42.44	51	68	87
YMCA of New Haven	77	20.5	2.57	5.47	20.48	102	80	82
Carver Foundation of Norwalk	55	19.06	4.13	10.24	29.42	39	31	34
Walnut Orange Walsh	32	19.89	3.06	15.65	25.36	20	27	44
Washington Park House	64	20.47	2.83	5.40	16.81	51	44	38

SECTION III

THE YOUTH INVOLVED IN THE EVALUATION

Three waves of data were collected from the youth attending the NYC's. Baseline data were collected in October of 2005. Data were then collected in March of 2006 and March of 2007. The survey that was administered in October of 2005 contained only the questionnaires comprising the outcome study. The surveys administered in March of 2006 and 2007, however, contained both process and outcome measures.

Table 2 summarizes the demographic profile for the youth involved in the study. Five hundred and twenty-eight (528) youth filled out the October 2005 survey. This sample was comprised of more males than females (62.0% male, 38.0% female) and was populated primarily by youth of color (48.5% African American, 38.2% Latino American, 2.5% European American, 1.0% Asian American, 0.8% Native American, and 9.2% other). In addition, most youth in the sample were low-income or poor as evidenced by 78.5 percent of the youth reporting that they received free or reduced-cost meals at school. Family status varied, with the majority of youth (37.9%) living in mother-headed households. Thirty-one percent lived with both parents; 14.9% lived with mother and stepfather; 3.8% lived with other relatives; 1.9% lived in father-headed households; 1.7% lived foster parents; and 1.3% lived with father and stepmother. The remaining 6.7 % checked "other" to indicate their family status. The breakdown of the sample by grade in school was as follows: 5th grade (4.5%); 6th grade (17.8%); 7th grade (18.2%); 8th grade (20.8%); 9th grade (12.3%); 10th grade (9.8%); 11th grade (8.7%); and 12th grade (7.8%).

The March, 2006 sample consisted of 588 youth. Much like the first sample, there were more males (59.3%) than females (40.7%). The majority were youth of color (46.7% African American, 37.6% Latino American, 2.4% European American, 0.7% Asian American, 0.7% Native American, and 12.0% other). Again, the sample was comprised primarily of low-income youth with 77% reporting that they were eligible for free or reduced-cost meals at school. Family status varied, with the majority (36.8%) living in mother-headed households. Twenty-nine percent (29%) lived with both parents; 16.2% lived with mother and stepfather; 4.8% lived in father-headed households; 3.4% lived with other relatives; 1.7% lived with foster parents; and 1.7% lived with father and stepmother. The remaining 6.4% marked "other" to indicate their family status. The breakdown of the sample by grade in school was as follows: 5th grade (3.6%); 6th grade (16.0%); 7th grade (22.3%); 8th grade (21.8%); 9th grade (11.4%); 10th grade (9.5%); 11th grade (8.7%); and 12th grade (6.8%).

Finally, the sample for the last wave of process and outcome data consisted of 565 youth. The sample was comprised of more males than females (57.4% male, 42.6% female) and was populated primarily by youth of color (45.8% African American, 41.4% Latino American, 2.5% European American, 1.1% Native American, 0.9% Asian American, and 8.4% other). In addition, most youth in the sample were low-income or poor as evidenced by 81.4 percent of the youth reporting that they received free or reduced-cost meals at school. Family status varied,

with the majority of youth (38.8%) living in mother-headed households. Twenty-eight percent lived with both parents; 17.4% lived with mother and stepfather; 3.2% lived with other relatives; 2.5% lived in father-headed households; 1.8% lived with father and stepmother; and less than 1.0% lived foster parents. The remaining 8.0 % checked "other" to indicate their family status. The breakdown of the sample by grade in school was as follows: 5th grade (3.7%); 6th grade (16.1%); 7th grade (25.8%); 8th grade (15.9%); 9th grade (11.2%); 10th grade (12.4%); 11th grade (9.0%); and 12th grade (5.8%).

Table 2—Demographics

	2005 (n = 528)	2006 (n = 588)	2007 (n = 565)
Gender	%	%	%
Male	62.0	59.3	57.4
Female	38.0	40.7	42.6
Grade			
5	4.5	3.6	3.7
6	17.8	16.0	16.1
7	18.2	22.3	25.8
8	20.8	21.8	15.9
9	12.3	11.4	11.2
10	9.8	9.5	12.4
11	8.7	8.7	9.0
12	7.8	6.8	5.8
GPA			
A	24.3	20.8	18.9
B	48.4	42.7	47.6
C	23.2	29.0	29.4
D	3.1	4.0	3.7
F	0.8	0.5	0.4
Race/ethnicity			
European American	2.5	2.4	2.5
African American	48.5	46.7	45.8
Latino/a American	38.2	37.6	41.4
Asian	1.0	0.7	0.9
American Indian	0.8	0.7	1.1
Other	9.2	12.0	8.4
Family status			
Mother and father	31.7	28.9	27.8
Mother only	37.9	36.8	38.8
Father only	1.9	4.8	2.5
Other relatives	3.8	3.4	3.2
Foster parents	1.7	1.7	0.5
Mother and stepfather	14.9	16.2	17.4
Father and stepmother	1.3	1.7	1.8
Other	6.7	6.4	8.0

	2005 (n = 528)	2006 (n = 588)	2007 (n = 565)
Eligible for reduced cost lunch			
Yes	78.5	77.0	81.4
No	21.3	23.0	18.6

Table 3 depicts youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating youth reported not having experienced any of the listed risk factors within the previous year (66.1%). Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (30.2% - 36.3%), move to a new home (25.5% – 29.2%), violence in the neighborhood (18.1% - 22.1%), serious illness of a family member or friend (16.7% - 18.5%), and break up with a boyfriend/girlfriend (22.7% - 31.5%).

Table 3—Risk Factors

	2005 (n = 525)		2006 (n = 580)		2007 (n = 548)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	16.6	83.4	14.8	85.2	15.4	84.6
Death of a close family member or friend	31.6	68.4	30.2	69.8	36.3	63.7
Separation/divorce of parents	9.1	90.9	7.8	92.2	8.2	91.8
Parent remarried or living with a new partner	6.5	93.5	6.7	93.3	5.7	94.3
Drugs/alcohol in family	7.0	92.6	7.4	92.6	7.1	92.9
Moved to new home	29.2	70.8	29.2	70.8	25.5	74.5
Violence between parents	5.0	95.0	4.0	96.0	3.6	96.4
Witnessed violence in the neighborhood	22.1	77.9	20.3	79.7	18.1	81.9
Serious illness of a family member or friend	17.3	82.7	16.7	83.3	18.5	81.5
Broke up with boyfriend/girlfriend	22.7	77.3	26.2	73.8	31.5	68.5

SECTION IV

THE OUTCOME EVALUATION OF THE NYC PROGRAMS

The design of the outcome evaluation included pre- and post-testing of youth attending the NYC's. Each program was asked to administer surveys containing the outcome measures to as many as youth as possible during data collection points in October of 2005, March of 2006 and March of 2007. The evaluation sought to answer the following question: **Do youth involved with the programs offered at the NYC over time benefit in terms of their psychosocial adjustment?** In addition, the evaluation sought to determine whether or not youth attendance patterns were associated with the benefits derived from involvement with the NYC's. That is, one of the unique aspects of this evaluation is that the daily attendance data from the Centers were used to chart the participation patterns of the youth involved with the Centers, AND these participation patterns were examined as they related to youth psychosocial adjustment.

DESCRIPTION OF MEASURES USED IN THE NYC OUTCOME EVALUATION

Four instruments were used to measure outcomes of youth's participation in the NYC's. These included *General Well-Being Scale, Responsible Choices Scale, Anxiety Scale,* and *Multidimensional Scale of Perceived Social Support.* Instrument descriptions are provided below, and instrument copies are provided in Appendix A.

- *The Psychological General Well-Being Scale (WHO).* This 5-item instrument measures a sense of psychological well-being (Bech, 1999). Respondents are asked to reflect on how they were feeling in the past two weeks and to select one of the 6 response choices, ranging from "at no time" to "all of the time." Examples of items include "I feel cheerful and in good spirits" and "I wake up feeling fresh and rested." Bech (1999) reports that item stems are taken from the *Psychological General Well-Being Scale* and that they have been adopted by the World Health Organization as its measure of general well-being. In the NYC outcome evaluation, Cronbach's alphas for the *General Well-Being Scale* ranged from .79 to .82 (see Table 4).

- *Responsible Choices Scale.* This subscale of the *Youth Asset Survey* (YAS) has been designed to measure adolescents' ability to make responsible choices (Oman, Vesely, McLeroy, Harris-Wyatt, Aspy, Rodine, & Marshall, 2002). Youth's responses are scored on a 4-point scale, ranging from 1 (not at all like you) to 4 (very much like you). Examples of items include "You make decisions to help you achieve your goals" and "You can identify the positive and negative consequences of behavior." Scale developers report a Cronbach's alpha of .69 (Oman et al). In the NYC outcome evaluation, Cronbach's alphas for the *Responsible Choices Scale* were .80 and .81 (see Table 4).

- *Anxiety Scale.* This 7-item instrument has been designed to assess anxiety in school-age children and adolescents (Stark & Laurent, 2001). Stark and Laurent developed the *Anxiety*

Scale empirically, using a joint exploratory factory analysis of two widely-used measures of anxiety and depression in youth—*Children's Depression Inventory* (CDI; Kovacs, 1980/81) and *Revised Children's Manifest Anxiety Scale* (RCMAS; Reynolds & Richmond, 1978, 1985). Items consist of generally descriptive statements of anxiety, such as "I am nervous when things don't go right" and "I wake up scared some of the time." Respondents are asked to determine whether a specific item describes them and to circle "yes" or "no" accordingly. Instrument developers report a Cronbach's alpha of .77 (Stark & Laurent, 2001). In the NYC outcome evaluation, Cronbach's alphas for the Anxiety Scale were .66 and .69 (see Table 4).

- *Multidimensional Scale of Perceived Social Support* (MSPSS). This 8-item instrument measures perceptions of social support from friends and a significant other (Zimet, Dahlem, Zimet, & Farley, 1988). The instrument consists of 2 subscales, each measuring social support from a distinct source (that is, friends and a significant other). The MSPSS uses a 7-point Likert-type response format, ranging from 1 (very strongly disagree) to 7 (very strongly agree). Examples of items include "I can count on my friends when things go wrong," and "There is a special person in my life that cares about my feelings." Canty-Mitchell and Zimet (2000) report Cronbach's alphas of .89, and .91 for friends and significant other subscales in a sample of 237 urban adolescents.

  For the purposes of the NYC outcome evaluation, two modifications were introduced to the MSPSS. First, to facilitate instrument administration, a 5-point response format, ranging from 1 (rarely) to 5 (always), was used. Second, the "significant other" subscale was changed to measure perceptions of social support from a youth Center staff member. Therefore, instead of referring to a "special person," items were reworded to refer to a "special staff person at the Center." In the NYC outcome evaluation, Cronbach's alphas for thusly-modified MSPSS were .86 and .87 for the family subscale, .86 and .87 for the friends subscale, and .90 and .91 for the staff subscale (see Table 4).

Table 4—Internal Consistency Reliability of Outcome Measures Used in 2005-07 NYC Process and Outcome Evaluation

Outcome Measure	# of items	α 2005	α 2006	A 2007
General Well-Being	5	.79	.79	.82
Responsible Choices	6	.81	.80	.81
Anxiety	7	.69	.66	.69
Social Support—Staff	4	.90	.91	.90
Social Support—Friends	4	.87	.87	.86

CHANGES IN YOUTH OUTCOMES

In this section, the results from the pre-test and post-test youth outcome surveys that were administered over time are reported. These analyses were conducted using repeated measures analysis with pre-test and post-test scores as the within subjects factor. That is, we were interested in finding out whether youth reported significant changes on the youth outcomes examined **(presumably as a result of their participation in the program).** These outcomes

included reported levels of General Well-Being, Responsible Choices, Anxiety, and Social Support from Friends and Staff. The assumption embedded in these analyses is that involvement with the NYC's over time should result in:

- youth experiencing higher levels of a sense of well-being
- youth reporting increases in their abilities to make responsible choices
- youth reporting lower levels of anxiety
- youth experiencing higher levels of support for their peers and staff.

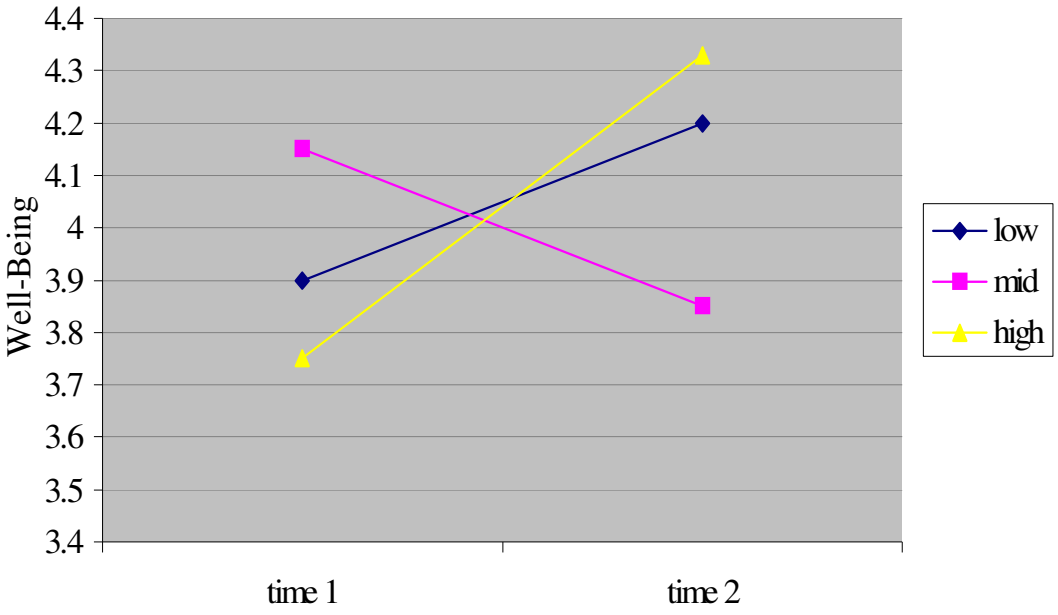
As noted previously, youth at the Centers were surveyed three times over a two-year period. Although every attempt was made to re-sample the same set of youth at all three times, the nature of this particular population of youth is such that there is extremely high turnover among youth who attend these Centers. As such, only a relatively small subset of youth completed surveys across the three data collection periods. Specifically, there were only 86 youth who filled out all three sets of questionnaires. There were 107 youth who filled out the questionnaires in March of 2006 and then again in March of 2007. Thus, it was decided to conduct the pre-post test analyses using the youth from the 2006 and 2007 samples. In other words, the pre- and post-test responses to the outcome surveys that were administered in March of 2006 and then again in March of 2007 were contrasted. These analyses, involving youth between the ages of 12 and 18, were conducted using repeated measures analysis with pre- and post-test scores as the within subjects factor and group membership (time) as the between subjects factor.

In addition, attendance patterns were included as a between subjects factor. Specifically, an analysis of the range and distribution of the youth attendance patterns was used to divide the youth into three groups. The first group consisted of those youth who attended the Centers relatively infrequently (specifically, between 1 and 4 times per month). The second group was comprised of youth who attended the Centers between 5 and 9 times per month. The third group consisted of youth who attended more than 9 times per month.
The repeated measures analysis with pre- and post-test scores as the within subjects factor and time (2006, 2007) and attendance groupings as the between subjects factors are summarized below for each of the outcome indicators.

General Well-Being. The reports of well-being over time increased, but only approached statistical significance ($F(1,104) = 2.91$, $p < .09$). As summarized in Figure 1, graphically depicting the results of these analyses, the youth attending the Centers tended to report higher levels of well-being over time.

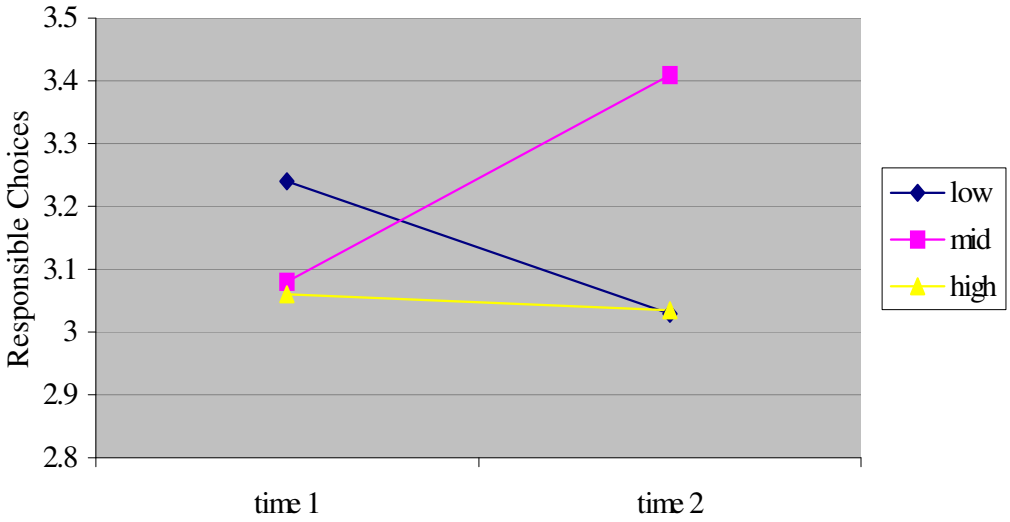
A significant interaction effect was noted contrasting the youth over time within each of the attendance groupings. These interaction effects, also depicted in Figure 1, suggest that the youth with the highest attendance patterns reported the highest levels of gain in well-being over time when compared to those youth in the other attendance groupings. Interestingly, while the youth in the low attending groups reported modest gains in their levels of well-being over time, the youth in the mid-level attendance groupings slightly declined in reported levels of well-being.

Figure 1—Means for *Well-Being* Broken Down by Attendance Groupings



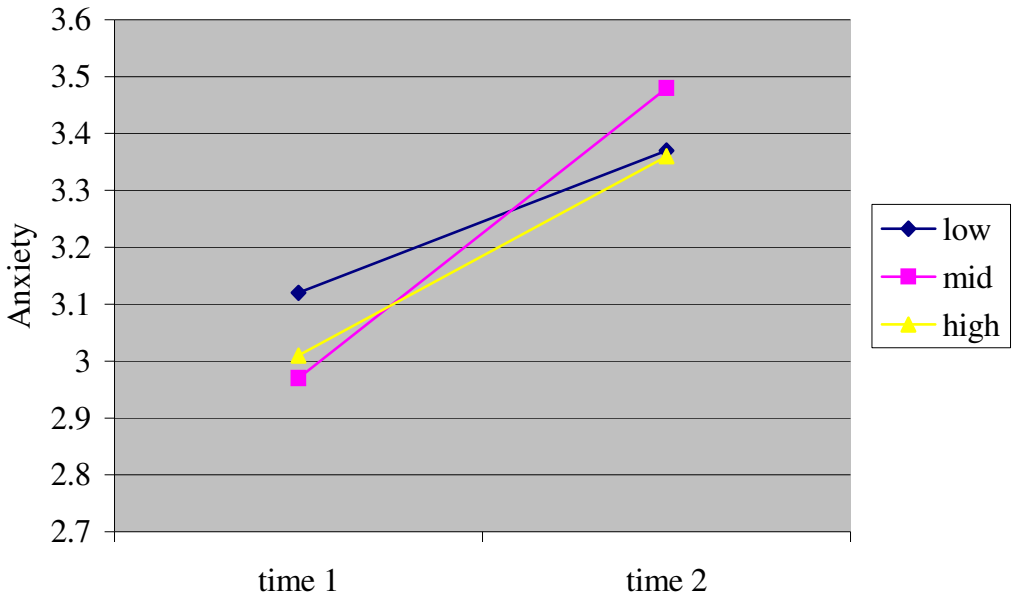
Responsible Choices. The reports on the measure of *Responsible Choices* did not significantly change over time. A significant interaction effect was noted, however, when the youth in the different attendance groupings were contrasted over time ($F(1,104) = 3.91$, $p < .05$). As depicted, in Figure 2, it appears as if the largest increase on the measure of *Responsible Choices* was found among those "mid-attending" youth. This is dramatically in contrast to the youth in the high attending group whose *Responsible Choice*s scores did not increase at all over time.

Figure 2—Means for *Responsible Choices* Broken Down by Attendance Groupings



Anxiety. The youth reports on the measure of *Anxiety* changed in a statistically significant manner over time ($F(1,104) = 3.47$, $p < .05$). It needs to be noted here that the higher scores on this measure represent a lower reported levels of anxiety, whereas the lower scores represent higher reported levels of anxiety. As depicted in Figure 3, the youth attending the Centers over time reported lower levels of anxiety.

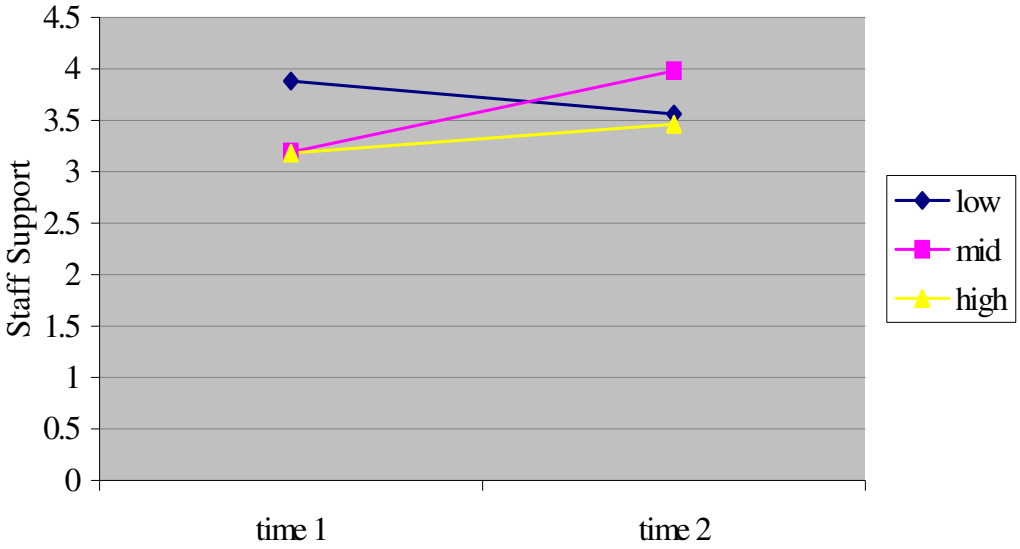
Figure 3—Means for *Anxiety* Broken Down by Attendance Groupings



Peer Support. The repeated measures analyses on the peer support measure revealed no significant main or interaction effects. Put another way, the youth reports of peer support did not change over time or as a result of how often the youth attended the programs.

Staff Support. The repeated measures analyses on the measure of staff support revealed both a significant main and interaction effect. Specifically, youth experiences of social support from the staff at the Centers increased significantly over time ($F(1,104) = 5.03$, $p < .02$). In addition, the results involving the interaction between time and attendance groupings suggest, as depicted in Figure 4, that the experience of social support changed over time most for those youth who attended the Centers more regularly when compared to those who attended relatively infrequently ($F(1,104) = 2.66$, $p < .07$). This increase in the experience of support seems to be most pronounced for those "mid-attending" youth.

Figure 4—Means for Staff Support Broken Down by Attendance Groupings



SECTION V

THE PROCESS EVALUATION OF THE NYC PROGRAMS

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.

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 an 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 members were then 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.

PHASES OF NYC PROCESS EVALUATION

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

Phase 1: Baseline questionnaire administered in October 2005.

Phase 2: Process and outcome questionnaire administered in March 2006. Process evaluation results shared with Centers in May 2006.

Phase 3: Process and outcome questionnaire administered in March 2007. Results shared with Centers in May 2007.

DESCRIPTION OF MEASURES USED IN NYC PROCESS EVALUATION

The Youth Development Assessment Device (YDAD) was used to assess youth's perceptions of the characteristics and qualities of the programs found within the urban youth Centers. This measure was developed under the auspices of the Center for Applied Research for a process evaluation of urban youth Centers conducted between 2003 and 2005. Based on 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) the YDAD 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).

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; (d) opportunities for youth to be meaningfully involved with their programs and (e) opportunities for youth to be meaningfully involved with their neighborhoods. Table 5 provides an overview of these dimensions and sample items used to assess them. Table 6 presents descriptive information on the reliabilities of these YDAD subscales. A copy of the entire instrument is available in Appendix B.

Table 5—The Process Indicators Contained within the YDAD

Conceptual Dimension	**Sample Items**
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.
Supportive Relationships	There is a staff member who is a role model for me. The staff at the Center believe in me.
Challenging Activities	The things that I accomplish at the Center make me feel good about myself.
Meaningful Involvement - Center	I am encouraged to help design the programs that exist at the Center.
Meaningful Involvement - Neighborhood	Because of the Center I have had a chance to do things to help people in my community.

Table 6—Internal Consistency Reliability of YDAD subscales

Process (YDAD) Subscale	**# of items**	**α 2006**	**α 2007**
Physical safety	4	.81	.82
Emotional safety	7	.84	.86
Supportive Relationships	13	.91	.92
Challenging activities	10	.89	.90
Meaningful involvement—Center	8	.87	.88
Meaningful involvement—Neighborhood	4	.78	.79

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 principal 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 it. In addition, each Center's data were contrasted to the grand means derived from all the other

Centers, thereby highlighting how the supports and opportunities present within the Center differed from those found in other similar Centers.
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* their Center. 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 were 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.

RESULTS OF THE PROCESS EVALUATION

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 YDTRC a strategy for implementing these changes.

The second wave of process 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.

Boys and Girls Club of Bridgeport—North End

CENTER DESCRIPTION

The mission of the Boys and Girls Club of Bridgeport, CT 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; 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 has two gyms, a swimming, library, and several rooms with housing pool tables, air hockey, pinball machines, 10 computers, and art. Activities offered within this Center include cheerleading, a basketball league, art contest, photography contest, dance, and talent shows. Furthermore, as members 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.

Over the time period covered by this evaluation, the Center was open on average 24 days per month. The attendance data collected by the Center revealed that 137 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 38 and the average number of days youth attended the Center in the typical month was 6.78.

Participants

Table 1 presents information on social background characteristics of Boys and Girls Club youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period, there was a slight decrease in the percentage of participating females and an increase in the percentage of participating males. Across all three data collection points, most participating youth attended grades 7 through 10; most reported relatively good grade point averages; most identified as African American; and, most reported living in two-parent families and mother-only families. Over the period under study, the percentage of youth who reported being eligible for reduced cost lunch fluctuated between 85.5% and 94.6%.

Table 1—Demographics

	2005 (n = 56)	2006 (n = 72)	2007 (n = 64)
Gender	%	%	%
Male	78.2	81.9	84.1
Female	21.8	18.1	15.9
Grade			
6	-	13.9	4.9
7	10.7	19.4	14.8
8	26.8	12.5	21.3
9	23.2	15.3	14.8
10	14.3	15.3	24.6
11	8.9	6.9	8.2
12	10.7	6.9	8.2
GPA			
A	10.9	14.5	6.8
B	45.5	47.8	35.6
C	38.2	36.2	54.2
D	5.5	1.4	3.4
F	-	-	-
Race/ethnicity			
European American	1.9	1.4	4.7
African American	57.4	68.1	51.6
Latino/a American	27.8	15.3	35.9
Asian	1.9	-	1.6
American Indian	1.9	-	1.6
Other	9.3	15.3	4.7
Family status			
Mother and father	33.3	40.3	32.8
Mother only	37.0	29.2	40.6
Father only	-	6.9	3.1
Other relatives	3.7	1.4	3.1
Foster parents	-	1.4	-
Mother and stepfather	20.4	15.3	14.1
Father and stepmother	3.7	1.4	4.7
Other	1.9	4.2	1.6
Eligible for reduced cost lunch			
Yes	91.7	85.5	94.6
No	8.3	14.5	5.4

Table 2 depicts youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating youth reported not having experienced any of the risk factors within the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (32.1% – 36.5%), move to a new home (23.8% - 32.4%), break up with

a boyfriend/girlfriend (25.0% - 27.0%), serious illness of a family member or friend (9.9% - 16.1%), family financial problems (12.7% - 16.1%), and violence in the neighborhood (14.3% - 21.4%).

Table 2—Risk Factors

	2005 (n = 56)		2006 (n = 71)		2007 (n = 63)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	16.1	83.9	15.5	84.5	12.7	87.3
Death of a close family member or friend	32.1	67.9	32.4	67.6	36.5	63.5
Separation/divorce of parents	8.9	91.1	5.6	94.4	11.1	88.9
Parent remarried or living with a new partner	3.6	96.4	7.0	93.0	3.2	96.8
Drugs/alcohol in family	7.1	92.9	8.5	91.5	3.2	96.8
Moved to new home	26.8	73.2	32.4	67.6	23.8	76.2
Violence between parents	7.1	92.9	5.6	94.4	0.0	100.0
Witnessed violence in the neighborhood	21.4	78.6	19.7	80.3	14.3	85.7
Serious illness of a family member or friend	16.1	83.9	9.9	90.1	14.3	85.7
Broke up with boyfriend/girlfriend	25.0	75.0	26.8	73.2	27.0	73.0

Table 3 presents information on participating Boys and Girls Club youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 50)		2006 (n = 71)		2007 (n = 64)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.88	1.14	4.05	1.04	3.66	1.07
Responsible choices	1	4	3.16	0.81	3.20	0.66	2.94	0.57
Anxiety scale	0	7	2.98	1.91	3.01	1.90	3.12	2.03
Social support—family	1	5	4.05	1.04	3.89	1.18	3.77	1.06
Social support—peer	1	5	3.39	1.05	3.65	1.05	3.32	1.08
Social support—staff	1	5	3.38	1.23	3.17	1.41	3.32	1.20

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information

on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from Boys and Girls Club 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within Boys and Girls Club by gender and by age. Among the youth surveyed from this Center there were 59 males and 13 females, and 38 younger youth (12-15 year olds) and 34 older youth (16-18 year olds). No significant gender or age differences were found on any of the areas of interest.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 59)	**Females** (n = 13)	**12-15 years** (n = 38)	**16-18 years** (n = 34)
Physical Safety	3.36	3.46	3.35	3.40
Emotional Safety	3.30	3.41	3.27	3.37
Supportive Relationships	3.18	3.45	3.19	3.28
Challenging Activities	3.14	3.38	3.15	3.23
Meaningful Involvement—Center	2.99	3.24	2.96	3.12
Meaningful Involvement—Neighborhood	3.16	3.42	3.20	3.21

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Boys and Girls Club with youth from all the other Centers. There were 72 Boys and Girls Club youth, as compared to the 480 youth who participated in the remaining 11 Centers. Boys and Girls Club youth had significantly higher scores than youth from the other Centers on four YDAD subscales, including *Physical Safety, Emotional Safety, Supportive Relationships,* and *Meaningful Involvement—Neighborhood.* In other words, youth from the Boys and Girls Club reported having greater supports and opportunities with respect to physical and emotional safety at the Center, supportive relationships at the Center, and meaningful involvement in the neighborhood.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Boys & Girls Club (n = 72)	**Youth from all other Centers** (n = 504)
Physical Safety	3.38*	3.20*
Emotional Safety	3.32*	3.10*
Supportive Relationships	3.24*	3.09*
Challenging Activities	3.19	3.05
Meaningful Involvement—Center	3.05	2.94
Meaningful Involvement—Neighborhood	3.21*	2.99*

*Statistically significant differences.

Table 6 shows average scores on the process indicators contrasting youth from the Boys and Girls Club with youth from all the other Centers by gender. That is, the left side of the table contrasts Boys and Girls Club males with all other males; the right side of the table contrasts Boys and Girls Club females with all other females. Boys and Girls Club males scored significantly high than other males on *Physical Safety* and *Emotional Safety* subscales. Similarly, Boys and Girls Club females scored significantly higher than other females on *Emotional Safety, Supportive Relationships,* and *Meaningful Involvement—Neighborhood* subscales. In other words, on average, Boys and Girls Club males reported a greater sense of physical and emotional safety at their Center than males from all other Centers. Boys and Girls Club females reported a greater sense of emotional safety and supportive relationships at their Center and also more meaningful involvement in their neighborhood than females from all other Centers.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Boys & Girls Club males (n = 59)	**Other males** (n = 269)	**Boys & Girls Club females** (n = 13)	**Other females** (n = 207)
Physical Safety	3.36*	3.19*	3.46	3.22
Emotional Safety	3.29*	3.09*	3.42*	3.10*
Supportive Relationships	3.18	3.07	3.45*	3.12*
Challenging Activities	3.14	3.02	3.38	3.07
Meaningful Involvement—Center	3.00	2.90	3.24	2.97
Meaningful Involvement—Neighborhood	3.16	2.99	3.42*	2.99*

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the Boys and Girls Club with youth from all the other Centers by age. That is, the left side of the table contrasts Boys and Girls Club 12-15 year olds with all other participating 12-15 year olds; the right side of the table contrasts Boys and Girls Club 16-18 year olds with all other participating

16-18 year olds. Younger youth from the Boys and Girls Club scored significantly higher than other participating 12-15 year olds on *Emotional Safety* and *Meaningful Involvement—Neighborhood* subscales. Similarly, older youth from the Boys and Girls Club scored significantly higher than other participating 16-18 year olds on the *Emotional Safety* subscale. From this we can conclude that, on average, younger youth from the Boys and Girls Club experienced a greater sense of emotional safety at their Center and more meaningful involvement in their neighborhood than younger youth from all other Centers. Also, we can conclude that, on average, older youth from the Boys and Girls Club experienced a greater sense of emotional safety than youth from all other Centers.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Boys & Girls Club 12-15 (*n* = 38)	**Other 12-15** (*n* = 322)	**Boys & Girls Club 16-18** (*n* = 34)	**Other 16-18** (*n* = 158)
Physical Safety	3.35	3.19	3.41	3.24
Emotional Safety	3.27*	3.08*	3.37*	3.14*
Supportive Relationship	3.19	3.04	3.28	3.20
Challenging Activities	3.15	3.01	3.23	3.13
Meaningful Involvement—Center	2.96	2.87	3.12	3.08
Meaningful Involvement—Neighborhood	3.20*	2.93*	3.21	3.12

*Statistically significant differences.

BOYS AND GIRLS CLUB'S PLAN OF ACTION

Goal Area: Supportive Relationships		
Specific action plan objective:	*Increase youth's scores on the* Supportive Relationships *subscales*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
The Center will focus on more directed communication outreach with youth by talking more often, encouraging participation in activities, and utilizing youth to reach out to shy members.	September-May 2006/2007	/
Goal Area: Challenging Activities		
Specific action plan objective:	*Increase youth's scores on the* Challenging Activities *subscale by offering more diversified programming*	
Implementation strategies:		

Proposed Activities	*Time Frame*	*Responsible Person(s)*
Develop more art focused components such as art, dance, and music classes	September-May 2006/2007	/
Invite speakers from various professional avenues to come to the Center and share their life experiences and professional choices.	September-May 2006/2007	/
Physical improvements at the Center will allow for greater computer capability, meeting rooms, and utilization of an auxiliary gymnasium will allow for more diverse activities such as aerobics, wrestling, and boxing.	September-May 2006/2007	/
Goal Area: Meaningful Involvement—Center		
Specific action plan objective:	*Increase youth's scores on the* Meaningful Involvement—Center *subscale by incorporating new members into designing and implementing core programming*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Members who are reluctant to participate and who are recently enrolled will be encouraged to take part in activities.	September-May 2006/2007	/
Staff will be open to new ideas and work directly with youth at regular meetings to develop their plans for events and activities.	September-May 2006/2007	/
Funding will be directed towards youth fundraisers and community assistance.	September-May 2006/2007	/

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 YDAD items. 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 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 72)	**Wave 2 Data (2007)** (n = 64)
Physical Safety	3.38*	3.09*
Emotional Safety	3.32*	3.05*
Supportive Relationships	3.24*	2.97*

	Wave 1 Data (2006) (n = 72)	Wave 2 Data (2007) (n = 64)
Challenging Activities	3.19*	2.96*
Meaningful Involvement—Center	3.05	2.89
Meaningful Involvement—Neighborhood	3.21	3.00

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific areas that Boys and Girls Club decided to focus on. In this particular instance, the scores summarized in the table are for **all** participating Boys and Girls Club youth**.**

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Supportive Relationships	3.24	Increase students' scores on the *Supportive Relationships* subscale.	2.97
Challenging Activities	3.19	Increase students' scores on the *Challenging Activities* subscale.	2.96
Meaningful Involvement Center	3.05	Increase students' scores on the *Meaningful Involvement Center* subscale.	2.89

Summary of Process Evaluation Findings

As depicted in their action plan, Boys and Girls Club staff set a goal of increasing youth's sense of supportive relationships, challenging activities, and meaningful involvement at the Center. Data summarized in Table 9 indicate that there were decreases in youth's scores in each of the three goal areas. Therefore, based on the two waves of data, it may be concluded that Boys and Girls Club staff did not achieve their goals.

Furthermore, data summarized in Table 8 indicate that there were significant decreases in youth's scores on several YDAD subscales, including *Physical Safety, Emotional Safety, Supportive Relationships,* and *Challenging Activities*. Specifically, in the second wave of data collection, youth from the Boys and Girls Club reported significantly lower sense of physical and emotional safety, supportive relationships, and challenging activities than did youth in the first wave of data collection.

Charles D. Smith, Jr. Foundation

CENTER DESCRIPTION

The Charles D. Smith, Jr. Foundation and Education Center (CDSF) is located in the heart of the East End of Bridgeport's poorest and most socially troubled area. The neighborhood is characterized by rampant drug use and drug-related crimes, as well as high rates of unemployment, high school dropout, and teenage pregnancy. CDSF was founded in 1989 to serve children and families in this community.

CDSF's guiding principle is to promote self-sufficiency and to improve the quality of life among East End residents. To this end, CDSF provides youth with educational programs that fortify basic instruction, emphasizing character building, motivation, personal responsibility, and self-esteem. CDSF has also implemented prevention programs for "at-risk" youth and adults, as well as classes for parents on parenting skills, health education, and financial planning. After-school groups, entrepreneurship academies, summer computer camps, health, exercise and wellness programs, and youth drug-free mentoring programs round out the Center's work.

Over the time period covered by this evaluation, the Center was open on average 15 days per month. The attendance data collected by the Center revealed that 46 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 19 and the average number of days youth attended the Center in the typical month was 6.11.

Participants

Table 1 presents information on the social background characteristics of CDSF youth who participated in the 2005-07 process and outcome evaluation. At time point 1, most participating youth were males (70.4%). In contrast, at time points 2 and 3, most participating youth were females (70.5% and 72.5%, respectively). At each of the three time points, most participating youth attended grades 7 through 11. At time 1, however, a sizable percentage of participating youth attended grade 12 (17.2%). Across all three data collection points, most participating youth reported relatively good grade point averages; most identified as African American; and, most reported living in mother-only families and two-parent families. Over the period under study, the percentage of youth who reported being eligible for reduced cost lunch slightly increased, from 74.1% in 2005 to 78.6% in 2007.

Table 1—Demographics

	2005 (n = 29)	2006 (n = 45)	2007 (n = 29)
Gender	%	%	%
Male	70.4	29.5	27.6
Female	29.6	70.5	72.4
Grade			
6	-	17.8	6.9
7	10.3	17.8	6.9

		2005 (n = 29)	2006 (n = 45)	2007 (n = 29)
	8	20.7	17.8	17.2
	9	20.7	13.3	3.4
	10	17.2	20.0	31.0
	11	6.9	6.7	13.8
	12	17.2	4.4	3.4
GPA				
	A	17.2	20.9	13.8
	B	44.8	41.9	72.4
	C	31.0	23.3	13.8
	D	-	2.3	-
	F	3.4	-	-
Race/ethnicity				
	European American	3.4	-	-
	African American	82.8	79.5	82.8
	Latino/a American	6.9	6.8	3.4
	Asian	-	-	-
	American Indian	-	-	3.4
	Other	6.9	13.6	10.3
Family status				
	Mother and father	24.1	29.5	48.3
	Mother only	37.9	40.9	41.4
	Father only	3.4	6.8	3.4
	Other relatives	-	2.3	-
	Foster parents	3.4	-	-
	Mother and stepfather	20.7	18.2	3.4
	Father and stepmother	3.4	-	-
	Other	6.9	2.3	3.4
Eligible for reduced cost lunch				
	Yes	74.1	74.4	78.6
	No	25.9	25.6	21.6

Table 2 depicts youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating CDSF youth reported not having experienced any of the listed risk factors within the previous year. An exception to this is the "death of a close family member or friend" risk factor, which was endorsed by a majority of youth who filled out surveys in 2005. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (29.2% - 55.2%), move to a new home (13.3% - 29.2%), violence in the neighborhood (4.2% - 41.4%), serious illness of a family member or friend (4.2% - 24.4%), and break up with a boyfriend/girlfriend (22.0% - 34.5%). Interestingly, more youth endorsed most risk factors (8/10) in 2005 than in 2006 and 2007.

Table 2—Risk Factors

	2005 (*n* = 29)		2006 (*n* = 45)		2007 (*n* = 24)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	34.5	65.5	13.3	86.7	20.8	79.2
Death of a close family member or friend	55.2	44.8	31.1	68.9	29.2	70.2
Separation/divorce of parents	10.3	89.7	0.0	100.0	12.5	87.5
Parent remarried or living with a new partner	17.2	82.8	6.7	93.3	4.2	95.8
Drugs/alcohol in family	20.7	75.9	0.0	100.0	0.0	100.0
Moved to new home	17.2	82.8	13.3	86.7	29.2	70.8
Violence between parents	13.8	86.2	2.2	97.8	0.0	100.0
Witnessed violence in the neighborhood	41.4	58.6	17.8	82.2	4.2	95.8
Serious illness of a family member or friend	17.2	82.8	24.4	75.6	4.2	95.8
Broke up with boyfriend/girlfriend	34.5	65.5	22.2	77.8	25.0	75.0

Table 3 presents information on participating CDSF youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (*n* = 29)		2006 (*n* = 40)		2007 (*n* = 25)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	4.01	1.18	3.85	1.22	4.05	1.08
Responsible choices	1	4	3.35	0.53	3.16	0.68	3.18	0.69
Anxiety	0	7	2.62	1.61	3.15	1.87	3.41	1.75
Social support—family	1	5	4.06	0.89	3.90	1.10	3.76	1.28
Social support—peer	1	5	3.71	0.94	3.81	1.02	3.66	0.84
Social support—staff	1	5	3.99	0.85	3.50	1.21	3.09	1.31

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on CDSF youth with 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within CDSF by gender and by age. Among the youth surveyed from this Center there were 11 males and 23 females, and there were 23 younger youth (12 - 15 year olds) and 11 older youth (16 - 18 year olds). As data summarized in Table 4 indicate, no significant gender or age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 11)	**Females** (n = 23)	**12-15 years** (n = 23)	**16-18 years** (n = 11)
Physical Safety	2.96	3.10	2.99	3.18
Emotional Safety	3.23	3.12	3.07	3.38
Supportive Relationships	3.27	3.15	3.10	3.42
Challenging Activities	3.26	3.15	3.15	3.33
Meaningful Involvement—Center	3.20	3.17	3.09	3.40
Meaningful Involvement—Neighborhood	3.27	3.11	3.10	3.35

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting CDSF youth with youth from all other Centers. There were 35 CDSF youth, as compared to 547 youth from all other Centers. CDSF youth scored significantly higher than other youth on the *Meaningful Involvement—Center* subscale. That is, CDSF youth reported experiencing more meaningful involvement at their Center than youth from all other Centers.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from CDSF (n = 35)	**Youth from all other Centers** (n = 547)
Physical Safety	3.06	3.23
Emotional Safety	3.20	3.12
Supportive Relationships	3.24	3.10
Challenging Activities	3.23	3.05
Meaningful Involvement—Center	3.22*	2.94*

	Youth from CDSF (n = 35)	**Youth from all other Centers** (n = 547)
Meaningful Involvement—Neighborhood	3.20	3.01

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting CDSF youth with youth from all the other Centers by gender. That is, the left side of the table contrasts CDSF males with all other participating males; the right side of the table contrasts CDSF females with all other participating females. As data summarized in Table 6 indicate, no significant differences were found between CDSF males and the other males sampled, or between CDSF females and the other females sampled.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	CDSF males (n = 11)	**Other males** (n = 333)	**CDSF females** (n = 23)	**Other females** (n =211)
Physical Safety	2.96	3.21	3.10	3.25
Emotional Safety	3.23	3.11	3.12	3.13
Supportive Relationships	3.27	3.07	3.15	3.15
Challenging Activities	3.26	3.02	3.15	3.10
Meaningful Involvement—Center	3.20	2.90	3.17	2.99
Meaningful Involvement—Neighborhood	3.27	3.00	3.11	3.02

*Statistically significant differences.

Table 7 shows average scores on the YDAD indicators contrasting CDSF youth with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from the Charles D. Smith Center are contrasted with all other participating 12-15 year olds; on the right side of the table 16-18 year olds from the Charles D. Smith Center are contrasted with all other participating 16-18 year olds. No significant differences were found between CDSF younger youth and 12-15 year olds from the other Centers. CDSF older youth scored significantly higher than older youth from other Centers on the *Meaningful Involvement—Center* subscale. In other words, older CDSF youth reported more meaningful involvement at the Center than older youth from all other Centers.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	CDSF 12-15 (n = 23)	**Other 12-15** (n = 345)	**CDSF 16-18** (n = 11)	**Other 16-18** (n = 203)
Physical Safety	2.99	3.21	3.18	3.27
Emotional Safety	3.07	3.09	3.38	3.17

	CDSF 12-15 (n = 23)	Other 12-15 (n = 345)	CDSF 16-18 (n = 11)	Other 16-18 (n = 203)
Supportive Relationships	3.10	3.05	3.42	3.20
Challenging Activities	3.15	3.01	3.33	3.12
Meaningful Involvement—Center	3.09	2.87	3.40*	3.06*
Meaningful Involvement—Neighborhood	3.10	2.94	3.35	3.12

*Statistically significant differences.

CHARLES D. SMITH, Jr. CENTER'S PLAN OF ACTION

Charles D. Smith, Jr. Center did not establish any goals for improvement during the time period under evaluation.

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 there were significant changes in youths' experiences within the program, as measured by the YDAD subscales. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1 (2006) and wave 2 (2007)

	Wave 1 Data (2006) (n = 35)	Wave 2 Data (2007) (n = 25)
Physical Safety	3.06	3.16
Emotional Safety	3.20	3.13
Supportive Relationships	3.24	2.98
Challenging Activities	3.23	3.02
Meaningful Involvement—Center	3.22	2.97
Meaningful Involvement—Neighborhood	3.20	3.10

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Summary of Process Evaluation Findings

Because the Charles D. Smith, Jr. Center did not establish any goals or carry out an action plan, it is impossible to establish whether any desired changes were achieved over the time period under evaluation. However, data summarized in Table 8 allows us to determine whether any changes in youth's experiences at the Center occurred between March 2006 and March 2007. An examination of average scores presented in Table 8 shows that their youth did not score significantly higher or lower at time 1 than they did at time 2. In other words, there were no significant differences in youth's scores between the two data collection points.

McGivney Community Center, Inc.

CENTER DESCRIPTION

The mission of the McGivney Community Center of Bridgeport, Connecticut is the education of youth in the East Side Community of Bridgeport. This Center works to provide a safe, creative environment where children and adolescents can explore educational and recreational activities. Their goal is to nurture children's intellectual, spiritual, and physical growth so they can be successful in all of their endeavors.

The McGivney Center strives to meet the community's need for after school programs and summer care for children of all ages. This Center runs two daily programs: the first is for youth 1st – 8th grade and the second for high school aged students. The first program runs from 2:30 p.m. to 5:30 p.m. All members enrolled in this program are required to participate in a mandatory *Homework Assistance Program.* Staff members spend 45 minutes each day working with students on homework assignments and providing academic support. Meticulous record keeping helps to determine strengths and weakness of each student so as to better assist them with academics. Once homework is finished youth are free to participate in a number of activities, including recreation and sports activities, music, arts and crafts, and computer lessons. At the end of each term, students who make the honor roll are rewarded for their grades. Each receives a certificate which is hung on a bulletin board.

Friday Clubs, which are based upon special interests, are also offered for 1st - 8th graders. They run for 6-8 weeks and there are approximately 7 clubs from which to choose. Past options have included cooking, computers, movies, photography, arts and crafts, fishing, chess, working with materials, and karate. High school youth come from 6:00 p.m. to 9:00 p.m. on a drop-in, less structured basis. While at the Center, high school students can use the computer labs or play basketball in the gym.

Over the time period covered by this evaluation, the Center was open on average 17 days per month. The attendance data collected by the Center revealed that 81 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 56 and the average number of days youth attended the Center in the typical month was 11.78.

Participants

Table 1 presents information on the social background characteristics of McGivney youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period, there was an increase in the percentage of participating females, from 32.6% in 2005 to 54.8% in 2007, and a decrease in the percentage of participating males, from 67.4% to 45.2%. Across all three data collection points, most participating McGivney youth attended grades 6, 7, and 8; most reported relatively good grade point averages; most identified as Latino American and African American; and, most reported living in mother and father families and mother-only families. Over the period under study, the percentage of McGivney youth who reported being eligible for reduced cost lunch decreased from 87.8% in 2005 to 75.0% in 2007.

Table 1—Demographics

	2005 (n = 43)	2006 (n = 38)	2007 (n = 42)
Gender	%	%	%
Male	67.4	60.5	45.2
Female	32.6	39.5	54.8
Grade			
6	20.9	28.9	19.0
7	18.6	21.1	28.6
8	18.6	10.5	16.7
9	7.0	2.6	4.8
10	2.3	-	-
11	11.6	7.9	-
12	4.7	7.9	2.4
GPA			
A	36.6	26.3	22.0
B	46.3	42.1	56.1
C	17.1	26.3	19.5
D	-	5.3	-
F	-	-	2.4
Race/ethnicity			
European American	-	-	-
African American	37.2	39.5	26.2
Latino/a American	58.1	47.4	61.9
Asian	-	5.3	2.4
American Indian	2.3	-	7.1
Other	2.3	7.9	2.4
Family status			
Mother and father	38.1	39.5	33.3
Mother only	31.0	21.1	28.6
Father only	-	2.6	-
Other relatives	2.4	10.5	9.5
Foster parents	-	5.3	-
Mother and stepfather	14.3	15.8	16.7
Father and stepmother	-	-	-
Other	14.3	5.3	11.9
Eligible for reduced cost lunch			
Yes	87.8	78.9	75.0
No	12.2	21.1	25.0

Table 2 depicts McGivney youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating McGivney youth reported not having experienced any of the listed risk factors within the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (26.3% - 37.2%), move to a new home (31.0%

– 36.8%), violence in the neighborhood (7.1% - 30.2%), serious illness of a family member or friend (10.5% - 20.9%), break up with a boyfriend/girlfriend (16.3% - 33.3%), and family financial problems (7.9% - 14.0%).

Table 2—Risk Factors

	2005 (n = 43)		2006 (n = 38)		2007 (n = 42)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	14.0	86.0	7.9	92.1	14.3	85.7
Death of a close family member or friend	37.2	62.8	26.3	73.7	31.0	69.0
Separation/divorce of parents	4.7	95.3	0.0	100.0	0.0	100.0
Parent remarried or living with a new partner	7.0	93.0	2.6	97.4	2.4	97.6
Drugs/alcohol in family	7.0	93.0	5.3	94.7	4.8	95.2
Moved to new home	32.6	67.4	36.8	63.2	31.0	69.0
Violence between parents	4.7	95.3	0.0	100.0	0.0	100.0
Witnessed violence in the neighborhood	30.2	69.8	23.7	76.3	7.1	92.9
Serious illness of a family member or friend	20.9	79.1	10.5	89.5	19.0	81.0
Broke up with boyfriend/girlfriend	16.3	83.7	18.4	81.6	33.3	66.7

Table 3 presents information on participating McGivney youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, McGivney youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 43)		2006 (n = 38)		2007 (n = 42)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.84	1.15	3.95	0.97	4.02	1.02
Responsible choices	1	4	3.25	0.57	3.23	0.50	3.08	0.58
Anxiety scale	0	7	3.27	1.79	3.50	1.59	3.87	1.58
Social support—family	1	5	4.02	0.94	3.94	0.96	3.95	0.90
Social support—peer	1	5	3.59	1.19	3.32	0.99	3.67	1.18
Social support—staff	1	5	3.70	1.17	3.37	1.27	3.53	1.29

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information

on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from McGivney Community 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the McGivney Center by gender and by age. Among the youth surveyed from this Center there were 23 males and 15 females, and there were 31 younger youth (12 - 15 year olds) and 7 older youth (16 -18 year olds). Significant gender differences were found in the areas of emotional safety, supportive relationships, challenging activities, meaningful involvement—Center, and meaningful involvement—neighborhood. Specifically, females had significantly higher scores than males on each of these subscales. When contrasting younger youth with older youth from the McGivney Center, no significant age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 23)	**Females** (n = 15)	**12-15 years** (n = 31)	**16-18 years** (n = 7)
Physical Safety	3.49	3.63	3.52	3.64
Emotional Safety	3.20*	3.48*	3.29	3.42
Supportive Relationships	3.02*	3.43*	3.15	3.31
Challenging Activities	3.02*	3.41*	3.18	3.17
Meaningful Involvement—Center	2.83*	3.24*	2.95	3.20
Meaningful Involvement—Neighborhood	2.89*	3.37*	3.06	3.13

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the McGivney Center with youth from all other Centers. There were 38 youth represented from the McGivney Center, as compared to the 544 remaining youth who participated across the other Centers. McGivney youth scored significantly higher on two subscales, including *Physical Safety* and *Emotional Safety*. That is, compared to average scores among youth from all the Centers, McGivney youth reported experiencing a greater sense of physical and emotional safety at their Center.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from McGivney (*n* = 38)	**Youth from all other Centers** (*n* = 544)
Physical Safety	3.55*	3.20*
Emotional Safety	3.31*	3.11*
Supportive Relationships	3.18	3.11
Challenging Activities	3.18	3.05
Meaningful Involvement—Center	2.99	2.95
Meaningful Involvement—Neighborhood	3.08	3.02

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from McGivney with youth from all the other Centers by gender. That is, the left side of the table contrasts McGivney males with all other participating males; the right side of the table contrasts McGivney females with all other participating females. McGivney males scored significantly higher than other males on the *Physical Safety* subscale. A number of significant differences were found between McGivney females and females from other Centers. Specifically, McGivney females scored higher on each of the six subscales, including *Physical Safety, Emotional Safety, Supportive Relationships, Challenging Activities, Meaningful Involvement—Center,* and *Meaningful Involvement—Neighborhood.*

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	McGivney males (*n* = 23)	**Other males** (*n* = 320)	**McGivney females** (*n* = 15)	**Other females** (*n* = 219)
Physical Safety	3.49*	3.18*	3.63*	3.21*
Emotional Safety	3.20	3.11	3.48*	3.11*
Supportive Relationships	3.02	3.08	3.43*	3.13*
Challenging Activities	3.02	3.03	3.41*	3.08*
Meaningful Involvement—Center	2.83	2.91	3.24*	2.99*
Meaningful Involvement—Neighborhood	2.89	3.01	3.37*	3.01*

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the McGivney Center with youth from all the other Centers by age. That is, on the left side of the table, 12 - 15 year olds from McGivney are contrasted with all other participating 12 - 15 year olds; on the right side of the table, 16 - 18 year olds from McGivney are contrasted with all other participating 16 -18 year olds. Significant differences were found within both age groups. Specifically, McGivney younger youth scored significantly higher than other 12-15 year olds on

the *Physical Safety* and *Emotional Safety* subscales. Similarly, McGivney older youth scored significantly higher than other 16-18 year olds on the *Physical Safety* subscale.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	McGivney 12-15 (*n* = 31)	**Other 12-15** (*n* = 337)	**McGivney 16-18** (*n* = 7)	**Other 16-18** (*n* = 205)
Physical Safety	3.52*	3.17*	3.64*	3.25*
Emotional Safety	3.29*	3.07*	3.42	3.17
Supportive Relationships	3.15	3.04	3.31	3.21
Challenging Activities	3.18	3.00	3.17	3.13
Meaningful Involvement—Center	2.95	2.87	3.20	3.07
Meaningful Involvement—Neighborhood	3.06	2.94	3.13	3.14

McGIVNEY COMMUNITY CENTER'S PLAN OF ACTION

Goal Area 1: Meaningful Involvement—Center		
Specific action plan objective: *Increase youth's sense of meaningful involvement at the Center*		
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
The Youth Council President will solicit ideas for meaningful involvement and initiate votes that will include the entire member body. Members will then move into the Youth Council meeting area and continue the discussion. The expectation is that more youth will attend the meetings.	September 2006	Students and staff
The Youth Council President will announce meeting dates well in advance so that youth can plan to attend.	September 2006	Students and staff

Goal Area 2: Supportive Relationships		
Specific action plan objective:	*Increase male youth's scores on the* Supportive Relationships *subscale*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
The Center will begin holding Boy's Group meetings at the beginning of the school year.	September 2006	Students and staff
The Center will have Boy's Groups run by current staff, rather than by volunteers.	September 2006	Students and staff
The Center will hold a youth/staff sporting event each month. Center staff hope this event will be an anticipated activity.	September 2006	Students and staff
The Center will hold a raffle or provide incentives for youth to become a staff person for a day.	September 2006	Students and staff

Changes in Youth Perceptions of the Program

The second wave of data was used to contrast the changes that occurred over time with respect of 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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 38)	**Wave 2 Data (2007)** (n = 42)
Physical Safety	3.55	3.35
Emotional Safety	3.31	3.22
Supportive Relationships	3.18	3.22
Challenging Activities	3.18	3.18
Meaningful Involvement—Center	2.99	2.95
Meaningful Involvement—Neighborhood	3.08	2.96

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific areas that the McGivney Center decided to focus on. Scores summarized for the first goal pertain to **all** participating McGivney youth; in contrast, scores summarized for the second goal pertain to participating McGivney **males** only**.** As evident in Table 9, McGivney achieved the second but not the first goal: there

was an increase in males' scores on the *Supportive Relationships* subscale and there was a slight decrease in youth's scores on the *Meaningful Involvement—Center* subscale.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Meaningful Involvement—Center	2.99	Increase students' scores on the *Meaningful Involvement—Center* subscale	2.95
Supportive Relationships—males	3.02	Increase males' scores on the *Supportive Relationships* subscale	3.25

Summary of Process Evaluation Findings

As depicted in their plan of action, McGivney staff set two goals—one for increasing youth's sense of meaningful involvement at the Center and one for increasing males' sense of supportive relationships at the Center. Data presented in Table 9 demonstrate that there was a slight decrease in youth's scores on the *Meaningful Involvement—Center* subscale and an increase in males' scores on the *Supportive Relationships* subscale. Consequently, based on the two waves of data, it appears that staff at this Center were successful at achieving their second goal (i.e., increasing males' sense of supportive relationships at the Center), but not successful at achieving their first goal (i.e., increasing youths' sense of meaningful involvement at the Center).

The Mi Casa Family Service and Education Center, Inc.

CENTER DESCRIPTION

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. Mi Casa staff 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; they understand the consequences of breaking the rules.

Over the time period covered by this evaluation, the Center was open on average 20.83 days per month. The attendance data collected by the Center revealed that 75 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 23 and the average number of days youth attended the Center in the typical month was 6.49.

Participants

Table 1 presents information on the social background characteristics of Mi Casa youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period, there was a decrease in the percentage of participating females and an increase in the percentage of participating males. Across all three time points, more than three-quarters of the youth attended middle school and early high school grades. A relatively smaller percentage of youth attended grades 11 and 12. Across all three data collection points, most participating Mi Casa youth

reported relatively good grade point averages; most identified as Latino/a American; and, most reported living in mother-only families. Over the period under study, the percentage of Mi Casa youth who reported being eligible for reduced cost lunch slightly decreased at Time 2 and then included the entire sample at Time 3.

Table 1—Demographics

	2005 (n = 25)	2006 (n = 37)	2007 (n = 46)
Gender	%	%	%
Male	41.7	54.1	47.8
Female	58.3	45.9	52.2
Grade			
6	8.3	13.5	17.8
7	25.0	24.3	22.2
8	16.7	24.3	11.1
9	16.7	8.1	28.9
10	16.7	8.1	4.4
11	12.5	5.4	11.1
12	4.2	2.7	-
GPA			
A	59.1	11.8	34.1
B	31.8	44.1	24.4
C	9.1	23.5	26.8
D	-	17.6	14.6
F	-	2.9	-
Race/ethnicity			
European American	-	-	-
African American	4.0	2.7	-
Latino/a American	92.0	91.9	95.7
Asian	-	-	-
American Indian	-	-	-
Other	4.0	5.4	4.3
Family status			
Mother and father	12.0	24.3	17.8
Mother only	36.0	37.8	51.1
Father only	4.0	2.7	-
Other relatives	8.0	2.7	4.4
Foster parents	12.0	5.4	4.4
Mother and stepfather	20.0	13.5	6.7
Father and stepmother	-	-	-
Other	8.0	13.5	15.6
Eligible for reduced cost lunch			
Yes	95.5	86.5	100.0
No	4.5	13.5	0.0

Table 2 depicts Mi Casa's youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating Mi Casa youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (29.0% - 40.0%), move to a new home (25.8% - 56.0%), violence in the neighborhood (16.0% - 32.3%), and break up with a boyfriend/girlfriend (25.0% - 34.4%).

Table 2—Risk Factors

	2005 (n = 25)		2006 (n = 36)		2007 (n = 31)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	12.0	88.0	13.9	86.1	25.8	74.2
Death of a close family member or friend	40.0	60.0	33.3	66.7	29.0	71.0
Separation/divorce of parents	8.0	92.0	2.8	97.2	3.2	96.8
Parent remarried or living with a new partner	8.0	92.0	2.8	97.2	0.0	100.0
Drugs/alcohol in family	12.0	88.0	2.8	97.2	6.5	93.5
Moved to new home	56.0	44.0	36.1	63.9	25.8	74.2
Violence between parents	4.0	96.0	2.8	97.2	0.0	100.0
Witnessed violence in the neighborhood	16.0	84.0	19.4	80.6	32.3	67.7
Serious illness of a family member or friend	8.0	92.0	11.1	88.9	16.1	83.9
Broke up with boyfriend/girlfriend	32.0	68.0	25.0	75.0	34.4	65.6

Table 3 presents information on participating Mi Casa youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Mi Casa youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 24)		2006 (n = 36)		2007 (n = 41)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	4.12	1.10	4.10	1.04	4.79	1.12
Responsible choices	1	4	2.97	0.53	3.01	0.74	3.40	0.66
Anxiety scale	0	7	3.75	1.59	3.07	1.97	3.86	1.59
Social support—family	1	5	4.35	0.75	4.10	1.03	4.07	0.99
Social support—peer	1	5	3.76	1.22	3.66	1.04	4.06	1.10
Social support—staff	1	5	4.10	0.92	3.69	1.36	4.24	1.12

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Mi Casa 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—March 2006

Table 4 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 19 males and 16 females. No significant gender differences were found. Similarly, when contrasting younger youth (12-15 year olds) with older youth (16-18 year olds) from the Mi Casa Center, no significant age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 19)	**Females** (n = 16)	**12-15 years** (n = 28)	**16-18 years** (n = 7)
Physical Safety	3.31	3.05	3.23	3.04
Emotional Safety	3.22	3.03	3.18	2.94
Supportive Relationship	3.17	3.12	3.17	3.07
Challenging Activities	3.16	3.13	3.16	3.09
Meaningful Involvement Center	3.02	3.08	3.09	2.89
Meaningful Involvement Neighborhood	3.06	3.00	3.07	2.89

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Mi Casa Center with youth from all the other Centers. There were 35 youth represented from the Mi Casa Center, as compared to the 547 remaining youth who participated across the other Centers. No significant differences were found between Mi Casa youth and the other youth sampled on any of the subscales.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from MiCasa (n = 35)	**Youth from all other Centers** (n = 547)
Physical Safety	3.19	3.22
Emotional Safety	3.12	3.13
Supportive Relationship	3.15	3.11
Challenging Activities	3.14	3.06
Meaningful Involvement—Center	3.04	2.95
Meaningful Involvement—Neighborhood	3.03	3.02

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from Mi Casa with youth from all the other Centers by gender. That is, the left side of the table contrasts Mi Casa males with all other participating males; the right side of the table contrasts Mi Casa females with all other participating females. No significant differences were found when comparing Mi Casa males with other participating males or when comparing Mi Casa females with other participating females.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	MiCasa males (n = 19)	**Other males** (n = 325)	**MiCasa females** (n = 16)	**Other females** (n = 218)
Physical Safety	3.31	3.20	3.05	3.25
Emotional Safety	3.22	3.11	3.03	3.14
Supportive Relationships	3.17	3.07	3.12	3.15
Challenging Activities	3.16	3.02	3.13	3.10
Meaningful Involvement—Center	3.02	2.90	3.08	3.00
Meaningful Involvement—Neighborhood	3.06	3.00	3.00	3.03

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the Mi Casa Center with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from Mi Casa are contrasted with all other participating 12-15 year olds; on the right side of the table 16-18 year olds from Mi Casa are contrasted with all other participating 16-18 year olds. No significant differences were found when comparing younger Mi Casa youth with all other participating youth or when comparing older Mi Casa youth with all other participating youth.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	MiCasa 12-15 (*n* = 28)	**Other 12-15** (*n* = 340)	**MiCasa 16-18** (*n* = 7)	**Other 16-18** (*n* = 208)
Physical Safety	3.23	3.19	3.04	3.27
Emotional Safety	3.18	3.09	2.94	3.19
Supportive Relationships	3.17	3.04	3.07	3.21
Challenging Activities	3.16	3.01	3.09	3.13
Meaningful Involvement—Center	3.09	2.86	2.89	3.08
Meaningful Involvement—Neighborhood	3.07	2.94	2.89	3.15

*Statistically significant differences.

MI CASA'S PLAN OF ACTION

Goal Area: Meaningful Involvement—Neighborhood		
Specific action plan objective: *Increase students' scores on the Meaningful Involvement—Neighborhood subscale.*		
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
A core group of youth will become ambassadors to increase Center involvement with the community.	---	---
This group will implement Center activities that will connect youth from the Center with the neighborhoods they live in. Specifically, activities will include community service projects aimed at helping residents of the neighborhood and the CHIP identification project.	---	---

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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 35)	**Wave 2 Data (2007)** (n = 40)
Physical Safety	3.19*	3.53*
Emotional Safety	3.12*	3.54*
Supportive Relationships	3.15*	3.54*
Challenging Activities	3.14*	3.50*
Meaningful Involvement—Center	3.04*	3.52*
Meaningful Involvement—Neighborhood	3.03*	3.48*

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that Mi Casa decided to focus on. As evident in Table 9, Mi Casa achieved its goal: there was an increase in youth's scores on the *Meaningful Involvement—Neighborhood* subscale.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	**2006 SCORE**	**GOAL**	**2007 SCORE**
Meaningful Involvement—Neighborhood	3.03	Increase students' scores on the *Meaningful Involvement—Neighborhood* subscale	3.48

Summary of Process Evaluation Findings

As depicted in their plan of action, Mi Casa staff set a goal of increasing youth's *Meaningful Involvement—Neighborhood.* Data presented in Table 9 demonstrate that there was an increase in youth's scores on the *Meaningful Involvement—Neighborhood* subscale. Consequently, based on the two waves of data, it may be concluded that staff at this Center were successful at achieving their goal.

Urban League of Greater Hartford

CENTER DESCRIPTION

The Urban League Achievement Center is located at Weaver High School in the Northend of Hartford. This Center provides high school age youth with leadership training, academic enrichment, tutoring, community service opportunities, college counseling, career exposure, employability skills, and mentoring to better prepare them for careers and for life. Youth and parents are involved in the planning of Urban League activities and events. This Center strives to create a safe atmosphere for youth in the Upper Albany, Blues Hill and Northeast neighborhoods. Students have described the Center as, "a community to interact with others and a place to have fun and better themselves through learning new things."

The focus of the Center is on youth development and creating sense of self-efficacy. Youth participate in workshops designed to provide education and training in literacy, social skills, employability skills, and career exploration. Youth choose areas of career interest. For example, over the course of the last year, police officers, fire fighters, lawyers, musicians, and local business owners have conducted workshops at the Center. Additionally, youth participate in educational or incentive field trips to places such as the Boston Science Museum, State Police Academy, and several in-state and out-of-state colleges. Over the last year, youth have been able to take classes on website design and computer animation. They have also had an opportunity to design posters and flyers for a citywide Youth Summit. The Urban League youth Center provides youth access to job applications, self-development literature, and games. Finally, the program supports the Law and Public Service Academy at Weaver High School by providing complementary activities and internships designed to provide youth with exposure to careers in law and public service.

Over the time period covered by this evaluation, the Center was open on average 13 days per month. The attendance data collected by the Center revealed that 64 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 29 and the average number of days youth attended the Center in the typical month was 6.10.

Participants

Table 1 presents information on the social background characteristics of Urban League Youth who participated in the 2005-07 process and outcome evaluation. Over the eighteen-month period there was an increase in the number of males attending the Center and a decrease in the number of females. At time 1 the majority of youth attending this Center were from grades 11 and 12, but over time the distribution of youth became more equal between grades 9 and 12. Across all three data collection points, most participating Urban League youth reported relatively good grade point averages. Most youth identified themselves as African American and lived in either a mother only or mother and stepfather households. It is interesting to note that at time 1 the majority (62.5%) lived in mother only households, while at time three this percentage dropped to (32.4%) and the number of families in mother and stepfather household increased

from (8.3%) at time 1 to 21.6% at time 3. Across all data collection points, nearly all Urban League youth received reduced cost lunches.

Table 1—Demographics

	2005 (n = 24)	2006 (n = 45)	2007 (n = 37)
Gender	%	%	%
Male	25.0	60.0	38.9
Female	75.0	40.0	61.1
Grade			
6	-	-	-
7	-	-	-
8	-	-	-
9	12.5	27.3	13.5
10	8.3	27.3	35.1
11	25.0	27.3	35.1
12	54.2	18.2	16.2
GPA			
A	17.4	14.0	13.9
B	47.8	41.9	63.9
C	30.4	41.9	19.4
D	4.3	2.3	2.8
F	-	-	-
Race/ethnicity			
European American	-	-	-
African American	95.8	78.3	86.5
Latino/a American	-	2.2	2.7
Asian	4.2	-	-
American Indian	-	-	-
Other	-	19.6	10.8
Family status			
Mother and father	4.2	10.9	5.4
Mother only	62.5	50.0	32.4
Father only	4.2	15.2	10.8
Other relatives	8.3	2.2	5.4
Foster parents	-	-	-
Mother and stepfather	8.3	10.9	21.6
Father and stepmother	-	4.3	10.8
Other	12.5	6.5	13.5
Eligible for reduced cost lunch			
Yes	100.0	88.4	97.3
No	-	11.6	2.7

Table 2 depicts Urban League youth's responses to questions about the presence of certain risk factors in their lives. Risk factors that received relatively high levels of endorsement across all

three data collection points included the death of a close family member or friend (34.1% - 62.2%), move to a new home (25.0% - 32.6%), violence in the neighborhood (24.3% - 37.5%), and break up with a boyfriend/girlfriend (11.4% - 29.2%). Financial problems received high levels of endorsement at data collections points one and three.

Table 2— Risk Factors

	2005 (n = 24)		2006 (n = 44)		2007 (n = 37)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	45.8	54.2	6.8	93.2	24.3	75.7
Death of a close family member or friend	37.5	62.5	34.1	65.9	62.2	10.8
Separation/divorce of parents	8.3	91.7	4.5	95.5	10.8	89.2
Parent remarried or living with a new partner	8.3	91.7	0.0	100.0	8.1	91.9
Drugs/alcohol in family	16.7	83.3	6.8	93.2	10.8	89.2
Moved to new home	25.0	75.0	32.6	67.4	32.4	67.6
Violence between parents	12.5	87.5	2.3	97.7	8.1	91.9
Witnessed violence in the neighborhood	37.5	62.5	29.5	70.5	24.3	75.7
Serious illness of a family member or friend	16.7	83.3	6.8	93.2	27.0	73.0
Broke up with boyfriend/girlfriend	29.2	70.8	11.4	88.6	54.1	45.9

Table 3 presents information on participating Urban League youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support-family, social support-peer, and social support-staff). As shown in Table 3, Urban League youth's mean score on each of the outcome variables, at each of the three time points, were moderate to high.

Table 3—Outcome variables

	Min	Max	2005 (n = 24)		2006 (n = 46)		2007 (n = 37)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.96	0.91	3.83	0.99	3.82	1.09
Responsible choices	1	4	3.51	0.52	3.09	0.83	3.38	0.47
Anxiety scale	0	7	3.62	2.02	3.13	1.94	3.40	1.91
Social support—family	1	5	3.77	1.25	3.50	1.07	3.56	1.14
Social support—peer	1	5	3.96	0.95	3.54	1.11	3.61	1.12
Social support—staff	1	5	4.35	0.89	3.29	1.22	3.69	0.76

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized

for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Urban League 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the Urban League Center by gender and by age. Among the youth surveyed from this Center there were 26 males, as compared to only 18 females. There are no significant differences between males and females. This Center contains only older youth because it is run through Weaver High School.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 26)	**Females** (n = 18)	**12-15 years** (n = 0)	**16-18 years** (n = 45)
Physical Safety	3.22	3.18	--	3.22
Emotional Safety	3.01	3.03	--	3.03
Supportive Relationships	3.18	3.08	--	3.15
Challenging Activities	3.18	3.00	--	3.11
Meaningful Involvement—Center	2.98	2.90	--	2.96
Meaningful Involvement—Neighborhood	3.08	2.90	--	3.01

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Urban League with youth from all the other Centers. There were 45 youth represented from the Urban League, as compared to the 537 remaining youth who participated across the other Centers. No significant differences were found between Urban League youth and the other youth sampled.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Urban League (n = 45)	**Youth from all other Centers** (n = 537)
Physical Safety	3.22	3.22
Emotional Safety	3.03	3.13
Supportive Relationships	3.15	3.11

	Youth from Urban League (n = 45)	Youth from all other Centers (n = 537)
Challenging Activities	3.11	3.06
Meaningful Involvement—Center	2.96	2.95
Meaningful Involvement—Neighborhood	3.01	3.02

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 6 depicts average scores on the process indicators contrasting youth from the Urban League with youth from all the other Centers by gender. That is, one side of the table contrasts Urban League males with all other participating males; the other side of the table contrasts Urban League females with all other participating females. There were no significant differences between males from the Urban League and males from other Centers. Likewise, there were no significant differences between females from the Urban League and females from all other Centers.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Urban League males (n = 26)	Other males (n = 317)	Urban League females (n = 18)	Other females (n = 216)
Physical Safety	3.22	3.20	3.18	3.24
Emotional Safety	3.01	3.12	3.03	3.14
Supportive Relationships	3.18	3.06	3.08	3.16
Challenging Activities	3.18	3.01	3.00	3.11
Meaningful Involvement—Center	2.98	2.90	2.90	3.01
Meaningful Involvement—Neighborhood	3.08	3.00	2.90	3.04

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 7 depicts average scores on the process indicators contrasting youth from the Urban League with youth from all the other Centers by age. That is, on one side of the table 12-15 year olds from the Urban League are contrasted with all other participating 12-15 year olds; on the other side of the table 16-18 year olds from the Urban League are contrasting with all other participating 16-18 year olds. When contrasting older youth from the Urban League with older youth from all other Centers, Urban League youth scored significantly lower on emotional safety.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Urban League 12-15 (*n* = 0)	**Other 12-15** (*n* = n/a)	**Urban League 16-18** (*n* = 45)	**Other 16-18** (*n* = 169)
Physical Safety	--	--	3.22	3.28
Emotional Safety	--	--	3.03*	3.22*
Supportive Relationships	--	--	3.15	3.22
Challenging Activities	--	--	3.11	3.14
Meaningful Involvement—Center	--	--	2.96	3.11
Meaningful Involvement—Neighborhood	--	--	3.01	3.17

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

URBAN LEAGUE'S PLAN OF ACTION

Goal Area: *Meaningful Involvement-Community*		
Specific action plan objective:	*Increase youth's Meaningful Involvement: Community scores to increase by 25%.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
A Thanksgiving dinner will be planned and implemented by the youth.	November 2006	Youth will take a lead in planning this activity and delegate responsibilities. Staff will help as needed.
A Christmas party will be held for children and their families at the South Marshall House	December 2006	Youth will take a lead in planning this activity and delegate responsibilities. Staff will help as needed.
A carnival will be held for children living at the Marshall House	Spring 2006	Youth will take a lead in planning this activity and delegate responsibilities. Staff will help as needed.

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

Goal Area: *Female scores on all subscales*		
Specific action plan objective:	*Increase females' scores on each of the six subscales so that they are not significantly different from males' scores.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Recently this Center hired a female youth worker. This youth worker will be a positive mentor and role model for females in the program.	September 2006	Female youth worker

Changes in Youth Perceptions of the Program

The second wave of data was used to contrast the changes that occurred over time with respect of the youth's responses to the items of the YDAD. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 45)	**Wave 2 Data (2007)** (n = 37)
Physical Safety	3.22	3.35
Emotional Safety	3.03	3.27
Supportive Relationships	3.15	3.34
Challenging Activities	3.11	3.25
Meaningful Involvement—Center	2.96	3.10
Meaningful Involvement—Neighborhood	3.01	3.17

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that the Urban League decided to focus on. In this particular instance, the scores summarized in the table are for all Urban League youth on Meaningful Involvement—Neighborhood and **females only** for Physical Safety, Emotional Safety, Supportive Relationships, Challenging Activities, Meaningful Involvement—Neighborhood, and Meaningful Involvement—Community. As evident in Table 9, Urban League achieved its goal: there was an increase in female students' scores on the *Emotional Safety* subscale.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Meaningful Involvement Neighborhood	3.01	Increase youth scores on the *Meaningful Involvement Neighborhood* subscale.	3.10
Physical Safety—girls	3.18	Increase girls' scores on each of the six subscales.	3.37
Emotional Safety—girls	3.03		3.29
Supportive Relationship—girls	3.08		3.33
Challenging Activities—girls	3.00		3.24
Meaningful Involvement Center—girls	2.90		3.13
Meaningful Involvement Neighborhood—girls	2.90		3.20

Summary of Process Evaluation Findings

As depicted in their plan of action, the Urban League staff set goals of (1) increasing youth's scores on the *Meaningful Involvement—Community* subscale, and (2) increasing females' scores on each of the YDAD subscales. As evidenced in Table 9, the Urban League was able to increase scores in each of the targeted areas, thus meeting the goals set in their action plan.

The Pulaski School Center

CENTER DESCRIPTION

The Pulaski School Center program, called "Exercise the Right Choice" (ERC) is run by the New Britain Parks and Recreation Department at one of the three local middle schools, thereby consisting entirely of 6th-8th 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 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 middle 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 Parks and Recreation Summer Camp, alongside counselors.

Over the time period covered by this evaluation, the Center was open on average 15.57 days per month. The attendance data collected by the Center revealed that 84 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 37 and the average number of days youth attended the Center in the typical month was 6.94.

Participants

Table 1 presents information on the social background characteristics of Pulaski youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period, there was a decrease in the percentage of participating females and an increase in the percentage of participating males. Across all three time points, all of the youth attended middle school. Across all three data collection points, most participating Pulaski youth reported relatively good grade point averages; most identified as Latino/a American or African American; and, most reported living with their mothers and fathers. Over the period under study, the percentage of Pulaski youth who reported being eligible for reduced cost lunch decreased.

Table 1—Demographics

	2005 (n = 60)	2006 (n = 47)	2007 (n = 40)
Gender	%	%	%
Male	51.7	42.6	57.5
Female	48.3	57.4	42.5
Grade			
6	28.3	40.4	20.0
7	30.0	29.8	52.5
8	26.7	27.7	27.5
9	-	-	-
10	-	-	-
11	-	-	-
12	-	-	-
GPA			
A	30.0	36.2	20.0
B	51.7	48.9	60.0
C	15.0	10.6	17.5
D	3.3	4.3	2.5
F	-	-	-
Race/ethnicity			
European American	6.7	6.4	5.1
African American	30.0	21.3	30.8
Latino/a American	41.7	46.8	46.2
Asian	-	2.1	2.6
American Indian	-	-	2.6
Other	21.7	23.4	12.8
Family status			
Mother and father	48.3	42.6	56.4
Mother only	23.3	27.7	12.8
Father only	1.7	4.3	2.6
Other relatives	-	-	7.7
Foster parents	1.7	-	-
Mother and stepfather	16.7	14.9	12.8
Father and stepmother	-	2.1	2.6
Other	8.3	8.5	5.1
Eligible for reduced cost lunch			
Yes	77.8	73.9	59.5
No	22.2	26.1	40.5

Table 2 depicts Pulaski's youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating Pulaski youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (17.5% - 29.8%), move to a new home (25.5% -

30.0%), violence in the neighborhood (17.0% - 23.7%), and break up with a boyfriend/girlfriend (25.4% - 31.9%).

Table 2—Risk Factors

	2005 (n = 59)		2006 (n = 47)		2007 (n = 40)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	8.5	91.5	12.8	87.2	22.5	77.5
Death of a close family member or friend	22.0	78.0	29.8	70.2	17.5	82.5
Separation/divorce of parents	6.8	93.2	12.8	87.2	7.5	92.5
Parent remarried or living with a new partner	5.1	94.9	8.5	91.5	5.0	95.0
Drugs/alcohol in family	3.4	96.6	6.4	93.6	7.5	92.5
Moved to new home	27.1	72.9	25.5	74.5	30.0	70.0
Violence between parents	1.7	98.3	4.3	95.7	5.0	95.0
Witnessed violence in the neighborhood	23.7	76.3	17.0	83.0	17.5	82.5
Serious illness of a family member or friend	15.3	84.7	12.8	87.2	25.6	74.4
Broke up with boyfriend/girlfriend	25.4	74.6	31.9	68.1	27.5	72.5

Table 3 presents information on participating Pulaski youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Pulaski youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 59)		2006 (n = 47)		2007 (n = 40)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.46	1.27	3.85	1.00	4.05	0.98
Responsible choices	1	4	3.02	0.80	2.98	0.66	3.16	0.63
Anxiety scale	0	7	3.68	2.19	3.39	2.21	3.38	1.97
Social support—family	1	5	3.50	1.09	3.59	1.14	3.77	1.04
Social support—peer	1	5	3.41	1.14	3.71	1.16	3.80	0.88
Social support—staff	1	5	3.22	1.22	3.40	1.22	3.46	1.22

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the

scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Pulaski 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the Pulaski by gender and by age. Among the youth surveyed from this Center there were 20 males and 27 females. There were no significant gender differences. There is no data contrasting younger and older youth because there were no participating 16 – 18 year olds from the Pulaski School Center.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 20)	**Females** (n = 27)	**12-15 years** (n = 47)	**16-18 years** (n = 0)
Physical Safety	3.19	3.42	3.32	--
Emotional Safety	3.08	3.30	3.21	--
Supportive Relationships	3.08	3.34	3.23	--
Challenging Activities	3.09	3.13	3.12	--
Meaningful Involvement—Center	3.01	3.09	3.06	--
Meaningful Involvement—Neighborhood	2.92	2.99	2.96	--

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Pulaski School Center with youth from all the other Centers. There were 47 youth represented from the Pulaski School Center, as compared to the 534 remaining youth who participated across the other Centers. There were no significant differences found between Pulaski youth and all other youth sampled.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Pulaski (n = 47)	**Youth from all other Centers** (n = 534)
Physical Safety	3.32	3.21
Emotional Safety	3.20	3.12

	Youth from Pulaski (n = 47)	Youth from all other Centers (n = 534)
Supportive Relationships	3.23	3.10
Challenging Activities	3.11	3.06
Meaningful Involvement—Center	3.05	2.94
Meaningful Involvement—Neighborhood	2.95	3.03

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from Pulaski with youth from all the other Centers by gender. That is, the left side of the table contrasts Pulaski males with all other participating males; the right side of the table contrasts Pulaski females with all other participating females. There were no significant differences for males and females from Pulaski and males and females from all other Centers.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Pulaski males (n = 20)	Other males (n = 324)	Pulaski females (n = 27)	Other females (n = 206)
Physical Safety	3.19	3.20	3.42	3.21
Emotional Safety	3.08	3.11	3.30	3.11
Supportive Relationships	3.09	3.07	3.34	3.13
Challenging Activities	3.09	3.02	3.13	3.10
Meaningful Involvement—Center	3.01	2.90	3.09	2.99
Meaningful Involvement—Neighborhood	2.93	3.01	2.99	3.04

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the Pulaski Center with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from Pulaski are contrasted with all other participating 12-15 year olds. Because there were no participating 16-18 year old youth at the Pulaski Center, contrasts were not conducted for this age group with 16-18 year old youth from all other Centers. There was a significant difference between younger Pulaski youth and other younger youth in the area of supportive relationships at the Center. Specifically, younger Pulaski youth scored significantly higher than all other younger youth on the *Supportive Relationships* subscale.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Pulaski 12-15 (n = 47)	Other 12-15 (n = 320)	Pulaski 16-18 (n = 0)	Other 16-18 (n = n/a)
Physical Safety	3.32	3.18	--	--

	Pulaski 12-15 (*n* = 47)	**Other 12-15** (*n* = 320)	**Pulaski 16-18** (*n* = 0)	**Other 16-18** (*n* = n/a)
Emotional Safety	3.21	3.07	--	--
Supportive Relationships	3.23*	3.02*	--	--
Challenging Activities	3.12	3.00	--	--
Meaningful Involvement—Center	3.06	2.85	--	--
Meaningful Involvement—Neighborhood	2.96	2.95	--	--

*Statistically significant differences.

PULASKI'S PLAN OF ACTION

Goal Area 1: Meaningful Involvement—Center		
Specific action plan objective:	*Increase students' scores on the* Meaningful Involvement—Center *subscale.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Leadership: Implement a Leadership in Training program (LIT); a 7-week summer program. There will be 20 middle school students selected to participate in this program. Starting in July L.I.T.'s will discuss the upcoming year of after school and develop a questionnaire to administer to youth regarding programs they would like to see at the after school program and in their neighborhood.	July 2006-August 2006	---
Administer surveys and review results.	September	---
Decision Making: Based on the program interest surveys, student discussion groups will be formed (3-6 students). Groups will develop and implement new programs to offer throughout the year.	October 2006-May 2007	---
Goal Area 2: Meaningful Involvement—Neighborhood		
Specific action plan objective:	*Increase students' scores on the* Meaningful Involvement—Neighborhood *subscale.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*

Students will participate in community service projects. The Center will vote on five projects that they would like to get involved in.	November 2006 – May 2007	---

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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 47)	**Wave 2 Data (2007)** (n = 37)
Physical Safety	3.32	3.29
Emotional Safety	3.20	3.24
Supportive Relationships	3.23	3.30
Challenging Activities	3.11	3.27
Meaningful Involvement—Center	3.05	3.19
Meaningful Involvement—Neighborhood	2.95	3.20

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that Pulaski decided to focus on. As evident in Table 9, Pulaski achieved its goal: there was an increase in youth's scores on the *Meaningful Involvement–Center and Meaningful Involvement—Neighborhood* subscales.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	**2006 SCORE**	**GOAL**	**2007 SCORE**
Meaningful Involvement—Center	3.05	Increase students' scores on the *Meaningful Involvement Center* subscale.	3.19
Meaningful Involvement—Neighborhood	2.95	Increase students' scores on the *Meaningful Involvement Neighborhood* subscale.	3.20

Summary of Process Evaluation Findings

As depicted in their plan of action, Pulaski staff set a goal of increasing youth's *Meaningful Involvement–Center and Meaningful Involvement—Neighborhood.* Data presented in Table 9 demonstrate that there was an increase in youth's scores on the *Meaningful Involvement–Center*

and Meaningful Involvement—Neighborhood subscales. Consequently, based on the two waves of data, it may be concluded that staff at this Center were successful at achieving their goals.

Roosevelt School Center

CENTER DESCRIPTION

The Roosevelt School Center program, called 'Exercise the Right Choice' (ERC) is run by the New Britain Parks and Recreation Department at three local middle schools, thereby consisting of 6th-8th graders. This Center offers a quality youth program to those youth who might not otherwise have the opportunity to participate in after school programs.

The program is structured such that on Mondays through Thursdays the first 45 minutes are reserved for homework and snack time. A number of activities are offered at the Center including arts, 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.

This Center offers a number of field trips to participating youth. Field trips are planned approximately once a month and have included roller-skating, bowling, and ice-skating. One dance is planned each year and youth from all three schools are invited to participate. Leadership development is an important goal of this Center and is emphasized during their 7 week Leadership Training program each summer. Participating youth are trained in first aid, CPR, and work at the Parks and Recreation Summer Camp, alongside counselors.

Over the time period covered by this evaluation, the Center was open on average 15.57 days per month. The attendance data collected by the Center revealed that 86 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 37 and the average number of days youth attended the Center in the typical month was 6.67.

Participants

Table 1 presents information on the social background characteristics of Roosevelt youth who participated in the 2005-07 process and outcome evaluation. Over the 18 month period the percent of participating males and females remained relatively constant. At time points 1 and 3 the youth were distributed about equally between each middle school grade; however, at time point 2 there was a decrease in the percentage of 6th graders. Across all time points, Roosevelt youth reported relatively good grade point averages. Across all three data collection points, most youth reported their ethnicity as Latino; however, it is important to note that there was an increase in the percent of African American youth at time 3. At time points 1 and 2, most youth reported living in mother and father or mother only households, and at time point 3, the majority of youth reported living in either mother only or mother and stepfather households. Across all data collection periods, about ¾ of all Roosevelt youth reported receiving free or low cost lunches.

Table 1—Demographics

	2005 (n = 75)	2006 (n = 67)	2007 (n = 49)
Gender	%	%	%
Male	48.0	49.3	50.0
Female	52.0	50.7	50.0
Grade			
6	37.8	13.6	33.3
7	32.4	50.0	43.8
8	23.0	34.8	20.8
9	-	-	-
10	-	-	-
11	-	-	-
12	-	-	-
GPA			
A	34.2	28.4	22.2
B	41.1	44.8	40.0
C	20.5	20.9	28.9
D	1.4	1.5	6.7
F	2.7	1.5	2.2
Race/ethnicity			
European American	2.7	3.0	4.1
African American	22.7	26.9	34.7
Latino/a American	61.3	56.7	46.9
Asian	1.3	1.5	4.1
American Indian	1.3	1.5	-
Other	10.7	10.4	10.2
Family status			
Mother and father	37.3	31.3	18.8
Mother only	36.0	29.9	45.8
Father only	-	3.0	-
Other relatives	1.3	4.5	-
Foster parents	1.3	3.0	-
Mother and stepfather	16.0	23.9	29.2
Father and stepmother	2.7	-	2.1
Other	5.3	4.5	4.2
Eligible for reduced cost lunch			
Yes	74.0	79.1	72.1
No	26.0	20.9	27.9

Table 2 depicts Roosevelt youth's responses to inquiries about the presence of certain risk factors in their lives. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (23.0% - 41.7%), move to a new home (20.8% - 40.5%), serious illness of a family member (22.9% - 30.3%), and break up with a boyfriend/girlfriend (20.3% - 31.8%).

Table 2—Risk Factors

	2005 (*n* = 74)		2006 (*n* = 66)		2007 (*n* = 48)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	14.9	85.1	15.2	84.8	10.4	89.6
Death of a close family member or friend	23.0	77.0	27.3	72.7	41.7	58.3
Separation/divorce of parents	23.0	77.0	12.1	87.9	16.7	83.3
Parent remarried or living with a new partner	12.2	87.8	15.2	84.8	10.4	89.6
Drugs/alcohol in family	9.5	90.5	15.2	84.8	18.8	81.3
Moved to new home	40.5	59.5	37.9	62.1	20.8	79.2
Violence between parents	8.2	91.8	3.0	97.0	6.3	93.8
Witnessed violence in the neighborhood	13.5	86.5	12.1	87.9	16.7	83.3
Serious illness of a family member or friend	23.0	77.0	30.3	69.7	22.9	77.1
Broke up with boyfriend/girlfriend	20.3	79.7	31.8	68.2	29.2	70.8

Table 3 presents information on participating Roosevelt youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Roosevelt youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (*n* = 75)		2006 (*n* = 67)		2007 (*n* = 48)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.64	1.07	3.68	1.12	3.74	1.16
Responsible choices	1	4	3.06	0.65	3.11	0.60	2.83	0.69
Anxiety scale	0	7	3.29	2.06	3.20	1.71	3.30	2.02
Social support—family	1	5	3.84	1.18	3.81	1.03	3.60	1.28
Social support—peer	1	5	3.47	1.16	3.71	1.04	3.62	1.12
Social support—staff	1	5	3.04	1.32	3.41	1.27	2.74	1.36

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth

from Roosevelt 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—March 2006

Table 4 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 33 males and 33 females; 64 of the participating youth were between 12 and 15 years of age, compared to only 2 youth between 16 and 18 years of age. No significant gender or age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Roosevelt Males (n = 33)	**Roosevelt Females** (n =33)	**Roosevelt 12-15** (n = 64)	**Roosevelt 16-18** (n = 2)
Physical Safety	3.17	3.21	3.18	3.50
Emotional Safety	2.96	3.02	2.97	3.50
Supportive Relationships	2.94	3.00	2.95	3.46
Challenging Activities	2.86	2.96	2.89	3.40
Meaningful Involvement—Center	2.72	2.75	2.71	3.50
Meaningful Involvement—Neighborhood	2.80	2.73	2.76	3.00

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from Roosevelt School Center with youth from all the other Centers. There were 67 youth represented from Roosevelt School Center, as compared to the 516 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 supportive relationships, challenging activities, meaningful involvement Center, and meaningful involvement neighborhood when compared to youth from other Centers.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Roosevelt (n = 67)	**Youth from all other Centers** (n = 516)
Physical Safety	3.19	3.22

	Youth from Roosevelt (n = 67)	Youth from all other Centers (n = 516)
Emotional Safety	2.99	3.14
Supportive Relationships	2.97*	3.13*
Challenging Activities	2.91*	3.08*
Meaningful Involvement—Center	2.74*	2.98*
Meaningful Involvement—Neighborhood	2.76*	3.05*

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 6 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. Males from Roosevelt did not differ from males across the Centers. However, females from Roosevelt scored significantly lower than females from other Centers on Meaningful Involvement—Center and Meaningful Involvement—Neighborhood.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Roosevelt males (n = 33)	Other males (n = 310)	Roosevelt females (n = 33)	Other females (n = 201)
Physical Safety	3.17	3.21	3.21	3.24
Emotional Safety	2.96	3.13	3.02	3.15
Supportive Relationships	2.94	3.09	3.00	3.18
Challenging Activities	2.86	3.04	2.96	3.13
Meaningful Involvement—Center	2.72	2.93	2.75*	3.05*
Meaningful Involvement—Neighborhood	2.80	3.03	2.73*	3.08*

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 7 depicts average scores on the process indicators contrasting youth from Roosevelt School Center with youth from all the other Centers by age. When contrasting Roosevelt youth with all other participating youth, Roosevelt youth (12-15) scored significantly lower on Meaningful Involvement—Center and Meaningful Involvement—Neighborhood, than did the youth (12-15) from other Centers. There were no significant differences between Roosevelt youth (16-18) and other youth (16-18) across Centers. However, it is important to note that there were only 2 youth from Roosevelt in the older age group.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Roosevelt 12-15 (*n* = 65)	**Other 12-15** (*n* = 304)	**Roosevelt 16-18** (*n* = 2)	**Other 16-18** (*n* = 213)
Physical Safety	3.18	3.20	3.50	3.26
Emotional Safety	2.97	3.12	3.50	3.18
Supportive Relationship	2.95	3.07	3.46	3.21
Challenging Activities	2.89	3.05	3.40	3.13
Meaningful Involvement-Center	2.71*	2.92*	3.50	3.07
Meaningful Involvement-Neighborhood	2.76*	2.99*	3.00	3.14

ROOSEVELT'S PLAN OF ACTION

Goal Area: Meaningful Involvement—Center		
Specific action plan objective: *Increase youth's scores on Meaningful Involvement—Center from 3.06 to 3.20.*		
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Leadership: Implement a Leadership in Training program (LIT); a 7-week summer program. There will be 20 middle school students selected to participate in this program. Starting in July L.I.T.'s will discuss the upcoming year's after school program and develop a questionnaire to administer to youth regarding programs they would like to see at the program and in their neighborhood	July 2006-August 2006	Center Staff
Administer survey's and review results	September	Center Staff
Decision Making: Based on the program interest surveys, student discussion groups will be formed (3-6 students). Groups will develop and implement new programs to offer throughout the year.	October 2006-May 2007	Center Staff

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

Goal Area: Meaningful Involvement—Neighborhood		
Specific action plan objective:	*Increase youth's scores on the Meaningful Involvement – Neighborhood subscale from 2.96 to 3.15.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Students will participate in community service projects. The Center will vote on five projects that they would like to get involved in.	November 2006 – May 2007	Center Staff

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

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 on 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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 68)	**Wave 2 Data (2007)** (n = 49)
Physical Safety	3.19	2.83
Emotional Safety	2.99	2.78
Supportive Relationships	2.97	2.71
Challenging Activities	2.91	2.67
Meaningful Involvement—Center	2.74	2.57
Meaningful Involvement—Neighborhood	2.76	2.62

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific areas on which Roosevelt decided to focus.

Table 9—Summary of the two waves of data within areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Meaningful Involvement—Center	2.74	Increase students' scores on *Meaningful Involvement Center* subscale.	2.57
Meaningful Involvement—Neighborhood	2.76	Increase students' scores on the *Meaningful Involvement Neighborhood* subscale.	2.62

Summary of Process Evaluation Findings

As described in their plan of action, the Roosevelt Center staff set the goals of (1) increasing students' scores on *Meaningful Involvement—Center* subscale and (2) increasing students' scores on the *Meaningful Involvement—Neighborhood* subscale. Data presented in Table 9 indicates that there was a decrease in youth scores on both of these subscales between 2006 and 2007. Consequently, the Roosevelt Center did not achieve either goal.

The Slade School Center

CENTER DESCRIPTION

The Slade School Center program, called 'Exercise the Right Choice' (ERC) is run by the New Britain Parks and Recreation Department at three local middle schools, thereby consisting of 6th-8th graders. This Center offers a quality youth program to those youth who might not otherwise have the opportunity to participate in after school programs.

The program is structured such that on Mondays through Thursdays the first 45 minutes are reserved for homework and snack time. A number of activities are offered at the Center including arts, 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.

This Center offers a number of field trips to participating youth. Field trips are planned approximately once a month and have included roller-skating, bowling, and ice-skating. One dance is planned each year and youth from all three schools are invited to participate. Leadership development is an important goal of this Center and is emphasized during their 7 week Leadership Training program each summer. Participating youth are trained in first aid, CPR, and work at the Parks and Recreation Summer Camp, alongside counselors.

Over the time period covered by this evaluation, the Center was open on average 16 days per month. The attendance data collected by the Center revealed that 93 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 42 and the average number of days youth attended the Center in the typical month was 7.14.

Participants

Table 1 presents information on the social background characteristics of Slade youth who participated in the 2005-07 process and outcome evaluation. At each data collection period, there were more Slade males than females. At time points 1 and 2 Slade youth were distributed relatively equally between grades 6, 7, and 8; however, at time point 3 there were more 7th graders and fewer 8th grades than there were in the previous data collection periods. Across all three data collection periods, most Slade youth reported receiving relatively high grade point averages; most identified themselves as Latino/a American; and most report living in mother and father, mother only and mother and stepfather families. Most youth at this Center received reduced cost lunches.

Table 1—Demographics

	2005 (n = 49)	2006 (n = 68)	2007 (n = 87)
Gender	%	%	%
Male	65.3	61.8	54.7
Female	34.7	38.2	45.3
Grade			
6	39.2	38.2	32.2
7	31.4	29.4	50.6
8	27.5	30.9	17.2
9	-	-	-
10	-	-	-
11	-	-	-
12	-	-	-
GPA			
A	24.5	31.3	27.1
B	53.1	31.3	47.1
C	16.3	32.8	24.7
D	2.0	3.0	1.2
F	4.1	-	-
Race/ethnicity			
European American	5.9	10.3	7.1
African American	23.5	13.2	14.1
Latino/a American	52.9	64.7	63.5
Asian	2.0	-	-
American Indian	-	-	-
Other	15.7	11.8	15.3
Family status			
Mother and father	41.2	33.8	26.7
Mother only	21.6	25.0	34.9
Father only	2.0	2.9	4.7
Other relatives	3.9	-	1.2
Foster parents	-	-	1.2
Mother and stepfather	27.5	23.5	24.4
Father and stepmother	2.0	5.9	1.2
Other	2.0	5.9	5.8
Eligible for reduced cost lunch			
Yes	80.9	71.2	79.3
No	19.1	28.8	20.7

Table 2 depicts Slade youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating Slade youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received moderately high levels of endorsement across the three data collection points included death of a

close family member or friend (, move to a new house, serious illness of a family member or friend, and break up with a boyfriend/girlfriend.

Table 2— Risk Factors

	2005 (*n* = 50)		2006 (*n* = 68)		2007 (*n* = 87)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	12.0	88.0	16.2	83.8	13.5	86.2
Death of a close family member or friend	34.0	66.0	16.2	83.8	34.5	65.5
Separation/divorce of parents	10.0	90.0	17.6	82.4	11.5	88.5
Parent remarried or living with a new partner	2.0	98.0	8.8	91.2	6.9	93.1
Drugs/alcohol in family	14.0	86.0	8.8	91.2	9.2	90.8
Moved to new home	24.0	76.0	29.4	70.6	18.4	81.6
Violence between parents	8.0	92.0	5.9	94.1	4.6	95.4
Witnessed violence in the neighborhood	14.0	86.0	14.6	82.4	14.9	85.1
Serious illness of a family member or friend	24.0	76.0	32.4	67.6	16.1	83.9
Broke up with boyfriend/girlfriend	12.0	88.0	32.4	67.6	29.9	70.1

Table 3 presents information on participating Slade youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Slade youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (*n* = 50)		2006 (*n* = 67)		2007 (*n* = 87)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.66	1.02	3.88	0.90	3.88	1.14
Responsible choices	1	4	3.05	0.71	2.93	0.56	3.14	0.59
Anxiety scale	0	7	3.35	1.71	3.56	1.89	3.82	1.64
Social support—family	1	5	3.92	1.10	3.68	1.04	4.08	0.86
Social support—peer	1	5	3.65	1.13	3.61	1.12	3.77	1.03
Social support—staff	1	5	3.11	1.27	2.79	1.12	3.66	1.25

*High scores indicate high levels of outcome

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the

scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Slade 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—March 2006

Table 4 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 42 males, as compared to 26 females. No significant gender differences were found. As Slade is a middle school, youth range only from 12-15 years old. No significant differences were found between males and females at the Slade School Center.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Slade Males (n = 42)	**Slade Females** (n = 26)	**Slade 12-15** (n = 67)	**Slade 16-18** (n = 1)
Physical Safety	3.00	2.88	2.98	--
Emotional Safety	2.98	2.69	2.89	--
Supportive Relationships	2.82	2.69	2.80	--
Challenging Activities	2.81	2.73	2.81	--
Meaningful Involvement Center	2.61	2.55	2.61	--
Meaningful Involvement Neighborhood	2.72	2.63	2.71	--

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from Slade School Center with youth from all the other Centers. There were 68 youth represented from Slade School Center, as compared to the 514 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 each of the six subscales including *Physical Safety, Emotional Safety, Supportive Relationships, Challenging Activities, Meaningful Involvement—Center,* and *Meaningful Involvement—Neighborhood*. That is, compared to average scores among youth from all the Centers, Slade youth scored lower on these particular indicators.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Slade (n = 68)	**Youth from all other Centers** (n = 514)
Physical Safety	2.95*	3.26*
Emotional Safety	2.87*	3.16*
Supportive Relationships	2.77*	3.16*
Challenging Activities	2.78*	3.10*
Meaningful Involvement—Center	2.59*	3.00*
Meaningful Involvement—Neighborhood	2.69*	3.07*

*Statistically significant differences.

Table 6 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 five of the six areas including Physical Safety, Supportive Relationships, Challenging Activities, Meaningful Involvement—Center, Meaningful Involvement—Neighborhood. When contrasting Slade females with all other females, females from Slade scored significantly lower than females from other Centers in each of the six areas.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Slade males (n = 42)	**Other males** (n = 302)	**Slade females** (n = 26)	**Other females** (n = 208)
Physical Safety	3.00*	3.23*	2.88*	3.28*
Emotional Safety	2.98	3.13	2.69*	3.19*
Supportive Relationships	2.82*	3.11*	2.69*	3.21*
Challenging Activities	2.82*	3.06*	2.73*	3.15*
Meaningful Involvement—Center	2.61*	2.95*	2.55*	3.06*
Meaningful Involvement—Neighborhood	2.72*	3.05*	2.63*	3.08*

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the 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 each of the six areas: *Physical Safety, Emotional Safety, Supportive Relationships,*

Challenging Activities, Meaningful Involvement—Center, and *Meaningful Involvement—Neighborhood*.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Slade 12-15 (*n* = 67)	**Other 12-15** (*n* = 301)	**Slade 16-18** (*n* = 1)	**Other 16-18** (*n* = n/a)
Physical Safety	2.98*	3.24*	--	--
Emotional Safety	2.89*	3.14*	--	--
Supportive Relationships	2.80*	3.11*	--	--
Challenging Activities	2.81*	3.07*	--	--
Meaningful Involvement-Center	2.61*	2.94*	--	--
Meaningful Involvement-Neighborhood	2.71*	3.01*	--	--

*Statistically significant differences.

SLADE'S PLAN OF ACTION

Goal Area: Supportive Relationships		
Specific action plan objective: *Increase youth's Supportive Relationships scores from 2.77 to 3.16.*		
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Prior to the program beginning in October 2006, staff will be informed of the survey results and will be trained on how to make youth feel welcome and how to be a positive role model.	September 2006	Center Staff
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.	October 2006	Center Staff
Help staff to become aware of how important they are to the youth. Discuss with staff positive reinforcement of youth's behaviors.	Year Long	Center Staff

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 youths' experiences within the programs. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 67)	**Wave 2 Data (2007)** (n = 87)
Physical Safety	2.95*	3.37*
Emotional Safety	2.87	3.26
Supportive Relationships	2.77	3.29
Challenging Activities	2.78	3.19
Meaningful Involvement—Center	2.59	3.01
Meaningful Involvement—Neighborhood	2.69	3.08

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that Slade decided to focus on. As evident in Table 9, Slade achieved its goal: there was an increase in students' scores on the *Supportive Relationships* subscale from 2.77 to 3.29.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	**2006 SCORE**	**GOAL**	**2007 SCORE**
Supportive Relationships	2.77	Increase youth's *Supportive Relationships* scores from 2.77 to 3.16.	3.29

Summary of Process Evaluation Findings

As depicted in their plan of action, Slade staff set a goal of increasing youth's sense of supportive relationships. Data presented in Table 9 demonstrate that there was an increase in youth's scores on the *Supportive Relationships* subscale. Consequently, based on the two waves of data, it may be concluded that staff at this Center were successful at achieving their goal.

New Haven YMCA

CENTER DESCRIPTION

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.

This Center offers a range of activities and experiences to youth including recreational opportunities, homework assistance, leadership development, and recognition opportunities. The gymnasium is the location of the daily recreational activities including basketball, flag football, kick ball, and open gym time. Two annual basketball tournaments are conducted with tee-shirts, playoffs, trophies, and awards. In addition, this Center holds dances, school vacation field trip opportunities during December, February, and April, a New Year's Eve overnight, swimming, drill team, game room time, and special events throughout the year.

Other programs include a black history essay contest, cooking classes, a youth leadership program run through nearby Yale University, which is called the Literacy Education Program, and Teen Leaders Club which meets and organizes special events for the Center. This Center is actively involved in the City Wide Youth Coalition of New Haven. This provides opportunity to outreach to other agencies in the coalition and attract children and youth who are not normally served by educational agencies.

Over the time period covered by this evaluation, the Center was open on average 20.5 days per month. The attendance data collected by the Center revealed that 77 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 20 and the average number of days youth attended the Center in the typical month was 5.47.

Participants

Table 1 presents information on the social background characteristics of New Haven YMCA youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period there was an increase in the percentage of participating females and a decrease in the percentage of participating males. Across the first two time points, youth were generally concentrated in the middle school and early high school grades; however, during the third time point, youth were more or less evenly concentrated among 7^{th} through 12^{th} grades. Across all three data collection points, most participating YMCA youth reported relatively good grade point averages; most identified as African American; and, most reported living in mother-only families. Over the period under study, the percentage of YMCA youth who reported being eligible for reduced cost lunch slightly decreased at Time 2 and then increased Time 3.

Table 1—Demographics

	2005 (n = 93)	2006 (n = 80)	2007 (n = 82)
Gender	%	%	%
Male	94.6	82.5	82.7
Female	5.4	17.5	17.3
Grade			
6	6.5	2.5	2.5
7	5.4	13.8	17.5
8	16.1	31.3	15.0
9	24.7	21.3	17.5
10	17.2	15.0	11.3
11	15.1	8.8	18.8
12	7.5	5.0	12.5
GPA			
A	15.2	12.5	11.5
B	62.0	52.5	56.4
C	20.7	26.3	28.2
D	-	-	2.6
F	-	-	-
Race/ethnicity			
European American	2.2	-	-
African American	84.8	80.3	84.0
Latino/a American	6.5	5.3	9.9
Asian	-	-	-
American Indian	-	3.9	-
Other	6.5	10.5	6.2
Family status			
Mother and father	27.2	20.0	24.4
Mother only	51.1	53.3	47.6
Father only	2.2	1.3	1.2
Other relatives	5.4	6.7	2.4
Foster parents	3.3	1.3	-
Mother and stepfather	7.6	14.7	12.2
Father and stepmother	-	-	-
Other	3.3	2.7	12.2
Eligible for reduced cost lunch			
Yes	75.9	73.2	83.5
No	24.1	26.8	16.5

Table 2 depicts the New Haven YMCA's youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating YMCA youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (33.3% - 41.5%), move to a new home

(26.8% - 30.0%), violence in the neighborhood (18.3% - 23.2%), and break up with a boyfriend/girlfriend (19.4% - 26.8%).

Table 2—Risk Factors

	2005 (n = 93)		2006 (n = 80)		2007 (n = 82)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	14.0	86.0	13.8	86.3	14.8	85.2
Death of a close family member or friend	33.3	66.7	35.0	65.0	41.5	58.5
Separation/divorce of parents	3.2	96.8	6.3	93.8	3.7	96.3
Parent remarried or living with a new partner	2.2	97.8	5.0	95.0	3.7	96.3
Drugs/alcohol in family	0.0	100.0	6.3	93.8	7.3	92.7
Moved to new home	28.3	71.7	30.0	70.0	26.8	73.2
Violence between parents	0.0	100.0	7.5	92.5	3.7	96.3
Witnessed violence in the neighborhood	18.3	81.7	22.5	77.5	23.2	76.8
Serious illness of a family member or friend	11.8	88.2	11.3	88.8	11.0	89.0
Broke up with boyfriend/girlfriend	19.4	80.6	25.0	75.0	26.8	73.2

Table 3 presents information on participating New Haven YMCA's youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, the YMCA youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 93)		2006 (n = 78)		2007 (n = 80)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	4.01	1.12	3.64	1.19	3.83	1.19
Responsible choices	1	4	3.00	0.68	2.97	0.69	2.87	0.72
Anxiety scale	0	7	2.81	1.74	2.52	1.78	2.44	2.02
Social support—family	1	5	3.83	1.13	3.93	1.04	3.66	1.18
Social support—peer	1	5	3.56	1.08	3.62	0.97	3.59	0.99
Social support—staff	1	5	3.35	1.25	3.34	1.26	3.54	1.10

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the

scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the YMCA 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the New Haven YMCA by gender and by age. Among the youth surveyed from this Center there were 65 males and 14 females. No significant gender differences were found. When contrasting younger youth (12-15 year olds) with older youth (16-18 year olds) from New Haven YMCA, there was a significant difference in the area of physical safety. Specifically, younger youth (12-15-year-olds) scored significantly higher than older youth (16-18-year-olds) on the *Physical Safety* subscale.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 65)	**Females** (n = 14)	**12-15 years** (n = 39)	**16-18 years** (n = 40)
Physical Safety	3.26	3.11	3.35*	3.12*
Emotional Safety	3.18	3.00	3.24	3.06
Supportive Relationships	3.18	3.07	3.19	3.13
Challenging Activities	3.06	2.91	3.08	2.98
Meaningful Involvement—Center	3.01	2.94	3.01	2.98
Meaningful Involvement—Neighborhood	3.14	3.21	3.24	3.07

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the New Haven YMCA with youth from all the other Centers. There were 79 youth represented from the New Haven YMCA, as compared to the 504 remaining youth who participated across the other Centers. A significant difference was found between YMCA youth and all other participating youth in the area of meaningful involvement in the neighborhood. Specifically, YMCA youth yielded a significantly higher score on the *Meaningful Involvement—Neighborhood* subscale.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from YMCA (n = 79)	**Youth from all other Centers** (n = 504)
Physical Safety	3.23	3.22
Emotional Safety	3.15	3.12
Supportive Relationships	3.16	3.10
Challenging Activities	3.03	3.07
Meaningful Involvement—Center	3.00	2.95
Meaningful Involvement—Neighborhood	3.15*	3.00*

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from New Haven YMCA with youth from all the other Centers by gender. That is, the left side of the table contrasts YMCA males with all other participating males; the right side of the table contrasts YMCA females with all other participating females. There were no significant differences on any of the subscales for YMCA males and other males. Similarly, there were no significant differences on any of the subscales for YMCA females and other females.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	YMCA males (n = 65)	**Other males** (n = 280)	**YMCA females** (n = 14)	**Other females** (n = 220)
Physical Safety	3.26	3.19	3.11	3.24
Emotional Safety	3.18	3.10	3.00	3.14
Supportive Relationship	3.18	3.05	3.07	3.16
Challenging Activities	3.06	3.02	2.91	3.11
Meaningful Involvement—Center	3.01	2.88	2.94	3.01
Meaningful Involvement—Neighborhood	3.14	2.98	3.21	3.02

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the New Haven YMCA with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from the YMCA are contrasted with all other participating 12-15 year olds; on the right side of the table 16-18 year olds from the YMCA are contrasted with all other participating 16-18 year olds. When contrasting younger YMCA youth and other younger youth, significant differences were found in the areas of emotional safety and meaningful involvement in the neighborhood. Specifically, younger YMCA youth scored significantly higher than other younger youth on the *Emotional Safety* and *Meaningful Involvement—Neighborhood* subscales. No significant differences were found when contrasting older YMCA youth and other older youth.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	YMCA 12-15 (*n* = 39)	**Other 12-15** (*n* = 329)	**YMCA 16-18** (*n* = 39)	**Other 16-18** (*n* = 175)
Physical Safety	3.35	3.18	3.12	3.30
Emotional Safety	3.24*	3.07*	3.06	3.21
Supportive Relationships	3.19	3.03	3.13	3.23
Challenging Activities	3.08	3.01	2.98	3.17
Meaningful Involvement—Center	3.01	2.86	2.98	3.10
Meaningful Involvement—Neighborhood	3.24*	2.92*	3.07	3.15

*Statistically significant differences.

YMCA's PLAN OF ACTION

Goal Area: Physical Safety	
Specific action plan objective:	*Increase older youth's scores on the* Physical Safety *subscale from 3.12 to 3.20.*
Goal Area: Challenging Activities	
Specific action plan objective:	*Increase older youth's* Challenging Activities *scores from 2.98 to 3.12.*

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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (*n* = 79)	**Wave 2 Data (2007)** (*n* = 79)
Physical Safety	3.23*	2.99*
Emotional Safety	3.15	2.99
Supportive Relationships	3.16	3.02
Challenging Activities	3.03	2.97
Meaningful Involvement—Center	3.00	2.91

	Wave 1 Data (2006) (n = 79)	Wave 2 Data (2007) (n = 79)
Meaningful Involvement—Neighborhood	3.15	3.01

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that New Haven YMCA decided to focus on. As evident in Table 9, the YMCA did not achieve its first goal: there was a decrease in youth's scores on the Physical Safety subscale for older youth. Their second goal, increasing older youth's scores on Challenging Activities, resulted in the score, basically, staying the same.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Physical Safety —older youth (16-18)	3.12	Increase older students' (16-18) scores on the *Physical Safety* subscale.	2.92
Challenging Activities —older youth (16-18)	2.98	Increase older students' scores on the *Challenging Activities* subscale.	2.99

Summary of Process Evaluation Findings

As depicted in their plan of action, YMCA staff set goals of increasing youth's *Physical Safety and Challenging Activities.* Data presented in Table 9 demonstrate that there was a decrease in older youth's scores on the *Physical Safety and that the Challenging Activities* score stayed nearly the same. Consequently, based on the two waves of data, it may be concluded that different and additional efforts are needed to meet these particular goals at the New Haven YMCA.

Carver Foundation of Norwalk

CENTER DESCRIPTION

The Carver Foundation of Norwalk believes it is one of the few community-based organizations in Norwalk that has consistently been able to connect in a positive way with low-income, minority youth. The mission of this Center is to establish, direct, and sustain a community Center open to all youth regardless of race, religion, residence, or place of origin and to provide educational, cultural, social, and recreational opportunities and programs for its members and participants. This Center aims to encourage and promote understanding, cooperation, and friendship among all members of the community and encourages the involvement of parents and community leaders to help motivate children to reach their fullest potential.

Beginning in elementary school, Carver's goal for youth is to motivate them to reach for a post-secondary education and to provide the support they need to do so successfully. Carver provides after-school education and recreation programs for youth from K-12. Additionally, Carver provides a computer lab, teen Center, and other programs for the low-income, at-risk children of Norwalk.

Over the time period covered by this evaluation, the Center was open on average 19 days per month. The attendance data collected by the Center revealed that 55 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 29 and the average number of days youth attended the Center in the typical month was 10.24.

Participants

Table 1 presents information on the social background characteristics of Carver youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period, there was a decrease in the percentage of participating females and an increase in the percentage of participating males. At time points 1 and 3, most participating youth attended grades 8, 9, and 10, and relatively few youth attended grades 11 and 12. At time point 2, most youth attended high school grades. Across all three data collection points, most participating Carver youth reported relatively good grade point averages; most identified as African American; and, most reported living in mother-only families. Over the period under study, the percentage of Carver youth who reported being eligible for reduced cost lunch slightly increased.

Table 1—Demographics

	2005 (n = 34)	2006 (n = 31)	2007 (n = 34)
Gender	%	%	%
Male	42.4	54.8	62.5
Female	57.6	45.2	37.5
Grade			
6	8.8	-	18.2
7	17.6	9.7	12.1

		2005 (n = 34)	2006 (n = 31)	2007 (n = 34)
	8	23.5	19.4	15.2
	9	11.8	19.4	21.2
	10	17.6	12.9	21.2
	11	2.9	12.9	6.1
	12	5.9	22.6	3.0
GPA				
	A	21.2	13.3	11.8
	B	30.3	30.0	44.1
	C	36.4	40.0	35.3
	D	12.1	6.7	8.8
	F	-	3.3	-
Race/ethnicity				
	European American	-	-	-
	African American	79.4	90.3	91.2
	Latino/a American	5.9	-	5.9
	Asian	-	-	-
	American Indian	-	-	-
	Other	14.7	9.7	2.9
Family status				
	Mother and father	14.7	16.1	32.4
	Mother only	55.9	48.4	44.1
	Father only	5.9	6.5	2.9
	Other relatives	5.9	-	-
	Foster parents	-	-	2.9
	Mother and stepfather	2.9	12.9	11.8
	Father and stepmother	-	3.2	-
	Other	14.7	12.9	5.9
Eligible for reduced cost lunch				
	Yes	33.3	45.2	44.4
	No	63.3	54.8	55.6

Table 2 depicts Carver youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating Carver youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (32.4% - 41.2%), move to a new home (11.8% - 29.4%), violence in the neighborhood (14.7% - 35.5%), serious illness of a family member or friend (17.6% - 25.8%), and break up with a boyfriend/girlfriend (17.6% - 44.1%).

Table 2—Risk Factors

	2005 (*n* = 34)		2006 (*n* = 31)		2007 (*n* = 34)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	11.8	88.2	12.9	87.1	8.8	91.2
Death of a close family member or friend	41.2	58.8	38.7	61.3	32.4	67.6
Separation/divorce of parents	2.9	97.1	6.5	93.5	11.8	88.2
Parent remarried or living with a new partner	14.7	85.3	6.5	93.5	2.9	97.1
Drugs/alcohol in family	2.9	94.1	3.2	96.8	0.0	100.0
Moved to new home	29.4	70.6	22.6	77.4	11.8	88.2
Violence between parents	2.9	97.1	0.0	100.0	0.0	100.0
Witnessed violence in the neighborhood	14.7	85.3	35.5	64.5	20.6	79.4
Serious illness of a family member or friend	17.6	82.4	25.8	74.2	17.6	82.4
Broke up with boyfriend/girlfriend	17.6	82.4	32.3	67.7	44.1	55.9

Table 3 presents information on participating Carver youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Carver youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (*n* = 34)		2006 (*n* = 31)		2007 (*n* = 34)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.56	1.16	3.55	1.11	3.57	1.26
Responsible choices	1	4	2.90	0.68	3.03	0.62	2.99	.79
Anxiety scale	0	7	3.00	1.96	2.97	1.83	3.29	2.05
Social support—family	1	5	3.74	1.01	3.48	1.13	3.63	1.28
Social support—peer	1	5	3.48	1.10	3.39	1.08	3.59	1.02
Social support—staff	1	5	3.42	1.37	3.47	1.42	3.22	1.24

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Carver 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the Carver Center by gender and by age. Among the youth surveyed from this Center there were 17 males and 14 females. Significant gender differences were found in the areas of *Emotional Safety, Supportive Relationships, Challenging Activities*, and *Meaningful Involvement—Center*. Females yielded significantly higher scores on each of these subscales. When contrasting younger youth (12-15 year olds) with older youth (16-18 year olds) from the Carver Center, no significant age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (n = 17)	**Females** (n = 14)	**12-15 years** (n = 9)	**16-18 years** (n = 22)
Physical Safety	2.90	3.30	2.83	3.18
Emotional Safety	2.76*	3.36*	2.75	3.14
Supportive Relationships	2.84*	3.39*	2.83	3.18
Challenging Activities	2.71*	3.24*	2.82	3.00
Meaningful Involvement—Center	2.63*	3.25*	2.80	2.96
Meaningful Involvement—Neighborhood	2.78	3.31	2.73	3.14

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Carver Center with youth from all the other Centers. There were 31 youth represented from the Carver Center, as compared to the 550 remaining youth who participated across the other Centers. No significant differences were found between Carver youth and the other youth sampled.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Carver (n = 31)	**Youth from all other Centers** (n = 550)
Physical Safety	3.08	3.23
Emotional Safety	3.03	3.13
Supportive Relationships	3.09	3.11
Challenging Activities	2.95	3.07
Meaningful Involvement—Center	2.91	2.96

	Youth from Carver (n = 31)	**Youth from all other Centers** (n = 550)
Meaningful Involvement—Neighborhood	3.02	3.02

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from Carver with youth from all the other Centers by gender. That is, the left side of the table contrasts Carver males with all other participating males; the right side of the table contrasts Carver females with all other participating females. Carver males scored significantly lower than other males on *Emotional Safety*. No significant differences were found between Carver females and the other females sampled.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Carver males (n = 17)	**Other males** (n = 326)	**Carver females** (n = 14)	**Other females** (n = 220)
Physical Safety	2.90	3.22	3.30	3.23
Emotional Safety	2.76*	3.13*	3.36	3.12
Supportive Relationships	2.84	3.09	3.39	3.14
Challenging Activities	2.71	3.04	3.24	3.09
Meaningful Involvement—Center	2.63	2.92	3.25	2.99
Meaningful Involvement—Neighborhood	2.78	3.02	3.31	3.01

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the Carver Center with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from Carver are contrasted with all other participating 12-15 year olds; on the right side of the table 16-18 year olds from Carver are contrasted with all other participating 16-18 year olds. No significant differences were found between Carver youth and the other youth sampled in either age group.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Carver 12-15 (n = 9)	**Other 12-15** (n = 359)	**Carver 16-18** (n = 22)	**Other 16-18** (n = 190)
Physical Safety	2.83	3.20	3.18	3.27
Emotional Safety	2.75	3.10	3.14	3.18
Supportive Relationships	2.83	3.06	3.19	3.21
Challenging Activities	2.82	3.02	3.00	3.15
Meaningful Involvement—Center	2.80	2.88	2.96	3.09

	Carver 12-15 (*n* = 9)	Other 12-15 (*n* = 359)	Carver 16-18 (*n* = 22)	Other 16-18 (*n* = 190)
Meaningful Involvement—Neighborhood	2.73	2.96	3.14	3.14

*Statistically significant differences.

CARVER'S PLAN OF ACTION

Goal Area: Emotional Safety		
Specific action plan objective: *Increase male youth's feeling of emotional safety*		
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Assess the proportion of males to females attending the program and increase the number of male staff to assure there is an appropriate number of male staff working with male youth in the program.	September-May 2006/2007	Social Worker
This issue will be re-evaluated by both staff and youth throughout the year. Specifically, it will be an agenda item with the youth council every other month.	September-May 2006/2007	Social Worker
This issue will be discussed at parent meetings. This will be an opportunity for parents to discuss the emotional safety of their children.	September-May 2006/2007	Social Worker

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

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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (*n* = 31)	Wave 2 Data (2007) (*n* = 34)
Physical Safety	3.08	3.08
Emotional Safety	3.03	3.08
Supportive Relationships	3.09	3.10

	Wave 1 Data (2006) (n = 31)	**Wave 2 Data (2007)** (n = 34)
Challenging Activities	2.95	3.01
Meaningful Involvement—Center	2.91	2.96
Meaningful Involvement—Neighborhood	3.02	3.10

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that Carver decided to focus on. In this particular instance, the scores summarized in the table are for **males only.** As evident in Table 9, Carver Center achieved its goal: there was an increase in male students' scores on the *Emotional Safety* subscale.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	**2006 SCORE**	**GOAL**	**2007 SCORE**
Emotional Safety—males	2.76	Increase male students' scores on the *Emotional Safety* subscale.	3.03

Summary of Process Evaluation Findings

As depicted in their plan of action, Carver staff set a goal of increasing male youth's sense of emotional safety. Data presented in Table 9 demonstrate that there was an increase in males' scores on the *Emotional Safety* subscale. Consequently, based on the two waves of data, it may be concluded that staff at this Center were successful at achieving their goal.

Walnut-Orange-Walsh (WOW) Youth Center

CENTER DESCRIPTION

The purpose of the WOW Center of Waterbury has been to have an open door to help assist and engage all youth in the community. It continues to work on providing appropriate and necessary training and activities for the neighborhood youth. This Center strives to have a safe environment for community youth.

The Center offers programs to the community with the use of a computer lab, kitchen, library/resource room, and play yard for younger children. A number of activities are held at this Center including reading groups, tutoring skills, bingo, leadership activities, mentoring programs, and computer training. The youth are consistently utilizing their leadership skills by providing the Center with new ideas to benefit the Center and the community.

Over the time period covered by this evaluation, the Center was open on average 20 days per month. The attendance data collected by the Center revealed that 32 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 25 and the average number of days youth attended the Center in the typical month was 15.7.

Participants

Table 1 presents information on the social background characteristics of WOW youth who participated in the 2005-07 process and outcome evaluation. Across all three data collection periods there are more females than males. In addition, the percent of males decreases between 2005 and 2007. At time point 1 and 2 approximately half of the Center's youth were in grades 11 and 12; however, at time point 3 this dropped to about one fifth. Across all three data collection points, most WOW youth reported relatively high grade point averages. The majority of youth at this Center identified ethnically as African American. At time point 1 youth reported living in a variety of different types of households; however, at time points 2 and 3 the majority of youth reported living in mother and father households and mother-only households. During the period under evaluation, most youth at this Center received reduced-cost lunches.

Table 1—Demographics

	2005 (n = 20)	2006 (n = 27)	2007 (n = 44)
Gender	%	%	%
Male	42.1	30.8	23.3
Female	57.9	69.2	76.7
Grade			
6	5.0	11.1	18.2
7	10.0	3.7	6.8
8	15.0	11.1	11.4
9	15.0	7.4	11.4
10	10.0	7.4	15.9

		2005 (n = 20)	2006 (n = 27)	2007 (n = 44)
	11	30.0	29.6	9.1
	12	10.0	22.2	13.6
GPA				
	A	15.0	22.2	23.8
	B	65.0	40.7	47.6
GPA				
	C	15.0	29.6	28.6
	D	5.0	3.7	-
	F	-	-	-
Race/ethnicity				
	European American	-	3.7	4.5
	African American	68.4	55.6	56.8
	Latino/a American	26.3	29.6	31.8
	Asian	-	-	-
	American Indian	-	-	-
	Other	5.3	11.1	6.8
Family status				
	Mother and father	26.3	18.5	29.5
	Mother only	26.3	48.1	40.9
	Father only	10.5	3.7	-
	Other relatives	15.8	7.4	4.5
	Foster parents	-	3.7	-
	Mother and stepfather	21.1	11.1	20.5
	Father and stepmother	-	-	-
	Other	-	7.4	4.5
Eligible for reduced cost lunch				
	Yes	84.2	77.8	83.3
	No	15.8	22.2	16.7

Table 2 depicts WOW youth's responses to inquiries about the presence of certain risk factors in their lives. Risk factors that received high levels of endorsement across the three data collection points included financial problems (17.5% - 25.9%), death of a close family member or friend (40.0% - 55.0%), witnessing community violence (12.5% - 40.0%), serious illness of a family member or friend (27.5% - 40.0%), and break up with a boyfriend/girlfriend (25.9% - 40.0%).

Table 2—Risk Factors

	2005 (n = 20)		2006 (n = 27)		2007 (n = 40)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	20.0	80.0	25.9	74.1	17.5	82.5
Death of a close family member or friend	55.0	45.0	44.4	55.6	40.0	60.0
Separation/divorce of parents	5.0	95.0	3.7	96.3	5.0	95.0

	2005 (*n* = 20)		2006 (*n* = 27)		2007 (*n* = 40)	
	Yes %	No %	Yes %	No %	Yes %	No %
Parent remarried or living with a new partner	0.0	100.0	0.0	100.0	10.0	90.0
Drugs/alcohol in family	5.0	95.0	3.7	96.3	5.0	95.0
Moved to new home	20.0	80.0	14.8	85.2	25.0	75.0
Violence between parents	0.0	100.0	0.0	100.0	7.5	92.5
Witnessed violence in the neighborhood	40.0	60.0	18.5	81.5	12.5	87.5
Serious illness of a family member or friend	40.0	60.0	37.0	63.0	27.5	72.5
Broke up with boyfriend/girlfriend	40.0	60.0	25.9	74.1	32.5	67.5

Table 3 presents information on participating WOW youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, WOW youth's mean scores on each of the outcome variables, at each of the three time points, were moderately high.

Table 3—Outcome variables

	Min	Max	2005 (*n* = 19)		2006 (*n* = 26)		2007 (*n* = 40)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.79	1.05	3.53	1.09	3.96	1.37
Responsible choices	1	4	3.30	0.48	3.35	0.54	3.38	0.57
Anxiety scale	0	7	3.16	2.20	3.20	2.01	3.33	2.10
Social support—family	1	5	3.75	1.14	3.70	1.27	3.89	0.98
Social support—peer	1	5	3.54	1.25	3.65	1.19	3.67	1.08
Social support—staff	1	5	3.09	1.63	3.87	1.08	4.08	1.11

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the WOW 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the WOW Center by gender and by age. Among the youth surveyed from this Center there were 8 males, as compared to 18 females and 8 younger youth (12-15) as compared to 19 older youth (16-18). There were no significant differences between males and females from the WOW Center. When contrasting younger (12-15 year olds) youth with older (16-18 year olds) youth from the WOW Center, older youth scored significantly higher than younger youth on *Supportive Relationships* subscale.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	WOW Males (n = 8)	**WOW Females** (n = 18)	**12-15 years** (n = 8)	**16-18 years** (n = 19)
Physical Safety	3.34	3.39	3.22	3.47
Emotional Safety	3.18	3.17	2.92	3.32
Supportive Relationships	3.16	3.16	2.88*	3.31*
Challenging Activities	3.05	3.27	3.13	3.26
Meaningful Involvement—Center	3.03	3.16	2.88	3.26
Meaningful Involvement—Neighborhood	3.22	3.17	2.97	3.29

*Statistically significant differences.

Between Center Contrasts

Table 5 depicts average scores on process indicators contrasting youth from the WOW Center with youth from all the other Centers. There were 27 youth represented from WOW Center, as compared to the 546 remaining youth who participated across the other Centers. No significant differences were found on any of the subscales.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	WOW Youth (n = 27)	**Youth from all other Centers** (n = 546)
Physical Safety	3.40	3.20
Emotional Safety	3.20	3.12
Supportive Relationships	3.18	3.10
Challenging Activities	3.22	3.05
Meaningful Involvement—Center	3.14	2.94
Meaningful Involvement—Neighborhood	3.19	3.01

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from WOW with youth from all the other Centers by gender. That is, one side of the table contrasts WOW males with all other participating males; the other side of the table contrasts WOW females with all other participating females. There were no significant differences between males from WOW and males from other Centers, or females from WOW and females from other Centers.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	WOW males (n = 8)	**Other males** (n = 334)	**WOW females** (n = 18)	**Other females** (n = 211)
Physical Safety	3.34	3.20	3.39	3.22
Emotional Safety	3.18	3.11	3.17	3.12
Supportive Relationship	3.16	3.07	3.16	3.15
Challenging Activities	3.05	3.02	3.27	3.08
Meaningful Involvement Center	3.03	2.90	3.16	2.98
Meaningful Involvement-Neighborhood	3.22	3.00	3.17	3.02

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the WOW Center with youth from all the other Centers by age. That is, on one side of the table 12 – 15 year olds from the WOW Center are contrasted with all other participating 12 –15 year olds; on the other side of the table 16 – 18-year-olds from the WOW Center are contrasting with all other participating 16 – 18-year-olds. There are no significant differences between younger youth from WOW and other younger youth, nor were there significant differences between older youth from WOW and other older youth.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	WOW 12-15 (n =8)	**Other 12-15** (n = 352)	**WOW 16-18** (n =19)	**Other 16-18** (n = 192)
Physical Safety	3.22	3.19	3.47	3.23
Emotional Safety	2.92	3.10	3.32	3.15
Supportive Relationship	2.88	3.05	3.31	3.18
Challenging Activities	3.13	3.02	3.26	3.10
Meaningful Involvement—Center	2.88	2.88	3.26	3.04
Meaningful Involvement--Neighborhood	2.97	2.95	3.29	3.11

*Statistically significant differences.

WALNUT-ORANGE-WALSH'S PLAN OF ACTION

Goal Area:	Younger youth's scores on 5 subscales	
Specific action plan objective:	*To increase 12-15 year old youth scores in the following areas: physical safety, emotional safety, supportive relationships, meaningful involvement—Center, and meaningful involvement—neighborhood.*	
Implementation strategies:		
Proposed Activities	*Time Frame*	*Responsible Person(s)*
Conduct a survey with the 12-15 year old youth on their ideas for activities projects and events they would like to see at the Center.	Fall 2006	Center Staff
Increase peer to peer and group discussions	2006-2007	Center Staff and Youth Leaders
Encourage 12-15 year old youth to serve on committees	2006-2007	Center Staff and Youth Leaders
Encourage 12-15 year old youth to take on leadership roles on activities, projects, and events they would like to take place	2006-2007	Center Staff and Youth Leaders

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. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 27)	**Wave 2 Data (2007)** (n = 44)
Physical Safety	3.40*	3.77*
Emotional Safety	3.20*	3.65*
Supportive Relationships	3.18*	3.56*
Challenging Activities	3.22*	3.57*
Meaningful Involvement-Center	3.14*	3.45*
Meaningful Involvement-Neighborhood	3.19*	3.53*

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

Table 9 summarizes the two waves of scores for the specific area that the WOW Center decided to focus on. In this particular instance, Wave 1(2006) and Wave 2(2007) scores for younger WOW youth (12-15) are presented.

Table 9—Summary of the two waves of data with program areas targeted for change

CATEGORY	2006 SCORE	GOAL	2007 SCORE
Physical Safety	3.22	*Increase younger youth's scores on the* Physical Safety *subscale.*	3.25
Emotional Safety	2.92	*Increase younger youth's scores on the* Emotional Safety *subscale.*	2.86
Supportive Relationships	2.88	*Increase younger youth's scores on the* Supportive Relationships *subscale.*	2.92
Meaningful Involvement—Center	2.88	*Increase younger youth's scores on the* Meaningful Involvement—Center *subscale.*	2.63
Meaningful Involvement—Neighborhood	2.97	*Increase younger youth's scores on the* Meaningful Involvement—Neighborhood *subscale.*	3.00

Summary of Process Evaluation Findings

As depicted in their plan of action, WOW staff set a goal of increasing 12 – 15 year old youth's scores on five of the six subscales. Data presented in Table 9 demonstrate that there were slight increases in 12 – 15 year old youth's scores on *Physical Safety, Supportive Relationships,* and *Meaningful Involvement—Neighborhood* subscales, and slight decreases on *Emotional Safety* and *Meaningful Involvement—Center* subscales. Data presented in Table 8 show statistically significant increases in participating youth's scores on all subscales. Everything taken together, it may be concluded that WOW staff were successful at improving their program.

Washington Park House

CENTER DESCRIPTION

The Washington Park House Center of Waterbury moved to a new location during the period covered by this evaluation. A description of this Center's mission and activities offered to youth is not available.

Over the time period covered by this evaluation, the Center was open on average 20 days per month. The attendance data collected by the Center revealed that 64 different youth attended the Center in the typical month. The average number of youth served daily by the Center was 17 and the average number of days youth attended the Center in the typical month was 5.4.

Participants

Table 1 presents information on the social background characteristics of Washington Park House youth who participated in the 2005-07 process and outcome evaluation. Over the 18-month period there was a decrease in the percentage of participating females and an increase in the percentage of participating males. Across all three time points, a large percentage of youth were in the seventh through tenth grades and this became increasingly true over time. Across all three data collection points, most participating Washington Park House youth reported relatively good grade point averages; most identified as Latino/a American; and, most reported living in mother-only families. Over the period under study, the percentage of Washington Park House youth who reported being eligible for reduced cost lunch increased.

Table 1—Demographics

	2005 (n = 50)	2006 (n = 44)	2007 (n = 38)
Gender	%	%	%
Male	51.0	65.1	74.3
Female	49.0	34.9	25.7
Grade			
6	16.0	2.3	5.3
7	4.0	23.3	15.8
8	8.0	16.3	5.3
9	12.0	18.6	18.4
10	16.0	7.0	21.1
11	8.0	16.3	7.9
12	6.0	9.3	7.9
GPA			
A	19.6	14.6	9.1
B	37.0	36.6	36.4
C	34.8	39.0	45.5
D	8.7	9.8	6.1
F	-	-	-

	2005 (n = 50)	2006 (n = 44)	2007 (n = 38)
Race/ethnicity			
European American	-	-	-
African American	20.0	4.5	16.2
Latino/a American	62.0	93.2	70.3
Asian	2.0	-	-
Race/ethnicity			
American Indian	4.0	-	-
Other	12.0	2.3	13.5
Family status			
Mother and father	38.0	28.6	27.8
Mother only	34.0	40.5	33.3
Father only	-	2.4	-
Other relatives	2.0	4.8	-
Foster parents	-	2.4	-
Mother and stepfather	10.0	9.5	22.2
Father and stepmother	2.0	2.4	5.6
Other	14.0	9.5	11.1
Eligible for reduced cost lunch			
Yes	68.2	78.9	75.0
No	31.8	21.1	25.0

Table 2 depicts Washington Park House youth's responses to inquiries about the presence of certain risk factors in their lives. Across all three data collection points, most participating Washington Park House youth reported not having experienced any of the listed risk factors in the previous year. Risk factors that received relatively high levels of endorsement across the three data collection points included death of a close family member or friend (10.0% - 22.0%), move to a new home (26.0% - 33.3%), violence in the neighborhood (19.5% - 30.6%), family financial problems (11.1% - 26.8%), and break up with a boyfriend/girlfriend (22.0% - 30.6%).

Table 2—Risk Factors

	2005 (n = 50)		2006 (n = 41)		2007 (n = 36)	
	Yes %	No %	Yes %	No %	Yes %	No %
Family financial problems	20.0	80.0	26.8	73.2	11.1	88.9
Death of a close family member or friend	10.0	90.0	22.0	78.0	19.4	80.6
Separation/divorce of parents	12.0	88.0	9.8	90.2	2.8	97.2
Parent remarried or living with a new partner	4.0	96.0	7.3	92.7	8.3	91.7
Drugs/alcohol in family	4.0	96.0	17.1	82.9	5.6	94.4
Moved to new home	26.0	74.0	26.8	73.2	33.3	66.7
Violence between parents	0.0	100.0	4.9	95.1	5.6	94.4
Witnessed violence in the neighborhood	30.0	70.0	19.5	80.5	30.6	69.4
Serious illness of a family member or friend	6.0	94.0	9.8	90.2	19.4	80.6

	2005 (n = 50)		2006 (n = 41)		2007 (n = 36)	
	Yes %	No %	Yes %	No %	Yes %	No %
Broke up with boyfriend/girlfriend	22.0	78.0	26.8	73.2	30.6	69.4

Table 3 presents information on participating Washington Park House youth's responses to questionnaires measuring outcome variables (i.e., general well-being, responsible choices, anxiety, social support—family, social support—peer, and social support—staff). As shown in Table 3, Washington Park House youth's mean scores on each of the outcome variables, at each of the three time points, were moderate to moderately high.

Table 3—Outcome variables

	Min	Max	2005 (n = 48)		2006 (n = 35)		2007 (n = 36)	
			Mean	SD	Mean	SD	Mean	SD
General well-being	1	6	3.57	1.22	3.74	1.32	3.67	0.99
Responsible choices	1	4	3.26	0.68	3.02	0.65	3.16	0.66
Anxiety scale	0	7	3.36	1.96	2.93	1.78	2.80	1.97
Social support—family	1	5	3.83	1.22	3.48	1.26	3.55	1.31
Social support—peer	1	5	3.65	1.16	3.49	1.24	3.07	1.06
Social support—staff	1	5	3.72	1.32	3.50	1.24	2.94	1.31

*High scores indicate high levels of outcome variables.

PROCESS EVALUATION FINDINGS

Baseline Data

What follows is a summary of the baseline data collected on the youth survey in March 2006. These data were used to develop goals for improving the program. The data were summarized for the Centers in two ways. First, the data were summarized to provide contrasting information on the youth from within the Centers. These *within center contrasts* explore differences in the scores of the males and females attending the Centers and the older and younger youth attending the Centers. Second, the data were summarized to provide contrasting information on the youth from the Washington Park House 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—March 2006

Table 4 depicts average scores on the process indicators contrasting the youth within the Washington Park House by gender and by age. Among the youth surveyed from this Center there were 22 males and 13 females. There were significant gender differences for *Supportive Relationships*; that is, females scored significantly higher on *Supportive Relationships* than

males. When contrasting younger youth (12-15 year olds) with older youth (16-18 year olds) from the Washington Park House, no significant age differences were found.

Table 4—Average scores on the process indicators: Contrasting males and females within the Center & contrasting younger youth with older youth from within the Center

	Males (*n* = 22)	**Females** (*n* = 13)	**12-15 years** (*n* = 13)	**16-18 years** (*n* = 22)
Physical Safety	2.95	3.21	2.75	3.22
Emotional Safety	3.01	3.27	3.00	3.15
Supportive Relationship	2.97*	3.34*	3.03	3.14
Challenging Activities	3.00	3.25	2.99	3.15
Meaningful Involvement—Center	2.97	3.18	2.93	3.10
Meaningful Involvement—Neighborhood	3.07	3.17	2.90	3.23

*Statistically significant differences.

Between Center Contrasts—March 2006

Table 5 depicts average scores on process indicators contrasting youth from the Washington Park House with youth from all the other Centers. There were 35 youth represented from the Washington Park House, as compared to the 546 remaining youth who participated across the other Centers. There were no significant differences found between Washington Park House youth and the other youth for any of the below subscales.

Table 5—Average scores on the process indicators: Contrasting youth within the Center with youth from all other Centers

	Youth from Washington (*n* = 35)	**Youth from all other Centers** (*n* = 546)
Physical Safety	3.05	3.23
Emotional Safety	3.10	3.13
Supportive Relationship	3.11	3.11
Challenging Activities	3.10	3.06
Meaningful Involvement—Center	3.05	2.95
Meaningful Involvement—Neighborhood	3.11	3.02

*Statistically significant differences.

Table 6 depicts average scores on the process indicators contrasting youth from Washington Park House with youth from all the other Centers by gender. That is, the left side of the table contrasts Washington Park House males with all other participating males; the right side of the table contrasts Washington Park House females with all other participating females. There were no significant differences between Washington Park House males and all other males or Washington Park House females and all other females.

Table 6—Average scores on the process indicators: Contrasting males and females within the Center with youth from all other Centers

	Washington males (*n* = 22)	**Other males** (*n* = 321)	**Washington females** (*n* = 13)	**Other females** (*n* = 221)
Physical Safety	2.95	3.22	3.21	3.24
Emotional Safety	3.01	3.12	3.27	3.12
Supportive Relationship	2.97	3.08	3.34	3.14
Challenging Activities	3.01	3.03	3.25	3.09
Meaningful Involvement—Center	2.97	2.90	3.18	3.00
Meaningful Involvement—Neighborhood	3.07	3.00	3.17	3.02

*Statistically significant differences.

Table 7 depicts average scores on the process indicators contrasting youth from the Washington Park House with youth from all the other Centers by age. That is, on the left side of the table 12-15 year olds from Washington Park House are contrasted with all other participating 12-15 year olds; on the right side of the table 16-18 year olds from Washington Park House are contrasted with all other participating 16-18 year olds. There were no significant age differences found on any of the below subscales.

Table 7—Average scores on the process indicators: Contrasting younger (12-15) and older (16-18) youth within the Center with youth from all other Centers

	Washington 12-15 (*n* = 13)	**Other 12-15** (*n* = 355)	**Washington 16-18** (*n* = 22)	**Other 16-18** (*n* = 190)
Physical Safety	2.75	3.21	3.22	3.27
Emotional Safety	3.00	3.10	3.15	3.18
Supportive Relationship	3.04	3.05	3.14	3.22
Challenging Activities	2.99	3.02	3.15	3.13
Meaningful Involvement—Center	2.93	2.88	3.11	3.07
Meaningful Involvement—Neighborhood	2.90	2.95	3.23	3.13

*Statistically significant differences.

WASHINGTON PARK HOUSE'S PLAN OF ACTION

Washington Park House created a goal improvement plan, but because this Center moved to a new location, they were unable to implement it.

Changes in Youth Perceptions of the Program

The second wave of data was used to contrast the changes that occurred over time with respect of 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 youths' experiences within the program. These data are summarized in Table 8.

Table 8—Average scores on the process indicators: Contrasting youth scores from wave 1(2006) and wave 2(2007)

	Wave 1 Data (2006) (n = 34)	**Wave 2 Data (2007)** (n = 35)
Physical Safety	3.05	3.12
Emotional Safety	3.10	3.07
Supportive Relationships	3.11	3.00
Challenging Activities	3.10	3.07
Meaningful Involvement—Center	3.05	3.09
Meaningful Involvement—Neighborhood	3.11	3.04

*Statistically significant differences.
**Scores range from 1 to 4, with 1 indicating strong disagreement and 4 indicating strong agreement.

SUMMARY

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 that are knowledgeable about child and adolescent development and familiar with effective strategies for working with youth. In this context, program evaluations, involving both outcome and process components, can serve as one means of assisting both funders and programmers with their efforts to provide programming that achieves quality and tangible results.

The results of the outcome evaluation provide evidence for the efficacy and value of the NYC programs. Youth who attended the programs over time tended to show gains in both social and emotional areas of development. Specifically, the youth who were repeatedly assessed over time reported that they experienced more support from the program staff. They reported, as well, gains in their overall sense of psychological well-being and a concomitant reduction in their feelings of anxiety. In addition, the youth seemed to benefit from attending the Centers more than a minimum number of days each month, as evidenced by the higher attending youth reporting a greater ability to make responsible choices, higher levels of generalized well-being, and higher levels of staff support than their lower attending counterparts.

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, thus, contributes to the existing literature on positive youth development, but it also 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.

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. 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.

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 YDTRC 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.

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APPENDIX A

MEASURES USED IN OUTCOME EVALUATION

General Well-Being Scale

Directions. Please tell us how you have been feeling in the **past two weeks.** Check the box that best describes how often you have felt these ways.

	At no time	*Some of the time*	*Less than half of the time*	*More than half of the time*	*Most of the time*	*All of the time*
1. I feel cheerful and in good spirits.	1	2	3	4	5	6
2. I feel calm and relaxed.	1	2	3	4	5	6
3. I feel active and vigorous.	1	2	3	4	5	6
4. I wake up feeling fresh and rested.	1	2	3	4	5	6
5. My daily life is filled with things that interest me.	1	2	3	4	5	6

Responsible Choices Scale

Directions. Just check the box that **describes you best**.

	Not at all like you	*A little like you*	*Mostly like you*	*Very much like you*
1. You can say no to activities that you think are wrong.	1	2	3	4
2. You can identify the positive and negative consequences of behavior.	1	2	3	4
3. You try to make sure that everyone in a group is treated fairly.	1	2	3	4
4. You think you should work to get something, if you really want it.	1	2	3	4
5. You make decisions to help you achieve your goals.	1	2	3	4
6. You know how to organize your time to get all your work done.	1	2	3	4

Anxiety Scale

Directions. Please tell us if these statements are true for you. Check "Yes" if this statement is true for you and check "No" it the statement is not true for you.

	Yes	*No*
1. I am nervous when things don't go right.	1	2
2. I worry what my parents will say.	1	2
3. I worry about what other people think.	1	2
4. I worry about what's going to happen.	1	2
5. I have bad dreams.	1	2
6. I wake up scared some of the time.	1	2
7. Worry something bad will happen.	1	2

Scale of Perceived Social Support—Family

Directions. Check the box that reflects how much of the time each of these statements is **true for you.**

	Rarely or Never	*A Little Bit*	*Sometimes*	*A Good Part of the Time*	*Always*
1. My family really tries to help me.	1	2	3	4	5
2. I get the emotional help and support I need from my family.	1	2	3	4	5
3. I can talk about my problems with my family.	1	2	3	4	5
4. My family is willing to help me make decisions.	1	2	3	4	5

Scale of Perceived Social Support—Friends

Directions. Check the box that reflects how much of the time each of these statements is **true for you**.

	Rarely or Never	***A Little Bit***	***Sometimes***	***A Good Part of the Time***	***Always***
1. My friends really try to help me.	1	2	3	4	5
2. I can count on my friends when things go wrong.	1	2	3	4	5
3. I have friends with whom I can share my joys and sorrows.	1	2	3	4	5
4. I can talk about my problems with my friends.	1	2	3	4	5

Scale of Perceived Social Support—Staff

Directions. Check the box that reflects how much of the time each of these statements is **true for you**.

	Rarely or Never	***A Little Bit***	***Sometimes***	***A Good Part of the Time***	***Always***
1. There is a special staff person at the Center who is around when I am in need.	1	2	3	4	5
2. There is a special staff person at the Center with whom I can share joys and sorrows.	1	2	3	4	5
3. I have a special staff person at the Center who is a real source of comfort to me.	1	2	3	4	5
4. There is a special staff person at the Center who cares about my feelings.	1	2	3	4	5

APPENDIX B

MEASURES USED IN PROCESS EVALUATION

Youth Development Assessment Device

Directions. The purpose of this questionnaire is to understand how you experience the different aspects of the Center. For the following questions, circle the response that best represents the way you feel.

		Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***
1.	I can be myself when I am at the Center.	1	2	3	4
2.	The Center is a safe place for kids my age to hang out.	1	2	3	4
3.	There is an adult at the Center who I can turn to about important decisions in my life.	1	2	3	4
4.	The Center provides a structure that makes me feel safe.	1	2	3	4
5.	The staff at the Center believe in me.	1	2	3	4
6.	The staff goes out of their way to make sure the Center is a safe place to go.	1	2	3	4
7.	The things that I accomplish at the Center make me feel good about myself.	1	2	3	4
8.	At the Center, I feel like my input makes a difference.	1	2	3	4
9.	Because of the Center I have had a chance to do things to help people in my community.	1	2	3	4
10.	There is a staff member who is a role model for me.	1	2	3	4
11.	The Center is a great place for me to feel involved in the neighborhood.	1	2	3	4
12.	The staff at the Center make me feel welcome.	1	2	3	4
13.	The Center is a place where I feel supported.	1	2	3	4
14.	I get to try new things at the Center.	1	2	3	4
15.	The Center is a place where I feel comfortable.	1	2	3	4

16.	I get to take on new responsibilities at the Center.	1	2	3	4
17.	I am encouraged to help design the programs that exist at the Center.	1	2	3	4
18.	I have learned a lot as a result of the activities I do at the Center.	1	2	3	4
19.	Going to the Center and participating in activities there makes me feel part of my community.	1	2	3	4
20.	At the Center, I feel like my ideas are heard and understood.	1	2	3	4
21.	Staff at the Center look out for me.	1	2	3	4
22.	I often work with other kids to accomplish challenging activities.	1	2	3	4
23.	There is at least one staff member who I feel I can talk to.	1	2	3	4
24.	The Center is a place that makes me feel connected with others.	1	2	3	4
25.	At the Center, I participate in making the rules.	1	2	3	4
26.	I often work with staff to plan activities and projects.	1	2	3	4
27.	I am encouraged to learn new things when I am at the Center.	1	2	3	4
28.	The rules of the Center are clear.	1	2	3	4
29.	The staff at the Center are genuinely interested in getting to know me and my interests.	1	2	3	4
30.	I am motivated to learn new things at the Center.	1	2	3	4
31.	Contributing to decision-making at the Center makes me feel good about myself.	1	2	3	4
32.	The Center is a place where I feel respected.	1	2	3	4
33.	The staff at the Center go out of their way to help me when I need it.	1	2	3	4
34.	I learn how to make responsible decisions at the Center.	1	2	3	4
35.	At the Center, I feel like my ideas and suggestions are taken seriously.	1	2	3	4
36.	I like to go to the Center because I feel like I am part of a group.	1	2	3	4
37.	At the Center, I get to learn how to do things I did not think or know I could do.	1	2	3	4

38.	The staff at the Center are good at working with kids.	1	2	3	4
39.	The staff has answers when I have a question or a problem.	1	2	3	4
40.	The Center provides a place for me to do the things I like to do.	1	2	3	4
41.	The staff at the Center help me do what's right.	1	2	3	4
42.	The activities and programs the Center offers are challenging.	1	2	3	4
43.	I am able to share my ideas when I am at the Center.	1	2	3	4
44.	The staff provide me with useful information.	1	2	3	4
45.	Having the Center to go to makes me feel good about my neighborhood.	1	2	3	4
46.	I am able to be creative at the Center.	1	2	3	4
47.	The Center is a place where everybody fits in.	1	2	3	4
48.	The staff at the Center can be trusted.	1	2	3	4