

# HIGHBRIDGE COMMUNITY LIFE CENTER GET AND GIVE PROGRAM

## EVALUATION REPORT 2004-2005 AND 2005-2006

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## EXECUTIVE SUMMARY

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This report presents the results of an evaluation of the *Get and Give* program, conducted with ActKnowledge in the academic years 2004-2005 and 2005-2006. The *Get and Give* program serves youth ages 5 through 18 and is a program of the Highbridge Community Life Center in the Bronx, New York. The program provides academic and developmental activities, opportunities for family involvement, and aid to families.

This evaluation included a survey designed by *Get and Give*, called the “Reflections” survey, to measure outcomes for youth. The “Reflections” survey was compared to the Developmental Assets Profile (DAP), which the program administered as part of its participation as an Asset Lab to measure youth assets. Additionally, the Program Quality Self-Assessment Tool developed by the New York State Afterschool Network (NYSAN) was completed by parents and program staff. Parents, staff, and youth participated in interviews and focus groups to offer some of their perceptions of the program’s quality, impact, and implementation of Asset Labs.

The “Reflections” survey was administered to students in the program as a pre-test and post-test for each of the two academic years, and the DAP was administered as a pre-test and post-test in 2005-2006. Analysis of the “Reflections” survey showed that it consisted of five factors, or constructs: life-long learning/achievement, assets/relationships, service learning/empowerment, family involvement, and opportunity seeking behaviors. There was significant overlap between several of these constructs and constructs on the DAP, which included: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity, and personal, social, family, school, and community constructs.

Changes on the “Reflections” and the DAP surveys suggest decreases in engagement with school over the course of each academic year. There were also increases in students’ reports of doing things with friends they knew were not right and a decrease in the DAP’s “empowerment” construct, suggesting that *Get and Give* may need to become even stronger in helping participants to make and stand by good decisions. Lastly, there were general declines on the “Reflections” survey in reports of having a trusted staff member. However, older students reported an increase in having a trusted staff member, and younger students reported in interviews and focus groups that they felt safe in the program. These mixed findings suggest that *Get and Give* should better understand the experiences of participants of different age groups in order to best address their developmental needs.

In interpreting these results, there are some issues to consider. In 2004-2005, the pre-test of the “Reflections” survey was administered in January, when program-related outcomes may have already taken place, and the post-test was given at the end of the school year, when frustrations with school may have been at a peak. Fluctuations in students who participated in the program may have also affected survey outcomes; public school students tended to drop out in the wintertime, and students from one of the private

schools who were having more difficulties stayed or were directed into the program. Different groups also took both surveys each year, and students who completed “Reflections” and the DAP were not exactly the same, so changes from one year to the next might reflect general program changes but do not indicate changes for individual participants. In addition, there are general cautions about looking for findings in surveys that programs may not be able to create, such as engagement in school.

Responses to the NYSAN Program Quality Self-Assessment Tool indicated that the program’s strengths lie in relationships, partnerships, providing a warm environment and enriching activities, and reflecting the surrounding community. There were some weaknesses in 2004-2005, such as administration/organization and staffing/professional development, but these received higher ratings in 2005-2006. However, these findings also bear caution because only small groups responded to the NYSAN instrument, and the same groups did not respond in 2004-2005 and 2005-2006.

Interviews and focus groups also indicated that the *Get and Give* program is very strong in providing safety, care, choices for youth, and activities that interest them. Parents who participated in focus groups felt involved in the program, but staff believed that more parents should be involved. Areas for growth included more reflection on service learning projects, more intentional family involvement, more team-building for staff, better snacks, 30 minutes more program time per day, and more professional development in the area of assets.

As a next step, *Get and Give* should give additional thought to the methodological tools that would best suit its evaluation. The “Reflections” survey was developed by program staff to reflect the DAP and be more specifically related to the group of youth served by this program, but some results indicated that the survey may still paint a negative picture or may measure things that are beyond the reach of the program, such as school engagement. Staff should decide on its usefulness and may even elicit input from youth in the program. The NYSAN tool is required by funders but can be used flexibly to get feedback and check on program progress. Interviews and focus groups are very useful for understanding individuals’ experiences of the program.

If *Get and Give* continues to use the “Reflections” surveys, staff should give the survey to youth and hear their feedback on each item, particularly those items that were associated with constructs that had low reliability (opportunity seeking and lifelong learning). The surveys should be administered as early as possible in the fall of each year and at times when external events (e.g., difficulties at school or hot weather) are not likely to affect responses. Staff should also continue to identify important data to track (e.g., zip code) and institute tracking methods that will allow all staff easy access to data. Comparison groups of students not in the program can also take surveys, which will give a better idea of which changes are program related. Older youth should be included in evaluation as much as possible in order to hear about their needs, and they may also help to lead program evaluation. Finally, *Get and Give* should review the theory of change that they created at the beginning of this evaluation based on what they have learned, in order to continue to plan and evaluate.

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## INTRODUCTION

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Highbridge Community Life Center is a 25-year-old neighborhood organization that works with residents in the Highbridge community in the Bronx, New York. The Highbridge community is within the nation's poorest congressional district and faces a number of challenges with housing, education, and health. According to U.S. Census data, the neighborhood surrounding the Highbridge Community Life Center consists of 64.7% Hispanic/Latino, 16% White, and 36% African American residents. The influx of Hispanic residents is reflected by the fact that 66% of residents speak a language other than English at home. Half of the residents (51.0%) have a high school degree or higher, but only 6.5% have a college degree or higher. The median household income is \$20,606, and 30.9% of households have annual income less than \$10,000. Consequently, 40.3% of families and 41.3% of individual residents live below the poverty level. 40.6% of residents pay 35% or more of their household income on rent.

*Get and Give*, one of the many programs of the Highbridge Community Life Center, is an after-school program that serves youth ages 5 through 18 through academic and developmental activities, opportunities for family involvement, and aid to families. The evaluation reported here was conducted by *Get and Give* and by ActKnowledge, a participatory action research organization that works with community-based organizations. In the summer and fall of 2004, ActKnowledge met with staff at the Highbridge *Get and Give* program to develop Highbridge's Theory of Change and build internal research and evaluation capacity. Together, we also designed a survey, the "Reflections" survey, which measured the program's desired outcomes as outlined in its Theory of Change (see Appendix A). This initial phase of the evaluation has previously been summarized in a report called "Highbridge Community Life Center *Get and Give* Program: Evaluation Report and Handbook."

This evaluation of the *Get and Give* program was made possible by funding that Highbridge has been awarded as a 21<sup>st</sup> Century Community Learning Center and augmented by their selection as a participant in a multi-site program of the YMCA and Search Institute to develop Asset Labs for youth development. As a 21<sup>st</sup> Century Community Learning Center, *Get and Give* committed itself to improved outcomes for youth; one of the aims of this evaluation was to use the "Reflections" survey to demonstrate whether those improved outcomes have been achieved.

*Get and Give* was selected to become an Asset Lab in fall 2004, because its approach to youth programs was already "asset-based". This means that the philosophy of the program is to provide youth with the opportunities they need to build self-esteem and a positive identity, learn boundaries, develop positive values and social competencies, feel empowered and supported, and be committed to learning and constructive activities. This evaluation is one of the first in the country to attempt to empirically measure the link between providing youth with assets and achieving positive youth outcomes. Few studies so far have looked at assets and outcomes within a community like Highbridge. Another aim of this evaluation was therefore to test the "Reflections" survey, which was

developed specifically to measure outcomes with *Get and Give* youth, to determine what constructs it measures (a construct is an internal psychological attribute that is measured by a set of survey questions). We also compared the constructs from the “Reflections” survey to those that have already been identified on the Developmental Assets Profile (DAP), which was developed and tested by the Search Institute to measure assets.

The “Reflections” survey was administered to youth in the program a total of four times. First, it was administered in January 2004 and spring of 2005, to measure outcomes for 2004-2005 academic school years. The survey was also administered in the fall and spring of the 2005-2006 school year, to measure outcomes for that year. The survey was given to different groups of students, or samples, in each of the two years; it was not a longitudinal study.

In New York State, 21<sup>st</sup> Century Community Learning Centers are required to administer the New York State After School Network Program Quality Self-Assessment Tool. This tool was developed by the New York State Afterschool Network (NYSAN), based on research of other tools used across the country to measure success in program implementation areas and to plan for continuous improvement. *Get and Give* administered the NYSAN Tool to program staff and parents once in 2004-2005 and then once again in 2005-2006.

Lastly, in the winter and spring of 2006, we conducted focus groups and interviews with staff, students, and parents of the *Get and Give* program. The interviews and focus groups provided more in-depth information about how staff, students, and parents feel about the program’s quality and impact, and more specifically about the implementation of Asset Labs at *Get and Give*.

This report covers different parts of the evaluation spanning two academic school years. First, we explain what we found when we tested the “Reflections” survey’s constructs and compared them to the DAP survey constructs. Next, we discuss findings from the “Reflections” survey over time and from the NYSAN Program Quality Assessment Tool. We next discuss findings from the interviews and focus groups. We conclude with a discussion of some of the findings and recommendations for the program and its evaluation.

In sum, this report presents the results of the following:

- ✓ A factor analysis of the “Reflections” survey items in order to identify constructs.
- ✓ A comparison of “Reflections” survey constructs to the Developmental Assets Profile (DAP) to determine if the survey is picking up similar constructs.
- ✓ A comparison of the fall and spring (pre- and post-test) “Reflections” survey for both the 2004-2005 and 2005-2006 school year to look for improved outcomes. We conducted analysis by age, gender, type of school, length and amount of program attendance.

- ✓ A basic analysis of the NYSAN Program Quality Self-Assessment Tool, including frequencies for each item by groups of respondents.
- ✓ Findings from focus groups and interviews.

Results are presented in the remainder of this report.

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## WHAT ARE THE “REFLECTIONS” SURVEY CONSTRUCTS?

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The “Reflections” survey was initially designed by Highbridge staff and revised with help from ActKnowledge. The survey assesses student responses to a number of psychosocial questions, such as “my family cares about what I think” and “I like learning during my classes at school.” Over the time of the evaluation, the survey was completed by youth participants at four separate time points (either pre-test or post-test) spanning two academic school years. For the 2004-2005 assessment, the pre-test was administered to 74 students in fall 2004, and 42 of those 74 students took the post-test in spring 2005. The following school year, the pre-test was administered in fall 2005 with 67 students, and 45 of those 67 took the post-test in spring 2006.

The pre-tests for each year were used to test the survey constructs using factor analysis. Since the “Reflections” survey was designed to assess a number of psychosocial outcomes, the survey was first factor-analyzed in order to extract meaningful and statistically sound constructs. Factor analysis is a statistical tool, which groups related questions into separate factors or constructs; it therefore shows how student responses to questions related to one another or are clustered together. This analysis resulted in the following constructs:

- ✓ Life-Long Learning/Achievement
- ✓ Assets/ Relationships
- ✓ Service Learning/Empowerment
- ✓ Family Involvement
- ✓ Opportunity Seeking Behaviors

Table 1 below lists the questions from the “Reflections” survey within each construct.

**TABLE 1:  
“REFLECTIONS” SURVEY CONSTRUCTS AND CORRESPONDING ITEMS**

<p><b><u>Life-Long Learning/Achievement:</u></b></p> <ul style="list-style-type: none"> <li>➤ I like reading during my free time</li> <li>➤ I like learning during my classes at school</li> <li>➤ I get frustrated when I try to learn something new at school [recoded]</li> </ul>
<p><b><u>Assets/ Relationships:</u></b></p> <ul style="list-style-type: none"> <li>➤ Other people notice when I do things well</li> <li>➤ People see me as a good person</li> <li>➤ I feel comfortable talking to <i>Get and Give</i> staff about my personal life</li> <li>➤ When I work with other people, I feel like I am important to the group</li> <li>➤ I do things with my friends that I know are not right [recoded]</li> <li>➤ There is a <i>Get and Give</i> staff member that I trust</li> <li>➤ I think about the consequences before I do something</li> <li>➤ I tell little lies to avoid getting in trouble [recoded]</li> <li>➤ People ask me to do things because they trust me</li> </ul>
<p><b><u>Service Learning/Empowerment:</u></b></p> <ul style="list-style-type: none"> <li>➤ I feel safe in my neighborhood</li> <li>➤ I like doing service learning projects in the <i>Get and Give</i> program</li> <li>➤ Adults in my neighborhood care about what I think.</li> <li>➤ I believe that volunteering is important</li> <li>➤ I feel safe in the <i>Get and Give</i> program</li> <li>➤ I look for opportunities to make a difference</li> <li>➤ I believe I can change my neighborhood for the better</li> </ul>
<p><b><u>Family Involvement:</u></b></p> <ul style="list-style-type: none"> <li>➤ My family cares about what I think</li> <li>➤ Someone in my family asks me how my day was</li> <li>➤ I show my homework to someone in my family at the end of the day</li> <li>➤ There is someone in my family that I can talk to when I have something on my mind</li> </ul>
<p><b><u>Opportunity Seeking Behaviors:</u></b></p> <ul style="list-style-type: none"> <li>➤ I go to a music, dance or art activity each week</li> <li>➤ I participate in an athletic club or team each week</li> <li>➤ I am involved in a church activity each week</li> <li>➤ I am involved in other activities in the community</li> </ul>

Constructs ranged from 1 (never) to 5 (always) and were calculated so that a higher value referred to a more positive score on the construct. For example, the higher the score on the construct “opportunity seeking behaviors,” the more often these types of behaviors took place. Items that had negative meanings, such as getting frustrated or telling lies, were recoded so that a value of 1 was changed to a value of 5; a value of 2 was changed to a value of 4, and so on.

After we computed these summary constructs, we evaluated them for their internal reliability. Internal reliability refers to how well questions within a construct correlate with each other. This statistic, alpha, ranges between zero and one so that a higher score indicates better internal reliability. Generally, social scientists strive for internal reliability (alpha) greater than .50.

Table 2 below shows that the internal reliability for all constructs was acceptable at the 2004-05 pre-test, with the exception of opportunity-seeking behaviors. However, the internal reliability of this construct improved to acceptable status by the time of the 2005-06 pre-test. Interestingly, the internal reliability for life-long learning/achievement decreased in that same time period to below acceptable. Although some of the reliability measures were below what is commonly considered acceptable, this does not affect the findings in this report, and most of the survey constructs did have acceptable reliability. In the concluding section of this report, we offer some suggestions for further refining survey constructs and improving future measurement.

**TABLE 2:  
“REFLECTIONS” SURVEY CONSTRUCTS’ RELIABILITY  
AT 2004-05 AND 2005-06 PRE-TESTS**

<i>“REFLECTIONS” SURVEY CONSTRUCT</i>	<i>RELIABILITY 2004-05 PRE-TEST N=74</i>	<i>RELIABILITY 2005-06 PRE- TEST N=67</i>
Life-long Learning/Achievement	alpha=.52	alpha=.22
Assets/Relationships	alpha=.60	alpha=.76
Service Learning/Empowerment	alpha=.75	alpha=.82
Family Involvement	alpha=.71	alpha=.67
Opportunity Seeking Behaviors	alpha=.38	alpha=.57

## **“REFLECTIONS” SURVEY AND THE DEVELOPMENTAL ASSETS PROFILE**

In order to explore how well the “Reflections” survey overlapped with the “Developmental Assets Profile” (DAP) from the Search Institute, we first matched the “Reflections” survey constructs with similar ones on the DAP. This analysis was not statistical in nature but rather guided by conversations with *Get and Give* staff. The table below shows how staff thought that the “Reflections” survey constructs would match those on the DAP, which we tested for correlations.

**TABLE 3:  
“REFLECTIONS” AND DAP SURVEY CONSTRUCTS TESTED FOR CORRELATIONS**

<i>“REFLECTIONS” SURVEY CONSTRUCT</i>	<i>DAP CONSTRUCT</i>
Life-Long Learning/Achievement	Commitment to Learning
Assets/ Relationships	Positive Identity
Service Learning/Empowerment	Empowerment, Positive Values
Family Involvement	Boundaries & Expectations, Support
Opportunity Seeking Behaviors	Social competencies, Construction of time

Prior to linking the “Reflections” survey constructs to similar ones on the DAP, we first examined the internal reliability of the DAP constructs. As previously discussed, internal reliability refers to how well items within a given construct relate to each other. A higher score indicates better reliability. As the table below shows, the internal reliability for the DAP constructs was high both during 2004-05 and 2005-06 pre-tests.

**TABLE 4:  
DAP SURVEY CONSTRUCTS’ RELIABILITY AT 2004-05 AND 2005-06 PRE-TESTS**

<i>DAP CONSTRUCT</i>	<i>RELIABILITY 2004-05 PRE-TEST (N=45)</i>	<i>RELIABILITY 2005-06 PRE-TEST (N=62)</i>
Support	alpha=.64	alpha = .75
Empowerment	alpha=.62	alpha = .55
Boundaries and Expectations	alpha=.75	alpha = .73
Construction of Time	alpha=.63	alpha = .68
Commitment to Learning	alpha=.55	alpha = .72
Positive Values	alpha=.81	alpha = .85
Social Competencies	alpha=.62	alpha = .79
Positive Identity	alpha=.73	alpha = .73

As a next step, we correlated the constructs of these two datasets (“Reflections” survey and DAP) in order to explore how well the constructs in the “Reflections” survey related to similar constructs in the DAP. A baseline of the DAP survey was done in June of 2005, so we used spring 2005 DAP and “Reflections” survey results to compare constructs; 30 students completed both the DAP and the “Reflections” surveys at that time. The table below lists the correlation between the similar constructs on the pre-test “Reflections” survey and the DAP along with an indicator of statistical significance. Generally, a higher correlation suggests a better overlap between both constructs. The statistical significance column reports whether that overlap was statistically significant.

**TABLE 5:  
CORRELATION BETWEEN REFLECTION SURVEY AND DAP CONSTRUCTS  
AT 2004-05 POST-TEST**

<i>REFLECTION SURVEY CONSTRUCT</i>	<i>DAP CONSTRUCT</i>	<i>CORRELATION SPRING 2005</i>	<i>STATISTICAL SIGNIFICANCE</i>
Life-long Learning	Commitment to Learning	.41	significant
Assets/Relationships	Positive Identity	.51	significant
Service Learning	Empowerment	.49	significant
Service Learning	Positive Values	.68	significant
Family Involvement	Boundaries & Expectations	.33	n.s.
Family Involvement	Support	.47	significant
Opportunity Seeking Behaviors	Social Competencies	.18	n.s.
Opportunity Seeking Behaviors	Construction of Time	.52	significant

As the table suggest, there are a number of significant associations between constructs in the “Reflections” survey and the DAP. For example, the pre-test analysis suggests that the assets/relationships construct is related to positive identity on the DAP. The pre-test analysis also suggests that service learning, family involvement, and opportunity seeking behavior are best related to positive values, support, and construction of time, respectively. The post-test analysis suggest that all of these relationships between the “Reflections” survey constructs and similar constructs on the DAP hold. These findings thus indicate convergent validity between the “Reflections” survey and the DAP; there is overlap between the constructs on the “Reflections” survey and on the DAP, where the correlation is statistically significant.

We examined the same relationships between the “Reflections” survey constructs and the DAP for the 2005-2006 academic school year. 41 students completed both the “Reflections” survey and the DAP survey at pre-test in fall 2005, and 36 completed both surveys at the post-test in spring 2006. As this tables suggests, there appears to be significant overlap between constructs on the “Reflections” survey and the DAP.

**TABLE 6:  
CORRELATION BETWEEN REFLECTION SURVEY AND DAP CONSTRUCTS  
AT 2005-2006 POST-TEST**

<i>REFLECTION SURVEY CONSTRUCT</i>	<i>DAP CONSTRUCT</i>	<i>CORRELATION FALL 2005</i>	<i>STATISTICAL SIGNIFICANCE</i>	<i>CORRELATION SPRING 2006</i>	<i>STATISTICAL SIGNIFICANCE</i>
Life-long Learning	Commitment to Learning	.67	significant	.63	significant
Assets/Relationships	Positive Identity	.39	significant	.53	significant
Service Learning	Empowerment	.45	significant	.53	significant
Service Learning	Positive Values	.51	significant	.58	significant
Family Involvement	Boundaries & Expectations	.09	n.s.	.35	significant
Family Involvement	Support	.46	significant	.35	significant
Opportunity Seeking Behaviors	Social Competencies	.31	significant	.41	significant
Opportunity Seeking Behaviors	Construction of Time	.41	significant	.52	significant

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## “REFLECTIONS” SURVEY FINDINGS 2004-2005

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### *The Samples*

Out of the 74 respondents who completed the 2004-05 pre-test, 42 were boys and 32 were girls, ranging in age from nine to 17 years. On average, respondents were 11.4 years. Most of the young people (n=52) attended private school (All Hallows High School, Cardinal Hayes High School, Hallen School, Mount St. Michael Academy, and Sacred Heart Middle School).

42 respondents who took the 2004-05 pre-test survey also completed the 2004-05 post-test administration of the “Reflections” survey in spring 2005. More boys (n=27) than girls (n=15) completed the post-test survey. These respondents ranged in age from 9 to 17, with an average of 12.0 years. Most of the students (59.5%) attended private schools. The tables below list additional information on ages and grades for respondents who completed the pre and post-test between 2004 and 2005. Please note that percentages may not add up to 100% in cases where respondents did not answer all of the questions.

**TABLE 7:  
AGES OF STUDENTS WHO RESPONDED TO THE “REFLECTIONS” SURVEY 2004-2005**

<i>AGE</i>	<i>PRE-TEST FALL 2004</i>		<i>POST-TEST SPRING 2005</i>	
	<i>FREQUENCY</i>	<i>PERCENT OUT OF 74</i>	<i>FREQUENCY</i>	<i>PERCENT OUT OF 42</i>
9 years	19	25.7%	6	14.3%
10 years	9	12.2%	8	19.0%
11 years	7	9.5%	6	14.3%
12 years	18	24.3%	7	16.7%
13 years	5	6.8%	6	14.3%
14 years	1	1.4%	1	2.4%
15 years	4	5.4%	1	2.4%
16 years	3	4.1%	5	11.9%
17 years	2	2.7%	2	4.8%

**TABLE 8:  
GRADE LEVELS OF STUDENTS WHO RESPONDED TO THE “REFLECTIONS” SURVEY  
2004-2005**

<i>Grade</i>	<i>PRE-TEST FALL 2004</i>		<i>POST-TEST SPRING 2005</i>	
	<i>FREQUENCY</i>	<i>PERCENT OUT OF 74</i>	<i>FREQUENCY</i>	<i>PERCENT OUT OF 42</i>
4th	22	29.7%	13	31.0%
5th	8	10.8%	6	14.3%
6th	10	13.5%	7	16.7%
7th	18	24.3%	7	16.7%
8th	2	2.7%	1	2.4%
9th	1	1.4%	1	2.4%
10th	6	8.1%	1	2.4%
11th	6	8.1%	5	11.9%
12th	1	1.4%	1	2.4%

We also collected program attendance information. These data consisted of the number of days a student attended the program and the number of days the program was scheduled to meet. Using these data, we calculated two attendance variables: 1) attendance is greater than 60% of the time and 2) attendance is greater than 80%. These categories suggested suggested that 55 students (76.4%) attended the program more than 60% of the time and 27 (37.5%) attend more than 80% of the time. Out of the 42 respondents who completed the post-test survey, only eight students attended less than 60% of the time. Due to this small comparison group, we caution the interpretation of findings.

Finally, we looked at length of time in the *Get and Give* program. Specifically, we compared students who entered the program in 2003 with those who entered in 2004.

### ***Changes in Individual “Reflections” Survey Items 2004-2005***

First, we examined whether there were any significant changes or trends over time for each question and construct regardless of group (for the entire sample). We found that:

- ✓ Overall, participants significantly increased over time in their responses to question 5, “I get frustrated when I try to learn something new at school.”
- ✓ Participants also had a significant increase over time for question 14, “I like to travel outside of the neighborhood for fun.”
- ✓ Participants significantly increased over time for question 15, “I do things with my friends that I know are not right.”
- ✓ There was a marginally significant increase over time for question 24, “I am involved in a church activity each week.”

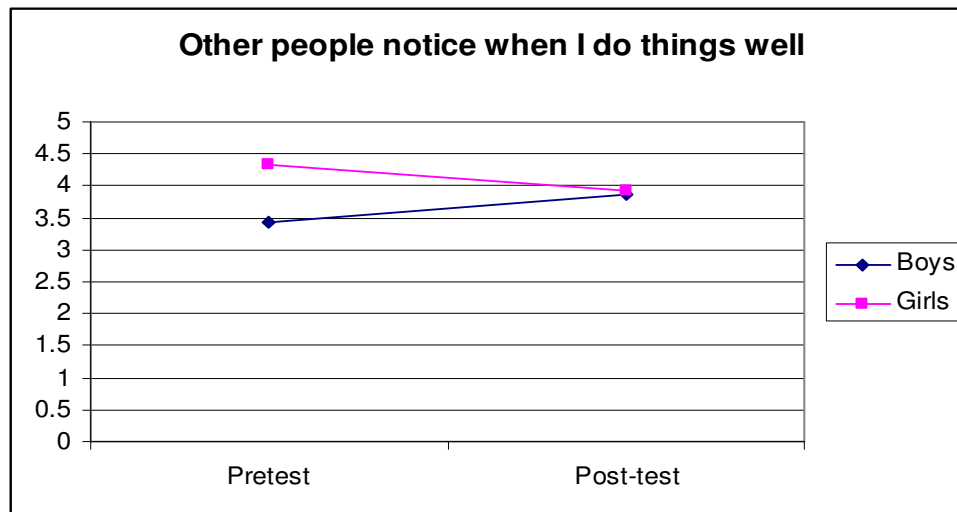
- ✓ There was a significant decrease over time for question 29, “I like the activities I do at the *Get and Give* program.”

Next, we examined whether there were changes over time for specific groups of respondents (boys and girls, older and younger respondents, elementary/middle school students and high school students, private and public school students, high and low attendees, and those who entered the program in 2003 and 2004). Specifically, we examined whether certain groups had a different rate of change over time. The changes that we found are below. (Where no change is reported for a specific group, that group remained relatively stable in its responses. Graphs are shown to display some of the more dramatic differences between groups.)

➤ *Gender*

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- ✓ Boys increased in their perception that other people notice when they do things well, while girls decreased slightly.



➤ *Age*

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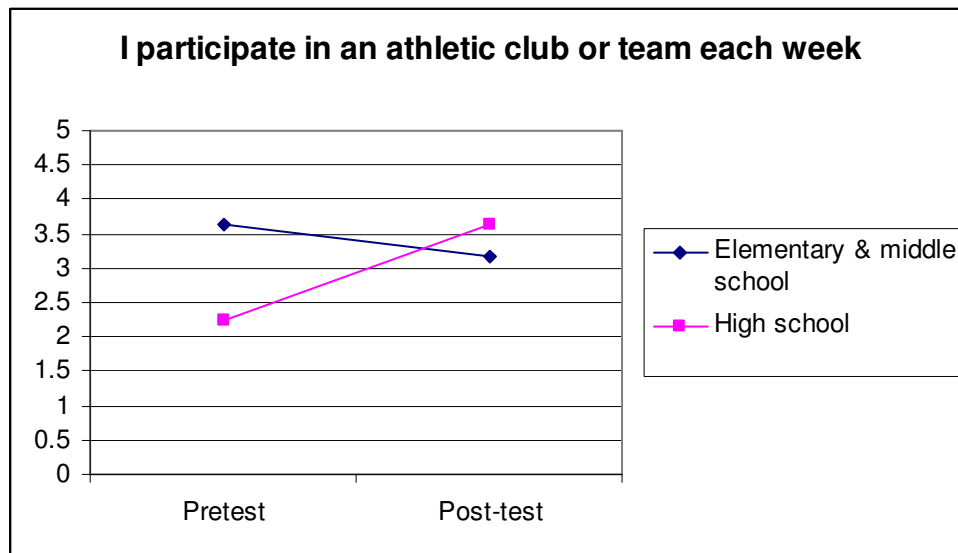
- ✓ Older respondents decreased in their response that a family member ask how a respondent’s day was.
- ✓ Older respondents decreased in their perceptions that others notice when they do something well.
- ✓ Older children decreased in their music, art, or dance activities.
- ✓ Older children increased in their participation in athletic clubs, while younger children decreased.
- ✓ Younger children increased in reports of involvement in church activities.
- ✓ Younger children increased in their perception of liking to travel outside of their neighborhoods for fun.
- ✓ There was marginal finding suggesting that younger students slightly decreased in feeling comfortable talking to *Get and Give* staff about their personal life, while older respondents increased in that perception.

- ✓ Younger children reported an increase over time in doing things that they know were not right.
- ✓ Younger children reported an increase in telling lies to avoid getting in trouble.

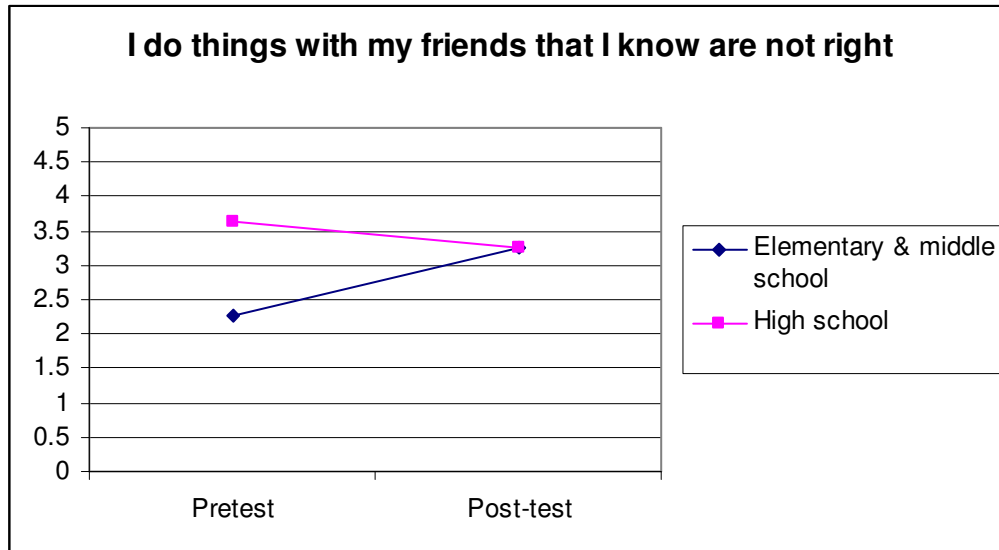
➤ *Grade Level*

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- ✓ Respondents in elementary and middle school increased slightly in terms of liking to read during their classes at school, while high school students decreased.
- ✓ High school students' athletic participation in athletics increased, while elementary and middle school students' participation decreased.



- ✓ High school students decreased in their reports of having a staff member whom they can trust.
- ✓ Elementary and middle school students reported an increase in doing things with friends that they know are not right, while high school students decreased.



➤ *Type of School (Public vs. Private)*

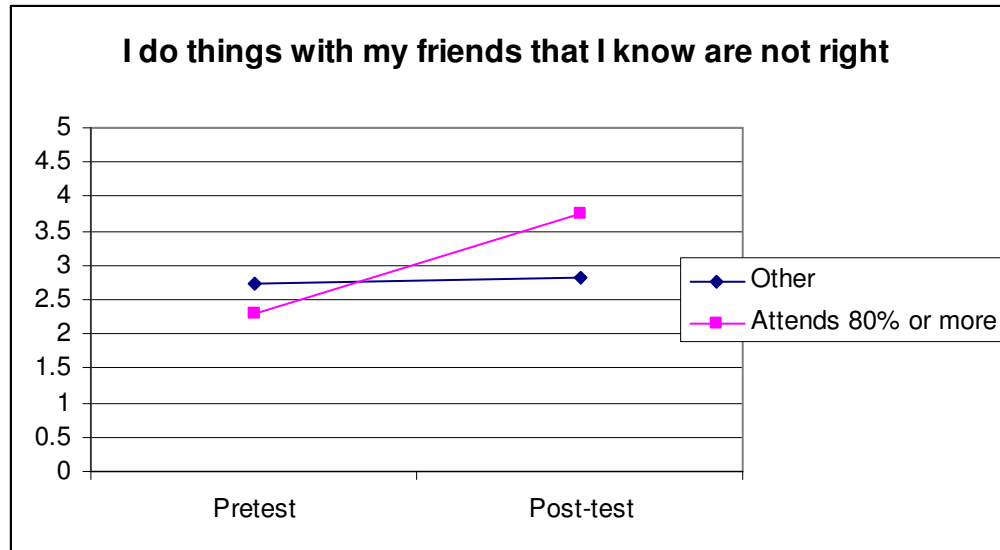
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- ✓ Private school students showed a marginal decrease on the item “people see me as a good person.”
- ✓ Public school students marginally increased in their perception that volunteering is important, while private school students decreased.
- ✓ Public school students also increased in liking to travel outside of their neighborhoods.
- ✓ Public school students increased over time in feeling safe in the program, while private school students decreased.
- ✓ There was a marginal finding suggesting that private school students increased slightly in liking to read during their free time, while public school students decreased.

➤ *Program Attendance*

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- ✓ Respondents attending the program less than 60% of the time increased in their reports that they had a family member to talk to.
- ✓ Respondents who attended less than 60% of the time reported a decrease over time in terms of having a staff member whom they can trust.
- ✓ Those attending the program more than 80% of the time also increased slightly in their perception that a staff member notices when they do things well, while other respondents decreased slightly in that perception.
- ✓ Interestingly, children who attend the program more than 80% of the time also increased in doing things with their friends that they know are not right.



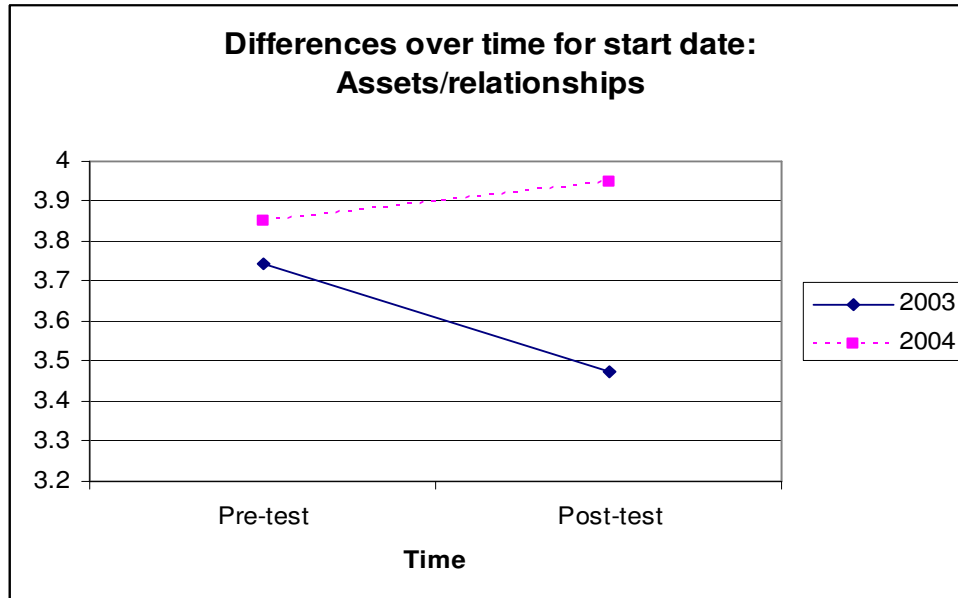
### **Changes in “Reflections” Survey Constructs 2004-2005**

For the entire survey sample who took both the pre-test and the post-test, the following change over time was found [Constructs were scaled from 1=never to 5=always]:

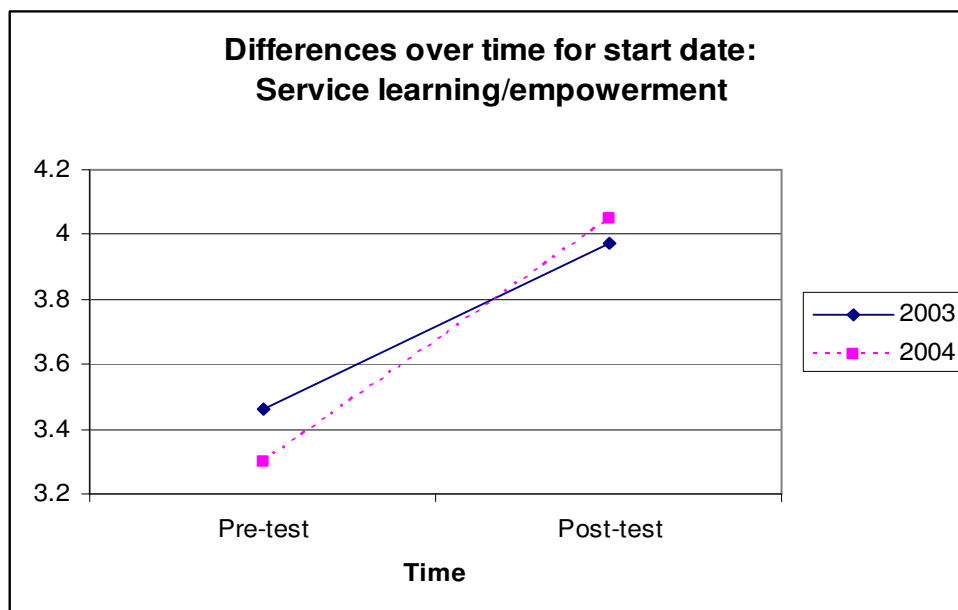
- ✓ Life-long learning resulted in a significant decrease over time.

There were also changes over time for three of the five constructs by group (boys and girls, older and younger respondents, elementary/middle school students and high school students, private and public school students, high and low attendees, and those who entered the program in 2003 and 2004). Specifically, we examined whether certain groups had a different rate of change over time. The changes that we found are:

- ✓ Public school students and private school students both declined slightly on life-long learning/achievement, but public school students declined at a steeper rate.
- ✓ Students who started the program in 2004 increased over time in their assets/relationships, while children who entered the program in 2003 decreased.



- ✓ Younger children slightly decreased in assets/relationships over time, while older children increased slightly.
- ✓ While all children regardless of program start date increased in service learning/empowerment, those who started in 2004 had a steeper rate of increase.



Appendix B lists the average score for each item and constructs at the pre- and post-tests of the “Reflections” survey. Appendix B also summarizes significant changes over time in general and for specific groups on survey responses; in Appendix B, these changes are reported by survey item and construct, rather than by group as they are reported here.

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## “REFLECTIONS” SURVEY FINDINGS 2005-2006

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### *The Samples*

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A total of 67 respondents completed the pre-test “Reflections” survey in the fall of 2005. At pre-test, there were 38 (56.7%) girls and 29 (43.3%) boys. Respondents ranged in age from 9 to 17 years, with an average of 11.12 years. Most of the respondents attended private school (n=48, 68.7%).

45 respondents completed the post-test “Reflections” survey in spring 2006. Of those, 25 (55.6%) were girls and 20 (44.4%) were boys. These respondents ranged in age from 9 to 18 years, with an average age of 12.00 years. Similar to pre-test, the majority of respondents were in a private school (n=30, 66.7%). The tables below provide more information on the ages and grades of the survey samples at both time points.

**TABLE 9:  
AGES OF STUDENTS WHO RESPONDED TO THE “REFLECTIONS” SURVEY 2005-2006**

<i>Age</i>	<i>Pre-test Fall 2005</i>		<i>Post-test Spring 2006</i>	
	<i>Frequency</i>	<i>Percent out of 67</i>	<i>Frequency</i>	<i>Percent out of 45</i>
9 years	17	25.4%	2	4.4%
10 years	20	29.9%	10	22.2%
11 years	8	11.9%	13	28.9%
12 years	5	7.5%	4	8.9%
13 years	8	11.9%	5	11.1%
14 years	4	6.0%	5	11.1%
15 years	0	0.0%	3	6.7%
16 years	1	1.5%	1	2.2%
17 years	4	6.0%	1	2.2%
18 years	0	0.0%	1	2.2%

**TABLE 10:  
GRADE LEVELS OF STUDENTS WHO RESPONDED TO THE “REFLECTIONS” SURVEY  
2005-2006**

<i>Grade</i>	<i>Pre-test Fall 2005</i>		<i>Post-test Spring 2006</i>	
	<i>Frequency</i>	<i>Percent out of 67</i>	<i>Frequency</i>	<i>Percent out of 45</i>
4th	16	23.9%	7	15.6%
5th	22	32.8%	15	33.3%
6th	11	16.4%	8	17.8%
7th	1	1.5%	7	15.6%
8th	9	13.4%	7	15.6%
9th	3	4.5%	6	13.3%
10th	0	0.0%	1	2.2%
11th	2	3.0%	0	0.0%
12th	3	4.5%	1	2.2%

We also collected program attendance information. These data consisted of the number of days a student attended the program and the number of days the program was scheduled to meet. In our 2004-2005 data analyses, we used the following cut-offs to measure high versus low attendance: 60% and 80%. In 2005, however, only eight youth attended the program more than 80% of the time. The groups were also uneven if we divided the sample into attending the program more than 60% of the time. Using 65% of the time as a cut-off, however, broke the sample into even groups that allowed deeper analyses for both time points.

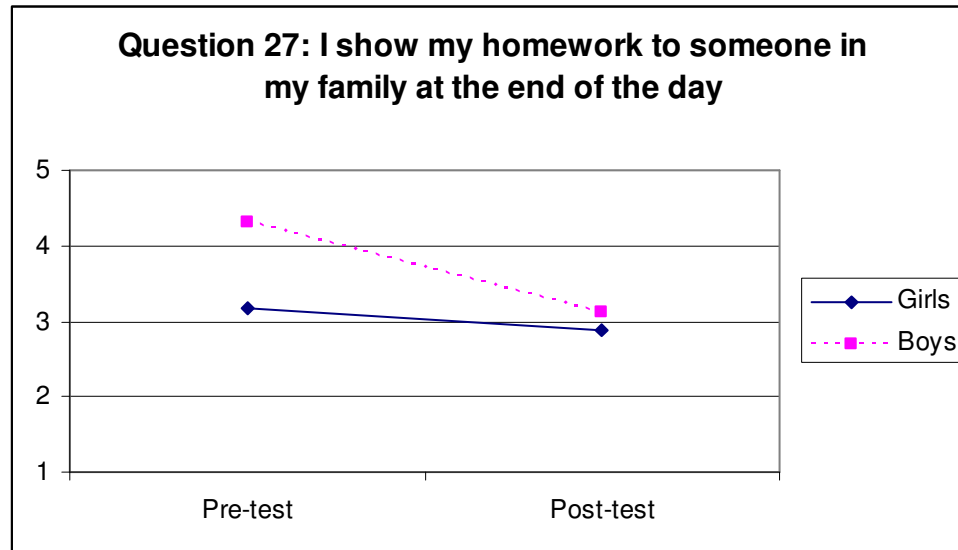
For the analysis of the 2004-05 “Reflections” survey, we compared students who began the program in 2003 with those who began in 2004. However, for the group who took the survey in 2005-06, we did not have data on when students entered the program, so that analysis is not included in this section. We also did not look at type of school, because only 8 students who took both the pre-test and the post-test were in public school (too few for a comparison).

Although 45 respondents took the pre-test, only 33 of those completed both the pre and the post-test survey. The analysis of change over time is based on these respondents.

### ***Changes in Individual “Reflections” Survey Items 2005-2006***

We first examined whether there was any significant change over time for each question regardless of group membership. This analysis suggested that there was one marginal change and two significant changes over time. Specifically:

- ✓ Question 24, “I am involved in a church activity each week,” suggests a marginal decrease over time.
- ✓ Question 15, “I do things with my friends that I know are not right,” revealed a significant decrease over time.
- ✓ Question 27, “I show my homework to someone in my family at the end of the day,” revealed a significant decrease over time.



Next, we examined whether there were changes over time for specific groups of respondents: boys and girls, older and younger respondents, elementary/middle school students and high school students, and high and low attendees. Specifically, we examined whether certain groups had a different rate of change over time. The changes that we found are below. (Where no change is reported for a specific group, that group remained relatively stable in its responses. Graphs are shown to display some of the more dramatic differences between groups.)

#### ➤ Gender

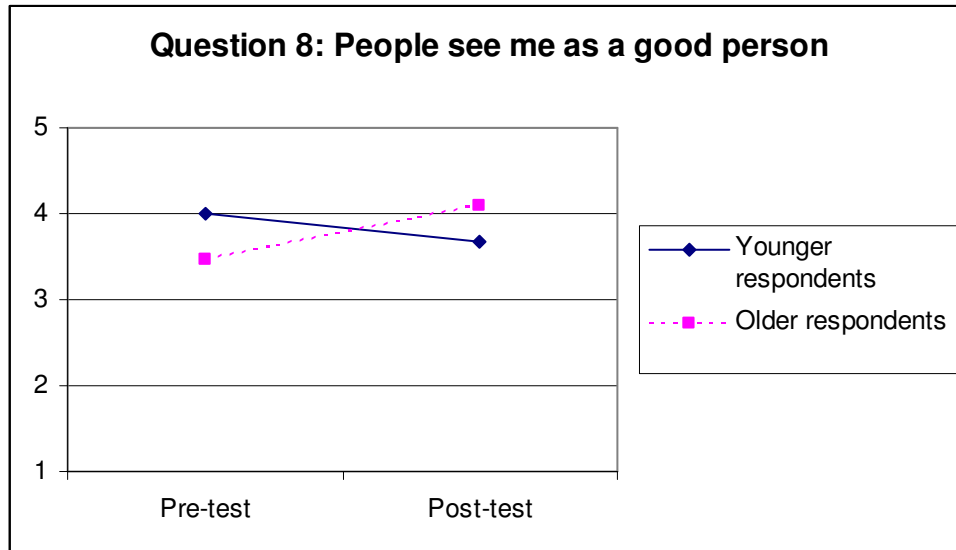
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- ✓ Boys decreased over time on the item, “I feel successful in most of my classes at school.”
- ✓ Boys decreased on responses to “I believe that volunteering is important.”
- ✓ Girls and boys both decreased over time, but boys’ rate of decrease was steeper than girls’, for the item, “I show my homework to someone in my family at the end of the day.”

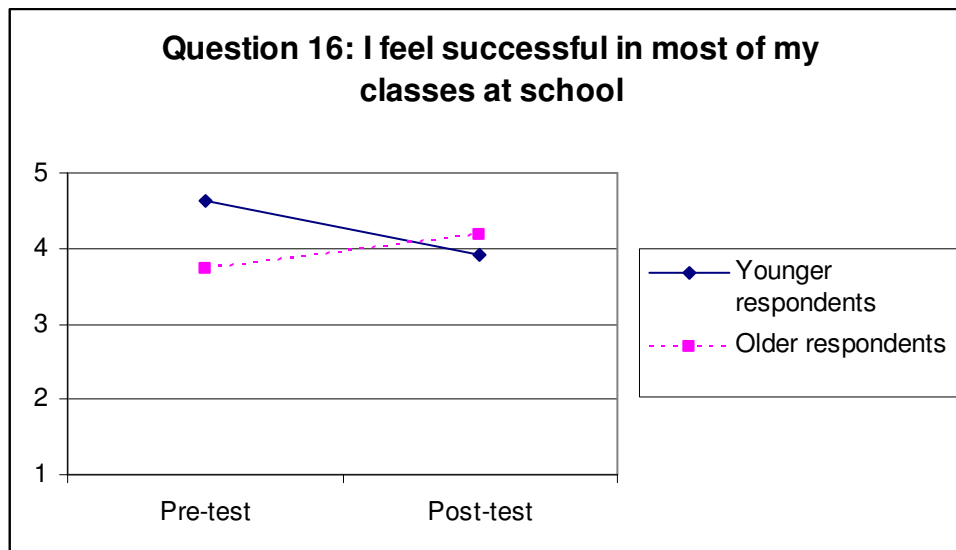
#### ➤ Age

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- ✓ Older respondents increased in their responses to the item, “I like learning during my classes at school.”
- ✓ Older respondents increased and younger respondents decreased in their responses to the item, “People see me as a good person.”



- ✓ Older respondents increased and younger respondents decreased on the item, “I feel successful in my classes at school.”



- ✓ Older respondents decreased in responses to “There is a *Get and Give* staff member that I trust.”
- ✓ Older respondents increased on the item, “Adults in my neighborhood care about what I think.”

➤ *Grade Level*

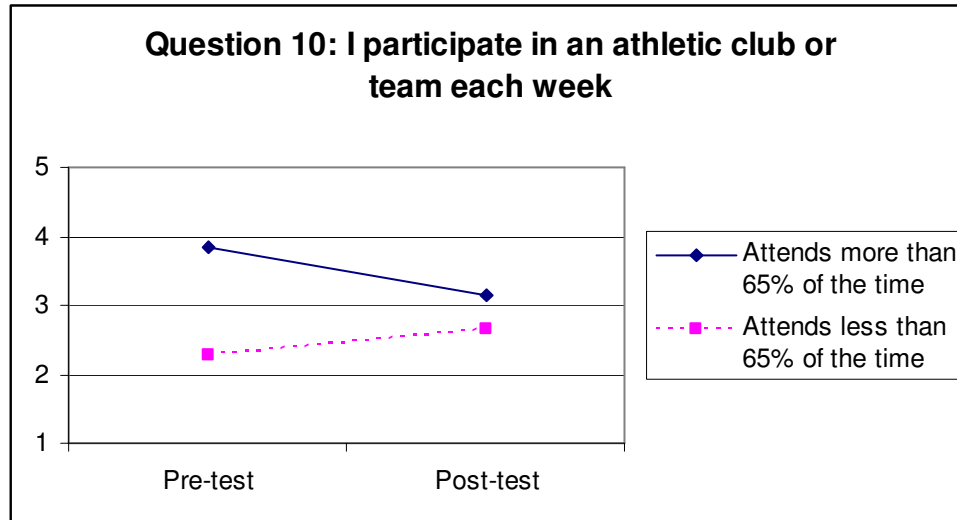
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- ✓ Elementary students decreased on the item, “I feel successful in my classes at school.”
- ✓ Middle and high school students decreased in their responses to “I tell little lies to avoid getting in trouble.”

### ➤ Program Attendance

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- ✓ Participants who attended the program more than 65% of the time decreased, while those with less participation increased, on the item, “I participate in an athletic club or team each week.”



- ✓ Participants who attended more than 65% decreased in their responses to “I do things with my friends that I know are not right,” compared to more frequent participants.
- ✓ Students attending the program more than 65% of the time decreased in their responses to “I show my homework to someone in my family at the end of the day.”

### ***Changes in “Reflections” Survey Constructs 2004-2005***

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We also examined whether there were any significant changes over time, regardless of group, for the five constructs on the “Reflections” survey. [Constructs were scaled from 1=never to 5=always]. One change was found:

- ✓ There was a significant decrease over time for opportunity-seeking behavior.

Next, we examined whether there were any significant changes over time for particular groups of respondents (boys and girls, older and younger students, elementary and middle/high school students, and high and low attendees). The only change was on the family involvement construct, by gender:

- ✓ Boys decreased slightly over time on family involvement.

Appendix B lists the average score for each item and constructs at the pre- and post-tests of the “Reflections” survey. Appendix B also summarizes significant changes over time

in general and for specific groups on survey responses; in Appendix B these changes are reported by survey item and construct, rather than by group as they were reported above.

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## DEVELOPMENTAL ASSETS PROFILE 2005-2006

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The Developmental Assets Profile (DAP), a short survey by the Search Institute, was given to youth enrolled in the Asset Labs, including the *Get and Give* Program, in fall 2005 and spring 2006. The DAP assesses 13 constructs: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, positive identity, personal, social, family, school, and community. Appendix C lists each question that makes up these constructs, along with the average response to each item and construct. A higher score on these items and constructs indicates a more positive response, or a higher value on each scale. The significance column indicates whether or not the change over time from fall 2005 to spring 2006 was statistically significant.

For all constructs, there was only one significant change over time, namely for empowerment:

- ✓ Respondents' assessments of empowerment decreased over time on the DAP in 2005-06.

On individual DAP items, the following changes occurred:

- ✓ There was a decrease over time in feeling safe at school
- ✓ There was a decrease in actively learning new things
- ✓ There was a decrease in students' reports that they helped to make their communities a better place.
- ✓ Students expressed an increase over time in expressing their feelings in proper ways.
- ✓ There was a reported increase in dealing with frustrations in positive ways.
- ✓ There was a reported increase in developing a sense of purpose.

These results help to further understand the results of the "Reflections" survey, which we discuss in the concluding section of this report.

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## **NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL FINDINGS**

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Here, we report the responses to the New York State Afterschool Network (NYSAN) Program Quality Self-Assessment Tool, which was completed by three groups of respondents: parents, staff of grades 1 through 3, and staff of grades 4 through 8. The number of respondents varied by each section (for example, because parents could not answer questions about program administration). The tool was completed in both 2004-05 and 2005-06, but different individuals completed the tool each year.

Responses to individual questions in each section ranged from 1 to 4 as follows:

- 4 = excellent/exceeds standards
- 3 = satisfactory/meets standards
- 2 = some progress made/approaching standard
- 1 = must address and improve/standard not met

For this report, we combined responses of “3” and “4,” which we call “believe meets or exceeds standards.” Appendix D lists the response frequencies of these combined responses for each section. General findings regarding respondents who felt standards were met or exceeded are presented below. Keep in mind that, because there were small sample sizes, we did not test for statistical significance for these results.

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### ***NYSAN Program Quality Self-Assessment Tool 2004-2005***

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Results from the 2004-04 responses to the NYSAN tool are presented in this section.

#### ***➤ Environment/Climate***

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- ✓ 85.3% of staff from both grade levels and parents felt the program exceeded standards in providing a culture that allows young people to take initiative, while also being stimulating, welcoming, and supportive for students (79.4%).
- ✓ 79.4% of staff members and parents felt that the program exceeded standards in sharing approved safety plans and procedures with staff and families, and informing them of their student’s special health needs.
- ✓ 55.9% of staff members and parents felt that the program’s space is safe and clean, appropriately equipped for activities being conducted and that administrators share approved safety procedures with staff and families.
- ✓ 52.9% of staff and parents from both grades felt the program provides adequate security for the program, communicates codes of conduct with everyone, and applies appropriate consistent rewards for participant’s behavior.

### ➤ Administration/Organization

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- ✓ 94.7% of staff members felt positive about the way attendance data were collected and about the school's ability to document where participants were during program hours (52.6%).
- ✓ 73.7% of staff members from both grades felt that in addition to completing all required reports in a timely manner the program ensured that supplies were well-organized, maintained, and accessible, and it negotiated optimal use of school, CBO, and community resources to best meet the needs of participants and their families.
- ✓ Staff felt generally positive about program logistics such as tracking attendance (89.5%), completing registration documents for all participants (84.2%), and accessing medical information (79.8%).
- ✓ 57.9% of staff members felt the administration has a well-defined method of communication between school and community based organization, while 73.7% believed the program complied well with government mandates, and reviewed/adjusted the budget periodically (52.6%).
- ✓ Staff members felt optimistic about the regularly updated, established, and maintained centralized database available for staff to use (63.2%), and the program's ability to maintain current and accurate schedule room assignments (89.5%).

### ➤ Relationships

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- ✓ All staff members and parents felt the program did well interacting with families in a respectful and welcoming way and teaching participants to make responsible choices.
- ✓ 96.7% of staff members and parents also felt that the staff communicates well with each other and encourages former participants to work as volunteers or staff.
- ✓ 96.7% of staff members and parents felt the program did an excellent job treating participants with respect and listening to what they say, teaching participants to interact with one and another in positive ways, while also being sensitive to the culture and language of participants (93.3%).
- ✓ 80% of staff members and participants felt that in addition to the program establishing meaningful community collaborations, they also scheduled meetings with its major stakeholders (73.3%).

### ➤ Staffing/Professional Development

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- ✓ All (100%) staff members felt positive about the program's ability to hire staff that reflect the culture of the community, have regular staff meetings and development programs, and comply with applicable state training regulations.
- ✓ Staff members felt optimistic about the program's staff development techniques such as providing staff the opportunity for advancement (50%), ensuring staffs' competency in core academic areas (66.7%), assessing the professional development needs of staff and providing appropriate training (72.2%), while

also working with staff members to achieve credentials and accreditation where available (61.1%).

- ✓ 94.4% of staff members also felt positive about having a program director who is committed to his/her own professional development, while also trains staff to plan suitable activities that correspond to the developmental needs of the participants (88.9%).
- ✓ Staff members felt positive about the program's ability to maintain applicable staff-to-participant ratio as per state regulations (77.8%) and provide positive working conditions for staff such as appropriate feedback (61.1%).

#### ➤ *Programming/Activities*

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- ✓ Many (93.1%) staff members and parents felt that the program's activities reflect the mission of the program and that the program addresses the students' needs (96.6%), offers high quality academic support (96.6%), follows an established schedule that is known to all staff, participants, and their families (96.6%), and offers enrichment opportunities (93.1%).
- ✓ Staff members and parents felt the program provided activities which enabled students to develop new skills (96.6%), showcase their work (93.1%), and promote creativity (79.3%), and that it integrates opportunity for the development of personal responsibility and leadership (62.1%), while also taking into account the participants' culture and language (89.7%).

#### ➤ *Linkages Between Day and After-School*

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- ✓ Staff members felt the after-school program allocated sufficient time for homework help (94.7%), maintained communication between the school principal and administration (89.5%), incorporated programs that complemented the school day (94.7%), established links to the school day (94.7%), and communicated with school staff to monitor academic and behavior progress of students (84.2%).
- ✓ 63.2% of staff members felt the after-school program exceedingly well supported state and local performance standards and benchmarks.
- ✓ 73.7% of staff members felt the after-school program did an exceedingly good job securing resources such as classroom space and computer facilities from the school principal, while also regularly collaborating with the school-day personnel in regards to the use of needed facilities (84.2%).

#### ➤ *Youth Participation/Encouragement*

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- ✓ Staff and parents felt positive about the degree of youth participation such as providing participants with a variety of engagement strategies (96.7%), enabling participants to develop life skills (80.0%), and promoting active participation (96.7%).
- ✓ Staff members and parents were also optimistic about the program's ability to promote teamwork (100%), have participants take ownership of program development (63.3%) and involve participants in the development of disciplinary practices (73.3%).

- ✓ Staff members and parents were also enthusiastic about the program providing participants with opportunities (80%), such as exploring resources and issues in their community (93.3%).

#### ➤ *Parent/Family/Community Partnerships*

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- ✓ Parents and staff had positive feedback in the program's ability to involve families with decision making (62.1%), matters concerning their child (93.1%), seek opportunities to share community resources (82.8%), and program events (96.6%).
- ✓ 93.1% felt positive about the fact that the program shares resources with families and provides opportunities for educational experiences for families.
- ✓ Parents and staff also felt enthusiastic about the program's ability build relationships (72.4%), and coordinate staff development opportunities (62.1%) with community partners.

#### ➤ *Program Sustainability/Growth*

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- ✓ 94.5% of staff members believed the program developed a long-term plan for sustaining the after-school program.
- ✓ The staff members also felt positive about the program's effective marketing strategy that publicized the program (88.9%), established relationships with advocates for program quality (61.1%), while also accessed resources with the community (88.9%).
- ✓ 50% of staff felt that the program had a well defined written statement of goals and mission, and employs staff who understand these goals (83.3%).

#### ➤ *Measuring Outcomes/Evaluation*

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- ✓ The staff were enthusiastic about the program's method of evaluation such as using both qualitative and quantitative data (89.5%), using findings to improve the program (63.2%), creating an internal method for assessing student engagement (73.7%), while also including feedback from stakeholders (68.4%).
- ✓ Staff felt positive about having measurable program goals (89.5%), and using objective data to measure participants' practices (94.5%).
- ✓ 84.2% of staff felt the program identifies promising practices, while also creating an internal method for assessing program activities (84.2%), and staff performance (68.4%).

### ***NYSAN Program Quality Self-Assessment Tool 2005-2006***

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The general findings from 2005-2006 were as follows.

#### ➤ *Environment/Climate*

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- ✓ The staff felt that the program provides a stimulating, welcoming, and supportive environment (88.9%), safe and clean space (83.3%) such as developing and sharing safety plans with staff and families (83.3%), while also providing

adequate security (72.2%), managing effective arrival and dismissal procedures for students' safe travel (88.9%), and conducting all required fire/safety drills (66.7%).

- ✓ They also believed that the program clearly communicated codes of conduct to participants, staff, and their families (72.2%), as well as providing space which was appropriately equipped and suitable for conducted activities (66.7%).
- ✓ 77.8% of staff also noted that the program has a culture that allows participants to take initiative and explore their interests, while also consistently and appropriately applying rewards and consequences for their behavior.
- ✓ They also felt the program informs staff of the participants' special health needs (83.3%) and provided them healthy and nutritious food (72.2%).

#### ➤ *Administration/Organization*

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- ✓ The staff indicated that the program has complete and current enrollment/registration documents (100%), a centralized database (83.3%), maintains an accurate activity schedule (88.9%), and documents participants' whereabouts during program hours (88.9%).
- ✓ 83.3% of the staff noted that not only does the program record and track attendance, they also have a system for monitoring participant attendance data which allows them to establish clear attendance and participation expectations.
- ✓ 94.4% of staff stated that the program maintains all required documents for the school such as security clearance and insurance, while also maintaining accurate and accessible medical records of the students.
- ✓ The staff also felt the administration helps the staff in various ways such as creating an employee handbook (66.7%), providing a clear salary structure (83.3%), and ensuring that supplies are organized and accessible (83.3%).
- ✓ 83.3 of staff members believed that the program had well-defined methods of communication between the school and community-based organization, which allows them to negotiate optimal use of resources to best meet the needs of their participants and families (72.2%) and update plans for family involvement (83.3%).
- ✓ The staff members also felt the program completes and submits all required reports in a timely manner (83.3%) and reviews and adjusts the budget periodically (72.2%).

#### ➤ *Relationships*

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- ✓ 94.7% staff members and parents felt the program did well interacting with families in a respectful and welcoming way and teaching participants to make responsible choices (100%).
- ✓ 89.5% of staff members and parents also felt that the staff communicates well with each other and encourages former participants to work as volunteers or staff (73.7%).
- ✓ 96.7% of staff members and parents felt the program did an excellent job treating participants with respect and listening to what they say, teaching participants to interact with one and another in positive ways (100%), while also being sensitive to the culture and language of participants (94.7%).

- ✓ 84.2% of staff members and participants felt that in addition to the program establishing meaningful community collaborations, they also scheduled meetings with its major stakeholders (73.7%).

#### ➤ *Staffing/Professional Development*

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- ✓ Staff members felt positive about the program's ability to hire staff that reflect the culture of the community (88.9%), have regular staff meetings and development programs (94.4%), and comply with applicable state training regulations (94.4%).
- ✓ Staff members felt optimistic about the program's staff development techniques such as providing staff the opportunity for advancement (88.9%), ensuring staffs' competency in core academic areas (100%), assessing the professional development needs of staff and providing appropriate training (83.3%), while also working with staff members to achieve credentials and accreditation where available (94.4%).
- ✓ 100% of staff members also felt positive about having a program director who is committed to his/her own professional development, while also trains staff to plan suitable activities that correspond to the developmental needs of the participants (94.4%).
- ✓ Staff members felt positive about the program's ability to maintain applicable staff-to-participant ratio as per state regulations (77.8%) and provide positive working conditions for staff such as appropriate feedback (88.9%).

#### ➤ *Programming/Activities*

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- ✓ Staff members and parents felt positive about the fact that the program's activities reflect the mission of the program and that the program addresses the students' needs (100%), offers high quality academic support (94.7%), follows an established schedule that is known to all staff, participants, and their families (94.7%), and offers enrichment opportunities (100%).
- ✓ Staff members and parents felt the program provided activities which enabled students to develop new skills (89.5%), showcase their work (89.5%), and promote creativity (89.5%), and that it integrates opportunities for the development of person responsibility and leadership (84.2%), while also taking into account the participants' culture and language (94.7%).

#### ➤ *Linkages Between Day and After-School*

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- ✓ Staff members felt the after-school program allocated sufficient time for homework help (77.8%), maintained communication between the school principal and administration (83.3%), incorporated programs that complemented the school day (88.9%), established links to the school day (66.7%), and communicated with school staff to monitor academic and behavior progress of students (66.7%).
- ✓ 72.2% of staff members felt the after-school program supported state and local performance standards and benchmarks and is represented on the school's curriculum planning committee.

- ✓ 88.9% of staff members felt the after-school program did a good job securing resources such as classroom space and computer facilities from the school principal, while also regularly collaborating with the school-day personnel in regards to the use of needed facilities (61.1%).

#### ➤ *Youth Participation/Encouragement*

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- ✓ Staff and parents felt positive about the degree of youth participation, such as providing participants with a variety of engagement strategies (94.7%), enabling participants to develop life skills (94.7%), and promoting active participation (94.7%).
- ✓ Staff members and parents were also optimistic about the program's ability to promote teamwork (94.7%) and have participants take ownership of program development (94.7%), in such ways as involving participants in the development of disciplinary practices (100 %).
- ✓ Staff members and parents were also enthusiastic about the program providing participants with opportunities (94.7%), such as exploring resources and issues in their community (84.2%).

#### ➤ *Parent/Family/Community Partnerships*

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- ✓ Staff members had positive feedback in the program's ability to involve families with decision making (77.8%) and matters concerning their child (94.4%), and to seek opportunities to share community resources (94.4%) and program events (88.9%)
- ✓ 94.4% felt positive about the fact that the program shares resources with families and provides opportunities for educational experiences for families.
- ✓ They also felt enthusiastic about the program's ability build relationships (72.2%), and coordinate staff development opportunities (77.8%) with community partners.

#### ➤ *Program Sustainability/Growth*

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- ✓ 89.5% of staff members and parents believed the program developed a long-term plan for sustaining the after-school program.
- ✓ They also felt positive about the program's effective marketing strategy that publicized the program (79.0%), established relationships with advocates for program quality (73.7%), while also accessed resources with the community (79%).
- ✓ 84.2% of staff and parents felt that the program had a well defined written statement of goals and mission, and employs staff who understand these goals (84.2%).
- ✓ 73.7% of staff and parents felt the program involves participants, families, staff and board members in long-term decision-making and planning efforts.

#### ➤ *Measuring Outcomes/Evaluation*

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- ✓ The staff was enthusiastic about the program's method of evaluation such as using both qualitative and quantitative data (77.8%) using findings to improve the program (83.3%), creating an internal method for assessing student

- engagement (88.9%), while also including feedback from stakeholders (77.8%) and making evaluation summaries available to the public (66.7%).
- ✓ Staff felt positive about having measurable program goals (88.9%), and using objective data to measure participants' practices (88.9%).

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## INTERVIEW AND FOCUS GROUP FINDINGS

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In addition to written surveys, we also conducted interviews and focus groups in order to provide a better understanding of what goes on in the *Get and Give* program and how those involved experience the program. In those interviews and focus groups, we asked youth participants, staff, and parents to discuss their thoughts in response to the following questions:

- ✓ How and to what extent is the *Get and Give* program able to provide high quality after-school programming to the families of Highbridge (i.e., to provide a safe place for children, recognize the assets of youth in the program, support positive relationship building between youth and adults, give youth choices, center activities on youth interests, and involve families in planning)?
- ✓ How and to what extent is the *Get and Give* program having an impact on the youth and families that it serves?
- ✓ To what degree extent are families satisfied with the Highbridge *Get and Give* Program?

In addition to the focus groups and interviews about program quality and impact, we also conducted a set of focus groups specifically about how *Get and Give* implements assets in its program. These were part of the evaluation of Assets Labs; *Get and Give* was one of ten programs throughout the city evaluated for its implementation of Asset Labs. Responses to those focus groups and interviews are also reported in this section (ActKnowledge will also submit a full report to Highbridge on the implementation and outcomes of the Asset Lab at *Get and Give*).

### ***Get and Give Program Quality and Impact***

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In this section, we report on the qualitative findings from 2005-2006 in which we conducted separate focus groups with 12 parents, four staff members, and eight young people enrolled in the *Get and Give* program. We also conducted individual interviews with four parents, three staff members, and four youth for a total of ten individual interviews. Individual interviews were analyzed by question and focus group data were combed for themes. We used the research questions to frame the analysis of both sets of data.

#### **Research Question 1:**

How and to what extent does the *Get and Give* Program provide high quality after-school programming to their families (i.e., to provide a safe place for children, recognize the assets of youth in the program, support positive relationship building between youth and adults, give youth choices, center activities on youth interests, involve families in programming)?

It is clear from talking to parents, staff, and youth at Highbridge that all parties agree that the Highbridge *Get and Give* Program provides high quality after-school programming to youth and their families. In individual and group interviews we heard things like:

*“This is a wonderful program. We waited 2 years to get my daughter in. The counselors are very educated, knowledgeable and really care about the children. The programs offered are math, reading, tutoring, art, drama, drumming, problem resolution, parent workshops on many topics, and many more. The children don’t want to go home at times. They look at report cards to help children in weak areas.” (Parent, focus group)*

*“We have been living in this community for more than 30 years and Highbridge has been very helpful with us and our children in this community. I’m very grateful.” (Parent, focus group)*

*“Personally, I think it’s a great program. Living in the community I have seen kids grow up in it. It is beneficial. I think it’s marvelous as a community member. I am proud to be able to volunteer here.” (Staff, individual interview)*

*“I think that the program is great and helps the kids. Giving them some place to go and helps them out. Helps the parents. It keeps me going. I love working with kids.” (Staff, individual interview)*

*“I think it’s fun, you get to eat snacks, they treat you well. They always help you.” (Youth, individual interview).*

More specifically, there were certain areas that parents, staff and youth agreed to be strong points for the program. For instance, “safety” and “relationships between the youth and adults” were lauded across all three groups in both focus groups and individual interviews.

### ➤ [Safety](#)

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Staff had this to say about safety at the *Get and Give* Program:

*“We are very committed to safety. We call home; we don’t leave until every child leaves. We will actually take them home and make sure they get there. Emotionally we keep them safe. We always check in with youth so we know what’s going on at home/school.” (Staff, focus group)*

*“We have everybody sign in. Clear aisles from stuff, we have rules about running, no fighting, we don’t allow rough talking (so no fights). We escort kids to and from bathroom. Fire drills. Yes. Our love alone is protective.” (Staff, Individual interview)*

Parents remarked that there was a feeling of intimacy with both the staff and the woman who guards the door that made them feel secure that no unauthorized person would be able to access their children. Youth also reported feeling safe at Highbridge; however, their definition of “safe” was somewhat different than the parents’ and staff’s definition and focused mostly on their children being safe from external threats. For the young people, safety referred to being safe in the program and meant that a counselor would intervene if anything was happening to them such as children fighting. They also felt emotionally safe because they could ask counselors for things such as an article of clothing or pencils. In these instances, the staff would not make the young people feel bad about asking for these items.

*“Staff would always help me if I have a problem to help me out, hear what happened and do problem solving.” (Youth, individual interview)*

Overall, safety was rated as one of the strong points of the program by staff, parents and youth. The members of Highbridge’s *Get and Give* Program generally felt confident that young people were safe between 3:00 and 6:00pm.

#### ➤ *Relationship to Staff*

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The young people evaluated feeling safe with their relationship to the staff at Highbridge, which is another strength mentioned by all groups interviewed for the evaluation. All of the four young people interviewed individually agreed that they had a good relationship to program staff. In fact, they rated their relationship to staff as “excellent” because they felt they could talk to the staff and were cared for by the adults in the program. For example, a young person in the focus group had this to say about the counselors:

*“In after-school the counselors help us out. They believe us and trust us more. And we work it out here with the counselors if we have problems.” (Youth, focus group)*

Staff felt similarly about their relationship to the youth:

*“We have a very strong relationship with the kids. The kids can share anything with us. They have a lot of respect for us and us for them.” (Staff, focus group)*

In the individual interviews with staff statements were made such as this one:

*“I love working with the kids! The other staff does too. The kids love the staff.” (Staff, individual interview)*

Parents talked about how important it is for them that their children have such a strong relationship to the staff. They mentioned things like the “loving staff” and their children feeling like Highbridge is a “second home.”

#### ➤ *Family Involvement in Programming*

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The parents not only appreciated the *Get and Give* staff’s relationship to their children, but also seemed to feel like they too had a positive relationship to the program and its staff. They felt there was great communication between staff and parents around matters

concerning their children and generally felt that their input was sought in programming decisions. In addition, they felt like they were offered many opportunities at Highbridge to participate in trainings as well as in social and educational activities that were geared towards parents, not just children.

*“It’s not just children, but the whole family—speakers come from colleges, they get EMT training. Highbridge is always giving out fliers announcing opportunities—for the whole community.” (Parent, focus group).*

*“They are always available to talk by phone or in person, no matter what I need or when I need it—they respond in a timely fashion and really listen.” (Parent, focus group).*

*“We have a monthly, no bi-monthly parent advisory meeting. We give our opinion on what children are doing and what they could do better. We interact. They are responsive to parents’ needs.” (Parent, individual interview)*

*“They are very informative. They go above and beyond. We know about events, they get our input. They ask if we want to be involved.” (Parent, individual interview)*

All of the parents agreed that the program provided adult education and literacy programs, but only one of the three parents we interviewed actually participated in these programs. Parents felt mixed about being involved in community events. Although they are invited, for most it is too difficult to adjust busy work schedules in order to be active at the *Get and Give* Program. Most of the parents said that they were happy with the program, but one parent felt that more parent involvement would help the young people have access to more arts and craft projects and music opportunities.

Given the positive feedback by the parents, it is interesting to note that a few of the staff that participated in the focus group felt that the relationship to parents needed improvement:

*“A lot of the parents I hardly know. Some send the brothers or sisters to do the pick-ups.” (Staff, focus group)*

*“I think the relationship to the parents needs work. Parents need to be more involved.” (Staff, focus group)*

*“The most parents that come is in the 1<sup>st</sup> grade. From 2<sup>nd</sup> to 3<sup>rd</sup> it is rare you see them.” (Staff, focus group)*

In contrast, the staff interviewed individually felt that parents were adequately involved and able to give input about programming in monthly parent meetings. The different perceptions could be in part because the parent focus group was conducted during a

parent meeting; parents who participated in the focus group were therefore likely to be a highly involved group of parents.

### ➤ *Youth as Assets*

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Youth stated that they could speak freely and were listened to by the adults at Highbridge. They also mentioned participating in activities such as mock courts where they help resolve conflicts amongst their peers. Although youth are not involved in programmatic decisions and leadership roles, the staff members capitalize on the youth's strengths and talents in the *Get and Give* Program:

*“The staff recognizes the range of each youth’s abilities. It plays out every day. Kids feel like I’m not good enough and we encourage them and they feel better about themselves.” (Staff, individual interview)*

*“There is a respect between staff and youth, goal setting, assets, school work help. We capitalize on their talents with drama and dance. We encourage them to make good choices. We encourage them with themselves, to build self-esteem, to know where they come from.” (Staff, individual interview)*

### ➤ *Youth Choice*

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During the focus groups and interviews, most of the youth stated that they appreciated the *Get and Give* Program giving them choices. Some mentioned being able to choose different activities, some mentioned Friday free-time, and others mentioned being able to choose between challenges or games. However, there was not much mention by staff or parents about youth being given choices.

### ➤ *Center Activities on Youth Interests*

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For the youth interviewed in the focus group, we asked them to compare the *Get and Give* program to their schools. They described the program as being different than school because:

*“[It is] funner here. There are activities. Here is fun; there is boring. School is about suspensions and referrals.” (Youth, focus group)*

When asked about the activities in which they engage at Highbridge, the youth stated:

*“We do dance, drama, drum, art, outside, conflict resolution, developmental assets.” (Youth, individual interview)*

*“Dance and drum and step. We have the mock court - we do it once a month - like if people make a mistake and get into trouble.” (Youth, individual interview)*

*“Art, dance projects like competitions-conflict resolution, games, cakes, assets, current events - reading the newspaper.” (Youth, individual interview)*

*“Conflict resolution, assets, group work, homework help.” (Youth, individual interview)*

Unfortunately, there was not much discussion about ways in which youth are able give input into the *Get and Give* programming, nor was there any mention about how the activities offered to the youth were chosen. The youth, however, agreed that they enjoyed the activities that were offered. When asked what they enjoyed the most about the *Get and Give* Program, they mentioned:

*“Dance, drumming, current events and developmental assets.” (Youth, individual interview)*

*“I like that staff are always there for you and like that they always support us with snack and I like that they have us do activities. So you are never bored. They take us on trips. We go to the CGO big game room - you roll in carpets and have a team and have team work. There is no “I” in team. We had to play a game to trust your team.” (Youth, individual interview)*

*“We have fun, unlike school where it is not fun. They let us go in any groups like drum and dance.” (Youth, individual interview)*

*“I like that we get enough time to do homework and play games after. We learn how to treat people in conflict resolution. How to not fight, but talk.” (Youth, individual interview)*

### ➤ Weaknesses

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Staff mentioned during the focus groups that there were two areas concerned with relationships in need of improvement: relationships to other staff members and relationships to the youth’s teachers at Sacred Heart. The staff felt that the *Get and Give* program did not adequately support the development of these relationships. For example one focus group member had this to say about the relationship between staff members:

*“Staff needs more social time. It’s the fault of the program that staff do not get together. So much stuff can happen in that time. It’s a vital part of an organization. It works to have staff get-togethers. The staff can be more effective if they socialize more with each other. Unfortunately, there are things that prevent it - like time and personnel. People have their lives cut out already and time for this is not prioritized.” (Staff, focus group)*

Another focus group participant felt that there should be better communication with the teachers in order to better meet the needs of the children:

*“We should have meetings/conferences with the teachers to find out what’s going on downstairs and to coordinate what we do with what the kid needs up there.” (Staff, focus group)*

Further, other suggestions for improvements to the program from parents, staff, and youth deserve mention. Parents and youth both mentioned snacks as an area that needs improvement. Youth also wanted more program time and more time in activities, aside from needing more supplies. Parents also suggested that the program should run a half hour longer each day, and staff mentioned wanting more parent involvement and suggested that asset-based activities may be a way to get parents more involved in the program and their children’s lives.

### **Research Question 2:**

How and to what extent does the Highbridge *Get and Give Program* have an impact on the youth and families that it serves?

#### **➤ Becoming Learners**

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All parents interviewed individually agreed that their children were learning at the program, especially academic and social skills. Additionally, the program staff stressed that the academic aspect of the *Get and Give* program was one of its strong points:

*“HOMEWORK! We are centered on homework. We want the kids to get better grades. We have a box that they log in what they are supposed to do.”(Staff, focus group)*

*“With the little kids we do snack, bathroom, and then brain gym exercise or homework. We know that Sacred Heart gives them homework everyday. It’s tough!” (Staff, focus groups)*

In addition, many of the staff in the individual interviews talked about teaching youth morals and manners as part of the education they receive from Highbridge. The youth focused more on the homework help that they receive from the counselors and rated the program as “excellent” in providing that type of support. About half of the youth in the individual interviews mentioned that receiving homework help at Highbridge helped them in school.

#### **➤ Youth See Themselves as Having Assets**

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Youth in the focus group were very articulate about not only learning about and being recognized as assets during after-school programming, but they also felt like assets in other contexts. Interestingly, they did not feel like they were seen as assets at school.

*Interviewer: “At home?”*

*Youth: “Yes I feel like an asset. I get support and give it. I help set up at home. I set up my goals like no fighting and trying to act grown up.”*

*Interviewer: "In your community?"*

*Youth: "Yes, because I support young people and I help give advice to them. The little kids see me grow up in a good way. Sometimes I can be good for the little ones."*

*Interviewer: "In school?"*

*Youth: "No, because I don't set real goals and they don't do that with you. I don't GET support, like it is here. I get into more fights at school. Here, I know the counselor will stop it and help me say my side. In school they just give detention. Teachers don't listen."*

*Interviewer: "At Get and Give?"*

*Youth: "Counselors listen and understand here." (Youth, Focus Group. The youth unanimously agreed they are assets there).*

Youth in the individual interviews had a less clear sense of assets. However, one child talked about being moved by what she got out of the asset program at *Get and Give*. When asked what she associated with developmental assets, this young person stated:

*"I like that they say personal power, future, self-esteem to me. It really helped me. I can learn about it and I raise my hand then and I can tell about my things." (Youth, Individual interview)*

The assets program at Highbridge seems to be a strong part of the *Get and Give* Program. The young people are able to use the assets vocabulary, but more importantly, they also recognize where and how they are being valued and empowered.

### [▶ Commitment to Service](#)

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Based on our discussions with youth and staff at the *Get and Give* program, we feel that the service learning program is not as thoroughly developed as some of the other areas of the program. For instance in the individual interviews with program staff, there were mixed understandings of the level of community service:

*"No we don't do that." (Staff, Individual Interview)*

*"We do community service occasionally, like fruit baskets for the seniors." (Staff, Individual Interview)*

*"We do something together like once a month. Usually organized around the holidays. Each kid also has to do 25 hours of service as individuals and group. We did mother's day, Christmas, Valentine, letters to Katrina victims." (Staff, Individual Interview)*

The staff interviewed individually felt like commitment to services was a strong part of the program, but did not expand on why or what activities had been done. The youth rated the service learning part of the program as “good,” while most other categories received an “excellent.” When probed for more information, the youth discussed which activities they had participated in but did not discuss what they had learned or how they felt about doing work to help others.

### ➤ *Making Conscious Choices*

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All of the youth in the focus group and in individual interviews agreed that the *Get and Give* Program was “excellent” at helping youth set goals. Specifically, youth work on goal setting with staff and also appreciated being encouraged by the counselors to achieve their goals. They also mentioned that the program is “excellent” at helping them make “good choices” and “do the right thing.” Youth also mentioned at various points in the interviews that the staff helps them to “solve problems” and make wise decisions.

Parents felt that their children’s participation in the *Get and Give* Program was beneficial. Embedded in these quotes are parents’ testaments to their children’s academic, social and personal growth as a result of being part of the Highbridge community.

*“Children express themselves better, have better self-esteem, and improvement in school.” (Parent, focus group)*

*“Yes! They can freely speak their minds. They show them that they can participate. There is a lot of interaction. They give an opportunity to all children. They keep them involved, how to survive, how to learn. Social skills, giving back to the community, cultural events. They have summer program with kids taking part in different things and wrote an article about it.” (Parent, focus group)*

### **Research Question 3:**

To what extent are families satisfied with the Highbridge *Get and Give* Program?

Our discussions with parents and staff generally revealed a high level of satisfaction with the Highbridge *Get and Give* Program. In examining the evidence that support the previous two research questions, it is clear that parents extol the virtues of the *Get and Give* Program and comment freely on the positive impact its had on their families. The words of parents will conclude the qualitative analysis section:

*“It helps with homework; it helps me and my wife out. If they have issues or anything comes up, they tell me right away. I’m very happy with it.” (Parent, individual interview).*

*“I’m very pleased that my children are a part of this program. The entire staff members are wonderful, loving, and supportive. I’m glad that*

*education is their number one concern. They are doing a great job.”*  
(Parent, focus group)

*“Well numerous things. A lot of activities, self-esteem, treat others well, primary education. Have performance arts and crafts. It’s an excellent program. I’m more than happy with it.”* (Parent, individual interview)

## **Implementation of Asset Labs**

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Here, we report on three conceptual categories: clarity of assets, implementation of goals, and impact on youth. Highbridge *Get and Give* is far along in the usage and understanding of the assets framework. The program began implementing assets in 2001, and became an official Asset Lab site in June, 2004. Currently, the program is focused on eight asset subcategories, serving approximately 85 youth per day during the school year, and 40 to 50 young people during the summer months. The average youth participates 15 hours per week.

### **► Clarity of Assets**

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In terms of clarity of assets, we developed the following rating scale to evaluate the asset programs.

<b>Rating</b>	<b>Meaning</b>
5	Understanding of asset lab goals and of the asset lab project by all stakeholders.
<b>4</b>	Understanding of asset lab goals, but not necessarily use of the language or identification of these goals with particular assets project by all stakeholders.
3	Understanding of asset lab goals by some stakeholders.
2	Understanding by key players only.
1	Lack of understanding of goals/language/project.

The Highbridge *Get and Give* program scored a “4” in this category. Across the board, youth, staff, and the key players had in-depth understandings of assets using asset language. There was however, a discrepancy in the view that Highbridge staff had about the asset lab project, from that of the youth or the key player:

*“I don’t get anything from assets and I’m sure the kids don’t. We don’t pick one asset or asset category...we are all over the place. We need more guidance with it.”* (Staff)

Although the staff did not feel as if the young people were getting anything out of assets, the youth at the program seemed to clearly articulate both asset philosophy and terminology. When we asked youth what comes to mind when we mentioned the word “asset,” they indicated:

*“Lessons in life ... how to support yourself... goal setting... help to be a leader... help with school.”* (Youth)

► *Implementation of Goals*

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To evaluate implementation of goals, we developed the following rating scale to evaluate the asset programs.

<i>Rating</i>	<i>Meaning</i>
5	All activities are intentionally and directly related to increasing understanding assets and promoting specific asset development in the community.
4	Most activities promote specific asset development in community, but are not necessarily expressed in assets language.
3	Some activities promote specific asset development in community, but are not necessarily expressed in assets language.
2	Few activities promote specific asset development in community, but are not necessarily expressed in assets language.
1	No activities promote specific asset development in community.

The Highbridge *Get and Give* program scored a “3” in this category. According to key players, there is a relatively advanced system for integrating assets into the *Get and Give* program at the Highbridge Community Life Center. Many of the activities are expressed in asset language and promote specific asset development in the community:

*“We do assets two times a week, but it has to be ongoing. We do monthly assessments with staff and weekly check-ins. All the youth and counselors have an asset folder. We have completed 7 activities for youth and staff from October 05 to January 06. We have monthly in-services.” (Key Player)*

However, some staff felt as if the current method of implementing assets was insufficient to garner much impact for youth:

*“They don’t really understand it, we call it a workshop. It should be hands on, not paperwork. It needs to be more interactive and creative. It’s too boring.” (Staff)*

*“Most of the staff does not accept it because they don’t understand it. They need to take it and make it their own. To focus on so much reading and writing is hard. We need an outsider to come in as a model to show us how to do it. They are just writing and answering anything on the sheets, they are not thinking about it. When we try to have discussions, they can’t say one thing. We have to go more in depth. We need to do visual stuff like comic strips of family support or something. We need coaches to do training so we can know how to pass it on to the kids.” (Staff)*

*“We need to use acting or skits to bring entertainment into it. It needs to be more interactive.” (Staff)*

*“They don’t understand the words and how it is put. I do my own interpretation of the assets.” (Staff)*

*“We go to other asset programs and they come to ours, so we can learn together. The workshops have too much in it. It should be 10 questions at the most.” (Staff)*

*“We haven’t tried the papers with the little kids. We do activities. We have a special thoughts game where they practice expressing themselves.” (Staff)*

*“It’s boring. There is too much writing. It has to be funner. The words are too difficult, the terms too advanced. Its takes patience to explain, sometime we don’t understand it.” (Staff)*

### ➤ *Impact on Youth*

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We also developed a rating scale to evaluate the program in terms of its impact on youth.

<b>Rating</b>	<b>Meaning</b>
5	Youth feel empowered to participate in decision-making in order to make change in their program/school, community and personal lives.
<b>4</b>	<b>Most youth feel empowered to participate in decision-making in order to make change in their program/school, community and personal lives.</b>
3	Some youth feel empowered to participate in decision-making in order to make change in their program/school, community and personal lives.
2	Few youth mention feeling supported by staff or empowered to participate in decision-making in order to make change in their program/school, community and personal lives.
1	Youth feel as if they do not have any influence over there own lives or the programs that serve them.

The Highbridge *Get and Give* program received a “4” in this category. The staff’s assessment of the impact they were having on youth revealed constructive criticism of the way in which assets are currently being implemented. The key player at the site was well aware of the staff’s critiques and is working on finding ways to address their frustrations in order to have a greater impact on youth:

*“We have not seen as much impact as we would like. The staff said we have to not really touch on assets, but go at it differently. They did an assessment with staff and they said they need more teaching assistance and ways to make it fun and creative.” (Key player)*

Interestingly, all of the youth participants in the focus group reported that the assets had had an impact on them and mentioned that they have changed as a result of being part of

the asset lab. They unanimously agreed that they were now a *“little more open with parents, counselors and teachers.”*

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## CONCLUSIONS

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In this section, we make some conclusions about our findings and make recommendations for further evaluation work. The data that we gathered for the 2004-05 and 2005-06 school years from students, staff, and parents indicate that the *Get and Give* program is a place where children and youth find opportunities for success along with fun, love, and feelings of safety. Our findings also indicated some areas where the program could find ways to improve and continue to challenge itself. In addition, Get and Give has built some evaluation capacity of its own during the course of this evaluation, and we offer recommendations for conducting further program evaluation.

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### ***“Reflections” and DAP Survey Results***

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Findings from the 2004-2005 component of the evaluation of the *Get and Give* program at Highbridge Community Life Center suggest that the “Reflections” survey, which was administered to participants in fall 2004 and spring 2005, breaks down into five distinct constructs:

- ✓ Life-long learning
- ✓ Assets
- ✓ Service learning
- ✓ Family involvement
- ✓ Opportunity-seeking behaviors

Using these constructs as well as individual items (questions), we analyzed the following for the “Reflections” survey: changes that occurred over time for each year (2004-05 and 2005-06), and changes that occurred differently for specific groups of youth who took the survey (girls vs. boys, older vs. younger students, public vs. private school students, and youth who participated at higher vs. lower levels in the program).

Some highlights that we noticed when looking back at the results included:

#### ***➤ Engagement with School***

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The 2004-05 results of the “Reflections” survey indicated an increasing frustration and disengagement from school; this was evidenced in changes on individual items and the lifelong learning construct. In 2005-06, students reported decreasing feelings of success in school on the “Reflections” instrument, and on the DAP they reported decreases in feeling safe at school and feeling actively engaged in learning new things. All of these results seem to indicate increasing difficulties with school during both school years.

#### ***➤ Negative Peer Pressure***

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In 2004-05, high attendees and younger students reported increases in doing things that they knew were wrong with others on the “Reflections” instrument. In 2005-06, the

“Reflections” survey showed that youth who attended the program more often reported declines on this indicator, while youth who attended less often reported increases in doing things that they knew were not right. However, the 2005-06 DAP responses showed a decrease in the construct called “empowerment,” which includes role modeling and monitoring from friends, family, neighbors, and school. Together, these findings suggest that the *Get and Give* program may need to become even stronger in helping its participants to resist negative peer pressure and build assets within themselves, the program, and beyond, in order to make and stand by good decisions.

#### ➤ *Relationships Between Staff and Older Students*

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In both years, there were declines in reports of having a trusted staff member among older students. In 2004-05, however, there was an increase in older students feeling comfortable talking to *Get and Give* staff. Interviews and focus groups with youth program participants indicated feelings of trust and safety (discussed below as well), but those were done primarily with younger program participants. These mixed findings suggest that *Get and Give* should try to better understand the experiences of participants of different age groups in, so that the program can best address developmental needs.

### ***Interpreting Survey Findings***

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When interpreting and applying these findings, there are also some things to consider:

#### ➤ *Timing of Pre- and Post-Tests*

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The pre-test of the “Reflections” survey for 2004-05 was administered in January, and the post-test was administered in May. By January, changes related to program participation may have already occurred. According to the Search Institute, it takes three months for the DAP to show program-related changes. Since the “Reflections” instrument is similar to the DAP, it may also measure changes that have happened within the first few months of program participation, so the comparisons between January and May might not detect program-related changes. However, changes on both the “Reflections” and the DAP instrument in 2005-06 also indicated that, even if surveys are administered in such a way that they pick up program-related changes, those still may not be enough to buffer or ease the difficulties of school.

#### ➤ *Changes in Program Participants*

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By the time of the “Reflections” post-test in May 2005, there were also changes in who participated in the program. Some participants become involved in other activities (such as sports, which was indicated by survey responses), and those young people are therefore less likely to continue to participate in the *Get and Give* program. Students in public schools also tended to drop out of the program during the wintertime, when the weather was colder, the days got shorter, and they may not have had easy transportation home. At the same time, students who attend Sacred Heart, one of the private schools, and who are most in need of attention were directed to the program, so many of the program participants at the time of the post-test were Sacred Heart students. Staff reported that those students had a difficult school year in 2004-05, which might account

for outcomes such as feeling less safe. Finally, some Sacred Heart students did not live in the neighborhood, and therefore they may have been less likely to receive other services from Highbridge outside of the *Get and Give* program.

➤ *Administration of “Reflections” and the DAP*

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Also, the group who took the “Reflections” survey in 2004-05 was not the same as those who took the survey in 2005-06, so changes across time can only be thought of as possible changes that occurred for youth in the program in general, not changes that occurred for a specific group of individuals who were tracked over time. Similarly, students who responded to the “Reflections” survey were not the exact same group that took the DAP. They were also somewhat small survey samples, and there was no control or comparison group, so we need to be cautious in attributing changes to the program itself; for example, we don’t know if there may have been other interventions in the schools or other programs that might have also had an influence on these outcomes.

➤ *The Nature of Program Evaluation*

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A broader issue is the current state of after-school program evaluation, which is evolving quickly along with after-school programs themselves. Some critiques of after-school program evaluation caution about looking for changes that may be unrealistic, for example because students are in after-school programs for shorter total periods than they are in school, and programs therefore have limits to the changes that they can influence in academic outcomes. It may also be unrealistic to expect to see changes over a period as short as a year or less. While the DAP has been found to be sensitive to short-term changes, it has not yet been widely used with groups of students like those who attend the *Get and Give* program, which is in one of the most distressed areas in the nation. The “Reflections” instrument is new, so we are not yet sure if it will prove to measure appropriate changes for this group of students. As *Get and Give* staff have themselves reflected, perhaps it is in fact healthy for these young people to express frustration with school or to question authority, which may be expressed on surveys in ways that seem negative.

***NYSAN Program Quality Self-Assessment Tool Results***

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Responses to the NYSAN Program Quality Self-Assessment Tool indicate that the program’s strengths lie in relationships, partnerships, providing a warm environment and enriching activities, and reflecting the surrounding community. The staff and parents completing the NYSAN tool in both years had similar responses for most of the categories, but there were some changes in responses between the two years:

In 2004-05, staff reported mixed feelings about program outcomes and evaluation, suggesting that the program needed to improve in using evaluation findings for the program and that it needed to create an internal method for assessing student engagement. However, staff had more positive responses in 2005-06 in the areas of program outcomes and evaluation, reporting that the standard had been met or exceeded in these areas.

Staff also gave higher ratings between 2004-05 and 2005-06 to items on the administration/organization section of the NYSAN tool, which included assessments of record-keeping, attendance expectations, staff policies, and plans for family involvement. They also indicated improvement in the area of staffing/professional development, which included professionalism, working environment, ensuring that staff have competence in needed areas, and helping staff to achieve accreditation and credentials.

Staff and parents both responded to several areas on the NYSAN tool. Between 2004-05 and 2005-06, they gave higher ratings to a number of items in the following areas: environment/climate, programming/activities, youth participation/encouragement, parent/family/community partnerships, and program sustainability and growth.

There were some areas where lower or mixed responses were given from 2004-05 to 2005-06. In the area of relationships, staff and parents gave a lower rating to encouraging former participants to contribute as volunteers or staff. In the area of linkages between day and after-school, staff felt that there were declines in establishing strong links to the school day and allocating sufficient time for homework and homework help during after-school. However, more staff in 2005-06 felt that they were represented on the schools' curriculum and planning school.

As with the "Reflections" survey and the DAP, it is very important to keep in mind that the groups who completed the NYSAN tool were different in 2004-05 and 2005-06, so changes in their responses need to be interpreted with some caution. They were also both small sample sizes, which warrants some caution in interpreting responses. That said, the NYSAN tool responses seem to indicate a good program that has made improvements in targeted areas. Some continued improvement may need to be made particularly in the area of linkages between day school and after-school.

### ***Interviews and Focus Groups***

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The qualitative component of the evaluation to date reveals that Highbridge's *Get and Give* program is of remarkably high quality. Parents, youth, and staff are highly satisfied with the program overall, particularly in areas such as safety and relationships with youth and families. A few areas seemed to need some minor improvements; these included service learning projects, parent involvement, and staff relations. Below, we offer a few suggestions to improve these areas.

#### ***➤ Service Learning Projects***

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Although there are sufficient service projects in place for youth, the program may benefit from more reflection and discussion after each service learning activity. This may help to deepen the benefits for youth and the whole Highbridge community.

#### ***➤ Family Involvement***

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As suggested by a staff member during the interviews and focus groups, the assets program may be a way of getting parents and families more involved in the *Get and Give* program. However parent focus groups revealed that the pressures of full-time work and

child-rearing leave little room to partake in many Highbridge activities. Periodic meetings among parents, teachers, and *Get and Give* staff members regarding individual children may be a way of addressing critiques by staff that they can better serve children by being on the same page with the young people's teachers and parents.

#### ➤ *Staff Relations*

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Some staff members also requested that more social time be built in for staff members. Occasionally the program head may want to organize a time outside of the monthly staff meetings to facilitate staff bonding and down time together. Staff members felt like this may improve morale and help staff work better together for the benefit of the youth in the *Get and Give* program.

#### ➤ *Program Resources*

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The other critiques were few and generally concerned with the limited resources. Specifically, staff, youth, and parents would like more and better snacks if funding increases. They would also like to extend the program day by half an hour until 6:30. Parents felt that this would help them be able to work a little later and youth felt that they this would allow them to spend more time in the various activities.

#### ➤ *Assets*

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We also asked youth and staff about their experiences with the implementation of Asset Labs at *Get and Give*. *Get and Give* is far along in the usage and understanding of the assets framework. However, while youth and key player responses indicated that the assets implementation was useful, staff said that they did not understand assets, felt that there was too much reading and writing involved, and did not find activities interesting or engaging. They suggested more professional development related to assets and more interactive ways of implementing an assets approach with youth, such as skits, comic strips, and games.

Overall, the qualitative data illuminate a strong program that combines youth development, academic supports, and activities geared at developing families as well as the community as a whole. The *Get and Give* staff, youth, and parents seem to be highly satisfied with current programming. As outside observers who watched youth engage in activities, greet staff, or reluctantly leave at the end of the day, we feel confident that Highbridge offers quality programming to youth in addition to providing love.

### ***Conducting Further Evaluation***

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ActKnowledge and *Get and Give* staff met several times during the course of this evaluation to develop a theory of change for the program, continue development of the "Reflection" survey (staff had already begun to develop the survey prior to the start of the evaluation), and review findings. Just like with any evaluation, both groups learned some lessons about evaluating the program. We summarize some of these lessons below.

### ➤ *Choosing Evaluation Tools*

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As a next step after this evaluation, *Get and Give* should give some additional thought to the tools that would best suit the program for further evaluation. Staff put much thought into creating the “Reflections” survey, which was meant to reflect the DAP but to be better suited to the group of youth served by this program. Some results indicated that the survey may still produce results that paint a negative picture, when in fact it is measuring things that are beyond the reach of the program, such as disengagement from school. As staff pointed out, it may sometimes even be adaptive for students to disengage from school, if school is an unsafe or negative environment. Staff should decide on its usefulness and may even elicit input from youth in the program.

Some evaluation tools may be required by funders, such as the NYSAN instrument. However, there may still be some flexibility in how it is used, for example with who responds, how often it is used, and whether it is used as a tool for checking in on program progress.

Qualitative data, like the surveys and focus groups reported here, are very useful for understanding individuals’ experiences of the program. However, they are limited in what they can tell us about program outcomes. For example, parents in a focus group may express that the program has benefited their children, but a larger-scale survey allows us to draw more definitive conclusions about those benefits. *Get and Give* should continue to assess the outcomes and process that should be measured for the sake of assessment and improvement, in order to choose methods that are best suited to measuring them.

### ➤ *Refining Survey Constructs*

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The “Reflections” survey constructs were generally reliable and related to similar constructs on the Search Institute’s Developmental Assets Profile. However, there were some “Reflections” survey constructs that did not have always very high reliability coefficients (i.e., correlations); these were opportunity seeking behaviors (2004-05 pre-test) and life-long learning (2005-06 pre-test). We therefore recommend that *Get and Give* administer the survey to a small group of participants and get their feedback on each of the items on the survey, particularly the items that match with those constructs (see Tables 5 and 6). Youth participants can help to determine which items do and do not measure what *Get and Give* expects them to measure, items can be changed, added or removed, accordingly, and the survey constructs can once again be tested for reliability. This should help to make the “Reflections” survey more reliable.

### ➤ *Logistics of Youth Surveys*

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We saw that the late administration of the 2004-05 “Reflections” pre-test may have led to results that did not accurately show changes in program participants over the course of the school year. In order to have the best chance of seeing changes from the beginning of the school year until the end, the best strategy is to administer as soon as possible at the beginning of the school year; some programs give survey pre-tests at the time that participants register for the program. In 2005-06, *Get and Give* was sure to administer the pre-test earlier in the year.

In addition, program staff should consider other factors that might influence survey responses, such as events at school or in the community. Waiting too long toward the end of the school year can also make survey administration difficult, since students are less likely to attend after-school programs, they can become frustrated and overwhelmed with school, and it may even be too hot to ask them to complete surveys (they will still comply, but their answers may be more negative than they would be otherwise).

### ➤ *Tracking Data*

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Programs are often challenged with having staff time to keep track of the information necessary to get the best possible answers to research questions. *Get and Give* seems to excel in tracking data, but there were some pieces of information that would have allowed us to learn more, such as whether students were living in homeless shelters or their zip codes. Some data also seemed not to be available because staff had left, and new staff did not know where to find the previous year's data. *Get and Give* should identify those data that are most important to them in understanding program outcomes (e.g., information about family, neighborhood, and school) and begin to include them in their data tracking in a way that will be easily accessible to program staff. It is also important, if surveys are administered anonymously, to assign ID numbers and be very careful that students receive the same ID numbers when they re-take the surveys.

### ➤ *Compare Survey Results to Other Youth*

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Although the “Reflections” and DAP surveys showed changes, both positive and negative, we cannot be totally sure that those changes are due to the program itself. For example, students in a program may report more negative feelings about school over time, but their non-program peers might be even more likely to feel negatively about school, indicating that the program may have helped some students. In order to have a better idea of which changes are program-related, the same research methods should be implemented with other groups of students who are similar to *Get and Give* youth but not participating in the program. For example, the “Reflections” survey might be given to classmates of *Get and Give* students. Self-selection is still a concern, but a comparison group allows us more confidence in drawing conclusions.

### ➤ *Including Older Youth*

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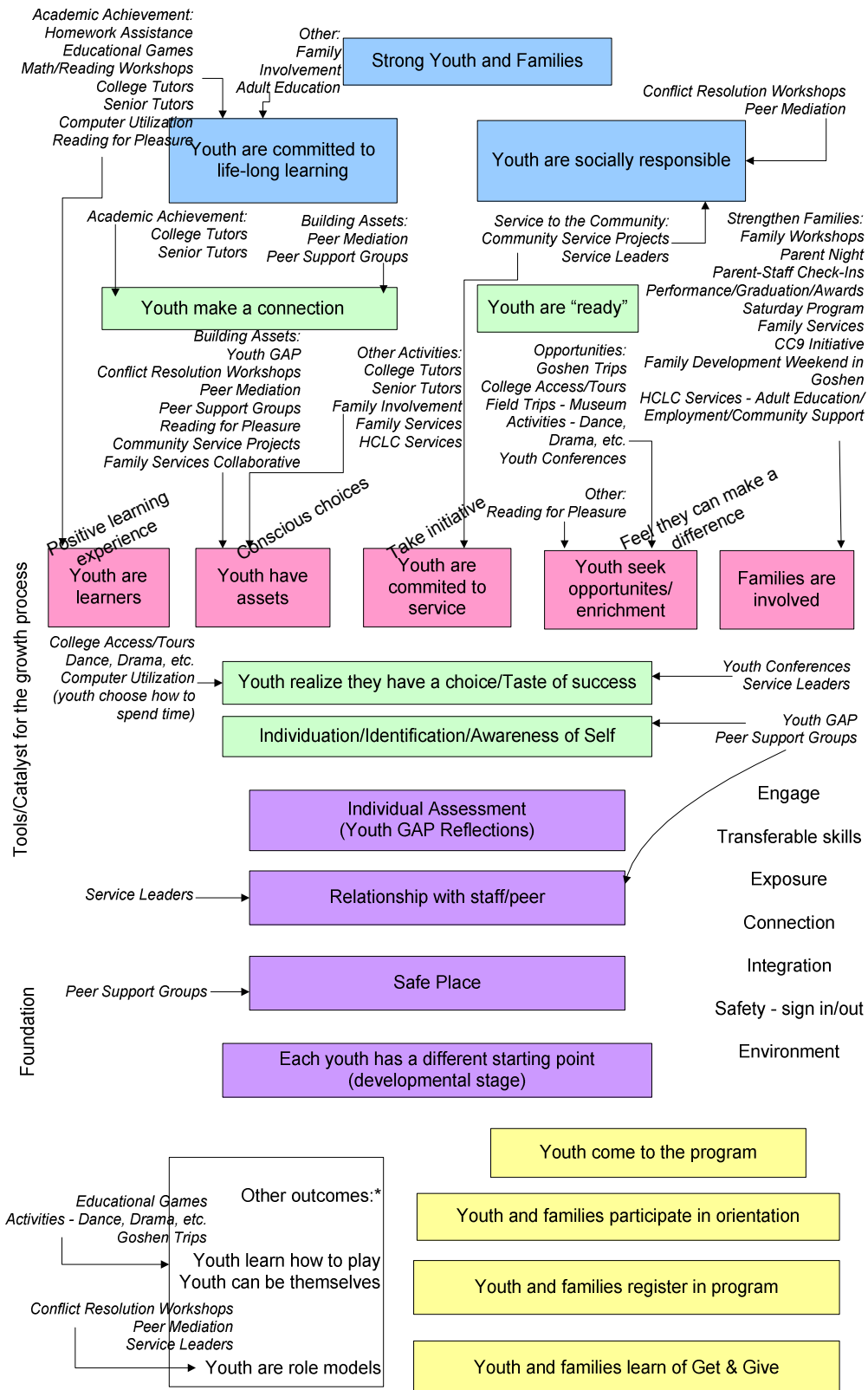
Programs that are designed for elementary and middle school students tend to have difficulty holding older adolescents' interest. Including them in evaluation can help staff to get a better sense of what might interest them. Furthermore, they might even be asked to help conduct evaluations – e.g., helping to identify important research questions or conducting interviews and focus groups with peers. Participating in evaluation research as researchers is one way to grant young adults more say in shaping the programs that affect them and might also become an activity that meets some of their interests, in this case giving back to the program.

➤ *Revisiting the Theory of Change*

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At the beginning of this evaluation, ActKnowledge and *Get and Give* created a theory of change for the program, with the intention that it would guide the evaluation. Staff should now look back and ask themselves how well they seem to be doing on each of the outcomes that they identified. The theory of change is also meant to be revised as programs learn and grow; *Get and Give* should review their theory of change and change or add to it as they see fit, particularly based on what they have learned through this evaluation. This can serve as the basis for continued planning and evaluation.

## APPENDIX A: HIGHBRIDGE GET AND GIVE PROGRAM THEORY OF CHANGE



**INSERT APPENDIX B**

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## APPENDIX C: RESULTS FOR DAP SURVEY 2005-2006

<i>Survey Item by Construct</i>	<i>2005-06 Pre-Test</i>	<i>2005-06 Post-Test</i>	<i>Change Over Time</i>
<b>SUPPORT</b>	23.6	24.3	n.s.
13. Seek advice from my parents.	2.0	2.2	n.s.
47. Parent (s) who try to help me succeed.	2.7	2.8	n.s.
48. Good neighbors who care about me.	1.8	1.6	n.s.
49. A school that cares about kids and encourages them.	2.4	2.4	n.s.
51. Support from adults other than my parents.	2.3	2.4	n.s.
54. A family that gives me love and support.	2.7	2.9	n.s.
56. Parent (s) who are good at talking with me about things.	2.5	2.7	n.s.
<b>EMPOWERMENT</b>	22.5	20.6	decrease
17. Feel safe and secure at home.	2.7	2.7	n.s.
21. Feel valued and appreciated by others.	2.1	1.9	n.s.
25. Feel safe at school.	2.3	2.0	decrease
29. Included in family tasks and decisions.	2.2	2.2	n.s.
36. Given useful roles and responsibilities.	2.6	2.4	n.s.
46. A safe neighborhood.	1.6	1.3	n.s.
<b>BOUNDARIES AND EXPECTATIONS</b>	23.3	24.1	n.s.
43. Friends who set good examples for me.	1.9	2.0	n.s.
44. A school that gives students clear rules.	2.5	2.6	n.s.
45. Adults who are good role models for me.	2.5	2.4	n.s.
50. Teachers who urge me to develop and achieve.	2.4	2.4	n.s.
52. A family that provides me with clear rules.	2.7	2.7	n.s.
53. Parent (s) who urge me to do well in school.	2.8	2.8	n.s.
55. Neighbors who help watch out for me.	1.5	1.7	n.s.
57. A school that enforces rules fairly.	2.1	2.2	n.s.
58. A family that knows where I am and what I am doing.	2.7	2.9	n.s.
<b>CONSTRUCTIVE USE OF TIME</b>	21.8	22.3	n.s.
31. Involved in a religious group or activity.	1.9	1.9	n.s.
34. Involved in a sport, club, or other group.	2.4	2.5	n.s.
40. Involved in creative things such as music theater, or art.	2.2	2.2	n.s.
42. Spending quality time at home with my parent (s).	2.2	2.4	n.s.
<b>COMMITMENT TO LEARNING</b>	23.2	22.6	n.s.
5. Enjoy reading or being read to.	1.7	1.8	n.s.
7. Care about school.	2.2	2.2	n.s.
8. Do my homework.	2.5	2.4	n.s.
10. Enjoy learning.	2.3	2.2	n.s.
26. Actively engaged in learning new things.	2.5	2.2	decrease
28. Encouraged to try things that might be good for me.	2.5	2.4	n.s.
38. Eager to do well in school and other activities.	2.6	2.6	n.s.
<b>POSITIVE VALUES</b>	21.1	20.9	n.s.
1. I stand up for what I believe in.	2.3	2.5	n.s.
9. Stay away from tobacco, alcohol, and other drugs.	2.5	2.7	n.s.
16. Think it is important to help other people.	2.6	2.3	n.s.
22. Take responsibility for what I do.	2.3	2.5	n.s.
23. Tell the truth even when it is not easy.	1.8	2.0	n.s.

## APPENDIX C: RESULTS FOR DAP SURVEY 2005-2006

<i>Survey Item by Construct</i>	<i>2005-06 Pre-Test</i>	<i>2005-06 Post-Test</i>	<i>Change Over Time</i>
30. Helping to make my community a better place.	1.9	1.4	n.s.
32. Developing good health habits.	2.4	2.21	n.s.
33. Encouraged to help others.	2.2	2.1	n.s.
35. Trying to help solve social problems.	1.7	1.8	n.s.
36. Developing respect for other people.	2.2	2.4	n.s.
41. Serving others in my community.	1.3	1.3	n.s.
<b>SOCIAL COMPETENCIES</b>	21.6	21.2	n.s.
4. Avoid things that are dangerous or unhealthy.	2.5	2.1	n.s.
6. Build friendships with other people.	2.4	2.4	n.s.
11. Express my feelings in proper ways.	1.9	2.3	increase
18. Plan ahead and make good choices.	2.3	2.2	n.s.
19. Resist bad influences.	1.9	1.8	n.s.
20. Resolve conflicts without anyone getting hurt.	1.8	1.7	n.s.
24. Accept people who are different from me.	2.4	2.5	n.s.
39. Sensitive to the needs and feelings of others.	2.1	2.0	n.s.
<b>POSITIVE IDENTITY</b>	21.3	22.6	n.s.
2. Feel in control of my life and future.	2.1	2.1	n.s.
3. Feel good about myself.	2.6	2.5	n.s.
12. Feel good about my future.	2.5	2.4	n.s.
14. Deal with frustration in positive ways.	1.3	1.8	increase
15. Overcome challenges in positive ways.	2.1	2.1	n.s.
27. Developing a sense of purpose in my life.	2.3	2.6	increase
<b>PERSONAL</b>	21.9	22.6	n.s.
1. I stand up for what I believe in.	2.3	2.5	n.s.
2. Feel in control of my life and future.	2.1	2.1	n.s.
3. Feel good about myself.	2.6	2.5	n.s.
4. Avoid things that are dangerous and unhealthy.	2.5	2.1	n.s.
5. Enjoy reading or being read to.	1.7	1.8	n.s.
9. Stay away from tobacco, alcohol, and other drugs.	2.5	2.7	n.s.
12. Feel good about my future.	2.5	2.4	n.s.
14. Deal with frustration in positive ways.	1.3	1.8	increase
18. Plan ahead and make good choices.	2.3	2.2	n.s.
22. Take responsibility for what I do.	2.3	2.5	n.s.
23. Tell the truth even when it is not easy.	1.8	2.0	n.s.
27. Developing a sense of purpose in my life.	2.3	2.6	increase
32. Developing good health habits.	2.4	2.2	n.s.
<b>SOCIAL</b>	21.7	21.3	n.s.
6. Build friendships with other people.	2.4	2.4	n.s.
11. Express my feelings in proper ways.	1.9	2.3	increase
15. Overcome challenges in positive ways.	2.1	2.1	n.s.
16. Think it is important to help other people.	2.6	2.3	n.s.
19. Resist bad influences.	1.9	1.8	n.s.
20. Resolve conflicts without anyone getting hurt.	1.8	1.7	n.s.
21. Feel valued and appreciated by others.	2.1	1.9	n.s.

## APPENDIX C: RESULTS FOR DAP SURVEY 2005-2006

<i>Survey Item by Construct</i>	<i>2005-06 Pre-Test</i>	<i>2005-06 Post-Test</i>	<i>Change Over Time</i>
28. Encouraged to try things that might be good for me.	2.5	2.4	n.s.
33. Encouraged to help others.	2.2	2.1	n.s.
39. Sensitive to the needs and feelings of others.	2.1	2.	n.s.
43. Friends who set good examples for me.	1.9	2.0	n.s.
45. Adults who are good role models for me.	2.5	2.4	n.s.
51. Support from adults other than my parents.	2.3	2.4	n.s.
<b>FAMILY</b>	25.3	26.1	n.s.
13. Seek advice from my parents.	2.0	2.2	n.s.
17. Feel safe and secure at home.	2.7	2.7	n.s.
29. Included in family tasks and decisions.	2.2	2.2	n.s.
42. Spending quality time at home with my parent (s).	2.2	2.4	n.s.
47. Parent (s) who try to help me succeed.	2.7	2.8	n.s.
52. A family that provides me with clear rules.	2.7	2.7	n.s.
52. Parent (s) who urge me to do well in school.	2.8	2.8	n.s.
54. A family that gives me love and support.	2.7	2.9	n.s.
56. Parent (s) who are good at talking with me about things.	2.5	2.7	n.s.
58. A family that knows where I am and what I am doing.	2.7	2.9	n.s.
<b>SCHOOL</b>	23.7	23.3	n.s.
7. Care about school.	2.2	2.2	n.s.
8. Do my homework.	2.5	2.4	n.s.
10. Enjoy learning.	2.3	2.2	n.s.
25. Feel safe at school.	2.3	2.0	decrease
26. Actively engaged in learning new things.	2.5	2.2	decrease
38. Eager to do well in school and other activities.	2.6	2.6	n.s.
44. A school that gives students clear rules.	2.5	2.6	n.s.
49. A school that cares about kids and encourages them.	2.4	2.4	n.s.
50. Teacher who urge me to develop and achieve	2.4	2.4	n.s.
57. A school that enforces rules fairly.	2.1	2.2	n.s.
<b>COMMUNITY</b>	19.6	19.1	n.s.
24. Accept people who are different from me.	2.4	2.5	n.s.
30. Helping to make my community a better place.	1.9	1.4	decrease
31. Involved in a religious group or activity.	1.9	1.9	n.s.
34. Involved in a sport club, or other group.	2.4	2.5	n.s.
35. Trying to help solve social problems.	1.7	1.8	n.s.
36. Given useful roles and responsibilities.	2.6	2.4	n.s.
37. Developing respect for other people.	2.2	2.4	n.s.
40. Involved in creative things such as music, theater or art.	2.2	2.2	n.s.
41. Serving others in my community.	1.3	1.3	n.s.
46. A safe neighborhood.	1.6	1.3	n.s.
48. Good neighbors who care about me.	1.8	1.6	n.s.
55. Neighbors who help watch out for me.	1.5	1.7	n.s.

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Environment/Climate</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Provides a stimulating, welcoming, and supportive environment for young people.	79.4	88.9
Uses program space that is safe and clean.	55.9	83.3
Has program space that is appropriately equipped and suitable for activities being conducted.	55.9	66.7
Develops implements and shares approved safety plans and procedures with staff and families.	55.9	83.3
Provides adequate security for program.	52.9	72.2
Develops and manages effective arrival and dismissal procedures and plans for safe travel home.	79.4	88.9
Provides healthy and nutritious snacks and/or proper supper.	44.1	72.2
Is aware of, records and informs staff of special health needs of participants.	79.4	83.3
Conducts all required fire/safety drills.	47.1	66.7
Has a culture that allows participants to take initiative and explore their interests.	85.3	77.8
Establishes, maintains and communicates code of conduct to participants, staff, and their families.	52.9	72.2
Applies rewards and consequences for participant behavior appropriately and consistently.	52.9	77.8

**2004 – 2005: Questions Answered by 24 Staff Members and 10 Parents  
2005 – 2006: Questions answered by 18 Staff Members**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Administration/Organization</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Establishes clear attendance and participation expectations.	31.6	83.3
Has a system for the collection and monitoring of participant attendance data.	94.7	83.3
Maintains all required documents (health certificate, security clearance, and insurance) where applicable.	31.6	94.4
Creates and uses an employee handbook that clarifies internal policies and procedures.	47.1	66.7
Has complete and current enrollment/registration documents for all participants.	84.2	100
Maintains accurate and accessible medical records on participants.	78.9	94.4
Has a clear salary structure for program staff.	36.8	83.3
Has well-defined methods of communication between school and community-based organization.	57.9	83.3
Has approved budget; reviews and adjusts budget periodically.	52.6	72.2
Establishes and maintains a centralized database that is regularly updated and usable by staff.	63.2	83.3
Completes all required reports and submits them in a timely manner.	73.7	83.3
Ensures that supplies are organized, maintained, and accessible.	73.7	83.3
Records and tracks attendance.	89.5	83.3
Complies with government mandates.	73.7	77.8
Maintains current and accurate schedule with room assignment.	89.5	88.9
Develops, reviews, and updates plan for family involvement.	42.1	83.3
Negotiates optimal use of school, cbo, and community resources to best meet the needs of participants and their families.	73.7	72.2
Documents where participants are during program hours.	52.6	88.9

**2004 – 2005: Questions Answered by 19 Staff Members  
2005 – 2006: Questions answered by 18 Staff Members**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Relationships</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Has a staff that respects and communicates with each other and are role models of positive adult relationships.	96.7	89.5
Interacts with families in a comfortable, respectful, welcoming way.	100	94.7
Treats participants with respect and listens to what they say.	96.7	94.7
Teaches participants to interact with other another in positive ways.	96.7	100
Teaches participants to make responsible choices and encourage positive outcomes.	100	100
Is sensitive to the culture and language of participants.	93.3	94.7
Established meaningful community collaborations.	80	84.2
Has scheduled meetings with its major stakeholders.	73.3	73.7
Encourages former participants to contribute as volunteers or staff.	96.7	73.7

**2004 – 2005: Questions Answered by 20 Staff Members & 10 Parents  
2005 – 2006: Questions answered by 18 Staff Members & 1 Parent**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Staffing/Professional Development</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Has a program director that is committed to his/her own professional development and attends and participates in training.	0	100
Recruits, hires and develops staff who reflects the diversity and culture(s) of the community	0	88.9
Treats staff as professionals and provides opportunity for advancement	5.56	88.9
Ensures staff has competence in core academic areas, where appropriate.	0	100
Provides ongoing staff development in order to engage and retain staff	0	94.4
Maintains staff-to-participant ratio as per state regulations when applicable.	5.56	77.8
Provides positive working conditions for staff and appropriate supervision, support and feedback.	5.56	88.9
Assesses Professional development needs of staff and provides appropriate training.	0	83.3
Has program director and staff who comply with state training regulations where applicable.	0	94.4
Trains staff to plan suitable activities that correspond to the developmental needs of the participants.	0	94.4
Has regular staff meetings.	0	94.4
Works with staff to achieve credentialing and accreditation where available.	0	94.4

**2004-2005: Questions answered by 18 Staff Members  
2005-2006: Questions answered by 18 Staff Members**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Programming/Activities</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Provides activities that reflect the mission of the program	93.1	100
Addresses academic, physical, social and emotional needs of the participant	96.6	100
Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year	96.6	89.5
Offers project-based, experiential activities that promote creativity and development of participant self-expression	79.3	89.5
offers high quality academic support, including tutoring and/or homework help	96.6	94.7
Offers enrichment opportunities in core academic areas as well as in the arts, technology, recreation, and health	93.1	100
includes activities that take into account the language and culture of the participants	89.7	94.7
Establishes and follows a schedule that is known to all staff, participants and their families	96.6	94.7
Provides a range of opportunities in which participants’ work can be showcased	93.1	89.5
Integrates opportunities for the developmental of personal responsibility, self-direction, and leadership throughout the program	34.5	84.2

**2004-2005: Questions Answered by 19 Staff Members & 10 Parents  
2005-2006: Questions answered by 18 Staff Members & 1 Parent**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Linkages Between Day and After-School</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Secures commitment of resources (classroom space, bulletin boards, storage space, computer facilities, site coordinator’s office) from school principal, when possible	73.7	88.9
Maintains communication with school principal and administration	89.5	83.3
Establishes strong links to the school day	94.7	66.7
Incorporates programming that integrates and complements school day activities	94.7	88.9
Collaborates regularly with school-day personnel regarding use of facilities and resources	84.2	61.1
supports state and local performance standards and benchmarks	63.2	72.2
Communicates with school-day staff to monitor academic and behavioral progress of students	84.2	66.7
Allocates sufficient program time for homework and homework help	94.7	77.8
Is represented on the school’s curriculum planning committee.	36.8	72.2

**2004-2005: Questions Answered by 19 Staff Members  
2005-2006: Questions answered by 18 Staff Members**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Youth Participation/Encouragement</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Provides participants with a variety of engagement strategies	96.7	94.7
Has Participants who take ownership of program selection and development	63.3	94.7
Enables participants to develop life skills, resiliency, and self-esteem via activities	80.0	94.7
Affords participants opportunities	80.0	94.7
Enables participants to explore resources and issues in their community through projects and activities	93.3	84.2
Promotes consistent and active participation	96.7	94.7
Promotes teamwork and respect for others	100	94.7
Involves participants in the development of disciplinary practices	73.3	100
Encourages participants to recruit others into the program	76.7	89.5

**2004-2005: Questions Answered by 20 Staff Members & 10 Parents  
2005-2006: Questions answered by 18 Staff Members & 1 parent**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Parent/Family/Community Partnerships</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Involves families in decision making and planning	62.1	77.8
involves families and community in program events	96.6	88.9
communicates with families on matters concerning the well-being of the child	93.1	94.4
seeks opportunities to share community resources with families	82.8	94.4
Provides opportunities for literacy and related educational experiences for the families of the participants in the program	93.1	94.4
Provides families with information about community resources to meet their needs	93.1	94.4
Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings	72.4	72.2
Coordinates staff development activities with those of school and community partners	62.1	77.8

**2004-2005: Questions Answered by 19 Staff Members & 10 Parents  
2005-2006: Questions answered by 18 Staff Members**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Program Sustainability/Growth</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Has a written statements of mission and goals	50.0	84.2
Employs staff who understand and embrace the program’s mission and goals	83.3	84.2
Involves participants, families, staff and board members in long-term decision-making and planning efforts	38.9	73.7
Develops a long-term plan for sustaining the after-school program	94.5	89.5
Accesses resources within the community by seeking support from and building relationships and local businesses and institutions	88.9	79.0
Forges relationships with advocates for program quality and availability, such as community leaders, business and elected officials	61.1	73.7
Has an effective marketing strategy that Publicizes the program and its achievement	88.9	79.0

**2004-2005: Questions Answered by 18 Staff Members  
2005-2006: Questions answered by 18 Staff Members & 1 parent**

**APPENDIX D: RESULTS FOR NYSAN PROGRAM QUALITY SELF-ASSESSMENT TOOL  
2004-2005 AND 2005-2006  
(COMBINED RESPONSES FOR “MEETS OR EXCEEDS STANDARDS” ONLY)**

<i>Measuring Outcomes/Evaluation</i>		
	<i>2004-05 % Believed Standards Met or Exceeded</i>	<i>2005-06 % Believed Standards Met or Exceeded</i>
Has measurable program goals and objectives that are aligned with the organizational mission and identified needs	89.5	88.9
Develops and/or plans for program evaluation that includes gathering both qualitative and quantitative data	89.5	77.8
Uses objective data to measure participants' promising practices	94.5	88.9
Identifies and shares promising practices	84.2	77.8
Makes evaluation summaries available to the general public	47.4	66.7
Creates an internal method for assessing program activities	84.2	88.9
Creates an internal method for assessing staff performance	68.4	88.9
Creates an internal method for assessing student engagement levels	73.7	88.9
Includes feedback from stakeholders in the program evaluation	68.4	77.8
Uses evaluation findings for continuous program improvement	63.2	83.3

**2004-2005: Questions answered by 19 Staff Members  
2005-2006: Questions answered by 18 Staff Members**