



# **Proven Results**

**A Compendium of Program Evaluations  
from Boys & Girls Clubs of America**

**1985-Present**

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## I. Introduction



## Background

Over the last decade, program evaluations have become increasingly important to nonprofit organizations, including Boys & Girls Clubs.<sup>1</sup> Local Clubs and Boys & Girls Clubs of America are being asked by donors to demonstrate clear, unequivocal evidence that the resources devoted to Club programs make a difference in the lives of youth and enhance the quality of life in their communities. Although our mission is still to provide service to youth, program evaluations and other forms of assessment are now a critical means of sustaining as well as increasing current levels of youth service.

Donors make a three-fold case for this need. First, most donors truly want to facilitate change in their communities. Thus, they want evidence that suggests their gifts make a difference in the lives of youth. Secondly, donors want to ensure that their gifts are well spent. Program evaluations demonstrate to donors the quality of service as well as quantity of change their funds delivered. Moreover, these evaluations provide donors, including local board members, with the ammunition to raise more dollars for effective Club programs. Finally, board members and donors realize they cannot fund all of the programs. Clubs compete not only with other youth development organizations for dollars, but also other equally viable areas of service (religion, medical research, homelessness, education, etc.). The competition for limited dollars has increased drastically with the increase in the number of nonprofits as well as their ability to market themselves. Program evaluations allow donors to make better decisions about the potential effectiveness of their investment.

Program evaluations are also an incredible resource for local Clubs. First, evaluations are a useful management tool in that they allow program and management staff not only to reflect on past program delivery, but also to provide insights into new implementation strategies. Secondly, successful program evaluation allows local Clubs to tell their story in a more dynamic manner. For many years, local Clubs relied on anecdotal evidence of the value of their programs. Local boards knew the dedication of Club staff and saw the immense need of at-risk youth and communities the Club served. Touching stories and personal testimonies were used to stir board members and donors to give. This approach is no longer sufficient to meet the increased calls for accountability in outcomes. To sell our mission to local donors, Club professionals need to be armed with data that suggest youth behaviors change over time because of their involvement in Boys & Girls Clubs, and that these changes were greater than those for similar youth who did not participate in Club programs.

## Sources of Funding for After-School Programs

In many cases, improved program evaluation leads to increased marketability and funding for after-school programs. Following the dramatic increase in 1999-2001 in the number and variety of sources for funding after-school programs, there was a significant decline in opportunities for after-school funding from federal and state sources in 2002-2003.

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<sup>1</sup> Although there are differences between program evaluation and outcome measurement, these terms are used interchangeably in this section.

In spite of several significant studies on the *need* for after-school programs, substantive evaluations of the *effectiveness* of these programs and strong public *opinion* in favor of them (eight out of 10 voters agree that after-school programs are an absolute necessity<sup>2</sup>), both federal and state governments are cutting back on funding to after-school programs. The Department of Education's fiscal year 2004 budget includes \$1 billion for 21st Century After-School Programs, essentially the same amount as in 2002 and 2003. This represents a 43 percent *decrease* in the amount originally authorized for 2004 (\$1.75 billion) by the No Child Left Behind Act passed in 2001. Although the program continues to support after-school programs in about 7,500 rural and inner-city public schools in more than 1,400 communities, the demand for 21<sup>st</sup> Century after-school programs far exceeds the resources available – so far, no state has been able to meet the needs of all the programs submitting grant applications. At the current funding level, nearly 600,000 children nationally are in danger of being cut from after-school activities in 2004 alone.<sup>3</sup> Similarly, many states continue to face pressure to balance their budgets – almost all states pared back spending significantly in fiscal 2003 as a result of budget deficits. State budgets in 2004 are expected to rise only 0.2 percent over 2003, and 13 states have enacted negative growth budgets.<sup>4</sup>

Although federal and state governments are seeing dramatic cuts to programs that directly support after-school initiatives, there continue to be a variety of alternative funding streams that can be tapped to support after-school programming. In the current economic climate, securing support for after-school may involve piecing together funding from a combination of federal, state, local and private sources. After-school programs can compete for many different types of grants by framing program goals in terms of the particular grant or agency focus, from reducing violence to increasing job skills to providing college readiness activities.

**Federal funding** administered directly by federal agencies, includes: 1) *entitlement* programs that serve all individuals meeting eligibility criteria; 2) *discretionary* programs that offer funds for a targeted type of program on a competitive basis; or 3) *block* programs that provide a fixed amount of funds to states based on demographic information. Examples of these types of funding include grants from the following federal agencies:

- Department of Education – GEAR UP, Bilingual Education, Comprehensive School Grants;
- Department of Justice – Juvenile Mentoring Program (JUMP);
- Department of Health and Human Services – School Action Grant Program; and
- Department of Housing and Urban Development – Youthbuild.

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<sup>2</sup> Afterschool Alliance, *2003 National Voters Poll* (Washington, D.C.: Afterschool Alliance, 2003). Contact information: Afterschool Alliance, 1616 H Street, NW, Washington, D.C. 20006, (202) 347-1002, e-mail [info@afterschoolalliance.org](mailto:info@afterschoolalliance.org).

<sup>3</sup> Afterschool Alliance, *Closing the Door on Afterschool Programs: An Analysis of How the Proposed Cut to the 21<sup>st</sup> Century Community Learning Centers Program Will Affect Children and Families in Every State* (Washington, D.C.: Afterschool Alliance, 2003).

<sup>4</sup> National Governors Association, *State Budgets Not Out of the Woods Yet*, Press Release dated December 4, 2003 (Washington, D.C.: National Governors Association, Center for Best Practices, Education Policy Studies Division). Contact information: National Governors Association, Hall of States, 444 N. Capitol Street, Washington, D.C. 20001-1512, (202) 624-5300, [www.nga.org](http://www.nga.org).

**Federal funding** administered by state agencies includes grants or allocations made by the federal government for states to manage and disseminate. These funds can be accessed through agencies and programs such as:

- Department of Education – Title I, Safe and Drug-Free Schools;
- Department of Juvenile Justice – Juvenile Justice and Delinquency Prevention;
- Department of Health and Human Services – Child Care Development Fund, Temporary Assistance to Needy Families (TANF); and
- Department of Agriculture – USDA Snack Money.

**State funding** varies from state to state, and can come from a range of revenue sources related to education and youth development:

- State Education Agency;
- State Department of Health and Human Services;
- Community Education Office; and
- Governors' Commissions related to youth.

**Local funding** includes revenues from county or city governing bodies, local agencies or organizations such as:

- School district or county office of education;
- City or county general fund;
- City or county parks and recreation departments;
- City or county arts councils;
- City or county youth service bureaus; and
- Dedicated revenue sources (special taxes or surcharges allocated to youth programs).

**Private funding** includes grants and donations from sources such as local businesses, civic organizations or associations:

- Foundations (national, state and community);
- Corporations;
- Chambers of Commerce;
- Police and other civic groups; and
- Volunteer centers.<sup>5</sup>

Most funding addresses specific needs such as raising student achievement, reducing juvenile violence or assisting families. As competition for funding becomes more intense, Boys & Girls Clubs that are able individually or collectively to evaluate their programs and demonstrate their ability to address these critical issues have the best chance of securing these limited funds.

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<sup>5</sup> Afterschool Alliance Web site, *Major Sources of Afterschool Funding/Afterschool Funding at a Glance*, [www.afterschoolalliance.org](http://www.afterschoolalliance.org) (December 10, 2003).

## Program Evaluation: A Local and National Partnership

BGCA continues to invest significant dollars in national program evaluations. Using resources typically not available at the local level, BGCA is able to conduct rigorous outcome studies of Club programs that provide clear, unequivocal evidence of the effectiveness of programs. These national evaluations allow individual Clubs to use localized youth outcomes and measures at a significantly reduced cost.

For example, through funding from the Carnegie Corporation of New York, Dr. Steven Schinke of Columbia University conducted a national evaluation of Project Learn. Among other things, his findings demonstrated an 11 percent increase in the grade point averages of participants and cited a 15 percent difference in comparison to the grade point averages of non-Club members. Although Clubs could replicate this study on a local level, the findings of the Columbia University study allow Clubs to structure a local evaluation on the impact of their education programs using more manageable and affordable methods. Rather than relying on the collection of report card data, Clubs can target proxy measures – other behaviors that indicate future grade improvement (e.g., increased quality and quantity of homework completion and the number of hours per week youth engage in high-yield learning activities). Moreover, unlike the Columbia University study, few local evaluations that rely on the collection of report card data control for other factors that could contribute to increases in grade point averages. The lack of a control group in this type of local evaluation may affect the validity of its findings. Thus, the strength of the national evaluation of Project Learn is that it identifies the necessary components of an effective after-school education program and allows local Clubs to focus their evaluations on documenting the extent to which they create similar opportunities in their Clubs.

## How to Use this Compendium

This compendium offers a summary of BGCA evaluations of its national programs and ancillary services. Generally, this guide includes three types of evaluations: process evaluations, outcome evaluations and alumni surveys. ***Process evaluation*** examines the effectiveness of an organization's implementation of a program. The information collected in these studies focuses on participant demographics, program activities, participant attendance, dropout rates, etc. For example, one of the findings from the Youth Gang Prevention and Early Intervention Program evaluation was that a total of 1,917 youth were served by the project; 877 were served by the 22 prevention sites, 688 by the eight consortium sites and 372 by the three intervention sites. The study also identified seven elements that are critical to a successful youth gang prevention and intervention site, such as expanding hours of operation and increasing family participation in Club programming.

The assessment of Project Connect also is an excellent example of how process evaluations can serve as a management tool. The Project Connect evaluation identified three key factors in successful pilot sites: 1) prior experience of technology staff has a significant impact on the speed at which Clubs implement technology centers and programs; 2) technology staff working together to mentor staff on a weekly basis accelerates the development of a coherent and well-integrated technology program; and 3) the presence of effective leadership that supports the

technology staff and program is another key to the successful implementation of technology. These formative reports give managers an opportunity to tweak program implementation and assess a program's progress in achieving its goals. Moreover, process evaluations provide critical insights into the potential for replicating a project on a larger scale.

Unlike many process evaluations, **outcome evaluations** clearly demonstrate significant changes in the behaviors or attitudes of groups of youth or a community. For example, a 1991 outcome evaluation showed that public housing sites with Boys & Girls Clubs that implemented SMART Moves experienced 13 percent fewer juvenile crimes, 22 percent less drug activity, and 25 percent less crack cocaine presence than similar sites without a Boys & Girls Club. Other examples of outcome evaluations include the aforementioned Project Learn study and the 1997 evaluation of the long-term implementation of a combination of SMART Moves, SMART Leaders and FAN (Family Advocacy Network) Club with at-risk youth. These studies demonstrate that Boys & Girls Clubs can produce statistically significant positive outcomes in terms of improved academic performance, reduced truancy and increased ability to refuse alcohol, marijuana and cigarettes.

Although **surveys** are used frequently in process and outcome evaluations, the alumni surveys described in this compendium do not evaluate any specific program. Rather, alumni surveys provide a reflective analysis of the effects a Club had on an adult's life. While the Louis Harris alumni surveys cannot provide definitive proof of program success, these surveys can be effective in providing a "big picture" perspective on the success Clubs have had with youth throughout the Movement's history. The surveys find that alumni view their experience with Clubs as highly positive, critical to their successes, and for many, essential to their survival. More than half of Club alumni stated that the Club saved their lives. The 1999 survey also found that according to alumni, tutoring, homework help and career development opportunities at their Clubs were more important to their success than were Club sports and recreation opportunities.

There are important differences between these three types of evaluations, and the findings from the evaluations cannot be used interchangeably. Although each type of evaluation provides valuable information, they serve different purposes and are used to gather different kinds of information. A process evaluation typically tells an organization how well a program was implemented, with the focus on the organization, not the participant. Conversely, an outcome evaluation – assuming an adequate level of implementation – places more attention on the change in behaviors and attitudes of the participants. In many cases, process evaluations precede outcome evaluations and provide an important foundation for quality program implementation. Alumni surveys provide a quantitative assessment of the effect of a program on an adult. However, because this data is reflective, findings could be muddled by the recollection of a positive or negative experience in the Club. Additionally, survey results can be distorted by questioning respondents who do not adequately represent the full range of Club membership. For example, telephone surveys typically do not poll persons without telephone service.

Some studies are designed to combine both process and outcome evaluations. The TARGETED OUTREACH: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention evaluation is an example of a process/outcome study. This assessment was designed to examine the strategies, benefits, challenges and costs of the GP/ITTO approaches, as well as the benefits and outcomes for participating youth.

In addition to serving different purposes, the types of evaluations described in this guide contain information that is not weighted equally. The difference in weighting is due to the different methods used to determine the results of the evaluation. Differences in research design result in varying levels of statistical reliability – for example, an outcome evaluation of statistical data is more reliable than an opinion survey that makes a similar case. Outcome evaluations are based on objective and measurable data (grades, surveys of recent behaviors, etc.). Moreover, they tend to compare groups of youth (e.g., one group of youth that receives the program and a similar group of youth that does not receive treatment). This type of comparison allows staff to say with more authority that the results of the study are valid. The most credible and statistically valid evaluations are longitudinal studies, which evaluate a program over a period of time to see if the desired outcomes have been achieved.

## **Where Does BGCA Fit?**

### **Evaluations of Other National Youth Development Organizations**

As a result of increased funding and attention on after-school programs, all national youth development organizations are facing increased calls for accountability and demand for rigorous evaluations of the impact of their programs. In response, many national organizations have developed different approaches to documenting the success of their programs. While many organizations, such as Big Brothers/Big Sisters, often use formal outcome studies of individual programs, others, like the Boys Scouts of America, rely more heavily on membership or parent surveys. Still other organizations, such as the YMCA of the USA, use a more integrated approach that establishes a research-based foundation for the effectiveness of youth development programs, and then documents the effectiveness of program implementation through a variety of surveys and data. The national evaluations conducted by other youth development organizations demonstrate that Boys & Girls Clubs are not alone in their efforts to design reliable and valid program evaluations. Following is a sampling of evaluations from other youth development and after-school programs. While this brief overview is not designed to be an exhaustive list of youth development program evaluations, it does reflect the approaches used most frequently to strengthen youth development programs and make the case to funding sources and other stakeholders for their effectiveness.

#### **Big Brothers/Big Sisters**

A recent report by Public/Private Ventures (P/PV) provides scientifically reliable evidence that mentoring programs can positively affect young people. This evidence derives from research conducted at local affiliates of Big Brothers/Big Sisters of America, the oldest mentoring program in the United States. Big Brothers/Big Sisters (BB/BS) programs currently maintain 75,000 active matches between a volunteer adult and a youngster.



P/PV conducted a comparative study of 959 10- to 16-year-olds who applied to BB/BS programs in 1992 and 1993.<sup>6</sup> Half of these youth were randomly assigned to a treatment group, for whom BB/BS matches were made or attempted. The other half was assigned to BB/BS waiting lists. P/PV compared the two groups after 18 months and found that:

- Little Brothers and Little Sisters were 46 percent less likely than controls to initiate drug use during the study period. Results indicated that for every 100 youth in this age group who start to use drugs, only 54 similar youth who have a Big Brother or Big Sister will start using drugs. An even stronger effect was found for minority Little Brothers and Little Sisters, who were 70 percent less likely to initiate drug use than other similar minority youth.
- Little Brothers and Little Sisters were 27 percent less likely than controls to initiate alcohol use during the study period, and minority Little Sisters were only about one-half as likely to initiate alcohol use.
- Little Brothers and Little Sisters were almost one-third less likely than controls to hit someone.
- Little Brothers and Little Sisters skipped half as many days of school as did control youth, felt more competent about doing schoolwork, skipped fewer classes and showed modest gains in their grade point averages. These gains were strongest among Little Sisters, particularly minority Little Sisters.
- The quality of relationships with parents was better for Little Brothers and Little Sisters than for the control group at the end of the study period, due primarily to a higher level of trust in the parent.
- Likewise, there were improvements in Little Brothers' and Little Sisters' relationships with their peers relative to their control counterparts, an effect most strongly evidenced among minority Little Brothers.

The aim of the research was to determine whether a one-to-one mentoring experience made a tangible difference in the lives of these young people. P/PV chose six broad areas in which P/PV hypothesized that the mentoring experience might have effects, identified in large part through discussions with local program staff members, and a review of the guidelines and other materials produced by the national BB/BSA office. The six areas were anti-social activities; academic performance, attitudes and behaviors; relationships with family; relationships with friends; self-concept; and social and cultural enrichment. The research presents clear and encouraging evidence that caring relationships between adults and youth can be created and supported by programs, and can yield a wide range of tangible benefits. The most notable results are the deterrent effect on initiation of drug and alcohol use, and the overall positive effects on academic performance that the mentoring experience produced. Improvement in grade point average among Little Brothers and Little Sisters, while small in terms of percentage, is still very encouraging, since nonacademic interventions are rarely capable of producing effects in grade performance. These findings, however, do not mean that the benefits of mentoring occur automatically. The research describes the effects of mentoring in experienced, specialized local programs that adhere to well-developed quality standards. The standards and supports BB/BS

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<sup>6</sup> J. P. Tierney, J. B. Grossman and N. L. Resch, *Making A Difference: An Impact Study of Big Brothers/Big Sisters* (Philadelphia, Pa.: Public/Private Ventures, Re-Issued September 2000). Contact information: Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, [www.ppv.org](http://www.ppv.org).

programs employ are critical in making the relationships work, and thus in generating the strong impacts reported in the study.

### **Girls, Inc.<sup>®</sup>**

*Truth, Trust, and Technology, New Research on Preventing Adolescent Pregnancy*<sup>7</sup> describes some exciting findings for Girls, Inc. Girls, Inc. researchers Heather Johnston Nicholson, Leticia Postrado and Faedra Lazar Weiss analyzed data from Preventing Adolescent Pregnancy, Girls, Inc.'s comprehensive pregnancy prevention program. This program has four components:

- Growing Together (activities to increase communication about sexual information, values and the delay of the onset of sexual intercourse)
- Will Power/ Won't Power (assertiveness training for girls to resist the onset of sexual intercourse)
- Taking Care of Business (motivation activities such as academic assistance, career planning, goal-setting, etc. to avoid pregnancy)
- Health Bridge (activities that connect girls with community health services)

From 1985-88, researchers tested the program in four demonstration sites: Dallas, Texas; Memphis, Tenn.; Omaha, Neb. and Wilmington, Del. Survey data compared participants with a control group on the following variables: attitudes toward teenage pregnancy, educational and career goals, sexual experience and use of birth control methods. Significant findings of their research included:

- Younger girls (12-14 years old) who participated in the Growing Together component were less than half as likely as the control group to have sexual intercourse within a year of program participation
- Older girls (15-17 years old) who participated in the Taking Care of Business component were half as likely as the control group to have sex without contraception within a year of program participation
- Older girls who participated in the Health Bridge reported having sex without birth control one-third as often as the control group and were half as likely to become pregnant within one year of program participation.<sup>8</sup>

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<sup>7</sup> *Truth, Trust, and Technology, New Research on Preventing Adolescent Pregnancy* (New York, N.Y.: Girls Incorporated, 1991). Contact information: Bernice Humphrey, Director, Healthy Girls Initiative, Girls Incorporated, National Resource Center, 441 West Michigan Street, Indianapolis, Ind. 46202-3287, (800) 374-4475 or (317) 634-7546, [www.girlsinc.org](http://www.girlsinc.org).

<sup>8</sup> American Youth Policy Forum, *MORE Things That DO Make A Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices, Volume II* (Washington, D.C.: American Youth Policy Forum, 1999). Contact information: American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, D.C. 20036, (202) 775-9731, e-mail [aypf@aypf.org](mailto:aypf@aypf.org).

## Boy Scouts of America

*A Year in the Life of a Cub Scout...Boy Scout...Venturer: Strengthening Youth, Families, and Neighborhoods* was a survey conducted by Louis Harris and Associates, Inc. to determine which elements of Boy Scouting are associated with healthy youth development.<sup>9</sup> The study specifically assessed activities that fulfill the critical elements of youth development identified in the literature: strong personal values and character, positive self-image, caring relationships with adults and peers, commitment to learning, involvement in productive activities and social skills. Surveys of parents of Cub Scouts revealed that parents had high expectations for the program to be safe and fun and to help their child develop new skills, learn respect and social skills, and be involved in community service. At the end of the study year, parents reported that their expectations were met or exceeded. Expectations for the Boy Scouting experience included learning self-reliance, learning moral values, involvement in community services, and learning respect for others. The majority of Boy Scouts agreed that scouting helped to develop pride in America, moral principles and a relationship with God. Regarding the critical elements for youth development, most scouts reported that their participation enhanced their self-confidence, caring relationships, and productive use of time. Surveys of Venturers found that participation in the program contributed to the development of personal values and character, self-confidence, caring relationships, a desire to learn and social adeptness.

## 4-H Clubs

Two recent studies of the effectiveness of 4-H as an urban program demonstrate that 4-H club membership positively affects youth development in a multitude of ways. In Kansas City, Mo., researchers compared students' performance prior to and after participation in the 4-H after-school program.<sup>10</sup> The comparison indicated that 4-H participation increased school attendance, improved classroom behavior, improved grade point average, improved behavior at home and reduced illegal activities in the community. Kansas City 4-H maintains a system of ongoing evaluation that combines qualitative and quantitative methodologies. Evaluation efforts focus on both program process (achievement of goals and objectives) and outcomes for youth. Data collection is used as a part of a continuous improvement model. Site directors collect attendance and grades from the schools and monitor 4-H program participation. School-based behavior data was collected from teachers using a Walker-McConnell Scale. Behavior in the family and community were measured by surveys with parents and community leaders. A similar study of the Los Angeles 4-H program found that elementary school children participating in the program made significant progress in language arts skills.

In addition to site-based evaluations, Cornell University recently conducted a statewide 4-H membership survey and then compared the results to data from the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey. Researchers compared the developmental assets of 4-H club members to the youth from the Search Institute's survey who were and were not involved in some type of club or organized group program. The Search Institute's research

<sup>9</sup> *A Year in the Life of a Cub Scout...Boy Scout...Venturer: Strengthening Youth, Families, and Neighborhoods* (New York, N.Y.: Louis Harris and Associates, Inc., 1998). Contact information: Harris Interactive, 135 Corporate Woods, Rochester, N.Y. 14623-1457, (800) 866-7655, (585) 272-8400, e-mail [info@harrisinteractive.com](mailto:info@harrisinteractive.com).

<sup>10</sup> *4-H As An Urban Program*, Unpublished Report (Kansas City, Mo.: Resource Development Institute, University of Missouri, 1998). Contact information: Leon A. Moon, Project Director, Resource Development Institute, University Outreach and Extension, University of Missouri, P.O. Box 270304, Kansas City, Mo. 64127.

demonstrated that the more assets young people have, the less likely they are to engage in problem behaviors, and the more likely they are to engage in positive, pro-social behaviors. Based on this theoretical framework, researchers were able to determine that participation in 4-H led to increased assets among young people and positive youth development. The study found that 4-H clubs provide settings in which youth gain experience through individual projects and group activities while developing long-term relationships with peers, parents and community members.

## **YMCA of the USA**

*Making the Case: Measuring the Impact of Youth Development Programs* describes youth development programs and outcomes for YMCA programs.<sup>11</sup> Background information and a framework for understanding youth outcomes are presented. The report is designed to provide funding sources with an overview of what children and adolescents need to be successful and grow up healthy, and examines the role of youth programs in healthy development. It presents a review of effective programming, the relevant literature on youth outcomes, and ideas and suggestions for evaluating programs in manageable and affordable ways that meet the needs of both funding sources and program providers.

Different chapters discuss the needs of children and youth, an asset-building approach to youth development, effective youth development programs and the critical elements in programming for youth. The YMCA of the USA uses the Search Institute's asset-building approach as a basis for continuous formative evaluation and improvement in its local agencies. Based on the 40 developmental assets described in the report, the YMCA of the USA administers surveys to its youth in order to determine how local agencies are building assets and helping create scenarios for positive youth development. The report synthesizes the critical elements of programming for young people and characteristics of successful youth workers based on a compilation of the work of several different researchers. The study also contains a review of the impact of specific types of programs such as mentoring, youth service, drop-in centers, job readiness, sports and recreation, and support for teen parents.

This review of specific types of programs is designed to provide a rationale for the importance of the YMCA's programs based on previous research. For example, there is substantial evidence that service has a positive impact on young people's development. When combined, qualitative and quantitative research support the use of community service programs as a tool in promoting intellectual, social, and psychological outcomes in youth. Research has clearly demonstrated that these types of programs can have positive effects on academic success as a result of "hands-on" experiential effects, as well as helping to build self-esteem, feelings of self-efficacy, leadership skills, interactions with others, and promoting an overall decrease in problem behaviors. This type of theoretical framework makes it much easier to evaluate local and national youth development programs in the area of community service. The strength of existing data supporting the positive effects of service allows program evaluations to focus on process measures rather than attempt to measure long-term outcomes for participants. For example, using

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<sup>11</sup> N. Leffert, D. A. Blyth, C. Kroenke and R. N. Saito, *Making the Case: Measuring the Impact of Youth Development Programs* (Minneapolis, Minn.: Search Institute, March 1996). Commissioned by the YMCA of America. Contact information: Search Institute, The Banks Building, 615 First Avenue NE, Suite 125, Minneapolis, Minn. 55413, (800) 888-7828, (612) 376-8955, [www.search-institute.org](http://www.search-institute.org).

existing research as a theoretical framework, an evaluation of a youth service initiative could focus on the quality of implementation and numbers of hours students engaged in service rather than on showing the impact of the program on academic performance or other youth outcomes.

### **Girl Scouts of the U.S.A.**

The purpose of *Girls Speak Out: Teens Before Their Time* was to provide an initial benchmark for the Girl Scout Research Institute's ongoing examination of the concerns, issues, strengths and diversity of girls ages 8-12.<sup>12</sup> Such benchmark studies are becoming increasingly important to efforts to document the impact of youth development organizations. Research for the study was conducted in forums specifically geared toward creating a space in which girls would feel comfortable speaking and being heard. Thus, research paid particular attention to issues and concerns that girls themselves consider problematic (i.e., challenges for which they currently lack adequate resources and support). An emphasis was also placed on appreciating and developing a deeper understanding of the actual strengths that enable girls today to manage their concerns, as well as girls' outlooks on their potential for the future. This approach encouraged girls to discuss changes in their development they view as desirable and adults in their lives who believe in them and offer emotional support.

Prominent among the findings is the phenomenon of “developmental compression” – the tendency for children to be accelerated into adolescence and adulthood at an increasingly early age in the United States today – and the implications it has for young girls' lives. The study shows that girls ages 8-12 are experiencing stress and anxiety in many areas of their lives because they are being challenged to respond to “teen” issues that they do not understand and are emotionally unprepared to confront. Of equal importance among the findings was the enthusiasm and relief girls expressed at having the opportunity to discuss their worries and concerns. Girls were generally open, willing and relieved to share their thoughts with researchers. They want and in many ways need to speak out about their issues, and this study provided a welcome forum for them to do so.

Qualitative research in the form of small focus group interviews (FGIs) was conducted with target-age girls from low- to middle-class backgrounds in seven locations that included four geographic regions: the West Coast, the Upper Midwest, the East Coast and the South. The average number of girls per FGI was four. Groups were organized by school grade (one to two consecutive grades per group). Though some girls had been or were currently members of the Girl Scouts, Girl Scout membership was not a consideration in the recruitment of respondents. The discussions were held in schools and after-school programs to provide girls with familiar settings in order to facilitate open discussions. As part of these discussions, girls were asked to draw pictures of themselves. All respondents also participated in a brief quantitative survey that was administered immediately prior to the FGIs. The questions were read aloud for clarity and the girls were encouraged to ask any questions they might have.

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<sup>12</sup> Whitney Roban and Michael Conn, *Girls Speak Out: Teens Before Their Time* (New York, N.Y.: Girl Scouts of the U.S.A., 2000). Study conducted by Applied Research & Consulting LLC. Contact information: Girl Scout Research Institute, 420 Fifth Avenue, New York, N.Y. 10018-2798, (800) 478-7248, [www.girlscouts.org](http://www.girlscouts.org).

## Overview of BGCA Evaluation Tools

To assist Clubs in developing and sustaining the highest level of quality possible in their organizations, BGCA continues to revise and enhance its tools for assessment and outcome measurement. As new tools are created and existing tools revised, Clubs have an integrated framework for evaluating, planning and improving their service to young people. Several evaluation tools currently help Clubs assess the operational excellence of the organization, the quality and effectiveness of the Club experience and the developmental outcomes for youth.



### Standards of Organizational Excellence (SOEs)

Every three years, Clubs must assess their organizations, in terms of operational excellence, by using the Standards of Organizational Excellence. Board presidents and chief professional officers of individual Clubs work with a regional service director, who facilitates and guides them through the self-assessment process. As Clubs evaluate all aspects of their organization – programming, resource development, board development, facilities management, operations, staffing, recruitment and retention – they focus on areas that can make the Club sustainable over time, identify aspects that need improvement and create a development plan for future growth.

### Commitment to Quality

An optional evaluation tool, Commitment to Quality is designed to help Clubs conduct an internal assessment of the quality of their programs and practices, addressing areas of need and maximizing their ability to serve young people. By measuring and tracking the quality of Club programming, Clubs can evaluate how well they are meeting the needs and interests of youth in the core program areas of character and leadership, education and career, health and life skills,

the arts and sports, fitness and recreation. As staff and volunteers work together to evaluate the current level of Club programming, develop 12-month objectives and create action plans geared toward enhancement, they share the responsibility for meeting the Club's objectives and making measurable improvements in the quality of the experience offered to young people.

### **Program Review**

The Program Review is an external assessment of the quality of Club programming and environment within a specific organization. It is an optional evaluation tool that focuses on some of the same areas addressed by the Standards of Organizational Excellence and the Commitment to Quality, but is based on observations and anecdotal information rather than quantitative measurement or tracking. A Program Review consultant works with Club staff to address questions about the organization's ability to provide physical and psychological safety, its level of cleanliness and orderliness and the opportunities for members to have fun in both interest- and needs-based programs. The Program Review also assesses how well the Club is implementing BGCA's strategic programming and Youth Development Strategy.

### **Youth Development Outcome Measurement Tool Kit**

The Youth Development Outcome Measurement Tool Kit, newly revised, is faster and more user-friendly and offers enhanced usability of the data and greater reliability of the questions and scales. Useful to both chief professional officers and youth development professionals, this optional evaluation tool can be used to help Clubs acquire information about the general well being of members and the degree to which they have acquired skills, competencies and attitudes defined in the Boys & Girls Club Movement's Youth Development Outcomes. While program evaluation, in general, is a systemic approach that determines the effectiveness of a specific program, outcome measurement focuses the measurement tools on the specific outcomes or behavioral changes in youth.

An Internet-based survey tool, the Youth Development Outcome Measurement Tool Kit is designed to collect and analyze data on whether Clubs are making a difference in members' lives. Clubs request a password and Club ID, then sign on to the system and have Club members complete the age-appropriate surveys online using the Club's computers. Once Club members have completed the surveys, the system automatically compiles and tabulates the data. The system is capable of performing quick, efficient analysis of the data based on specific queries from the Club, thus allowing Clubs to analyze their data, compare it to collective data from all Clubs that use the system and present objective results to outside parties. Using the tool kit, Clubs are able to measure the acquisition of BGCA's Youth Development Outcomes among their members, with the option of comparing Club members with non-Club members. Given that the focus of the tool kit is the whole child, it complements rather than duplicates program-specific evaluations of individual national programs.

## **Conclusion**

Many Club professionals began their tenure in Clubs when a key professional trait was dedication. With a passion for working with youth and a commitment to the Boys & Girls Club Movement, such Club professionals could have a tremendous positive impact in their communities. Today, we live in a world driven by effectiveness and accountability. While the passion, dedication and commitment of individuals are still vital, organizations also must demonstrate clear, unequivocal results of their work in order to survive. Program evaluation is one important vehicle for generating such information and making it available to community stakeholders, funding sources and the general public.



## **II. Completed Evaluation Projects**



**Name of Study**

*Evaluation of the Boys & Girls Club of America Ingram Foundation Learning Centers Project*, published June 2003

**Evaluator**

Policy Studies Associates, Inc., Washington, D.C.: Jeanine Hildreth and Dwayne Smith, Researchers.

**Evaluation Type**

Process, Survey

**Description**

Over a two-year period, \$1 million in funding from the Orrin Ingram Foundation supported Project Learn activities in eight Clubs of the Middle Tennessee organization. This educational enhancement strategy, introduced by Boys & Girls Club of America in 1996, is designed to provide Club members – particularly at-risk youth – with increased opportunities to participate in academically beneficial activities. The specific goals of Project Learn – and the Ingram Foundation Learning Centers Project – were to:

- Bridge knowledge and skill gaps for at-risk youth, through homework help and tutoring, high-yield learning activities, parent and community involvement, collaboration with schools and motivational incentives.
- Create dedicated, dynamic and engaging learning centers offering up-to-date technology, user-friendly resources and a comfortable, age-appropriate setting.
- Convey that learning can be fun and exciting by turning the learning centers into one of the most popular areas of the Clubs.

Because this program is still in the early stages of operation, the evaluation explored how participating Clubs designed and implemented components of Project Learn, the extent to which education became a focus for all Club activities, early program outcomes and the quality and utility of training and assistance provided by BGCA and other sources. The specific goals of the evaluation were to:

- Identify the ways in which the learning centers facilitated meaningful learning and the ways in which they could be improved.
- Determine the extent of Club members' participation in high-yield learning activities such as discussions with knowledgeable adults, leisure reading, writing activities, homework help and study, helping others and games that sharpen cognitive skills.
- Measure the early outcomes for participants in terms of learning and achievement.
- Evaluate the strengths and weaknesses of the training and assistance provided to Club staff.
- Assess the broader impact of the learning centers on Club staff and programming.
- Identify changes in parent and community involvement and in school collaboration.

Between Spring 2002 and Spring 2003, evaluation team members and staff from Policy Studies Associates visited or interviewed key staff in each Club. PSA also administered surveys to Club staff and members and reviewed documents to answer the evaluation questions.

## **Selected Findings**

**The learning centers helped change Clubs' focus from recreation to education.** Because many members had attained only a low level of academic achievement, most Clubs focused on improving basic academic skills such as math, reading or spelling. Staff reported that, although the learning center is a place of enrichment for youth who excel academically, for those who are struggling, it is a place to get help where they most need it. All Clubs placed a heavy emphasis on homework help, with all other activities shutting down for an hour each day to provide a time to learn. Nearly three-fourths of Club members completed homework at least once a week at the Club, and approximately 50 percent completed homework daily. In surveys and focus groups, members expressed mixed reactions to the homework requirement: some did not want to spend time participating in school-like activities and others found that homework help improved their school performance. The challenge for Clubs in implementing the Project Learn strategy was to avoid over-emphasizing homework and to maintain an engaging and fun environment.

**Almost all members participated in high-yield learning activities.** Approximately 99 percent of Club members reported that they had participated in at least one high-yield learning activity in the previous month, and 80 percent reported participating in at least one high-yield learning activity daily. The most common activities were games that sharpen cognitive skills – with 51 percent of members participating daily – and helping others, with 47 percent of youth doing so daily. The primary challenges involved budget restraints and a limited number of staff members to work with youth. In addition, many staff members had a narrow view of what constitutes a high-yield learning activity. As Clubs hired new staff who were fully committed to the educational focus, they expected to develop a more comprehensive view of high-yield activities.

**Clubs modified programming to better meet the needs of teens.** To widen their understanding of teens' interests and needs, the organization developed a Teen Council that met every two weeks to discuss improvements. The organization also sponsored a college tour for active participants. Planned activities included collaboration with the YMCA on a summer jobs program and consideration of a Junior Staff program in Clubs.

**Enhanced training would improve delivery of this program.** Among the staff members who received training, approximately one-third indicated that it prepared them well to implement the program. Most staff reported that the training prepared them “to some extent” for program implementation, and most also said they felt comfortable implementing different aspects of the program. Training sparked ideas and program changes in several Clubs, and it provided a sense of camaraderie with staff at other Clubs. Staff requested additional help with the development of high-yield learning activities and appropriate methods of maintaining discipline within Clubs.

**Distribution of funds limited the effectiveness of these environments.** Because the grant primarily funded staff salaries and benefits, the organization chose not to renovate or refurbish the learning centers. Upgrades in the amount and quality of reading material could have helped make these centers the information hub of the Clubs. Existing space issues limited the extent of physical changes the Clubs were able to make, but colorful, comfortable environments could have promoted more use. To sustain this program, the organization incorporated funding for Project Learn activities into each Club's operating budget and used a proportion of the grant funds to establish an organizational endowment.

**School and parent involvement improved as a result of the project.** All Clubs reported regular contact with school staff, and several reported involvement on education committees and an enhanced working relationship with principals. Clubs have not been as successful in getting parents involved, often because of parents' schedules and transportation problems. The organization has taken steps, however, to improve parent participation by surveying them to learn what they would like to see in Clubs and has asking that they sign contracts agreeing to study with their children and limit the time they spend watching television.

## **Name of Study**

*Evaluation of the Boys & Girls Clubs of America Packard Foundation Learning Centers Project*, published June 2003

## **Evaluator**

Policy Studies Associates, Inc., Washington, D.C.: Jeanine Hildreth, Dwayne Smith, Researchers.

## **Evaluation Type**

Process, Survey

## **Description**

Youth development research demonstrates that children and teens who engage in high-yield learning in their out-of-school time are at an advantage in academic achievement. Over two years, Boys & Girls Clubs of America partnered with the David and Lucile Packard Foundation to develop learning centers and support activities in 18 Clubs in eight different organizations in Northern California. This program built on the Project Learn strategy, initiated by Boys & Girls Clubs of America in 1996, an approach designed to enhance member's academic success.

The evaluation focused on questions appropriate to the early stages of implementation of Project Learn: the extent to which education became a focus for all Club activities, early program outcomes and the quality and utility of training and assistance provided by BGCA and other sources. The specific goals of the evaluation were to:

- Identify the ways in which the learning centers facilitated meaningful learning and the ways in which they could be improved.
- Determine the extent of Club members' participation in high-yield learning activities such as discussions with knowledgeable adults, leisure reading, writing activities, homework help and study, helping others and games that sharpen cognitive skills.
- Measure the early outcomes for participants in terms of learning and achievement.
- Evaluate the strengths and weaknesses of the training and assistance provided to Club staff.
- Assess the broader impact of the learning centers on Club staff and programming.
- Identify changes in parent and community involvement and in school collaboration.

From Spring 2002 to Spring 2003, Policy Studies Associates staff made site visits to interview key administrators and program staff and to conduct focus groups with youth, observe learning centers, administer surveys to members and conduct update interviews with key staff members.

## **Selected Findings**

**Learning centers provided an educationally supportive environment.** Most centers had a comfortable physical setting, were designed to facilitate learning and had updated materials and supplies. Bright colors, a quiet space, comfortable furnishings such as beanbag chairs, ample reading materials and Internet access were components that Clubs used to create supportive learning environments. Most members reported that they visited the center at least once a week, with younger members more likely to visit on a regular basis. Homework help was the most frequent activity occurring, and members most frequently cited this as a reason for visiting. Youth also frequently cited relationships with staff as a reason to go to the learning center.

**All Clubs put homework help approaches in place.** Believing in a “back to basics” approach, Clubs tended to focus significant attention on helping members complete homework, and placed somewhat less attention on other more innovative high-yield learning activities. Homework time was productive for Club members, and completion rates rose in connection with the frequency of member visits. Daily visitors to the center were more likely than other Club members to report that they enjoyed doing their homework “a lot,” and staff reported that members’ self-esteem improved because they were able to complete their homework.

**Clubs reported success in the early implementation of high-yield learning activities.** More than 90 percent of youth reported that they participated in at least one high-yield learning activity per week. In addition, staff members reported supervising youth between one and five hours per week in the following high-yield learning activities: helping others (63 percent of youth); leisure reading (61 percent of youth); games that sharpen cognitive skills (57 percent of youth); writing activities (55 percent of youth); and discussions with adults (54 percent of youth).

**Planning, training and assistance are key to the design and implementation of high-yield learning activities.** Some Clubs experienced difficulty in implementing high-yield learning activities, often as a result of high staff turnover, lack of planning or misconceptions about what constitutes a high-yield learning activity. Many Clubs reported that planning was essential to offering high-yield learning activities, primarily because it helped spark ideas for creative activities such as science programs, book and reading clubs, story times, peer mediation by older members, scavenger hunts and digital arts activities. Although the majority of staff members reported that the training at least “somewhat” helped them with ideas to make learning fun and to incorporate high-yield learning activities, several interviewees requested videos to demonstrate program implementation and additional help in developing high-yield programming.

**Incentives for members and collaboration with schools fostered program development.** Members earned points for completing homework or high-yield learning activities that could be “cashed in” for pizza parties, movies and school supplies. To encourage a saving – rather than spending – mentality, one Club invited local bank staff to talk to members about the benefits and strategies of saving. Relationships with schools also led to creative programming: One Club developed a “Golden Apple Award” program that recognized teachers nominated by Club members. Several Clubs planned to involve more teachers in Club activities in the future.

**Clubs saw challenges in involving parents and attracting teens.** Although some Clubs claimed success in encouraging parent involvement, other struggled with barriers such as language and culture, single parents’ lack of time and grandparents’ discomfort. Staff attributed low teen participation to the lack of separate space for teens and the difficulty in designing Club activities that could compete with activities outside the Club.

**Clubs were challenged to maintain the full vision of the program in the face of staff turnover and limited funds.** Although many of the Clubs experienced significant staff turnover in recent years, they always tried to hire replacement staff members who were focused and committed to the educational mission. Clubs also pursued a number of ways to sustain funding, from incorporating Project Learn into regular Club financial operations to launching fundraising campaigns and partnering with other youth service providers.

## **Name of Study**

*Evaluation Report of ImageMakers, Boys & Girls Clubs of America's National Photography Program and Contest*, published May 2003

## **Evaluator**

Dan Stefanich, private consultant, contracted by Boys & Girls Clubs of America.

## **Evaluation Type**

Process

## **Description**

In 2001, Circuit City Foundation funded a three-year, \$3 million initiative to provide Boys & Girls Clubs in the United States and on U.S. military bases overseas with a state-of-the-art photography curriculum and contest. The initiative provides grants to more than 210 Clubs over the three-year period.

This project was designed to: 1) fund the design and development of the curriculum; 2) revamp the existing 41-year-old photography contest; 3) offer mini-grants to local Clubs to initiate or upgrade their photographic programming with members and 4) provide customized training and technical assistance to staff administering the program.

The evaluation – designed to examine the challenges and successes of project implementation – involved contact with 106 participating Boys & Girls Club sites in 70 Club organizations across the country and overseas.

## **Selected Findings**

**The program was particularly successful with at-risk youth, especially those who might not otherwise be involved with Club activities.** The ImageMakers Program has had a broad impact at the local level, both in terms of enhancing Club participation and generating local and community support. While this program benefits virtually all participants, it has had particular success with at-risk youth. It also has proven to be an effective “hook” for arts programming – especially with teens and boys who might otherwise not be involved in these Club activities. Overall, participating Clubs involved 3,436 members in ImageMakers; of these, about 43 percent were boys and about 57 percent girls, versus national membership totals of 56 percent and 44 percent, respectively. Projected to the full duration of the grant, the evaluation expected this program to serve more than 10,000 Boys & Girls Club members.

**Clubs would like to make the program more available to members in the future.** Although Club programming varied from Club to Club, 70 percent conducted ImageMakers within a time frame of 12 weeks or less. More than 80 percent of the Clubs conducted the program in four hours or fewer per week. Based on their experiences, many Clubs have decided to lengthen either the frequency or duration of their programs in the future to make it more available to members. In addition, Clubs forecast more field trips, more contact with professional photographers and more darkroom work.



**ImageMakers had a positive impact on membership recruitment and/or retention.** Word-of-mouth, self-referral and specific program features were the leading causes of an increase in membership as a direct result of the ImageMakers program and contest. Where ImageMakers did not directly impact membership recruitment, it nevertheless served as a strong motivator for regular attendance at the Club.

**This program requires a high staff-to-participant ratio.** At most Clubs (79 percent), from one to four paid or volunteer staff members were involved in conducting ImageMakers. The largest group of staff for the program included camera storeowners and professional photographers.

**Clubs used the ImageMakers Resource Guide within the Boys & Girls context.** A number of Clubs combined ImageMakers with other Club programs, such as linking environmental photography with the Ultimate Journey. Clubs also used this program in conjunction with achievement motivation, a core Boys & Girls Club technique.

**Members developed a range of skills.** Besides developing technical and artistic skills, participants learned patience, discipline, the importance of paying attention to detail, teamwork, goal setting and self-esteem. More than half of the program members in the participating Clubs entered their work in the ImageMakers Contest.

**Members' work affected their families and communities.** Many of the boys and girls, whose families had no family photos, documented their families' history for the first time. Participants also felt pride and earned respect from the community as a result of many public locations showcasing their photographs.

**This initiative was instrumental in Clubs' ability to leverage local funding and foster broad support.** Many smaller Clubs used the Circuit City funding as a way to "prime the pump" for local giving. Virtually all of the Clubs used the ImageMakers project to appeal to donors for "in-kind" gifts of equipment, supplies and other programmatic needs. Clubs also sought support from local businesses, cultural arts boards and philanthropies to sustain the program.

**Clubs can target parental involvement as part of the next phase of the program.** Many Clubs have done little to involve parents in the program operation, although one plans to offer parent/child photography lessons in the future.

**Name of Study**

*The Boys & Girls Clubs of America Career Prep Pilot Program: Building a Job Training and Placement Program for Teens in Boys & Girls Clubs*, Final Evaluation Report, published January 2003

**Evaluator**

Policy Studies Associates, Inc., Washington, D.C.: Carolyn Marzke, Jeanine Hildreth, Dwayne Smith, Jill Bangser, Researchers. Study funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

**Evaluation Type**

Process, Outcome

**Description**

The Boys & Girls Clubs of America (BGCA) launched the Career Prep Pilot Program in 1998. Funded jointly by the U.S. Department of Labor and the U.S. Department of Justice, the Career Prep Pilot Program was designed to provide comprehensive career preparation services to youth ages 16 to 18, with a special emphasis on job preparedness, job placement and follow-up services for 16- to 18-year-old members. The Career Prep Program model includes the following elements: 1) a full-time staff member responsible for the program; 2) targeted recruitment of high-risk youth; 3) pre-employment training; 4) case management and referrals; 5) job placement and 6) follow-up support after training and placement.

Over the course of the four-year implementation, BGCA awarded grants to 45 Clubs. Each participating Club received an initial one-year grant of \$35,000, renewable annually for up to three years in decreasing amounts – \$24,000 in the second year, \$22,000 in the third, and \$19,000 in the fourth. As a result of funding disruptions and turnover in grantees, only 22 of the 63 Clubs participated for all four years and received the full four years of funding.

The goals of the Career Prep Program evaluation were to document the implementation of the program and its outcomes, by addressing the following specific questions:

- Who participated in the program, and to what extent did Clubs reach targeted youth?
- How did participating youth benefit from the program?
- To what extent did youth obtain jobs, and what types of jobs did they obtain?
- What was the program's impact on other outcomes such as education goals, future expectations and engagement in risk behaviors?
- What factors contributed to successful implementation, and what were the most persistent challenges to implementation?

The evaluation team collected information about program implementation through site visits, telephone interviews, analysis of BGCA's quarterly report data and mail surveys of Career Prep Specialists. In order to assess the employment outcomes in participating Clubs, the evaluation team also reviewed case management forms for each youth involved: *intake forms* completed when youth enrolled in the program; *program status change forms* recording outcomes such as

employment, GED attainment, college or military participation; and *follow-up forms* documenting whether youth who had obtained jobs were still employed 90 days later.

## **Selected Findings**

### **Participating youth came from groups with historically high youth unemployment rates.**

Although the Career Prep program's original goal was to target out-of-school and adjudicated youth, these youth proved a challenge to Club's recruitment efforts. Because Club staff considered the youth who came to their Clubs "at risk" by virtue of their residence in distressed neighborhoods, over the course of the four years, the Departments of Labor and Justice relaxed the requirements and allowed Clubs to serve *all* interested teens, even those who did not meet the high-risk criteria. In the third and fourth years, most of the youth served by the program were youth between the ages of 14 and 18 (76 percent), most were enrolled in school (87 percent) but less than half had been or currently were employed (45 percent). The majority of participants were members of racial or ethnic minorities – 39 percent were African-American and 30 percent were Hispanic. Because national studies show that unemployment rates tend to be higher among these groups, the Career Prep program was successful in reaching youth likely to face barriers to employment.

**Clubs provided youth with the knowledge, skills, training and support needed to find a job and explore careers.** The Career Prep Pilot Program created hands-on opportunities for youth to learn about jobs, think about careers and practice basic job search skills. Most participants (71 percent) completed pre-employment training, which gave participants the chance to build and practice their job search skills, explore careers and receive feedback and encouragement as they learned to write resumes, complete job applications and participate in mock job interviews.

**Nearly half of youth enrolled in the program were placed in jobs.** Out of the nearly 14,000 youth enrolled in the Career Prep Pilot Program over four years, a total of 6,652 participants (48 percent) were placed in jobs. In addition, approximately 67 percent of the youth who completed pre-employment training obtained jobs. Many of the youth were not placed because they did not want the kinds of jobs available or because employers were reluctant to hire teens; others were too young to work or lacked adequate transportation. In the third and fourth years of the program, 30 to 38 percent of youth worked in Clubs, 16 percent worked in restaurants, 13 percent worked in retail stores and 18 percent worked in other settings such as grocery stores and nursing homes.

**Successful implementation was tied to Clubs' providing ongoing opportunities, contacts, support and follow-up to youth.** Success strategies included the following:

- *Collaborative relationships:* Clubs were able to recruit participants by partnering in new ways with other youth-serving organizations such as schools, juvenile detention centers and agencies working with adjudicated youth. Club staff also teamed with local employers – in exchange for offering job opportunities and training, employers had access to potential employees who had already been screened, had received basic job training and would continue to receive follow-up support and monitoring while on the job.
- *Workplace visits and job shadowing:* At most Clubs, pre-employment training also included opportunities for youth to participate in workplace visits and more extended job shadowing,

experiences that allowed them to talk with employers and employees, observe different types of jobs within an organization and even try some of the tasks associated with particular jobs.

- *Clubs as employers:* Many Career Prep Clubs hired participants to fill junior staff positions – nearly three-fourths of Clubs employed at least one Career Prep participant. Not only did this strategy provide a ready source of jobs, but also it allowed many youth to become or remain engaged in the Club and continue to interact with staff while gaining work experience.
- *Consistent follow-up:* After pre-employment training, Career Prep Specialists followed up with both employed and un-employed participants at least monthly, through informal talks at the Club, telephone calls, scheduled appointments or contact through employers.

**Career Prep staff members were challenged by multiple roles and responsibilities, high turnover and an inability to engage high-risk youth.** Clubs experienced several challenges in implementing the Career Prep program. Despite their efforts, most Clubs were unable to engage out-of-school and adjudicated youth, and these participants rarely came to the Club for other activities. Many Career Prep Specialists operated two or even three separate programs – one at the Club for teen members interested in finding jobs, and others at nearby alternative schools, juvenile detention facilities and youth residential programs. Specialists often were challenged by multiple roles and responsibilities, making it difficult for them to fulfill their responsibility for recruiting, training and helping youth find jobs. High staff turnover also was a challenge – few of the Career Prep Specialists hired in the first year still held their positions in the fourth year. Staff turnover interrupted services and relationships with external partners, and limited youths' opportunities to form sustained supportive relationships with adults in the program.

**Name of Study**

*Clubs Using School Facilities: An Effective After-School Educational Environment Initiative* (an initiative sponsored by the U.S. Department of Education), Final Evaluation Report, published December 2002

**Evaluator**

Rowan University, Department of Educational Leadership, Glassboro, N.J.: James Coaxum, III, Principal Investigator.

**Evaluation Type**

Process, Outcome, Survey

**Description**

This one-year initiative (Fall 2000 to Fall 2001) established 22 new Boys & Girls Club sites in school facilities to support the academic improvement of disadvantaged students who were traditionally underserved in schools. These Boys & Girls Clubs sought to achieve the following member outcomes: 1) increase the quantity and quality of homework completed and turned in by Club youth; 2) increase the quantity of daily, high-yield learning activities in which youth participate and 3) increase the participation of parents in the academic lives of their youth.

The Clubs Using School Facilities initiative is part of the broader Project Learn approach that challenges Clubs to think strategically and critically about the academic improvement of members. Project Learn consists of five strategies that include: 1) homework help and tutoring; 2) high-yield learning activities; 3) parent and adult involvement; 4) collaboration with schools and 5) incentives and recognition. Anchoring the Project Learn approach are the high-yield learning activities, which include leisure reading, writing activities, homework help and study, discussions with knowledgeable adults, helping others and games that sharpen cognitive skills.

The goal of the evaluation, which consisted of quantitative and qualitative research techniques – was to explore the successes, the challenges and the impact of the initiative on participating youth. A pre- and post-test survey administered to 356 youth gathered information on the impact of the new after-school programs on members, and captured respondents' level of participation and attitudes about high-yield learning activities. The qualitative strategy combined a number of techniques, including interviews with program staff, student members and school personnel at a random sampling of six of the 22 sites. In addition, all after-school program directors were asked to complete an open-ended reporting form to collect demographic information about student members and information on program operation and logistics.

**Selected Findings**

**Clubs served youth of varying ages and backgrounds, many of whom were new members.**

The Clubs participating in the evaluation during the 2000-01 school year served a total of 2,173 students enrolled in kindergarten through grade nine and representing all ethnic backgrounds and races. The vast majority of members surveyed (80 percent) reported that they came to the Club daily, and a little more than half (57 percent) had been members of the Club for less than a year.

**Homework completion at the Club sites was high.** The success of member participation in homework help and study (achieved through Power Hour, another BGCA program) was confirmed by the fact that 90 percent reported completing their homework at the Club. Between the pre-test and the post-test, there was a 16 percent increase in the number of members who participated in Power Hour, an eight percent increase in those whom staff asked about homework and a 5 percent increase in the number whom staff helped with homework. The use of incentives and collaboration with schools were two other Project Learn strategies that were highly correlated with the implementation of the homework program, and were important predictors of participation. In fact, when Club staff and teachers interacted about homework assignments, there was a higher completion rate by student members. The importance of these strategies suggests that extrinsic motivation is one way to get youth involved in the program.

**Participation in high-yield learning activities increased during the course of the evaluation.** In addition to homework help and study, Clubs were successful in implementing other types of high-yield learning activities. Between the pre-test and post-test, member participation in leisure reading increased by 15 percent. At the same time, members' discussions with knowledgeable adults increased by 12 percent, and their involvement in games that sharpen cognitive skills grew by 10 percent. Club sites did implement writing activities, but there was no significant change in this area. Although there was a slight decrease in members' helping others, Clubs did provide helping opportunities for members: three-fourths reported that they had helped with cleaning after Club activities and two-thirds said they had helped others with their homework.

**Club sites discovered new and creative methods of getting parents involved.** Several sites reported that parents who might not have been involved with school events became involved in Club activities. Although Clubs had a difficult time getting parents involved, they were more successful in getting adults involved – faculty, community volunteers, nursing home residents, school custodial staff and college students. Adults who participated primarily served as guest speakers, tutors and as facilitators of special programs and events. Creative strategies Clubs used to involve parents included parental advisory committees, family reading programs, interactive workshops for parents and special cultural programs for Kwanzaa, Hanukkah and Mardi Gras.

**School collaboration was successful despite the issue of sharing space.** The level of collaboration with schools was the significant factor that contributed to the success of program implementation over time. All sites in the study reported having healthy relationships with their partner schools. Many site directors worked directly with school administration and teachers, and several sites planned joint activities with the schools. Although there was an overall positive relationship with schools, several sites experienced a significant challenge related to issues of boundary and turf. Clubs often were limited to small spaces, sometimes not conducive for program strategies, or were not permitted to use certain spaces depending on other major programs at the school. For some Clubs, the issue of sharing space seriously hindered their ability to implement the program effectively.

**Incentives were used to reward good behavior, good citizenship and positive role modeling.** Incentives were used as motivational tools to reward participation in activities such as homework completion, task completion and book reading. Those used most often were: T-shirts, candy, field trips, pizza parties and stickers.

**Staff interaction with student members was important to success of the program.** When staff interacted with student members on academic issues, they had a significant impact on students academically. Student aspirations for graduation and their ability to develop career goals also were tied to the quality of interaction with staff members.

**Several factors affected frequency of members' attendance and retention.** Several variables were statistically significant in predicting how often members would come to the Club: 1) doing homework at the Club; 2) participation in the Goals for Graduation program; 3) staff providing help and asking about homework; 4) helping other members; 5) participation in math activities and 6) making up their own games. Other variables were identified as powerful predictors of member retention or the length of time a student would remain a member: 1) how often they attended the Club; 2) the frequency with which they talked to Club staff; 3) the frequency with which they read books and 4) the frequency with which they received tutoring.

**Clubs experienced challenges in several areas.** The primary challenges experienced by Clubs included: a lack of staff and space; receiving materials in a timely fashion; a lack of necessary supplies; staff turnover and staff training; student retention and attendance; getting teachers and parents involved; and budgeting issues. The greatest challenge was the clash between the school culture – which views the ideal learning scenario as students seated at desks in rows waiting quietly for the teacher to impart knowledge – and the after-school culture, which is characterized by active participation and creative lessons that involve noise and movement. School personnel often assumed that the program was not focused on achievement because it did not appear that students were engaged in learning, at least in the traditional sense. Club staff found that when school leaders (especially principals) supported the program, teachers supported it as well.

## **Name of Study**

*NetSmartz Evaluation Project: Internet Safety Training for Children and Youth Ages 6 to 18*, published September 2002

## **Evaluator**

Branch Associates, Philadelphia, Pa. Study sponsored by National Center for Missing & Exploited Children and Boys & Girls Clubs of America.

## **Evaluation Type**

Outcome

## **Description**

Boys & Girls Clubs of America worked with the National Center for Missing & Exploited Children to create NetSmartz, a software program designed to educate Club members and staff about how to enjoy the Internet while avoiding potential dangers. NetSmartz targets three age groups: 6 to 7 years, 8 to 12 years, and 13 to 18 years.

The overall objective of NetSmartz is to educate both children and adults on how to recognize potentially dangerous situations online and what to do when they occur. Participants' responses to the study indicated that teens regularly practiced high-risk behaviors and used their anonymity online as their only safeguard.

The study, conducted over six weeks during Summer 2002, employed pre- and post-test written surveys of Club members, focus group interviews with Club members and in-depth interviews with Club staff and Executive Directors. The goal of the evaluation was to examine the impact of the NetSmartz program on youth awareness of Internet safety and online behavior.

## **Selected Findings**

**In all age groups, knowledge and awareness of Internet safety increased significantly after participating in NetSmartz.** Over two-thirds of Club members aged 12 and younger felt that the NetSmartz program would change their behavior on the Internet. Similarly, in the older age group, 86 percent of teens felt the program changed the way they think about the Internet and 83 percent said it has changed their behavior online. For both age groups, Internet safety knowledge – measured by answering a series of questions correctly – increased significantly. Club members aged 12 and under showed an overall increase in their Internet safety score of 11 percent after completing the NetSmartz program and teens showed an overall increase of nine percent.

**Despite some guidance, youth appeared to have a limited awareness of how their behavior might put them at risk.** Many youth had received a safety talk from their parents or teachers and had been given rules for computer use. Yet youth appeared unaware of the link between particular behaviors – talking with strangers, sharing information online and arranging to meet people in person – and the potentially dangerous consequences. Teens clearly saw the anonymity of the Internet as a safeguard for inappropriate behavior and yet would still give out their real names, tell where they went to school, or hang out in a chat room.



**Participants felt the program would make them more cautious during Internet use.** More than two-thirds of Club members aged 12 and younger felt that NetSmartz would change their behavior on the Internet. Of the teens, 86 percent felt the program changed the way they thought about the Internet and 83 percent said it had changed their behavior online. A key finding, however, indicated the need for reinforcing this training concerning the most potentially dangerous activity. Even after completing NetSmartz, only 73 percent of youth correctly answered the statement, “It is safe to meet someone in person if I have chatted with him or her on the Internet for a long time.”

**Internet safety is an ongoing concern that needs to be regularly reinforced.** Although this program raised awareness of the elements of Internet safety, younger youth were found to have a lower level of Internet safety knowledge even after participating in the training. Older youth, especially, were confident in their ability to avoid rules and guidelines given by their parents in order to access potentially unsafe or inappropriate materials or sites. One-third of the teens continued to believe that if they were being harassed online that ignoring the harasser would eventually make him or her stop.

**By using youth as spokespersons, the program communicated effectively with youth.** The responses from both the survey and the focus groups suggested that teens clearly understood the core concepts of not sharing personal information, how other people can use the Internet to their own advantage and the potential consequences of unsafe behavior. Participants were more open to hearing messages about safety because youth of their own age delivered these lessons. Youth also reported positively on the design of the program, in that it spoke *to* them and not *down to* them – and made it “real.”

**Youth should be encouraged to share information with a trusted adult.** Even after completing NetSmartz, 16 percent of youth would not “tell an adult” when something made them uncomfortable. Focus group feedback suggested that youth were sometimes worried they would be blamed for receiving unsolicited mail or visiting (even mistakenly) an inappropriate site. Moreover, focus group results at both pre- and post-test indicated that teens were routinely subjected to unsolicited emails, harassers in chat rooms and inappropriate material.

**Parents can play a key role in sustaining youth’s awareness of Internet hazards and the need for safe behavior.** The study revealed the need for training of parents in how to talk to their children about Internet safety. Such training should cover topics to discuss with youth, approaches to use and activities that parents and children can do together. It is important for parents to maintain awareness of their child’s behavior online and to reinforce Internet safety on a regular basis.

## **Name of Study**

*TARGETED OUTREACH: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention*, Final Evaluation Report, published March 2002

## **Evaluator**

Public/Private Ventures, Philadelphia, Pa.: Amy J.A. Arbreton and Wendy McClanahan, Researchers. Study funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Pinkerton Foundation.

## **Evaluation Type**

Process, Outcome

## **Description**

Public/Private Ventures (P/PV) conducted a two-year evaluation (1998 and 1999) of the GANG PREVENTION/INTERVENTION through TARGETED OUTREACH (GP/ITTO) approaches, which target two groups of particularly hard-to-reach-youth, those at risk for gang involvement and those already involved in gang behaviors and a gang lifestyle. The GP/ITTO approaches, designed to meet youth's needs and interests and involve them in positive alternatives to gang involvement, both employ four components: 1) community mobilization of resources; 2) recruitment of hard-to-reach youth; 3) programming and mainstreaming of youth into Club activities and 4) individualized case management to monitor progress and increase youth's likelihood of success.

The goals of the evaluation were to learn:

- If Clubs succeeded in reaching youth at risk of gang involvement, those who were already involved in gangs or were demonstrating gang behaviors;
- If Clubs could engage youth and provide them with positive developmental experiences;
- If GP/ITTO youth received positive supports through their Club participation, and if their participation had a positive effect on their lives;
- What worked for Clubs and what benefits they derived from implementing GP/ITTO;
- What challenges Clubs encountered in putting the GP/ITTO approaches into practice; and
- What costs were involved in implementing the GP/ITTO approaches.

The evaluation included 21 Clubs using the prevention model and three Clubs using the intervention model. Prevention Clubs were asked to recruit 50 youth (at risk of gang involvement); intervention Clubs were asked to recruit 35 youth (already involved in gangs). The study included 932 youth involved in prevention efforts and 104 youth involved in intervention efforts, all of whom were recruited to each Club over a 10-month period. P/PV collected and analyzed data about the program's implementation from 1) intake and monthly tracking forms to learn about youths' participation in the program and its impact; 2) two questionnaires, administered approximately 12 months apart, of targeted youth and comparison youth who did not attend a Boys & Girls Club, to learn how youth may have changed over the one-year period; 3) a survey of Club directors to learn about implementation issues, such as changes in staffing patterns, funding sources, programming, hours of operation, incremental costs, etc. and 4) interviews, focus groups and observation data collected during site visits at three Boys & Girls Clubs with prevention programming and three Clubs with intervention programming.

## **Selected Findings**

**Clubs were successful in reaching target populations – youth at risk of gang involvement and those already involved in gang lifestyles.** Prevention Clubs drew in an average of 44 new youth who were at high risk of gang involvement based on indicators such as their level of association with negative peers, poor academic histories and prior involvement in illegal and delinquent activities. Intervention Clubs attracted an average of 34 new youth, the majority of whom were already gang members or were demonstrating gang behaviors. Clubs reached a population of youth with considerable needs, those who are older, on average, than typical Club participants and those who may not have made it to Clubs themselves.

**Clubs engaged targeted youth and provided them with positive developmental experiences.** Clubs kept a majority of youth involved for 12 months, with 73 percent of prevention youth and 68 percent of intervention youth still attending Clubs one year after being recruited. Attendance rates were high, with 50 percent of prevention and 21 percent of intervention youth reporting attendance several times per week. Almost all youth (96 percent of prevention youth and 86 percent of intervention youth) reported receiving adult support and guidance from at least one Boys & Girls Club staff member. A majority of participants (64 percent of prevention youth and 56 percent of intervention youth) reported feeling a sense of belonging to the Club, and 59 percent of prevention youth and 35 percent of intervention youth reported that Club activities were interesting and challenging. Most participating youth also perceived the Club as “safe.” On a scale of 1 to 10 (with 10 being safest), 86 percent of prevention youth and 70 percent of intervention youth rated the Club at eight or higher.

**Participation in GPTTO and GITTO improved youth’s outcomes over a one-year period.** More frequent Club attendance by prevention youth was associated with the following outcomes: 1) delayed onset of one gang behavior; 2) less contact with the juvenile justice system; 3) fewer delinquent behaviors; 4) improved school outcomes and 5) more positive social relationships and productive use of out-of-school time. More frequent Club attendance by intervention youth was associated with the following outcomes: 1) disengagement from gang-associated behaviors and peers; 2) less contact with the juvenile justice system and 3) more positive school engagement.

**Implementation of GPTTO and GITTO provided benefits to Clubs.** The GP/ITTO initiatives benefited Clubs in the following ways: 1) the development of new relationships and strengthening of existing contacts with outside agencies; 2) creation of new outlets for referrals and untapped settings for direct outreach in recruiting youth; 3) a process of documentation that led to increased contact with and knowledge of youth and 4) the opportunity to go beyond being just a recreation facility to work directly with youth in other important areas of their lives.

**Clubs encountered some specific operational challenges.** Although each Club implemented the GP/ITTO components differently, some consistent challenges were evident. During the first year of the evaluation, all but one intervention and two prevention Clubs experienced the loss of at least one key staff member. Staff turnover affected Clubs’ relationships with referral agencies and targeted youth, and made it difficult to maintain the documentation process. Club staff also found it difficult to keep up with the influx of new staff at collaborating agencies, which created a need for multiple orientations and information sessions to update new agency workers about the status of referred youth. In addition, although Clubs were consistent in tracking youth’s

progress, behaviors and achievements at the Clubs, documentation proved more of a challenge when it involved gathering information from outside sources. When Clubs were not able to maintain relationships with schools, probation or police, they could not effectively monitor youth's progress in those areas. Clubs also found the paperwork process burdensome, especially the increased level of specificity needed for the evaluation.

**The estimated costs of the GP/ITTO approaches were less than the costs of gang suppression.** Building their programs from an initial \$4,000 in seed money for prevention and \$15,000 for intervention received from OJJDP through BGCA, prevention programs raised additional funds ranging from \$3,000 to \$46,000, and intervention programs raised from \$22,000 to more than \$1 million to cover the costs of one year of implementation. The average cost per youth for prevention was \$340 and for intervention \$1,889, not including Club operating expenses, facility upkeep, management or in-kind contributions of Club staff and collaborating agencies. These costs were far less than the costs to society associated with gang suppression, including police time, graffiti removal, court fees and protective services.

## **Name of Study**

*Project Connect: Bridging the Digital Divide*, Final Evaluation Report, published July 2000

## **Evaluator**

Center for Children & Technology, New York, N.Y.: Andrés Henríquez and Harouna Ba, Researchers.

## **Evaluation Type**

Process

## **Description**

The Center for Children & Technology (CCT) conducted a one-year evaluation of a BGCA pilot technology program called Project Connect. Funded by Microsoft Corporation and professional basketball player Shaquille O'Neal, Project Connect sought to test the feasibility of installing technology centers in Boys & Girls Clubs nationwide by providing a small number of Clubs with computer hardware, Internet access, software, technical support and training, programming resources and cash grants to help defray the costs of site preparation and additional technical support and training. Through a competitive request-for-proposals process, 14 Boys & Girls Clubs were chosen as Project Connect sites.

CCT's evaluation was designed to determine the impact of technology centers on Club members and describe the circumstances and practices that best facilitated positive outcomes. To conduct a preliminary needs assessment and program impact study, CCT collected data from telephone interviews, visits to three Project Connect sites and informal meetings. CCT also reviewed the proposals submitted to BGCA by the 14 selected sites, as well as conducting a workshop for Project Connect site staff on evaluation procedures and guidelines.

## **Selected Findings**

**Clubs were successful in implementing Project Connect.** The study showed that through Project Connect, most Clubs' staff and members gained connectivity to the World Wide Web. Most sites opened for 30 to 40 hours per week, had an average daily attendance of 50 members and were staffed with a full-time technology coordinator, part-time technology teachers and volunteers. Access to the technology centers was provided equally to girls and boys and among all age groups. Most Club technology coordinators developed curriculum modules for basic computer skills instruction using computer classes, Internet access, media literacy classes and project-based activities. Coordinators responded to members' and volunteers' needs, as well as seasonal and scheduling factors, in developing a technology curriculum that would work for their Clubs. They also made efforts to integrate the use of technology in other programs and areas of the Club. Some sites developed incentives and rewards to encourage members to use the technology center more, especially for educational enhancement activities.

**Access and use of technology by members and staff increased.** The study found that Project Connect provided Club members with a wide range of beneficial technology experiences and resulted in the following outcomes across sites:

- Members had access to computers and the Internet.
- Members had the opportunity to learn basic computer literacy skills and develop collaborative skills and mentoring relationships with peers.
- Members used technology for homework help and Power Hour sessions.
- Members' motivation to participate in educational Club activities increased over time.
- Young members engaged in more creative activities.
- Club attendance increased with the implementation of Club technology centers.
- Clubs were perceived as supporting school activities.
- Club staff used the computers and Internet access for administrative and communication purposes.

**Clubs experienced several challenges related to the successful integration of technology.**

CCT's evaluation identified factors affecting successful technology implementation and challenges to further use:

- The prior experience and skills of technology coordinators and teachers with technology and curriculum design had a significant impact on the speed at which technology was adopted in some Clubs.
- Technology coordinators working together with other Club staff on a weekly basis were able to accelerate the development of coherent and well-integrated technology programs.
- The presence of effective leadership that supported the technology staff and program was key to successful implementation.
- Reliable and sustainable Internet connectivity was a problem for many Clubs.
- The popularity of technology meant that a large variety of software packages were necessary to keep members engaged.
- A well-trained, full-time information technology staff member was recommended at most Club technology centers. The week of training offered by BGCA for Project Connect technology coordinators was not sufficient to prepare them for the complexities of network administration and technology center maintenance.
- Although some sites developed instruments to measure program effectiveness, most sites found that they needed to keep attendance records, design and use pre- and post-tests and implement ongoing comprehensive evaluation and program assessment.

## **Name of Study**

*1999 National Survey of Boys & Girls Clubs Alumni*, published September 1999

## **Evaluator**

Louis Harris & Associates, Inc., New York, N.Y.: Humphrey Taylor, David Krane, Julia Resnik and Michele Salomon, Project Staff.

## **Evaluation Type**

Survey

## **Description**

BGCA commissioned Louis Harris & Associates to conduct survey research with Club alumni to assess their experiences in Clubs and the impact that Club participation had on their lives. The 1999 alumni survey served as a follow-up to a similar alumni survey Harris conducted for BGCA in 1985 (please see page 61 for a description of the 1985 survey project). The survey project sought to examine the: 1) length and frequency of Club membership; 2) impact of Club staff on members; 3) impact and benefits of membership; 4) experiences of members and 5) family background of members.

The 1999 alumni survey was conducted by telephone and online, using the same survey instrument, with 1,592 adult former members of Boys & Girls Clubs between March 1 and April 1, 1999. One key difference from the previous survey research is the inclusion of female alumni. To obtain a nationally representative sample, Harris employed random digit dialing selection procedures to contact potential respondents by telephone and then screened them to determine if they were eligible to participate. Harris also used online interviewing. Using its Harris Poll Online database of 3.5 million voluntary respondents, Harris sent e-mails to a randomly selected sample of the database. Those responding to the invitation were screened to determine their eligibility. Only Club alumni were given access to the self-administered online survey.

## **Selected Findings**

**Alumni with the longest Club membership (five or more years) received the greatest benefits.**

- Length of membership is positively related to the impact of participation in the lives of alumni. The Club had a high impact (a positive effect was noted on at least seven of 10 life aspects) on 71 percent of those participating for five or more years.
- Length of membership has a positive impact on members' ability to develop significant relationships with staff. Sixty-two percent of long-term members recall a staff member who was important to them.
- Alumni surveyed in 1999 were more likely than those interviewed in 1985 to have been members of the Club for five or more years (38 percent vs. 34 percent).

**The Boys & Girls Club was, in many communities, the only, or one of the only, available activities for young people.** Sixty-five percent of alumni agreed that "the Club was the only place to go after school in my neighborhood"; this was particularly true among African-Americans (68 percent) and Hispanics (86 percent).

**Club staff members play a critical role in the development of young people, and the effects of their dedication are long lasting.**

- Sixty-four percent of alumni strongly agreed that “the staff members in the Clubs really care and are dedicated.”
- Forty-eight percent of alumni recalled one or more staff members who were particularly important in their lives; this increased from 37 percent in the 1985 survey.
- Staff members had a positive impact on many life aspects, such as “knowing right from wrong” (80 percent), self-confidence (79 percent), self-esteem as a child or adolescent (78 percent), and learning good leadership skills (72 percent).

**Club membership provides a strong, stable foundation for young people, giving them direction and preparing them for future success.**

- Eighty-three percent of alumni reported that the Club had a positive effect on their outlook or attitude as youth; 82 percent said the Club positively contributed to feeling like they belonged.
- The top three Club activities identified by alumni as “very important” were tutoring and help with school work (73 percent), career development (71 percent) and organized sports and team sports (70 percent).
- A majority experienced the Club as “a big help” in improving the quality of kids’ lives (75 percent), learning how to get along with diverse groups of people (73 percent) and in teaching kids how to be leaders (64 percent).
- Sixty-two percent of alumni indicated that the Club positively affected their school and work lives in later years.

**Hispanic and African-American alumni had highly positive experiences with Clubs.**

- African-American and Hispanic alumni were more likely than white alumni to state that a staff member had a positive impact on their work life and later career (68 percent each vs. 53 percent) and their success in high school (70 percent and 72 percent respectively vs. 52 percent).
- Eighty-four percent of African-American alumni considered the career development they received at the Club to be “very important,” compared with 64 percent of white alumni.

**Alumni from “tough” neighborhoods are better off in many ways because of the availability of a Boys & Girls Club.**

- Alumni from self-described “tough” neighborhoods were more likely than those not from “tough” neighborhoods to use the Club with greater frequency during all time periods (range: 69 percent to 93 percent).
- One of five alumni from “tough” neighborhoods believed that Club membership helped them avoid trouble with crime or jail, while one-third strongly agreed that “participating in the Club really saved my life.”

**Alumni surveyed in 1999 were more likely to be better educated than those surveyed in 1985.** Thirty-four percent had some college education and 28 percent were college graduates, as compared to 30 percent and 25 percent for alumni interviewed in 1985.



**Name of Study**

*Thirty-Month Data and Process Findings: Evaluation of Educational Enhancement Program of Boys & Girls Clubs of America*, published December 1998

**Evaluator**

Columbia University School of Social Work, New York, N.Y.: Steven P. Schinke, Kristin C. Cole and Stephen R. Poulin, Researchers. Study funded by Carnegie Corporation of New York.

**Evaluation Type**

Process, Outcome

**Description**

This process and outcome evaluation studied the effectiveness of BGCA's Educational Enhancement Program in Boys & Girls Clubs in public housing developments in different parts of the country. The Educational Enhancement Program, since renamed Project Learn, is a comprehensive program strategy that strives to provide youth with opportunities to bolster their school learning through their activities in the Club and at home. Project Learn features five important components: 1) homework help and tutoring; 2) high-yield learning activities; 3) parent involvement; 4) collaboration with schools and 5) incentives.

The evaluation compared youth ages 10 to 15 in five Clubs with Project Learn to similar youth in five public housing Clubs without Project Learn (the comparison group) and similar youth in after-school programs of five other local organizations serving youth in public housing (the control group). The research team used site visits; survey administration, individual interviews and group meetings with participating youth, Club staff, parents and school personnel; and review of school records of grades, behavior problems and absences to collect outcome and qualitative data. Data were collected before, during, immediately following and 18 and 30 months after implementation of Project Learn at the designated sites.

**Selected Findings**

**Youth saw improvements in academic achievement, school behavior and study skills.** Thirty months after the establishment of the program, Project Learn participants not only increased their grade point averages, but also had markedly higher school scores than the youth participating in other after-school programs.

By the final data collection period, Project Learn participants had increased their:

- overall grade point average by 11 percent;
- mathematics grade point average by 13 percent;
- history grade point average by 13 percent;
- science grade point average by 10 percent;
- spelling grade point average by 22 percent; and
- reading grade point average by 5 percent.

Compared to non-Club youth, Project Learn participants had a:

- 15 percent higher overall grade point average;
- 16 percent higher grade point average in mathematics;

- 20 percent higher grade point average in history;
- 14 percent higher grade point average in science;
- 20 percent higher grade point average in spelling; and
- nine percent higher grade point average in reading.

Additionally, Project Learn participants decreased the number of days they were absent by 66 percent. Compared to non-Club youth, Project Learn youth missed 87 percent fewer days from school.

Results from the evaluation clearly prove the value of Club-based educational enhancement programs for disadvantaged youth. As stated in the final evaluation report, “Boys & Girls Clubs of America can rightfully take credit for helping youth in essential areas of academic achievement, school behavior and study skills.”

**Name of Study**

*Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development*, published October 1997

**Evaluator**

Public/Private Ventures (P/PV), Philadelphia, Pa.

**Evaluation Type**

Process, Survey

**Description**

This study was designed to determine the potential of voluntary youth-serving organizations to contribute to healthy adolescent development by assessing 1) whether youth-serving organizations can attract a truly diverse group of youth; 2) whether youth spend sufficient time in these environments to make a difference; 3) the types of activities in which youth participate and 4) whether youth receive the developmental support they need to make a healthy transition to adulthood.

The study compared five Boys & Girls Clubs, five YMCAs and five Girls Incorporated centers, with researchers collecting demographic and usage data and monitoring the participation of youth ages 10 to 18 over a four-week period during the school year. P/PV also used a youth survey and staff interviews to gather data.

**Selected Findings****Between one-fourth and one-third of youth participated on a regular, ongoing basis.**

- Study site participants were diverse in age, ethnicity, income level and family composition.
- About one quarter to one third of the participants chose to spend a significant proportion of their discretionary time in these settings, with between one third and two thirds maintaining their participation over a number of years.

**Effective youth development programs provide key developmental building blocks.**

- There are seven key developmental building blocks (supports and opportunities) that comprise an effective approach to youth development. Voluntary youth-serving organizations that use this approach provide youth with:
  - leadership opportunities;
  - volunteer and community service opportunities;
  - opportunities for input and decision making;
  - a sense of safety;
  - challenging and interesting activities;
  - a sense of belonging; and
  - social support from adults.
- Fully 80 percent of participating youth were obtaining three or more of the developmental building blocks, with 25 percent receiving six or more.

**Boys & Girls Clubs provide developmental support and opportunities for youth.**

- Boys & Girls Clubs provide youth with important developmental experiences that have been linked to positive future outcomes.
- At-risk youth in Boys & Girls Clubs participate at significant levels – and benefit in many ways – alongside youth who are not at risk.
- Club members' experience of developmental supports and opportunities is enhanced by more frequent attendance, longer visits, longer-term membership and participation in a range of Club activities. Of special note is the fact that the frequency of attendance, tenure and participation in a variety of activities was greater at Boys & Girls Clubs than any other organization studied.

**Name of Study**

*Boys & Girls Clubs Services to Members and to “Other Youth Served,”* published May 1997

**Evaluator**

Columbia University School of Social Work, New York, N.Y.: Steven P. Schinke and Kristin C. Cole, Researchers.

**Evaluation Type**

Survey

**Description**

This survey of a sample of Boys & Girls Club executive directors in different regions of the country was designed to complement efforts of BGCA staff to collect data about how young people who are not Club members are served in local Clubs. Researchers administered two surveys by telephone. The first survey was a Likert-scale instrument that assessed executive directors’ perceptions of the value of service to Club members and to “other youth served,” the priority directors placed on reaching these two groups, the impact of Club services to youth in both categories and the percentages of “other youth served” who were one-time users of Clubs vs. those who had multiple Club contacts. The second survey focused on collecting more data on one-time users of Club services.

**Selected Findings**

**“Other youth served” constitute a growing target audience for Club services.**

- Surveyed executive directors viewed the category of “other youth served” as an important and growing constituency for Club services.
- Surveyed executive directors were not uniform in rating services to Club members and youth who were not members, with most regarding services as equal for both groups or slightly better for Club members.
- Surveyed executive directors reported that, although slightly more than half of one-time users did not become members, the rest either joined the Club or returned as multiple users.
- Surveyed executive directors largely supported a focus on other youth served as the direction for future Club services as their communities and target populations of youth consumers changed.

**Name of Study**

*Involving Parents of High-Risk Youth in Drug Prevention: A Three-Year Longitudinal Study in Boys & Girls Clubs*, published February 1997

**Evaluator**

The Pennsylvania State University, Institute for Policy Research and Evaluation, University Park, Pa.: Tena L. St. Pierre, Melvin M. Mark, D. Lynne Kaltreider and Kathryn J. Aikin.

**Evaluation Type**

Outcome

**Description**

The goal of this study was to test the effectiveness of a psychosocial primary drug prevention program for at-risk Boys & Girls Club youth, offered with a parent-involvement program designed to strengthen their families. Sixteen Boys & Girls Clubs with similar socioeconomic and demographic characteristics and situated in high-risk neighborhoods in eight states participated in the study.

The three-year youth drug prevention program consisted of three sequential, developmentally appropriate programs beginning in early adolescence: 1) Start SMART, 2) Stay SMART, and 3) SMART Leaders. Start SMART and Stay SMART are components of BGCA's national prevention program, SMART Moves. SMART Leaders was developed for the Boys & Girls Club setting by two of the authors of this study as part of a previous prevention program evaluation (please see page 53 for information on that evaluation effort). All three prevention programs employ a psychosocial approach that focuses primarily on peer and other social influences on youth to use drugs, and on the development of skills to resist those pressures. When structured prevention program sessions were not taking place, program youth at eight of the Clubs participated in informal monthly activities designed to emphasize drug-free norms and keep the youth involved in the program. In conjunction with the prevention program, a parent involvement program called the Family Advocacy Network (FAN Club) was implemented for parents of prevention program youth at four of the Clubs.

Using a pre-test (a confidential, self-report questionnaire that examined participants' social skills and knowledge, attitudes, refusal skills and behaviors related to drug use) administered prior to program initiation and post-tests administered at different stages and at the end of the program, the study compared:

- four clubs (96 youth) conducting the three-year drug prevention program with monthly youth activities and *with* parental involvement;
- four clubs (64 youth) conducting the three-year youth drug prevention program with monthly youth activities but *without* parent involvement;
- four clubs (84 youth) conducting the three-year drug prevention program alone; and
- four clubs (56 youth) with no drug prevention program.

## **Selected Findings**

**Participating youth improved in their ability to refuse alcohol and marijuana.** Findings from this 36-month study indicate relatively positive program effects for the youth prevention program with monthly activities and the parent component for refusal of alcohol, marijuana and cigarettes. This group was more effective than either one of the two prevention groups without the parent component. These youth improved over time in their reported ability to refuse alcohol and marijuana, whereas the group studied with no program declined in their ability to refuse alcohol and marijuana. Parent involvement, full-time program coordinators and regularly scheduled social support meetings contributed to the positive effects of the program.

## **Name of Study**

*The Impact of Boys & Girls Clubs on Communities and Schools: Kellogg Funded Evaluation of B&GCA Demonstration Sites*, published August 1996

## **Evaluator**

Center for Youth Development & Policy Research, Academy for Educational Development, Washington, D.C.: Linda A. Camino and Shepherd Zeldin, Researchers. Study funded by the W. K. Kellogg Foundation.

## **Evaluation Type**

Process

## **Description**

This in-depth, ethnographic and comparative study evaluated Boys & Girls Clubs' innovative strategies targeted to the nation's most underserved children and adolescents. These strategies center on implementation of nontraditional Club models in rural communities, schools, homeless shelters, shopping centers and Indian reservations.

This study followed two rural, small-town Clubs and three school-based Clubs, launched with seed funds from the W. K. Kellogg Foundation, from their inception in early 1993 through Summer 1996. The research was guided by four key questions:

- Were the Clubs viewed as functional assets to their towns/schools and as contributors to child development?
- In what ways did the Clubs contribute positively to children's development?
- To what extent did the Clubs help create supportive communities?
- What does it take to launch and sustain a new Club that can influence the community?

Researchers visited each site regularly, primarily gathering ethnographic, qualitative data. Using standard protocols, evaluators interviewed Club staff, youth participants, parents, school personnel and community stakeholders; observed Club and community activities; and reviewed secondary data sources.

## **Selected Findings**

**Clubs were viewed as strong assets to young people, parents and the community as a whole.** The Clubs were seen as a resource for underserved communities, a safe and supervised place for young people, an inclusive place for sports and recreation, a place for low-cost services, a place for school-aged child care, a support for schools and a place for informal adult interaction.

**Despite challenges, Clubs provided positive opportunities for youth.** Though faced with the many challenges of becoming operational with scarce resources and without the traditional Club facility base, the studied Clubs still were able to provide solid developmental opportunities for young people, such as social recreation, team sports, arts and crafts and educational development activities. Participating youth gained a strong sense of belonging and felt that staff set clear expectations for them, helped them feel safe and treated them with respect.



**Clubs were seen as being a positive influence in the community.** Though these fledgling Clubs had not had enough time to have a significant impact on their communities, key factors were identified that made nontraditional Clubs more influential and beneficial, such as:

- being perceived by stakeholders as a community resource providing high-quality services to youth;
- having Club staff and board members who were actively involved in existing community networks;
- having Club staff who were able to form strong, functional relationships with school staff and were viewed as integral to the school community; and
- having new Club advisory boards and “parent clubs” to actively guide the Club’s development and promote the Club in the community.

## **Name of Study**

*Evaluation of Boys and Girls Clubs in Public Housing*, published November 1995

## **Evaluators**

University of Wisconsin-Milwaukee, Carl E. Pope and Rich Lovell; Michigan State University, Timothy S. Bynum; Temple University, Jack R. Greene; Portland State University, William H. Feyerherm. Study prepared for the U.S. Department of Justice, Office of Justice Programs, National Institute of Justice.

## **Evaluation Type**

Process

## **Description**

Through a partnership with Boys & Girls Clubs of America, the U.S. Department of Justice's Bureau of Justice Assistance sponsored 22 demonstration projects in public housing. These Boys & Girls Club programs at "Operation Weed and Seed" sites (funded for 12 months) focused on raising educational achievement, opening access to medical services and establishing new Clubs offering extensive social, educational and medical services.

The evaluation examined 15 of the 22 projects. The goals of this process evaluation were to: 1) assess implementation of the projects, including identifying efforts that worked well and could be replicated, as well as efforts that did not work well with an explanation of problem areas, and 2) assess, to the degree possible, the projects' effectiveness. To yield a detailed description of program operations, the assessment relied heavily on qualitative interviews and observations. Researchers examined youth case management and tracking records. In visits to all 15 sites, researchers observed Club activities and conducted structured interviews with Club directors, project directors and staff, program participants, parents of program participants, community members and representatives of other agencies participating in the demonstration projects, such as law enforcement and school personnel. On-site follow-ups were conducted as needed.

## **Selected Findings**

**Partnership, trust and collaboration were key to success.** The National Institute of Justice's evaluation of the implementation of these programs found that the most promising approaches actively sought out partnerships with a broad range of public and private agencies, employed an experienced coordinator, enlisted existing community resources and built trust among residents.

- Five Club programs attempted comprehensive medical services, emphasizing health education, screening, and access to medical services. Major challenges were securing the trust of neighborhood youth and residents wary of public health agencies and finding adequate resources. The most promising program formed a partnership with the State Department of Health to obtain partial funding, assistance in hiring a public health nurse, technical assistance and supervision for maintaining medical records and clinic operations.
- Five Club programs focused on educational enhancement. Children were given extensive opportunity outside of school to practice reading, writing, verbal communication, problem solving and decision-making. For programs reporting increased enthusiasm for and

participation in educational activities, an active and well-organized coordinator was a crucial factor. A strong coordinator served as an effective liaison with schools and, most importantly, aggressively sought to address parental apathy and lack of involvement – the single biggest obstacle to any program's success.

- Five new Clubs were designed to offer a broad but intensive mix of services to establish a positive, stable community resource. Programs showing the most promise invested considerable time and energy building trust and acceptance among local young people, parents, teachers, community leaders, law enforcement agencies, corporations and institutions that could provide vital financial resources, volunteers and other support.

The evaluation yielded recommendations for improving Club youth services in public housing:

**Programming should have long-term objectives.** Programs of short duration may raise expectations, and when they end, participants may become cynical about any future efforts. Consideration should be given to multiple-year funding and other strategies for long-term sustainability.

**A thorough community needs assessment is critical for success.** Clubs should work with local schools, law enforcement agencies and residents to determine which youth are most at risk and what services they need.

**Simultaneously attempting to establish both a new Club and special emphasis programming, such as provision of medical services, can be overwhelming.** It may be advisable to focus first on obtaining residents' trust to establish the Club before networking with outside community groups (schools, police, etc.) to initiate specific services.

**Coordination of activities with other community agencies is imperative.** To avoid turf battles and duplication of services and maximize available resources, Clubs should develop cooperative relationships with other organizations and agencies.

**Clubs should actively seek the input of residents.** Public housing residents should be included in Clubs' programming efforts through establishment of resident advisory boards and other avenues. Actively soliciting and using residents' suggestions will help garner their support and commitment. Close working relationships with public housing authority staff are also important.

**Educational enhancement programs need to exercise caution in using incentives.** Incentives are a powerful motivator, but their use should be placed in the context of the overall program, and they should not drive participation.

**Club staff members need ongoing training.** Even programs with adequate funding are only as good as the staff members who run them. Club staff must not only be enthusiastic but competent in their roles. They must also be trained in accurate, ongoing record keeping.

## **Name of Study**

*Youth Gang Prevention and Early Intervention Programs*, published December 1992

## **Evaluators**

Portland State University, Regional Research Institute for Human Services, William Feyerherm; University of Wisconsin-Milwaukee, Carl Pope and Rick Lovell.

## **Evaluation Type**

Process, Outcome

## **Description**

The project, funded by the Office of Juvenile Justice and Delinquency Prevention, was designed to document strategies and techniques for reaching and mainstreaming youth at risk of or on the fringes of gang involvement. Thirty Boys & Girls Club sites were designated as prevention program sites (of which eight received additional funds to develop youth gang prevention consortiums) and three as intervention program sites.

This study, conducted from April 1991 to February 1992, was designed as a process evaluation, summarizing what happened at the Club sites. The information collected and used for the evaluation contained basic demographic descriptors, indications of risk factors and indicators of school performance. The evaluation is based on data obtained from case management information collected by Club personnel at all sites and on-site observations and interviews by member of the research team.

## **Selected Findings**

**Club sites reached a number of at-risk youth.** A total of 1,917 youth were served by the project: 877 were served by the 22 prevention sites, 668 by the eight prevention consortium sites and 372 by the three intervention sites. Schools served as the largest referral source (45 percent), followed by youth walk-ins (23 percent), juvenile justice (nine percent) and youth agencies (nine percent). As defined in the program design, the prevention and consortium sites served younger youth (98 percent were ages 7 to 11), while early intervention sites focused on serving older youth (85 percent were ages 12 to 18).

**Risk factors were related to school problems or parenting issues.** The greatest risk factors identified were school-related, supporting schools as the largest referral source to the program. Forty-one percent of the youth exhibited behavioral problems in school, 31 percent were failing school and 15 percent were chronically truant. Parental substance abuse and abuse/neglect were next in significance (15 percent and 12 percent respectively), followed by “other” at 10 percent (defined by Club staff as environment/neighborhood).

**Most enrolled youth attended on a regular basis.** Once enrolled at the clubs, most youth attended regularly. Ninety percent of the youth attended once a week or more, with 26 percent attending daily, 19 percent attending half of the available hours and 19 percent attending at least twice a week. Project staff used referral sources as planned, with 41 percent of all youth involved in the project receiving some form of referral to a community agency.

**School achievement and behaviors improved.** Although this was a process evaluation, the descriptive data suggests trends in the educational arena. School behavior showed the greatest improvement among the school risk factors, with 48 percent of participants showing improvement. The highest level of improvement, 62 percent, occurred among consortium sites, where established relationships with schools were the strongest. More than one third of the youth showed improved grades, and one third showed better attendance. Less than six percent of the youth showed decreases in any of the school risk factors during or after program involvement.

**Several characteristics are common to successful prevention and intervention efforts.** The experience of 33 project sites indicated that successful Boys & Girls Club youth gang prevention and intervention efforts share the following characteristics:

- additional funding resources to support a youth gang prevention or intervention program;
- expanded hours of operation to serve these youth during the time they most need to be served (later at night, weekends);
- mainstreaming of youth involved in the gang prevention and early intervention program into the Clubs' regular services and activities. Educational services are an important part of the Club's regular services, as these targeted youth have a documented need for help in succeeding at school;
- an effective community network supporting the major components of the program: outreach, recruitment and referral efforts;
- appropriate record-keeping and data collection to document individual youth progress, assess overall program impact, solicit new funds and build community support;
- family participation in the program providing support and encouragement to youth and allowing families to feel good about the Club and that there are positive outlets for their children;
- programs for teens to allow the Club to continue as a viable alternative for older youth.

The overall conclusion of this evaluation effort is that the youth gang prevention and early intervention initiative by Boys & Girls Clubs of America is both sound and viable in its approach.

**Name of Study**

*Booster Sessions: A Targeted Demonstration Approach to Prevent Alcohol and Other Drug Use, and Early Sexual Activity*, published November 1991

**Evaluator**

The Pennsylvania State University, Institute for Policy Research and Evaluation, Center for Health Policy Research, University Park, Pa.: Tena L. St. Pierre, D. Lynne Kaltreider, Melvin M. Mark and Kathryn J. Aikin, Researchers.

**Evaluation Type**

Process, Outcome

**Description**

The Pennsylvania State University and participating Boys Clubs around the country developed, implemented and evaluated a two-year sequential booster program called SMART Leaders for high-risk youths in Boys Clubs. The purpose of the SMART Leaders booster program is to reinforce the knowledge and skills that youth learned in Stay SMART, a small-group prevention program for youth ages 13 to 15 developed by Boys Clubs of America (BCA) as one component of its national prevention program, SMART Moves. Stay SMART and the two-year SMART Leaders booster program seek to reduce the incidence and prevalence of alcohol and other drug use and early sexual activity among youths.

Over 27 months, beginning in the winter of 1988, five Boys Clubs offered the Stay SMART program plus the two-year sequential SMART Leaders booster program. Five Boys Clubs offered the Stay SMART program only (not followed by the two-year booster program). Four Boys Clubs offering no prevention programs served as a control group.

Clubs in both prevention groups were purposely selected from the 10 Boys Clubs that were demonstration sites in BCA's original evaluation of its SMART Moves prevention program the previous year (please see page 45 for more information about that evaluation effort). Selection of specific Clubs for the control group was based on criteria that would produce a group matched as closely as possible to the other two groups in terms of demographic and socioeconomic factors.

This demonstration project sought to show that:

- Booster sessions using a peer leader format could be developed for the Boys Club setting where participation is voluntary.
- A three-year sequential prevention program (Stay SMART, SMART Leaders I and SMART Leaders II) could be implemented, and that the youths would return the following year for the next program in the sequence.
- The Boys Club could run several levels of the program sequence each year with different youth cohorts, keep track of who completed all programs, and graduate those teens into the next programs the following year.
- Youth who participated in the Stay SMART program plus the two-year SMART Leaders booster program (compared to youth who completed Stay SMART only and youth who had no prevention programs) would have greater social skills; less favorable attitudes toward the social advantages of using alcohol and marijuana and engaging in early sexual activity; less

alcohol, marijuana, cocaine, cigarette and chewing tobacco/snuff behavior; less overall drug use; less sexual behavior; and greater knowledge of the facts about alcohol, other drug use and early sexual activity.

## **Selected Findings**

**Clubs successfully implemented the booster program.** Findings related to the implementation of the Stay SMART plus SMART Leaders booster program show that:

- The booster program was successfully implemented in the Boys Club (non-school) setting where participation is voluntary.
- The youths returned for the sequence of programs when prevention leaders were attentive to retention strategies.
- Clubs were able to run several levels of the program sequence each year with different youth cohorts.

**Youth attitudes and behaviors improved.** Analyses of the 27-month longitudinal outcome data show program effects for the Stay SMART plus booster group and the Stay SMART-only group.

- Attitudes toward drug use showed the expected tendencies. Youth in the Stay SMART plus booster group came to show significantly more negative attitudes toward alcohol use and marijuana use than did the Stay SMART-only group and the control group. This is particularly interesting in light of the “booster” theory: relative to those who received only the initial Stay SMART program, youth who also received the booster programs developed more negative attitudes toward the social advantages of using these drugs over the two years following the initial prevention program. Differences were generally significant at the .01 to the .12 level.
- Also evident (for both a multiple-item scale and a single-item measure) were marijuana-related behavior changes for the Stay SMART plus booster group compared with the Stay SMART-only group and the control group. The Stay SMART plus booster group showed the least marijuana-related behavior over time, the Stay SMART-only group showed the next least marijuana-related behavior, and the control group showed the most marijuana-related behavior. However, only the Stay SMART plus booster group showed significantly lower levels of marijuana-related behavior than the control group at the 15-month and 27-month post-tests ( $p < .05$ ).
- For changes in alcohol-related behavior, cigarette-related behavior, overall drug-related behavior, attitudes toward teen sexual activity, and a single-item measure of sexual behavior, results reported by the Stay SMART plus booster group were not significantly different from those for the Stay SMART-only group. The Stay SMART plus booster group and the Stay SMART only group both showed significantly more positive effects than the control group over the 27 months. Both the Stay SMART plus booster group and the Stay SMART-only group reported less alcohol-related behavior, less cigarette-related behavior, less overall drug-related behavior, more negative attitudes toward teen sexual activity, and lower levels of recent sexual behavior than the control group. Differences on these variables were generally significant at the .01 and the .10 level.

## **Name of Study**

*The Effects of Boys & Girls Clubs on Alcohol and Other Drug Use and Related Problems in Public Housing*, published March 1991

## **Evaluators**

Columbia University, New York, N.Y., Steven P. Schinke and Kristin C. Cole; American Health Foundation, New York, N.Y., Mario A. Orlandi. Study funded by the U.S. Office of Substance Abuse Prevention (OSAP) and Henry J. Kaiser Family Foundation.

## **Evaluation Type**

Outcome

## **Description**

This comparative study evaluated the effects of Boys & Girls Clubs on children and adolescents who live in public housing and on the overall quality of life in public housing. Focused on alcohol and other drug use, drug-related crime, juvenile delinquency and vandalism, the study involved 15 public housing developments in a representative sample of American cities.

Beginning in September 1987 and spanning three years, the study's external evaluation team compared rates of alcohol and other drug use and related problems among three groups of youth who lived in public housing. Youth in the first group did not have access to Boys & Girls Clubs; youth in the second group had access to newly established Clubs with a core program and a comprehensive alcohol and other drug prevention program known as SMART Moves; and youth in the third group had access to older, existing Clubs with a core program that often included alcohol and other drug prevention programs other than SMART Moves.

To evaluate the five Boys & Girls Clubs initiated through OSAP funding, each of the new Clubs with SMART Moves was assigned two control sites: one public housing site with a Boys & Girls Club without SMART Moves, and one public housing site without a Boys & Girls Club. These control sites were geographically and demographically matched with the new Clubs with SMART Moves. Matching criteria included the size of the public housing site, its geographic locale and demographics of the population served. Researchers kept records of informal support networks, observed external supports for youth (e.g., posters and literature on youth activities or with drug use prevention messages), and perceptions and attitudes of parents, teachers and local youth. To gauge the validity of outcome measurement results, researchers gathered juvenile and adult crime statistics from local police and housing authorities and used observations to document the amount of graffiti, garbage, vandalism, drug paraphernalia and drug dealing in each community.

## **Selected Findings**

**For youth who live in public housing and who have access to a Boys & Girls Club, the influence of Boys & Girls Clubs is manifest in their involvement in healthy and constructive educational, social and recreational activities.** Relative to their counterparts who do not have access to a Club, these youth are less involved in unhealthy, deviant and dangerous activities.



**Adult residents of public housing are also beneficially affected by Boys & Girls Clubs.** Compared with parents in public housing sites that do not have Club programs and facilities, adult family members in communities with Boys & Girls Clubs are more involved in youth-oriented activities and school programs.

**For adults and youth alike, Boys & Girls Clubs appear to be associated with an overall reduction in alcohol and other drug use, drug trafficking and other drug-related criminal activity.** The presence of crack cocaine was lowest in public housing sites with Boys & Girls Clubs that have the SMART Moves prevention program. The rates of drug-dealing activity were also lowest in those sites that were served by Boys & Girls Clubs with the SMART Moves prevention program.

**Housing sites with Boys & Girls Clubs experienced fewer juvenile crimes and drug activity.** Public housing sites with Boys & Girls Clubs, when compared to public housing sites without Boys & Girls Clubs, experienced 13 percent fewer juvenile crimes, 22 percent less drug activity and 25 percent less crack presence.

**Because critical social support services for youth in public housing are practically nonexistent, public housing communities urgently need the kind of attention, community organization and carefully designed intervention programs that Boys & Girls Clubs can offer.** Public and private agencies providing and/or supporting prevention efforts need the kind of cost-effective strategy that Clubs provide in order to prevent alcohol and other drug use and maladaptive behavior before they are too costly to treat.

This study of Boys & Girls Clubs in public housing yielded similar findings to those of a study published in 1956, *A Boys' Club and Delinquency: A Study of the Statistical Incidence of Juvenile Delinquency in Three Areas in Louisville, Kentucky*, conducted by New York University's Center for Community and Field Services, School of Education, Roscoe C. Brown Jr., principal researcher. Study data was gathered from 1944 until 1955, comparing one Louisville neighborhood containing a Boys Club (the Red Shield Boys Club, opened in 1946) to two other similar Louisville neighborhoods. The results of the study indicated a markedly decreased juvenile delinquency rate in the Club neighborhood between 1946 and 1954. In 1946, one in 19 boys in the Club neighborhood was involved in delinquency, while in 1954, one in 39 boys was delinquent. During the same period, juvenile delinquency rates increased in the comparison neighborhoods. In one neighborhood, one in 44 boys was involved in delinquency in 1946, while one in 16 was delinquent in 1954. In the third neighborhood, one in 28 boys was delinquent in 1946, while one in 21 was delinquent in 1954. As far as the study could ascertain, there were no appreciable socioeconomic changes in any of the neighborhoods studied, and there were no other large, building-centered youth-serving agency programs operating in the Red Shield Boys Club neighborhood.

**Name of Study**

*Boys & Girls Clubs of America Productive Futures Career Exploration Program: Evaluation of Broader Horizons*, published January 1989

**Evaluator**

Formative Evaluation Research Associates, Ann Arbor, Mich.: Karin A. Elliott and Stephen Joel Gill, Researchers.

**Evaluation Type**

Process, Outcome

**Description**

This study evaluated a three-year pilot program initiated by BGCA in 1986, called PRODUCTIVE FUTURES Career Exploration Program. Part of the study focused on the implementation and effectiveness of Broader Horizons, a program designed to encourage Club members to 1) develop career interests and an understanding of their strengths and skills through self-awareness and values clarification exercises and 2) motivate them to learn about the process of preparing for the world of work and maintaining employment in a career of interest to them through organized field trips to various work settings and educational centers. (The current version of this program, called Career Explorers Club Program, is one component in BGCA's continuum of career preparation program resources for Club youth of all ages.) Program coordinators were also encouraged to develop and implement other innovative activities to expose Club members to career options.

The evaluation sought to assess 1) the process of implementing Broader Horizons and 2) the effectiveness of the program in achieving the intended outcomes related to the career development of participating youth. Researchers used standardized, in-person interviews with program coordinators and Club directors and structured group interviews with participating youth in three Clubs. Structured telephone interviews of volunteers who hosted field trips also were conducted. Data from monthly reports and a BGCA "Youth Impact Survey" were collected and reviewed. Researchers also examined materials used in Broader Horizons sessions.

**Selected Findings**

**Youth reported positive outcomes as a result of their participation in the program.** A total of 338 Club members at the three sites participated in Broader Horizons, with only 16 dropping out of the program. By the end of the program year, 35 field trips were completed, with 331 members attending at least one field trip, and 121 attending more than one. An impact survey developed for program participants and administered to 100 of them indicated that 65 rated the program as "very good," with another 32 rating the program as "good." Forty-nine survey respondents agreed that Broader Horizons helped them feel more confident about their future, while another 30 strongly agreed. Participants in the structured group interviews reported that Broader Horizons had exposed them to new and interesting career options and taught them strategies to explore careers and prepare for long-range career goals.

**Club leaders and staff also cited positive benefits of the program.** The study's findings indicated strong support for continuing Broader Horizons as an ongoing program in the studied Clubs. Club directors and staff identified several positive consequences of instituting the program, such as building community networks and helping to broaden the scope of Club programming. Two of the Clubs thought Broader Horizons helped participants develop strong, positive peer relationships and motivated them to increase their participation in other Club programs. Field trip hosts regarded the program as beneficial and expressed pleasure in sharing their knowledge and professional experiences. The program's adaptability to fit the needs of different Clubs was also identified as an important asset.

## **Name of Study**

*Process and Outcome Evaluation of a Boys Clubs of America Substance Abuse and Pregnancy Prevention Program*, published October 1987

## **Evaluator**

The Pennsylvania State University, Institute for Policy Research and Evaluation, Center for Research on Human Resources, University Park, Pa.: John D. Swisher, Principal Investigator; Joseph Vasey, Research Assistant; and Lisa Gordon, Research Assistant.

## **Evaluation Type**

Process, Outcome

## **Description**

The purpose of this 15-month study was to evaluate the process involved in and the outcomes of the adaptation of school-based substance abuse prevention programs for use in local Boys Clubs. The evaluation was to focus equally on the process of adaptation and the outcomes for participants. The prevention program, subsequently revised and published by BGCA as SMART Moves, was derived from the Project Smart program for youth ages 10 to 12 and the Life Skills Training program for youth ages 13 to 16 (C. A. Johnson, W. B. Hansen, J. W. Graham, B. R. Flay and M. A. Pentz, *Project SMART: A Social Approach to Drug Abuse Prevention*, Los Angeles, CA: University of Southern California, 1986; and G. J. Botvin, *Life Skills Training Manual*, New York, NY: Springfield, 1983). Each of these programs had demonstrated some degree of success in tightly controlled school settings. Part of the adaptation of these programs for Boys Clubs entailed the addition of a component aimed at delaying early sexual activity. A parent component was also added.

Ten Boys Clubs served as pilot sites, with six additional sites participating as control groups. Evaluators gathered pre- and post-test data on program participants and program implementation data supplied by Club staff, as well as using on-site independent observations. Pilot sites were rated on the extent to which they implemented the programs according to the intended process, and then were categorized as high- or low-implementers.

## **Selected Findings**

### **Youth reported improved refusal skills for drugs but not for sexual activity.**

- Teens in the high-implementation groups reported being better able to refuse cocaine.
- Pre-teen participants, regardless of the site's level of program implementation, reported being better able to refuse marijuana.
- Statistical comparisons of the program groups and control groups indicated that neither program seemed to have an effect on the self-reported sexual activity of participants.
- The only statistically significant negative finding was that the teens in the high-implementation group were more willing to try smokeless (chewing) tobacco. This finding was attributed to high scores in one of the high-implementation sites.

**Program implementation was successful and often included enrichment activities or community-wide events.**

- The models were easily adapted by Club staff and conducted as intended.
- In most instances, Club staff supplemented the programs with enrichment activities that they developed.
- Parent groups were not adapted as successfully, with only half of the sites able to sustain the full program. The parent groups worked best when offered in concentrated blocks of time (e.g., Saturday morning) with daycare available.
- Eighty percent of sites successfully implemented monthly community-wide events toward the end of the program cycle, involving thousands of young people and adults.
- Each Club pilot site established a team to coordinate and develop the prevention programs.
- Half of the pilot sites received funding to continue implementing the prevention programs, incorporating the program sessions for youth and related community events into their regular programming.

## **Name of Study**

*Report on the 1985 National Survey of Boys Clubs Alumni*, published November 1985

## **Evaluator**

Louis Harris and Associates, Inc., New York, N.Y.: Michael Kagay, Vice President and Project Director and Pam B. Schafner, Analyst.

## **Evaluation Type**

Survey

## **Description**

From January through November 1985, Harris conducted a massive nationwide screening effort, using random digit dialing techniques, to reach some 41,000 men in order to locate those who were members of Boys Clubs during their youth. The 1,202 alumni who were interviewed for this survey constituted a representative sample of Boys Club alumni of all ages and in all parts of the country. The memories that these men held of their experiences in Boys Clubs, their evaluation of the importance of Boys Clubs during their youth and their judgment about the impact of Boys Clubs on their lives constituted invaluable feedback and unique testimony that was statistically representative of all Boys Clubs alumni alive at that time.

The survey was designed to gather information about:

- the economic, family and neighborhood background of alumni during their youth;
- a demographic portrait of alumni, including their degrees of success in life;
- the reasons, as they recalled them, that they originally joined Boys Clubs;
- the duration of their membership, their participation patterns and the ages at which they first and last participated;
- the particular activities they remembered most;
- their interaction with Boys Club staff and the influence that staff members had;
- the impact of participation in Boys Clubs on school life, family life, keeping out of trouble with the law, etc. during their youth;
- the impact of participation in Boys Clubs on their later lives – including success, becoming a leader and getting along with all kinds of people;
- how alumni perceived that their lives might have turned out differently without their experience in Boys Clubs;
- the extent to which alumni remained in touch with other former members, with nonmembers from the same period in their lives and with Boys Clubs.

Since the sample contained men of all ages, the experiences that alumni recalled dated from the 1920s through the early 1980s. Therefore, the analysis paid particular attention to any shifts in patterns that occurred from decade to decade as Boys Clubs, and the boys they served, changed.

## **Selected Findings**

### **Boys Clubs had a positive impact on members, particularly minority youth.**

- According to former members, participation in the Boys Club was an overwhelmingly positive experience. Alumni from all racial, social and economic backgrounds recalled good experiences at the Boys Club and acknowledged that they learned many valuable lessons

there. Overwhelming majorities of between 92 percent and 96 percent of alumni reported that being in a Boys Club had a positive effect on their lives, on learning to be a leader, on getting along with others, and on success in life.

- Those who had the greatest obstacles to overcome gave the Boys Club the most credit for helping them develop important character traits. African-Americans, Hispanics, the economically disadvantaged, and those from tough neighborhoods were among the most likely to perceive a positive impact from their experience at the Boys Club.
- Boys Clubs consistently served large numbers of boys from minority and disadvantaged groups. The demographic profile of alumni by decade indicated that the organization had historically served youth from tough neighborhoods and economically disadvantaged neighborhoods.
- In most cases, the Boys Club was one of the few or only refuges for the boys who participated. African-Americans, Hispanics, those from disadvantaged economic backgrounds, those who lived with only one or neither parent, and those from tough neighborhoods were particularly likely to credit the Boys Club for keeping them out of trouble with the law.
- Experience in Boys Clubs appeared to reduce delinquency. Fully 74 percent of alumni believed their experience helped them avoid difficulty with the law.
- Most alumni reported that Boys Clubs helped them in their ability to get along with others and in their family life. Fully 85 percent believed their participation had a positive effect on their ability to work with others, while 60 percent reported a positive effect on their family life.
- Boys Clubs helped improve the health and fitness of most participants. Eighty-five percent of alumni said their Boys Club experience had a positive effect on their health and fitness.
- Boys Club participation appeared to improve career opportunities. Not only did most alumni report that the experience helped them to work with others, 63 percent reported a positive impact in their school life and on their work life in later years.
- The more frequently a boy participated in a Boys Club, the longer he tended to participate. Furthermore, the more active and prolonged the participation, the better the experience, and the more positive the impact.
- Word of mouth was a powerful means of attracting youth to the Boys Club. Most former members said they joined the Clubs because they knew a friend or family member who attended.
- Sports and athletics were the major drawing cards that brought youth into the Boys Club.
- Boys Club staff played a key role in helping members develop social skills as a by-product of participation in Club activities.
- The impact of the professional staff rose steadily since the 1940s. Findings suggested that the staff member had a greater potential for teaching and influence in 1985 than he had had in the past.
- In 1985, very few of the estimated 3.4 million adult Boys Club alumni were involved with a local alumni association. Fully 95 percent said they were not involved. For many alumni, this survey represented one of the few opportunities they had had to give feedback, criticism or support.
- Half of the alumni interviewed agreed to make “on the record” comments about Boys Clubs, which were overwhelmingly positive.





### **III. Evaluation Projects Currently In Progress**



## **Name of Study**

*Strengthening Career Awareness with CareerLaunch®*, 2002 Evaluation Report, published March 2003

## **Evaluator**

Policy Studies Associates, Inc., Washington, D.C.: Ellen Pechman, Jeanine Hildreth, Karen Walking Eagle, Dwayne Smith, Imeh Williams, Carolyn Marzke, Researchers.

## **Evaluation Type**

Process, Survey

## **Description**

*CareerLaunch* is a comprehensive program offering a flexible set of tools and activities designed to promote career awareness and planning among 13- to 18-year-old youth. This five-year evaluation – beginning with a planning year in 2001 and continuing through 2005 – parallels BGCA implementation of the program itself. Over the five years, the evaluation will address the effectiveness of *CareerLaunch* in terms of: 1) dissemination and implementation; 2) utility of the resources and materials and 3) benefits of the program to youth.

The first year of the evaluation was devoted to program and evaluation planning. In the second year, Policy Studies Associates concentrated on monitoring the program's training activities and Web site traffic to assess the status of the national dissemination of *CareerLaunch*.

The program has four primary components: 1) *CareerLaunch* materials for volunteers and participating youth; 2) a training component designed to help Club leaders and volunteers use the program effectively; 3) a volunteer component that supports partnerships among Clubs and Gap Corporation's retail outlets and 4) an outreach component that Clubs can use to recruit new members from among youth in nearby schools and communities. The current evaluation studies BGCA's progress in disseminating and implementing the first three components of the program through December 2002. BGCA and PSA will address the outreach component in the final years of the evaluation, after *CareerLaunch* is fully disseminated in Clubs serving teens.

To assess progress toward goals, PSA conducted the following activities: surveyed a national sample of local Clubs; tracked the dissemination of *CareerLaunch* materials and participated in training activities; conducted and analyzed the results of telephone interviews with staff in 14 "early adopter" organizations; analyzed patterns and trends in the use of the Web site; and conducted regular staffing and update meetings with BGCA national staff.

## **Preliminary Findings**

Effective outreach approaches by BGCA have helped raise Club awareness of the program resources – training and dissemination activities have reached more than 500 Club units. Participants responded enthusiastically to the training experiences, observed youth interest in the Web site and materials and anticipated implementing program components more fully in the future. Users who have been trained and have adopted the tools find both the printed resources and the Web site to be valuable additions to their teen career exploration resources.

With increasing training of knowledgeable leaders and appropriate Club staffing with individuals who can use the resources well, there is every indication that *CareerLaunch* will reach a variety of Club youth, helping them reflect on, explore and prepare for making a successful transition into adulthood.

## **Name of Study**

*Delinquency Prevention Initiative*, published 2003

## **Evaluator**

Norm White, Researcher, University of Missouri, St. Louis, Mo.

## **Evaluation Type**

Analysis of pre- and post-tests (based on first year of demonstration project)

## **Description**

From May 2001 through May 2002, a grant from the Interactive Digital Software Foundation (now known as the Entertainment Software Association) enabled Boys & Girls Clubs of America to test a delinquency prevention program in selected Clubs. This program is designed to provide high-risk youth with a Support Team comprising key people from their family, school, community and their local Boys & Girls Clubs. Within this framework, DPI youth receive a program tailored to their individual needs – and a safe, positive place in their local Club where they can make necessary behavioral changes.

During the second year of this initiative, improved data collection allowed evaluators to assess the degree to which involvement in DPI aided youth in avoiding involvement in delinquent behavior. Club staff completed surveys for 500 youth – 250 experimental and 250 controls. The number of post-assessments for which complete data were available was 161.

## **Preliminary Findings**

**A small percentage of youth report gang involvement.** Only eight percent of DPI youth report being gang members, and less than one-third report gangs in the neighborhood or close by. Younger youth report slightly higher levels of gang involvement and higher levels of gang activity around them than older youth. African-American youth report a bit higher involvement in gangs and more than twice that of other youth the presence of gangs.

**DPI appears to provide youth with an opportunity to extricate themselves from patterns of delinquency.** The program appears to be effective in reducing the inclination of youth to begin engaging in behavior that they had not been involved in before. Younger DPI youth report less than 50 percent involvement in delinquent behaviors, compared to non-DPI youth involvement between 67 and 80 percent. For older DPI youth, the differences are less dramatic, but they also initiate most delinquent behaviors at substantially lower levels than non-DPI youth.

**Younger participants seem to benefit most from their involvement.** The program has some degree of effectiveness for both older (13 to 28) and younger (6 to 12) participants, although the younger children seem to benefit most from their involvement. Results suggest that reaching youth early significantly reduces the risk of them becoming involved in problem behaviors.

**Challenges include high staff turnover and lack of parent involvement.** Clubs reported staff turnover as a factor impeding their ability to maintain consistent delivery of program services. In addition, many Clubs experienced difficulty in getting parents involved, particularly when English was not the primary language spoken at home.

**Name of Study**

*Operation Connect/ClubTech Program*

**Evaluator**

Branch Associates, Philadelphia, Pa. Study funded by Microsoft Corporation.

**Evaluation Type**

Process, Outcome

**Description**

To evaluate the impact that technology centers have on the technology skills, knowledge, attitudes, scholastic performance and career aspirations of Club members, BGCA commissioned an outcome and process evaluation of a sample of local Clubs that receive technology centers through the national BGCA Technology initiative. BGCA provided training for staff of these Clubs, as well as several new technology programming resources. The studied sites were asked to implement as many of these program resources as possible. The study began with a pre-test of Clubs that have no technology available to the members and followed youth in these Clubs through installation of the centers and the programming that ensued. Appropriate data-gathering methods were used to assess the change in technology literacy, scholastic performance and career aspirations over a three-year study period.

Preparation for the evaluation began in late 2000, with the actual study beginning in early 2001. A final report will be published in late Spring 2004. Ten sites were selected as study sites. The evaluation included two on-site visits per site; training for staff in administering the evaluation instrument; interviews and surveys of staff; member surveys at the beginning of the study and throughout; six one-week periods when members completed usage forms; and the use of focus groups during site visits with technology center users, non-users and parents. Branch Associates will provide ongoing reports on the three key aspects of the study: academic performance, computer literacy and career aspirations (through the one-week periods of usage forms).

**Name of Study**

*TARGETED RE-ENTRY Approach*, an initiative sponsored by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) (summary based on Request for Proposals for Evaluation of TARGETED RE-ENTRY APPROACH; projected final publication late Fall 2006)

**Evaluator**

William Barton, Senior Researcher, Indiana University. Study funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP).

**Evaluation Type**

Process, Outcome

**Description**

In order to help youth who have made mistakes and now find themselves incarcerated, Boys & Girls Clubs of America has developed a TARGETED RE-ENTRY initiative. Funded by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP), the TARGETED RE-ENTRY model is designed to bring together Clubs, correctional facilities and the larger community to help incarcerated youth make a positive, successful transition back into the community.

By establishing a Boys & Girls Club inside of a state juvenile correctional facility, Club staff are able to work with youth inside the facility – using a number of BGCA national programs and other needs- and interest-based programs – in order to build positive relationships with the young people that will carry on through a transition period and after the youth return to their home communities.

The primary objectives of the TARGETED RE-ENTRY approach are: 1) decrease the rate of recidivism in the juvenile justice system nationwide; 2) enhance education, employment, family relationships, social skills and giving back to the community; and 3) ensure that the needs of youth are met in the areas of mental and physical health, life skills and legal representation.

The evaluation will take place over three years and study 360 youth (45 youth per year, per site for two years) in four sites. The evaluation will examine the following:

- the relationships/partnerships developed with other agencies in the community;
- the increase in or maintenance of the number of pro-social activities available to youth;
- the number of referrals to other agencies for pro-social instruction, education, employment or intervention;
- the timeliness and relevance of staff reports; and
- the nature of the relationship between the correctional facility and BGCA staff.

In order to study the impact on the participating youth, the study will gather data on:

- Conviction of new offenses;
- Charges of new offenses;
- Engaged time (actual time youth are actively involved in pro-social activities);
- Conduct during and after probation status;

- Progress in specific education and/or employment activities and goals;
- The quality of family interaction;
- The total number of problem incidents in the facility prior to and after the BGCA presence;
- The average cost per youth/year while in case management compared to cost of re-incarceration; and
- The quality of the relationships between BGCA staff and youth.

The evaluation will begin in Winter 2004 and continue through Fall 2006.



**Name of Study**

*Study of Young People's Participation in Boys & Girls Clubs and Their Development*, submitted October 2002

**Evaluator**

Metis Associates, Inc., New York, N.Y.

**Evaluation Type**

Survey (not commissioned by Boys & Girls Clubs of America)

**Description**

This report, the first of a three-year study, presents the findings of an initial survey of youth regarding their participation in Boys & Girls Clubs and a variety of outcomes related to health, education and safety. Although this evaluation has not been commissioned by Boys & Girls Clubs of America, because of its design, it may yield insights that will be helpful to Clubs. Building on the Summer 2002 survey responses, this study planned to continue data collection in Spring 2003, Fall 2003 and Spring 2004.

Surveying a total of 7,323 members between the ages of 10 and 14 years, 257 Clubs representing 115 organizations assessed five outcome areas: 1) knowledge, attitudes about the use of alcohol, tobacco and other drugs; 2) attitudes about self (confidence) and about relationships with peers and adults; 3) attitudes toward and performance in school and aspirations; 4) knowledge and attitudes about nutrition and fitness and 5) involvement in negative or violent behavior and use of conflict resolution skills.

**Preliminary Findings**

**Participation in Clubs improved youth attitudes in a number of areas.** Members who participated frequently in a variety of Club programs, as compared to those with a low level of participation, were more likely to

- have positive attitudes about themselves;
- have better attitudes about relationships with peers;
- have better attitudes about school;
- feel that club staff cares about them;
- have positive attitudes about relationships with adults; and
- have more knowledge and positive attitudes about health and fitness.

**A high proportion of members participated in each type of program their Club offers.**

Programs that engage the highest proportion of members are games room and sports or fitness programs. More than 90 percent of members in Clubs that offer these programs participate in them at least sometimes. Other programs with high participation rates are arts and crafts (75 percent); computer lab (74 percent); SMART Moves (53 percent) and Power Hour (50 percent).

**Clubs are a primary source of life skills.** A majority of respondents, especially African-Americans, reported that they learned about various life skills – avoiding risk behaviors related to drugs, learning pro-social behaviors and nutrition – at the Club.

Members were knowledgeable about the importance of fitness, nutrition and avoiding alcohol, tobacco and other drugs (ATOD). Knowledge and attitudes about fitness and nutrition were associated with members' level of participation in programs, race/ethnicity and previous exposure to lessons about health. Members reported a high understanding of the effects of alcohol, tobacco and other drugs: seventy-five percent or more responded correctly to factual questions about ATOD. At least 90 percent said that alcohol, cigarettes, chewing tobacco and marijuana are bad for their health, and almost as many said this about inhalants (84 percent). Younger members were more likely than older members to have negative attitudes about using ATOD. Members who had learned about ATOD at school, as compared to those who had not, were more likely to have negative attitudes about ATOD.

## **IV. Additional Resources**



## Additional Resources

The following annotated bibliography describes resources in the following categories:

- Research and Statistics on Children, Adolescents and Families
- Outcome Measurement and Program Evaluation Resources
- Studies and Evaluations of Youth Development Programs
- Youth Development Programming Resources, Organizations, Clearinghouses, Web Sites and Professional Journals
- After-School Program Research and Resources
- BGCA Resources for Program Planning, Funding, Implementation and Evaluation

### Research and Statistics on Children, Adolescents and Families

#### *2003 Annual Meaningful Time Check-Up on U.S. Children & Families*

Atlanta, Ga.: Boys & Girls Clubs of America, August 2003

Published in conjunction with National KidsDay<sup>®</sup> by Boys & Girls Clubs of America and KidsPeace<sup>®</sup>, this annual report details results of a national survey that looks at how much meaningful time and effort adults are actually spending to ensure children's physical health and safety, nutrition, medical care, emotional health and educational success. In addition to examining the amount of time adults spend with children and the ways in which they interact with them, the report also identifies the challenges, restrictions or lack of resources that prevent adults from spending more time with children. Among the findings is the fact that more than half of parents (54 percent) said they had either no time, little time or wished they had more time to spend in physical activity with their children. Access the report by visiting the Meaningful Time section of the KidsDay Web site at [www.kidsday.net](http://www.kidsday.net).

#### *America's Children: Key National Indicators of Well-Being 2003*

Washington, D.C.: Federal Interagency Forum on Child and Family Statistics, U.S. Government Printing Office, July 2003

This is the seventh report in an annual series prepared by the Federal Interagency Forum on Child and Family Statistics, a collaboration of 18 federal agencies. This data book provides the latest information on the status and well-being of American children (including changes between the 1990 and 2000 census data) in relation to family structure, economic security, health, education and involvement with substance abuse and the criminal justice system. Obtain a copy of this publication from the National Maternal and Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna, Va. 22182, (703) 356-1964, [www.nmchc.org](http://www.nmchc.org) or U.S. Department of Housing and Urban Development, P.O. Box 6091, Rockville, Md. 20849, (800) 245-2691, [www.huduser.org](http://www.huduser.org). The report is also available at <http://childstats.gov>.

#### *America's Forgotten Children<sup>™</sup>: Child Poverty in Rural America*

Westport, Conn.: Save the Children<sup>®</sup>, 2002

A report released by Save the Children identifies the places in America where rural poverty is widespread – areas such as the Mississippi River Delta, along the Mexican border, in the mountains of Appalachia and in the Southwest. The report details the alarming facts of rural poverty – substandard living conditions, the lack of adequate housing, limited healthcare options, little access to public transportation, limited educational opportunities and a lack of child care or after-school care – as well as the heartbreaking consequences of child poverty – including drugs, alcohol, gangs or suicide. Case studies of poor children living in rural poverty tell individual, compelling stories that give voice to the problem. The report also recommends solutions for creating real and lasting change. The executive summary and complete report are available at [www.savethechildren.org/usa/report/asp](http://www.savethechildren.org/usa/report/asp) or by contacting Save the Children, 54 Wilton Road, Westport, Conn. 06880, (800) 728-3843, (203) 221-4030.

***Child Care Patterns of School-Aged Children with Employed Mothers***

Jeffrey Capizzano and Gina Adams, The Urban Institute; Kathryn Tout, Child Trends  
Washington, D.C.: The Urban Institute, September 2000

This report used data from the 1997 National Survey of America's Families to investigate the out-of-school child care patterns of children between the ages of 6 and 12 with employed mothers. The report investigates different types of child care arrangements and examines how child care patterns differ by age of child, family income, race and ethnicity, state, parental time available to care for children, and whether the mother works traditional or nontraditional hours. Obtain a copy of the executive summary or the full report from The Urban Institute, 2100 M Street NW, Washington, D.C. 20037, (202) 833-7200 or visit the Web site at [www.urban.org](http://www.urban.org).

***Child Trends Data Bank, [www.childtrends.org](http://www.childtrends.org)***

Child Trends is a research organization dedicated to studying children, youth and families through research, data collection and data analysis. In addition to conducting its own research, Child Trends works with federal and state officials and with other researchers to improve the quality, scope and use of data on children and families. Topics for study and evaluation include the effects of welfare and poverty on children; teenage pregnancy and childbearing; and issues related to parenting, family structure and family processes. Contact Child Trends at (202) 572-6134 or by e-mail at [childtrendsatabank@childtrends.org](mailto:childtrendsatabank@childtrends.org).

***The Forgotten Half Revisited: American Youth and Young Families, 1988-2008***

Samuel Halperin, editor

Washington, D.C.: American Youth Policy Forum, Inc., 1998

This report reviews what the nation has accomplished for late adolescents and young adults (especially 18- to 24-year-olds) in the decade since the publication of the predecessor reports of the William T. Grant Foundation Commission on Work, Family and Citizenship, *The Forgotten Half: Non-College Youth in America* and *The Forgotten Half: Pathways to Success for American Youth and Young Families* (both 1988). The report includes essays and the latest data on employment, youth and community development, school reform, higher education and service by nationally known scholars and youth policy advocates. Order a copy or a summary

from American Youth Policy Forum, 1836 Jefferson Place NW, Washington, D.C. 20036-2505, (202) 775-9731. For more information, visit the Web site at [www.aypf.org](http://www.aypf.org).

***From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21<sup>st</sup> Century***

Washington, D.C.: The President's Advisory Commission on Educational Excellence for Hispanic Americans, March 2003

The final report of the President's Advisory Commission on Educational Excellence for Hispanic Americans is the result of an extensive, 18-month review and represents the most comprehensive plan to date aimed at closing the educational achievement gap for Hispanic Americans – now the nation's largest minority group. Building on the No Child Left Behind Initiative, the report sets forth recommendations for parents, educators and leaders from business, local communities, faith-based institutions and government. In addition, the commission recommends six strategies to address the present problem. For a copy of the report, contact the White House Initiative on Educational Excellence for Hispanic Americans at 400 Mayfield Avenue SW, Room 5E110, Washington, D.C. 20202-3601, (202) 401-1411 or visit the Web site at [www.YesICan.gov](http://www.YesICan.gov) or [www.YoSiPuedo.gov](http://www.YoSiPuedo.gov).

***A Gallup Poll Social Audit: Preparing America's Young People for the Future***

Alexandria, Va.: America's Promise – The Alliance for Youth, April 2001

A national survey conducted by The Gallup Organization between October 2000 and January 2001 revealed that Americans believe preparing young people for the future should be the nation's highest priority. This report details the results of the telephone surveys, which included adults and youth and focused on five important issues facing the nation: preparing young people for the future; improving health care; keeping the economy strong; reducing crime and protecting the environment. A copy of the executive summary is available online at [www.americaspromise.org](http://www.americaspromise.org) or by contacting America's Promise – The Alliance for Youth at 909 N. Washington Street, Suite 400, Alexandria, VA 22314-1556, (703) 684-4500.

***KIDS COUNT Data Book 2003: State Profiles of Child Well-Being***

Baltimore, Md.: The Annie E. Casey Foundation, 2003

This book, published annually, uses the best available data to measure the educational, social economic and physical well-being of young people from birth to early adulthood based on 10 specific indicators. The summary and findings provide helpful interpretations of the data and strategies for addressing the needs of the nation's most vulnerable children. Obtain a copy of this publication from The Annie E. Casey Foundation, Attn: KIDS COUNT, 701 St. Paul Street, Baltimore, Md. 21202, (410) 547-6600, fax (410) 547-6624 or access the online version at [www.aecf.org/kidscount/databook](http://www.aecf.org/kidscount/databook).

***KIDS COUNT Pocket Guide – African-American Children: State-Level Measures of Child Well-Being from the 2000 Census***

Baltimore, Md.: The Annie E. Casey Foundation, 2003

Using the recently released data from the 2000 Census, this guide examines the well being of African-American children in every state. Statistics for black children are compared to statistics for non-Hispanic white children across variables such as demographics, families and households, income and poverty, education, employment and neighborhood characteristics. To obtain copies, call the Foundation's publications line at (410) 223-2890 or visit the Web site at [www.aecf.org/publications](http://www.aecf.org/publications). For additional information, contact the Foundation at 701 St. Paul Street, Baltimore, Md. 21202, (410) 547-6600, fax (410) 547-6624.

***KIDS COUNT Pocket Guide – Latino Children: State-Level Measures of Child Well-Being From the 2000 Census***

Baltimore, Md.: The Annie E. Casey Foundation, 2003

This publication uses the recently released data from the 2000 Census to examine the well being of Latino children throughout the nation. By comparing statistics for Latino children to that of other population groups, the guide identifies areas in which there are significant gaps in economic, educational and social well-being. To obtain copies, call the Foundation's publications line at (410) 223-2890 or visit the Web site at [www.aecf.org/publications](http://www.aecf.org/publications). For additional information, contact the Foundation at 701 St. Paul Street, Baltimore, Md. 21202, (410) 547-6600, fax (410) 547-6624.

***Latinos in Higher Education: Many Enroll, Too Few Graduate***

Richard Fry

Washington, D.C.: Pew Hispanic Center, September 2002

A report issued by the Pew Hispanic Center explores the enrollment and completion patterns of Hispanic students (18- to 24-year-olds) in American colleges and universities, identifying the gaps between Latinos and all other groups. Among the findings of the study is the conclusion that Hispanic high school graduates enroll in college at a higher rate than other students, but are far less likely to earn a four-year degree, which is considered to be the single most important key to employment and high earnings. The report identifies the key issues affecting Hispanic participation in higher education, including financial pressures, poor preparation in high school and age at which Latinos typically enter college. For a copy of the report, visit [www.pewhispanic.org](http://www.pewhispanic.org) or contact the Pew Hispanic Center at 1919 M Street NW, Suite 460, Washington, D.C.: 20036, (202) 292-3300, fax (202) 785-8282.

***Local Crime Prevention Strategies – A Monthly Program, Practice and Policy Brief: Girls and Crime***

Washington, D.C.: National Crime Prevention Council, October 2002

This policy brief summarizes recent research studies and initiatives focusing on female crime, including characteristics of at-risk and delinquent girls, crime and violence offense patterns, the justice process for juvenile offenders, prevention and intervention strategies, and examples



of highly effective programs. Through the review of key studies and initiatives, the policy brief identifies the strategies that are most effective in helping the increasing number of girls involved in the juvenile justice system. A copy of the policy brief is available from the National Crime Prevention Council, 1000 Connecticut Avenue NW, 13<sup>th</sup> Floor, Washington, D.C. 20036, (202) 466-6272 or by visiting the Web site at [www.ncpc.org](http://www.ncpc.org).

***Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time***

Wellesley, Mass: The National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, January 2003

This regularly updated fact sheet includes statistics from current research on indicators of children's well-being today; family make-up, employment status and the need for supervision of children and youth; how children spend their after-school time; availability of after-school programs and how children benefit from high-quality programs; and funding trends. Obtain a copy from the National Institute on Out-of-School Time, Center for Research on Women, The Wellesley Centers for Women, Wellesley College, 106 Central Street, Wellesley, Mass. 02481, (781) 283-2547 or visit the Web site at [www.niost.org](http://www.niost.org).

***National Center for Children in Poverty, [www.nccp.org](http://www.nccp.org)***

The mission of the National Center for Children in Poverty is to identify and promote strategies that prevent child poverty in the United States and that improve the lives of low-income children and families. Concentrating on the links between family economic security and child development, NCCP researches policies that promote economically secure families, children entering school ready to succeed and stable, nurturing families. The Web site offers fact sheets, demographic information, state profiles, newsletters and publications, and data tables on policies, economic living conditions, population and income statistics. Contact NCCP at 215 West 125<sup>th</sup> Street, New York, N.Y. 10027, (646) 284-9600.

***Native American Kids 2002: Indian Children's Well-Being Indicators Data Book for 13 States***

Angela A. A. Willetto

Portland, Ore.: National Indian Children's Alliance, National Indian Child Welfare Association; Seattle, Wash.: Casey Family Programs, December 2002

This report draws upon empirical data from regional, state and tribal studies to provide an overview of Native American children's well being. Included are rates and percentages for 10 well-being indicators nationally and in 13 selected states. Published by the National Indian Children's Alliance, a joint effort of the National Indian Child Welfare Association and Casey Family Programs, the report evaluates the data to provide recommendations for addressing the well being of Native American children. Access the report at CFP's Web site, [www.casey.org/Resources/Publications/NICWANativeAmericanKids2002.htm](http://www.casey.org/Resources/Publications/NICWANativeAmericanKids2002.htm). Contact the National Indian Child Welfare Association at 5100 SW Macadam Avenue, Portland, Ore. 97239, (503) 222-4044, [www.nicwa.org](http://www.nicwa.org) or Casey Family Programs at 1300 Dexter Avenue North, Floor 3, Seattle, Wash. 98109-3542, (206) 282-7300.

***OJJDP Research: Making a Difference for Juveniles***

Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, August 1999

This report summarizes key initiatives undertaken by OJJDP's Research Division in research, evaluation and statistics from 1996 through 1998, presents the major findings of these initiatives and explains their significance to policymakers, juvenile justice systems, schools, families and juveniles. The report has three sections: Critical Findings, summarizing research on the root causes of juvenile delinquency and negative behavior; Highlights, describing some of OJJDP's most innovative research efforts, including projects that focus on community-wide strategies; and Emerging Research, describing special areas of concern, such as very young offenders, school violence and girls in the juvenile justice system. Obtain a copy of this report from the OJJDP Web site, [www.ojjdp.ncjrs.org/pubs/makingadiffer/](http://www.ojjdp.ncjrs.org/pubs/makingadiffer/), or contact OJJDP's Juvenile Justice Clearinghouse at P.O. Box 6000, Rockville, Md., 20849-6000, (800) 638-8736 or by e-mail at [askjji@ncjrs.org](mailto:askjji@ncjrs.org).

***Reaching the Top: A Report of the National Task Force on Minority High Achievement***

New York, N.Y.: College Board, 1999

The College Board organized the National Task Force on Minority High Achievement in 1997 to study and make recommendations for addressing the chronic shortage of African-American, Hispanic and Native American students who achieve at very high levels academically. The task force concluded that the limited presence of African-Americans, Hispanics and Native Americans among top students is a product of poverty, prejudice, limited educational resources and cultural differences. The report reviews strategies for improving minority achievement, calls for more research to better understand and facilitate high academic achievement in minority students and makes recommendations for immediate action. Obtain the executive summary or full report at College Board Online, [www.collegeboard.com](http://www.collegeboard.com), or order from College Board Publications, 45 Columbus Avenue, New York, N.Y. 10023-6992, (212) 713-8000.

***Safe Havens, Safe Children: Boys & Girls Clubs and the Fight Against Juvenile Crime***

U.S. Senator Joseph R. Biden, Jr.

Washington, D.C.: United States Senate, Subcommittee on Crime and Drugs

Under the aegis of the Violent Crime and Law Enforcement Act of 1994, Boys & Girls Clubs began receiving federal funds to expand operations or open new sites as part of a nationwide crime intervention effort. This study looks at juvenile crime trends in the areas surrounding these Clubs and identifies the significant factors influencing juvenile crime. The report summarizes survey data collected from 186 Boys & Girls Club organizations representing 780 individual Club locations in 48 states, as well as juvenile crime data from police departments in these communities. Comparing juvenile crime trends in these neighborhoods with control data furnished by the police or compiled by the FBI's Uniform Crime Reports, this summary indicates that in virtually every case, juvenile crime rates in the areas surrounding Boys & Girls Clubs sharply declined in the late 1990s – even as control rates rose, stayed the same or declined at a slower rate. Contact the U.S. Senate Committee on the Judiciary, Subcommittee

on Crime and Drugs at 224 Dirksen Senate Office Building, Washington, D.C. 20510.

***¡Sí, Se Puede! Yes, We Can: Latinas in School***

Angela Ginorio and Michelle Huston

Washington, D.C.: American Association of University Women Educational Foundation, 2001

This report reviews national data on Latinas' educational outcomes and well-being in comparison to their male peers and to other groups of girls and discusses recent research on Latinas in the United States. The report notes that Latinas bring a great many strengths to the classroom, but that unfortunately, sometimes these strengths clash with expectations in the classroom and the school system or are not cultivated as vigorously as they might be to broaden Latinas' sense of their "possible selves." Obtain a copy of the report in English or Spanish from AAUW Educational Foundation, 1111 Sixteenth St. NW, Washington, D.C. 20036, (800) 326-AAUW, (202) 728-7602, fax (202) 463-7169, or visit [www.aauw.org](http://www.aauw.org).

***The State of America's Children Yearbook 2002***

Washington, D.C.: Children's Defense Fund, May 2002

This annual report reviews the state of life for children by looking at child poverty, health care, childcare, education, families in crisis, violence and youth development. Among the findings in the yearbook is that one in six children in the United States continues to live in poverty and is more likely to be poor today than 20 or 30 years ago. The CDF Web site, [www.childrendefense.org](http://www.childrendefense.org), contains excerpts from the report, detailed poverty statistics, "Key Facts About America's Children," and the report's table of contents. The full report can be ordered from Beacon Press, Special Sales Department, 25 Beacon Street, Boston, Mass. 02108, (617) 742-2110, ext. 573.

***The State of Hispanic Girls***

Washington, D.C.: National Coalition of Hispanic Health and Human Services Organizations (COSSMHO), 1999

To produce this report, COSSMHO examined existing national research and data on early adolescent and adolescent development and the prevalence and types of risk-taking behavior among girls in these age groups. COSSMHO also facilitated focus groups across the country with girls, parents and youth workers representing Mexican Americans, Puerto Ricans, Cuban Americans, Central and South Americans and other Americans of Hispanic origin. COSSMHO found that Hispanic girls are more vulnerable than their white or African-American peers to the four most serious threats to the health and education of American girls today: pregnancy, depression, substance abuse and delinquency. COSSMHO also found that cultural protective factors play a critical role in buffering Hispanic girls from risky and health-damaging behaviors. Obtain a copy of the report from The National Coalition of Hispanic Health and Human Services Organizations, 1501 Sixteenth Street NW, Washington, D.C. 20036, (202) 387-5000 or visit the Web site at [www.cossmho.org](http://www.cossmho.org).

### ***Technology Counts – The New Divides: Looking Beneath the Numbers to Reveal Digital Inequities***

*Education Week* on the Web, May 2001

The 2001 *Technology Counts* report (issued annually by *Education Week* to explore issues related to technology and education), looks beneath the statistics, such as student-to-computer ratios, to explore why specific groups of students are still losing out in terms of access to technology and what might be done to bridge the gaps. The report looks specifically at students from poor families, minority children, girls, low achievers, students learning to speak English, children with disabilities and youngsters who live in rural areas. Visit the Web site at [www.educationweek.org](http://www.educationweek.org) to access the executive summary, an overview of the issues, state data tables and state profiles.

### ***Teen Girls on Business: Are They Being Empowered?***

Boston, Mass.: Simmons College, The Center for Women, Leadership and Management;  
Chicago, Ill.: The Committee of 200, October 2002

A national survey conducted in 2002 by The Committee of 200 and Simmons College School of Management found that an incomplete, often inaccurate picture of business had led to a vast majority of teenage girls in America rejecting business as a possible career path. The findings of the survey, detailed in this report, identify girls' priorities, their attitudes about future careers, sources of career advice and the influence of race and ethnicity on career perceptions. The study provides a strong foundation of data for educators, business leaders, the media, youth development professionals and parents – all who are charged with helping to inspire girls to see themselves as future business leaders. Access the report online at [www.simmons.edu/gsm/pdfs/topline\\_findings10\\_2002.pdf](http://www.simmons.edu/gsm/pdfs/topline_findings10_2002.pdf) or contact Simmons College, The Center for Women, Leadership and Management at 409 Commonwealth Avenue, Boston, Mass. 02215, (617) 521-3800, fax (617) 521-3880.

### ***Trends in the Well-Being of America's Children & Youth 2001***

Washington, D.C.: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, 2001

This is the sixth edition of an annual report from the Department of Health and Human Services (HHS) on trends in the well-being of our nation's children and youth. The report presents the most recent and reliable estimates on more than 80 indicators in the areas of population, family and neighborhood; economic security; health conditions and health care; social development and behavioral health; and education and achievement. It is intended to provide the community, the media and all interested citizens with an accessible overview of data describing the condition of children in the United States. Access the report on the HHS Web site at <http://aspe.hhs.gov/hsp/01/trends/> or the U.S. Government Printing Office site at <http://bookstore.gpo.gov/> (Item # "017-022-01518-8"). Contact the U.S. Department of Health and Human Services at 200 Independence Avenue SW, Washington, D.C. 20201, (877) 696-6775 or (202) 619-0257.

***“Violence After School,” Juvenile Justice Bulletin, 1999 National Report Series***

Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, November 1999

This bulletin presents information and findings related to after-school violence among youth derived from the comprehensive OJJDP publication, *Juvenile Offenders and Victims: 1999 National Report*. The data reported in the bulletin, including statistics showing that violent crime committed by or upon juveniles peaks during the after-school hours, document the need for schools and communities to initiate or expand recreational, sports, employment, mentoring, tutoring, arts and homework programs as positive alternatives to unsupervised time in a child’s day. Obtain a copy of this bulletin or the 1999 National Report from the OJJDP Web site, [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org), JJ Facts & Figures and Publications sections, or contact OJJDP’s Juvenile Justice Clearinghouse at P.O. Box 6000, Rockville, Md., 20849-6000, (800) 638-8736 or by e-mail at [puborder@ncjrs.org](mailto:puborder@ncjrs.org).

***When Teens Have Sex: Issues and Trends – KIDS COUNT Special Report***

Washington, D.C.: The Annie E. Casey Foundation, 1998

This report provides national and state statistics on the prevalence of teen births and other indicators of teen sexual behavior in the U.S. The overview discusses the human and social costs of these trends and describes community- and family-based strategies that work for preventing premature sexual activity and teen pregnancy. Obtain a copy of this publication from The Annie E. Casey Foundation, Attn: KIDS COUNT, 701 St. Paul Street, Baltimore, Md. 21202, (410) 547-6600, fax (410) 547-6624 or visit the Web site at [www.aecf.org](http://www.aecf.org).

***Who’s Minding the Kids? Child Care Arrangements: Spring 1997***

Kristin Smith

Washington, D.C.: Bureau of the Census, U.S. Department of Commerce, July 2002

This Census Bureau report provides information on the childcare arrangements of American families. The report shows the number and characteristics of children in different childcare arrangements. It also shows the characteristics of their families, contrasting the arrangements for preschool- and grade school-age children, as well as data on arrangements used while parents are not at work or in school. The data are from the 1996 Survey of Income and Program Participation conducted in summer 1997. Of serious concern is the report’s finding that 7.3 million children 5 to 14 years old were regularly left unsupervised in 1996 while their parents were at work or away for other reasons. Children caring for themselves spent an average of eight hours per week doing so. Access a press release and the full report on the Census Bureau’s Web site at [www.census.gov](http://www.census.gov).

***Youth Violence: A Report of the Surgeon General***

Washington, D.C.: U.S. Public Health Service, January 2001

This report, the first Surgeon General’s report on youth violence, is a product of extensive collaboration among the Centers for Disease Control and Prevention, the National Institutes of Health, the Substance Abuse and Mental Health Services Administration and other federal

agencies and nonprofit organizations. The report reviews a massive body of research on where, when and how much youth violence occurs. It examines the factors that lead young people to gravitate toward violence and the factors that protect youth from perpetrating violence and identifies effective research-based preventive strategies. Access the report on the Surgeon General's Web site at [www.surgeongeneral.gov](http://www.surgeongeneral.gov).

## **Outcome Measurement and Program Evaluation Resources**

### ***Agency Experiences with Outcome Measurement***

Alexandria, Va.: United Way of America, 2000

This report provides findings from a survey of 391 United Way-funded agencies involved in outcome measurement in six communities. The survey results confirm that outcome measurement benefits programs, helping agencies increase the effectiveness of their services and communicate the value of what they do. The survey results also identify significant challenges that agencies face in implementing outcome measurement. Obtain a copy of this report from United Way of America's Outcome Measurement Resource Network at [www.unitedway.org/outcomes/](http://www.unitedway.org/outcomes/). Printed copies may be purchased from Sales Service/America, 3680 Wheeler Avenue, Alexandria, Va. 22304, (800) 772-0008 (toll free in the U.S.) or (703) 212-6300 (Item 0196).

### ***Basic Guide to Program Evaluation***

Carter McNamara, M.B.A., Ph.D.

St. Paul, Minn.: Management Assistance Program for Nonprofits, 1999

This online document provides guidance toward planning and implementing an evaluation process for non-profit programs, including goals-based, process-based and outcomes-based evaluations. Included in this guide are strategies for planning the evaluation, collecting information, selecting evaluation methods, analyzing and interpreting information and reporting evaluation results. A checklist aids in planning by identifying the evaluation purpose, audience, type, focus, timeline and resources. To access the guide, visit MAP's Free Management Library at [www.mapnp.org/library/evaluatn/fnl\\_eval.htm](http://www.mapnp.org/library/evaluatn/fnl_eval.htm). Contact MAP at 2233 University Avenue West, Suite 360, St. Paul, Minn. 55114, (651) 647-1216.

### ***Evaluation: A Systematic Approach***, Seventh Edition

Peter H. Rossi, University of Massachusetts, Amherst; Howard E. Freeman, University of California, Los Angeles; and Mark W. Lipsey, Vanderbilt University, Nashville  
Thousand Oaks, Calif.: Sage Publications, Inc., 2003

Long considered a benchmark publication on how to design, implement and appraise the utility of social programs through the use of evaluation methods, the seventh edition of *Evaluation* has been completely revised to include the latest techniques and approaches to evaluation as well as guidelines for how evaluations should be tailored to fit programs and social contexts. Contact Sage Publications, Inc., which offers many publications related to program evaluation, at 2455 Teller Road, Thousand Oaks, Calif. 91320, (800) 818-7243, (805) 499-9774, fax (805) 499-0871 or by e-mail at [info@sagepub.com](mailto:info@sagepub.com). Visit the Web site at

[www.sagepub.com](http://www.sagepub.com).

### ***The Evaluation Exchange***

Cambridge, Mass.: Harvard Family Research Project, quarterly

The newsletter of the Harvard Family Research Project examines timely and innovative issues in evaluation, research and continuous improvement in the child and family services field. The newsletter features regular sections called Theory and Practice, Ask the Expert and New & Noteworthy, a helpful listing of current publications and Web resources. One of the 2000 issues, Vol. VI, No. 1, was dedicated entirely to evaluation and research efforts in the after-school field. Subscribe free to hard copy or online formats of the newsletter by contacting the Harvard Family Research Project, Harvard Graduate School of Education, 3 Garden Street, Cambridge, Mass. 02138, (617) 495-9108, fax (617) 495-8594 or by e-mail at [hfrp@gse.harvard.edu](mailto:hfrp@gse.harvard.edu). Access back issues at [www.gse.harvard.edu/hfrp/eval/archives](http://www.gse.harvard.edu/hfrp/eval/archives).

### ***Harvard Family Research Project***, [www.gse.harvard.edu/~hfrp](http://www.gse.harvard.edu/~hfrp)

HFRP's mission is to examine and encourage policies and programs that empower families and communities to help children reach their potential. HFRP conducts research on family support programs and policies and shapes their development. It widely disseminates its research findings and provides technical assistance to practitioners, policy makers and educators. HFRP's Web site includes issues of the quarterly newsletter, *The Evaluation Exchange*, and extensive links to child and family organizations, research and evaluation resources, government agencies and information, etc. With funding from the Charles Stewart Mott Foundation, HFRP has implemented an After School Learning Initiative to map players and projects in the after-school field nationwide; identify knowledge gaps and needs in the field; and explore how information exchange, learning and continuous improvement can be promoted in out-of-school time efforts. Through this initiative, HFRP has developed a searchable, online database of outcome evaluations of after-school programs nationwide; a comprehensive bibliography of more than 200 evaluations HFRP is currently tracking; articles and briefs related to out-of-school time; and a listing of after-school resources; all available on HFRP's Web site. Contact HFRP at Harvard Graduate School of Education, 3 Garden Street, Cambridge, Mass. 02138, (617) 495-9108, fax (617) 495-8594 or by e-mail at [hfrp@gse.harvard.edu](mailto:hfrp@gse.harvard.edu).

### ***InnoNet***, [www.innonet.org](http://www.innonet.org)

Innovation Network, Inc. is a nonprofit organization dedicated to helping small- to medium-sized nonprofits successfully meet their missions. InnoNet has a search service to find model programs and an evaluation service that guides agencies through a planning and evaluation process. Its user-friendly Web site has many helpful features. For example, new users can submit an evaluation plan online for review and receive advice for improving it – for free. The site's Resources section contains a glossary; downloadable documents on data collection and analysis and evaluation tools; publications; useful links related to evaluation, fundraising and grant research; and a bibliography of strategic planning and evaluation resources. Access InnoNet's report, *Program Evaluation Practice in the Nonprofit Sector*, which discusses the

most up-to date knowledge on the state of evaluation in the nonprofit sector in the United States. InnoNet also provides training and consultation services. Contact InnoNet at 1001 Connecticut Avenue, Suite 900, Washington, D.C. 20036, (202) 728-0727, fax (202) 728-0136 or by e-mail at [info@innonet.org](mailto:info@innonet.org).

***Making the Case: Measuring the Impact of Youth Development Programs***

Nancy Leffert, Rebecca N. Saito, Dale A. Blyth and Candyce H. Kroenke  
Minneapolis, Minn.: Search Institute, 1996

Based on a study for the YMCA of the USA, this report examines the literature on youth development programs, highlighting characteristics of effective programs and the impact of specific program types (sports and recreation; camp programs; youth service; mentoring; drop-in centers; jobs, career planning and school-to-work transitions; and support programs for teen parents). *Making the Case* provides a basic “how-to” guide for measuring program outcomes by offering ideas and suggestions for evaluating programs in manageable and affordable ways. The report is available from Search Institute, 615 First Avenue NE, Suite 125, Minneapolis, Minn. 55413, (800) 888-7828, (612) 376-8955, or visit the Web site at [www.search-institute.org](http://www.search-institute.org).

***The Manager’s Guide to Program Evaluation***

Paul W. Mattessich  
St. Paul, Minn.: Amherst H. Wilder Foundation, 2003

This practical guide gives non-profit leaders information and insights to plan and conduct an evaluation that will help identify an organization’s successes, share information with key audiences and improve services. It describes the types of information to collect, spells out four phases of evaluation and outlines the steps in each phase. Order a copy of the guide at [www.wilder.org/pubs/program-evaluation](http://www.wilder.org/pubs/program-evaluation) or contact the Amherst H. Wilder Foundation at 919 Lafond Avenue, St. Paul, Minn. 55104, (651) 642-4000.

***Measuring Program Outcomes: A Practical Approach***

Alexandria, Va.: United Way of America, 1996

This manual provides a step-by-step method for health, human service and youth- and family-serving agencies to measure their program outcomes. It includes an introduction to outcome measurement, program outcome models, sample outcomes and outcome indicators for various types of programs, and ways for agencies to best utilize the program outcome findings. Excerpts from this and other outcome measurement publications can be found on United Way of America’s Outcome Measurement Resource Network at [www.unitedway.org/outcomes/](http://www.unitedway.org/outcomes/). Order the manual from Sales Service/United Way of America, 3680 Wheeler Avenue, Alexandria, Va. 22304, (800) 772-0008 (toll free in the U.S.) or (703) 212-6300 (Item 0989).



***Outcome Measurement Resource Network*, [www.unitedway.org/outcomes/](http://www.unitedway.org/outcomes/)**

The Outcome Measurement Resource Network provides information and resources to local United Way agencies, United Way-funded agencies and other organizations. This Web site features information on current outcome and performance management initiatives of United Ways, health and human service agencies, governmental and other nonprofit organizations; an extensive online resource library containing excerpts from UWA publications, articles and annotated links to other Internet resources; and a list of UWA resources and order information.

***Philanthropy and Outcomes: Dilemmas in the Quest for Accountability***

Gary Walker and Jean Baldwin Grossman

Philadelphia, Pa.: Public/Private Ventures, P/PV Briefs, April 1999

This essay analyzes the technical (how to measure), substantive (what to measure) and strategic (what to do) issues involved in ensuring that outcome measurement and program evaluation efforts secure credible evidence to achieve the desired impact of philanthropic giving. Contact Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469, or visit the Web site at [www.ppv.org](http://www.ppv.org).

***The Program Manager's Guide to Evaluation***

Washington, D.C.: The Administration on Children, Youth and Families, U.S. Department of Health and Human Services, 1997

This easy-to-read guide explains the program evaluation process and provides background on how to use it successfully. Chapters answer questions such as, Why evaluate? What is program evaluation? Who should conduct your evaluation? How do you prepare for an evaluation? How do you get the information you need? How do you make sense of evaluation information? How can you report what you have learned? Access the document in its entirety at [www.acf.hhs.gov/programs/core/pubs\\_reports/prog\\_mgr.html](http://www.acf.hhs.gov/programs/core/pubs_reports/prog_mgr.html).

***Thinking About Program Evaluation: What Is It and Why Should You Do It?***

Technical Assistance Bulletin, Vol. II, No. 4

Reno, Nev.: National Council of Juvenile and Family Court Judges, April 1998

Although written for child welfare professionals, this bulletin is a practical, easy-to-read primer and how-to manual for planning and conducting an effective program evaluation. Obtain a copy from the Permanency Planning for Children Department, National Council of Juvenile and Family Court Judges, P.O. Box 8970, Reno, Nev. 89507, (775) 327-5700, fax (775) 327-5306 or visit [www.pppncjfcj.org/html/TAbull\\_thinkingaboutprogeval.html](http://www.pppncjfcj.org/html/TAbull_thinkingaboutprogeval.html).

## **Studies and Evaluations of Youth Development Programs**

### ***Boy Scouts of America Summer Camp Outcomes Study: A Study by Harris Interactive***

Irving, Texas: Boy Scouts of America, 2000

In a special survey conducted by Harris Interactive in 1995, Boy Scouts of America gathered information from scout leaders and parents of scouts to determine what impact summer camp had on participating youth. Leaders and parents were asked to rate how well the camp experience met their expectations and whether they believed it had a positive impact on scouts. The report details findings of the survey, including outcomes in six areas of youth development: strong personal values and character; positive sense of self-worth and usefulness; caring and nurturing relationships; productive and creative use of time; a desire to learn and social adeptness. Contact Boy Scouts of America at 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, Texas, 75015-2079 or visit [www.bsa.scouting.org](http://www.bsa.scouting.org).

### ***Community Change for Youth Development: Ten Lessons from the CCYD Initiative***

Bernardine H. Watson

Philadelphia, Pa.: Public/Private Ventures (P/PV), December 2002

This report examines and shares the lessons P/PV learned during a six-year period of working with communities to implement the Community Change for Youth Development approach to building a community-wide infrastructure for youth development. The lessons presented in the report are designed to provide insight and information for policymakers, funders and community-based organizations seeking ways to revitalize communities and support the positive development of young people. Order this publication from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469, or access it online at [www.ppv.org/pdf/files/ten\\_lessons.pdf](http://www.ppv.org/pdf/files/ten_lessons.pdf).

### ***Community Counts: How Youth Organizations Matter for Youth Development***

Milbrey W. McLaughlin, Stanford University, et al.

Washington, D.C.: Public Education Network, March 2000

The authors of this report studied 120 youth-based organizations in 34 U.S. cities that constructively engage youth during out-of-school time. They examined youth achievements in community organizations, necessary community supports, and the effect youth organizations have in the classroom. The study found that effective youth-serving organizations are intentional learning environments with three key characteristics: they are youth-centered, knowledge-centered and assessment-centered. The report also includes appendices on funding and policy strategies, community supports and meaningful measures of youth outcomes. Obtain a copy from the Public Education Network, 601 Thirteenth St. NW, Suite 900 North, Washington, D.C. 20005, (202) 628-7460 or visit [www.PublicEducation.org/PENreports.asp](http://www.PublicEducation.org/PENreports.asp).

***Defining Success: American Women, Achievement, the Girl Scouts***

New York, N.Y.: Girl Scouts of the U.S.A., 1999

This report describes the findings of a study conducted by Louis Harris & Associates for Girls Scouts of the U.S.A. Harris conducted interviews with nearly 2,000 women in three categories: American women from all walks of life, women of notable professional accomplishment and women publicly recognized or highly regarded for their accomplishments. The study documents women's perceptions about the key elements and influences on success and how they define success. The study found that a majority of Girl Scout alumnae favorably rate their Girl Scout experience and its positive impact on their adult lives. Obtain a copy of the report from the Girl Scout Research Institute, 420 Fifth Avenue, New York, N.Y. 10018-2798, (800) GSUSA-4-U (478-7248), (212) 852-8000, [www.hngirlscouts.org/ResearchInstitute.htm](http://www.hngirlscouts.org/ResearchInstitute.htm).

***Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development***

Michelle Alberti Gambone, Adena M. Klem and James P. Connell

Philadelphia, Pa.: Youth Development Strategies, Inc., November 2002

This report integrates basic knowledge on youth development, academic research on child and adolescent growth and practical experience from program evaluations into one cohesive framework to help youth development professionals better understand the pathways that lead youth to desired outcomes. In order to create a model Community Action Framework for Youth Development, researchers translated developmental principles into a systematic approach for planning, implementing and evaluating activities for youth. For a copy of the report, visit [www.ydsi.org/YDSI/pdf/WhatMatters.pdf](http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf) or contact Youth Development Strategies, Inc. at 429 Fulton Street, Philadelphia, Pa. 19147, (215) 592-0878.

***Girls Speak Out: Teens Before Their Time***

Whitney Roban and Michael Conn

New York, N.Y.: Girl Scouts of the U.S.A., 2000

This innovative national study focused on girls' views of such current issues and concerns in their lives as body image, relationships and the future. The study was based on focus groups with girls ages 8-12 from November 1999 until March 2000, as well as on an online survey conducted with SmartGirl.com from December 1999 through January 2000. The study explored a phenomenon commonly found among American children called "developmental compression," with a particular focus on its effects on girls. Girls are accelerating physically and cognitively, but not emotionally. This report advocates the importance of providing girls with a nurturing and safe environment in which they can discuss their concerns openly and receive honest and appropriate answers. Obtain a copy of the executive summary or report from the Girl Scout Research Institute, 420 Fifth Avenue, New York, N.Y. 10018-2798, (800) GSUSA-4-U (478-7248), (212) 852-8000, [www.hngirlscouts.org/ResearchInstitute.htm](http://www.hngirlscouts.org/ResearchInstitute.htm).

***Increasing Opportunities for Older Youth in After-School Programs: A Report on the Experiences of Boys & Girls Clubs in Boston and New York City***

Carla Herrera and Amy J.A. Arbretton

Philadelphia, Pa.: Public/Private Ventures, January 2003

Few after-school programs have developed strategies for attracting large numbers of teens, especially older and harder-to-serve youth. In response to this need, Madison Square Boys & Girls Club in New York City and Boys & Girls Clubs of Boston participated in a three-year initiative to enhance services to underserved teens. This report documents the successes and challenges the Clubs experienced as the initiative unfolded. They recruited large numbers of teens, involved them in a variety of activities, and provided them with emotional support, leadership opportunities, and programming in two critical areas, academics and job training. The report is available from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469, [www.ppv.org](http://www.ppv.org).

***A Matter of Time: Risk and Opportunity in the Nonschool Hours***

New York, N.Y.: Carnegie Corporation of New York, 1992

This is the report of the Carnegie Council on Adolescent Development's Task Force on Youth Development and Community Programs. The task force was formed to examine community programs for youth. The findings from this extensive study of adolescents in out-of-school time demonstrate why "youth-serving organizations can be critical to young adolescents learning the skills and developing the confidence they need to enter the adult world" [p.10]. The report describes how community-based programs contribute to youth development and gives program recommendations for creating networks of community supports for young adolescents. The report is available from Carnegie Publications, P.O. Box 753, Waldorf, Md. 20604, (800) 998-2269. For more information, contact Carnegie Corporation at 437 Madison Avenue, New York, N.Y. 10022, (212) 371-3200, or visit [www.carnegie.org](http://www.carnegie.org).

***MORE Things That DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices, Vol. II***

Donna Walker James, editor, with Sonia Jurich

Washington, D.C.: American Youth Policy Forum, Inc., 1999

A follow-up to 1997's *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices*, which summarized 69 evaluations of youth interventions, this report summarizes evaluations of 46 additional initiatives that show them to be effective in improving the lives of young people. The easy-to-read summaries highlight research findings, describe key program components and share what is known about the ingredients of success underlying each program. The compendium includes summaries of evaluations of two Boys & Girls Club initiatives: the 1991 study of Boys & Girls Clubs in public housing and the 1998 study of a Boys & Girls Club educational enhancement program. Contact American Youth Policy Forum, 1836 Jefferson Place NW, Washington, D.C. 20036-2505, 202-775-9731 or access the report at [www.aypf.org/compendium/](http://www.aypf.org/compendium/).

***No More Islands: Family Involvement in 27 School and Youth Programs***

Donna Walker James and Glenda Partee

Washington, D.C.: American Youth Policy Forum, 2003

*No More Islands* uses an established body of research, more than 100 summaries of evaluations published by AYPF over a six-year period, to demonstrate the amount and type of family involvement used in school and youth programs across the nation. The report concludes that young people should not be treated as “islands” by school and youth programs, separate from the context of their families and neighborhoods. The effective, family-like strategies identified by AYPF as successful approaches include caring adults, small, close-knit environments, high expectations and long-term support. For more information, contact the American Youth Policy Forum at 1836 Jefferson Place NW, Washington, D.C. 20036, (202) 775-9731, fax (202) 775-9733 or access a copy of the report at [www.aypf.org/publications/nomoreisle/index.htm](http://www.aypf.org/publications/nomoreisle/index.htm).

***Positive Youth Development in the United States: Research Findings and Evaluations of Positive Youth Development Programs***

Richard F. Catalano, M. Lisa Berglund, Jeanne A.M. Ryan, Heather S. Lonczak, and J. David Hawkins

Seattle, Wash.: Social Development Research Group, University of Washington, November 1998

This report summarizes the evaluations of positive youth development programs and identifies the elements that contributed to their success or lack of success. By identifying, selecting and studying 25 positive youth development programs, researchers found that a wide range of approaches can result in positive youth outcomes and the prevention of youth problem behaviors. The report details the factors and approaches most important to an effective youth development program. Access a copy of the report online at <http://aspe.as.dhhs.gov/hsp/PositiveYouthDev99/index.htm>.

***Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development***

Michelle Alberti Gambone and Amy J.A. Arbetron

Philadelphia, Pa.: Public/Private Ventures, April 1997

This report describes a study of three voluntary sector youth-serving organizations (VYSO) and their contributions to youth development. Five Boys & Girls Club sites, five Girls Inc. sites and five YMCA sites were studied and compared. VYSO participants were studied to determine their characteristics, risk behaviors and participation in activities. Programming and youth attendance were also studied to see why youth came to the organizations, how often they came and what activities were offered to them. The study concluded that the youth development approach used by these organizations can both attract and hold the interest of participants, and can be an effective means of achieving developmental goals for a wide variety of youth. The report is available from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469, [www.ppv.org](http://www.ppv.org).

***South Dakota CHARACTER COUNTS! Evaluation, 1998-2000***

Marcey Moss

Brookings, S.D.: South Dakota State University Cooperative Extension Service/4-H, 2001

This report summarizes the third-year findings of a study on character education. Conducted by the South Dakota State University Cooperative Extension Service/4-H, the evaluation was designed to measure the impact of the CHARACTER COUNTS! program on student attitudes and behavior over a four-year period. In the most thorough, scientific study of the program to date, and of character education in general, students in South Dakota saw significant improvements over the first three years as a result of their involvement with the CHARACTER COUNTS! program. For a copy of the report, contact the South Dakota State University CHARACTER COUNTS! Office, Brookings, S.D. 57007, (800) 452-3541 or access it online at [http://4h.sdstate.edu/character/eval\\_study.htm](http://4h.sdstate.edu/character/eval_study.htm).

***Use of Continuous Improvement and Evaluation in After-School Programs***

Minneapolis, Minn.: Center for Applied Research and Educational Improvement, University of Minnesota, 2001

After-school programs are generally limited in their capacity to conduct program evaluations directed at improvement – directors report that their evaluation procedures are primarily geared to the monitoring of program implementation. This report explores the growing need for improving programming based on desired outcomes and for demonstrating the effectiveness of a program in order to engage support, gain recognition or increase participation. Findings presented in the report highlight the key factors that need to be addressed and detail a series of recommendations for using the continuous improvement process in after-school programs. Contact the Center for Applied Research and Educational Improvement at the College of Education and Human Development, University of Minnesota, 275 Peik Hall, 159 Pillsbury Drive SE, Minneapolis, Minn. 55455, (612) 624-0300, or access the report at <http://education.umn.edu/CAREI/Programs/mott/Mott-Final.pdf>.

***When Schools Stay Open Late: The National Evaluation of the 21<sup>st</sup>-Century Community Learning Centers Program, First Year Findings***

Washington, D.C.: U.S. Department of Education, Office of the Under Secretary, 2003

This report presents the first-year findings of a two-year study (2001-02 and 2003-04), conducted for the U.S. Department of Education with support from the Charles Stewart Mott Foundation, the largest and most rigorous examination to date of the federally-funded after-school programs operating in 7,500 rural and inner city public schools across the country. Designed to examine the characteristics and outcomes of *typical* programs – rather than the *best* programs – the study collected data from students, parents, teachers, principals, program staff members and school records. Although a few positive outcomes are detailed in the report – such as increased adult care and increased parental involvement – findings also suggest limited academic impact on youth, no improvements in safety and behavior and negligible impact on developmental outcomes. For a copy of the report, visit [www.ed.gov/pubs/21cent/firstyear/index.html](http://www.ed.gov/pubs/21cent/firstyear/index.html).

***“The YouthARTS Development Project,” Juvenile Justice Bulletin***

Heather J. Clawson and Kathleen Coolbaugh

Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, May 2001

This bulletin presents the findings of an evaluation of the YouthARTS Development Project, which brought together Federal agencies, national arts organizations and a consortium of local arts agencies to develop arts-based prevention programs for at-risk youth. The evaluation studied three YouthARTS programs in Atlanta, Ga., Portland, Ore. and San Antonio, Texas to identify lessons that can help other agencies improve their arts programs, achieve project goals and recognize the importance of ongoing evaluation of arts-based programs for at-risk youth. Obtain a copy of the bulletin online at the OJJDP Web site, [www.ncjrs.org/html/ojjdp/2001\\_5\\_2/contents.html](http://www.ncjrs.org/html/ojjdp/2001_5_2/contents.html). For more information, contact OJJDP’s Juvenile Justice Clearinghouse at P.O. Box 6000, Rockville, Md., 20849-6000, (800) 638-8736 or by e-mail at [puborder@ncjrs.org](mailto:puborder@ncjrs.org).

***Youth Civic Development: Implications of Research for Social Policy and Programs  
Social Policy Report, Volume XV, Number 1***

Constance A. Flanagan and Nakesha Faison

Ann Arbor, Mich.: Society for Research in Child Development, 2001

This report provides an overview of current research on the development of civic literacy, skills and values in young people and discusses the implications of the research on social policy and programs. The analysis discusses the importance of several key practices: adult leaders communicating principles of tolerance to youth; public spaces being climates of inclusion; young people working in teams toward mutually defined goals; values connecting individual interests to those of a larger public; and young people knowing the full story of history, becoming engaged in and taking a stand on issues of concern to their communities. Access a copy of the report at [www.srcd.org/sprv15n1.pdf](http://www.srcd.org/sprv15n1.pdf) or contact the Society for Research in Child Development, University of Michigan, 3131 South State Street, Suite 302, Ann Arbor, Mich. 48108-1623, (734) 998-6578.

**Youth Development Programming Resources, Organizations, Clearinghouses,  
Web Sites and Professional Journals**

***Academy for Educational Development***, [www.aed.org](http://www.aed.org)

Center for Youth Development and Policy Research

The Center for Youth Development and Policy Research was established in 1990 at the Academy for Educational Development in response to growing concern about youth. The Center’s mission is to be both opportunistic and strategic on a national and local level in shifting the public debate and commitment from youth problems to youth development. Its goals are: 1) to make “what works” available in order for youth to be productive and involved citizens; 2) to increase the number of people, places, and possibilities available to young people by the year 2005; 3) to strengthen and support local systems in order to build a comprehensive youth development infrastructure; and 4) to increase public will to support

positive development for all youth. Visit AED's Web site to access the Center's many resources, or contact the organization at 1825 Connecticut Ave. NW, Washington, D.C. 20009-5721, (202) 884-8000.

***CYD Journal: Community Youth Development***  
(formerly known as *New Designs for Youth Development*)

The *CYD Journal's* mission is to be a catalytic force in promoting youth and adult partnerships; working to create just, safe and healthy communities; and influencing policymakers at the local, regional, and national levels. Its features, columns and themes translate the community youth development vision into action; promote dialogue about key issues; and teach critical community-building and organizational skills. *CYD Journal* is published quarterly by the Institute for Just Communities and ISD, Heller School, Brandeis University. View back issues at [www.cydjournal.org](http://www.cydjournal.org) or for subscriptions, contact the Institute for Just Communities, 40 Old Lancaster Road, Sudbury, Mass. 01776, (866) 832-2403, [subscriptions@cydjournal.org](mailto:subscriptions@cydjournal.org).

***Documenting Progress and Demonstrating Results: Local Out-of-School Time Programs***

Priscilla Little, Harvard Family Research Project; Sharon DuPree; Sharon Delch, The Finance Project

Washington, D.C.: The Finance Project and the Harvard Family Research Project, 2002

This guide is designed to help out-of-school time program directors with techniques, tools and strategies they can use to improve their programs and track their effectiveness over time. It is also intended to provide information about multiple aspects of evaluation, so program stakeholders can become more informed participants and, thereby, more empowered in the evaluation of their programs. Organized into four parts, the guide reviews the key issues of conducting program evaluations; describes how a logic model can be a useful tool; describes the five-tiered approach to program evaluation; and provides practical suggestions on how to maximize the power and utility of evaluation results. Access a copy of the guide at [www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief3.pdf](http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief3.pdf). For more information about the Finance Project, call or write 1401 New York Avenue, Suite 800, Washington, D.C. 20005, (202) 587-1000, or visit the Web site at [www.financeproject.org](http://www.financeproject.org).

***Great Transitions: Preparing Adolescents for a New Century***

New York, N.Y.: Carnegie Corporation of New York, October 1995

This is the concluding Report of the Carnegie Council on Adolescent Development. It identifies five institutions that have the greatest influence on adolescents: the family, schools, youth-serving organizations, health care organizations and the media. The report offers core recommendations for helping adolescents make the transition from adolescence to adulthood by re-engaging families with their adolescent children, reducing risks, enhancing opportunities, promoting health of adolescents and strengthening and mobilizing communities. It also features case studies of successful programs. The report (or a free abridged version) is available from Carnegie Publications, P.O. Box 753, Waldorf, Md. 20604, (800) 998-2269. The executive summary and an abridged version are also available



online at [www.carnegie.org/sub/research/#adol](http://www.carnegie.org/sub/research/#adol). For additional information, contact the Carnegie Corporation at 437 Madison Avenue, New York, N.Y. 10022, (212) 371-3200, or visit the Web site at [www.carnegie.org](http://www.carnegie.org).

***National Clearinghouse on Families & Youth, [www.ncyf.com](http://www.ncyf.com)***

This clearinghouse is the central resource on youth and family policy and practice operated by the Family and Youth Services Bureau, part of the U.S. Department of Health and Human Services. The Web site provides quick, easy access to information, resources and materials on youth development and new youth- and family-related initiatives. The site provides highlights of model youth development programs, a calendar of national youth-related events, downloadable NCFY publications and links to other youth- and family-related Web sites. Contact the Clearinghouse at P.O. Box 13505, Silver Spring, Md. 20911-3505, (301) 608-8098 or by e-mail at [info@ncfy.com](mailto:info@ncfy.com).

***A National Youth Development Agenda: Public Policy Positions of the National Collaboration for Youth***

The National Collaboration for Youth, National Assembly of Health and Human Services Organizations, 2001

The National Youth Development Agenda is a series of position statements prepared collaboratively by professional staff from the National Collaboration for Youth member organizations. All of the statements are grounded in generations of collective experience and supported by the latest research on effective youth development programs and practice. Access the full text of the statements at [www.nydic.org/nydic/statements.html](http://www.nydic.org/nydic/statements.html). For more information on the National Collaboration for Youth, visit [www.nassembly.org](http://www.nassembly.org).

***National Youth Development Information Center, [www.nydic.org](http://www.nydic.org)***

The National Youth Development Information Center (NYDIC) is a project of the National Assembly of Health and Human Service Organizations through its affinity group, the National Collaboration for Youth. NYDIC provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost. Its well-organized, easy-to-use Web site provides 24-hour access to NYDIC's resources, including information on youth development-related principles and practices, research, programming and evaluation; youth-related statistics; funding opportunities; and extensive publications listings, including back issues of the electronic newsletter, *INFO@NYDIC.ORG*. A telephone Information Specialist is also available toll-free, (877) NYDIC-4-U, as is a 24-hour Fax-on-Demand service (888) 653-6177. Contact NYDIC at 1319 F Street NW, Suite 601, Washington, D.C. 20004, fax (202) 393-4517, [info@nydic.org](mailto:info@nydic.org).

***Reaching Today's Youth – The Community Circle of Caring Journal***

Bloomington, Ind.: National Educational Service

This interdisciplinary, refereed, research-based journal is designed to provide practical, hands-on applications of the most positive, strength-based approaches for reaching children and youth. Published quarterly by National Educational Service, 304 W. Kirkwood Avenue, Suite 2, Bloomington, Ind. 47404, (800) 733-6786, [nes@nesonline.com](mailto:nes@nesonline.com). Read articles online at [www.nesonline.com](http://www.nesonline.com).

***Reclaiming Children and Youth – the Journal of Strength-Based Interventions***

Brookfield, Wis.: Compassion Publishing, Ltd.

This interdisciplinary, refereed journal is for practitioners and policy leaders who serve youth in conflict with self, family, school and community. Articles blend research with practical wisdom in a holistic perspective on the needs of young persons. Contact Compassion Publishing, Circulation Department, 3315 North 124<sup>th</sup> Street, Suite J, Brookfield, Wis. 53005, [contact@compassionpublishing.com](mailto:contact@compassionpublishing.com). Visit the Reclaiming Children and Youth Web site at [www.reclaiming.com/journal](http://www.reclaiming.com/journal).

***Search Institute*, [www.search-institute.org](http://www.search-institute.org)**

Search Institute is an independent, nonprofit organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. At the heart of the institute's work is the framework of 40 developmental assets, which are positive experiences, relationships, opportunities and personal qualities that young people need to grow up healthy, caring and responsible. Search Institute conducts applied scientific research on positive child and adolescent development to strengthen and deepen the scientific foundations of the developmental assets framework. Search Institute provides publications and practical tools to equip community and organization leaders, parents and young people to build developmental assets. Contact Search Institute at 615 First Avenue NE, Suite 125, Minneapolis, Minn. 55413, (800) 888-7828 or (612) 376-8955.

***Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth***

Milbrey McLaughlin, Merita A. Irby and Juliet Langman

San Francisco, Calif.: Jossey-Bass/Pfeiffer, 2001

*Urban Sanctuaries* provides a comprehensive look at inner-city youth programs. The book analyzes the strategies of community leaders and organizations and describes how these leaders create and sustain youth programs in spite of enormous challenges. Using the voices of teenagers and their advocates, this book shows that the youth of inner cities want a better life and legitimate role in society and that they will reach for it when given a real chance to learn the needed skills, attitudes and values. Order from Jossey-Bass/Pfeiffer, 989 Market Street, San Francisco, Calif. 94103-1741, (415) 433-1740 or online at [www.josseybass.com](http://www.josseybass.com).

### ***Youth Development: Issues, Challenges and Directions***

Natalie Jaffe, editor

Philadelphia, Pa.: Public/Private Ventures, Fall 2000

This compilation of essays examines the state of the emerging youth development field, lays out the key challenges it faces, and suggests directions to advance its growth and effectiveness. Two essays in a section called “What We Know – and Don’t” discuss youth development research and program evaluation efforts. The compilation puts forth four compelling reasons to evaluate youth development programs: 1) to learn how to increase the effectiveness of the “people, places and opportunities” of youth development, 2) to discern how to take effective practices and activities to scale, 3) to advance the sustainability of good work, and 4) to enhance training for youth development professionals. Order this publication from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469 or view the introduction and overview at [www.ppv.org](http://www.ppv.org).

### **After-School Program Research and Resources**

***Afterschool Alliance***, [www.afterschoolalliance.org](http://www.afterschoolalliance.org)

The Afterschool Alliance is an alliance of public, private and nonprofit groups committed to raising awareness and expanding resources for after-school programs. Initial partners are the Charles Stewart Mott Foundation, U.S. Department of Education, JCPenney, The Advertising Council, The Entertainment Industry Foundation and the Creative Artists Agency Foundation. Two years of polling on American attitudes about after-school programming are available in the Research section of the Web site. The Resources section includes links and contact information for funding, training, program resources, listservs and other general afterschool information. Access the *Afterschool Action Kit*, a useful tool for parents, community members or practitioners for finding or starting a quality program, identifying program needs and what resources to tap for help. Contact the Afterschool Alliance at 1616 H Street NW, Washington, D.C. 20006, (202) 347-1002, [info@afterschoolalliance.org](mailto:info@afterschoolalliance.org).

### ***After-School for All: Exploring Access and Equity in After-School Programs Out-of-School Time Policy Commentary #4***

Karen Pittman, Alicia Wilson-Ahlstrom and Nicole Yohalem

Washington, D.C.: The Forum for Youth Investment, Impact Strategies, Inc., July 2003

Drawing heavily from various reports and studies, this policy brief focuses on questions related to access and equity in after-school programs. By exploring programs in selected cities, demographic characteristics of participants, the quality and variety of programs and a host of other factors, the brief integrates lessons learned from dozens of other studies to determine how well after-school programs serve youth from diverse cultures and populations. Also included are spotlights on model programs committed to providing equal access and equity, and suggestions for program planners in addressing access and equity challenges. Access a copy at [www.forumforyouthinvestment.org/comment/ostpc4.pdf](http://www.forumforyouthinvestment.org/comment/ostpc4.pdf) or contact the Forum at 7064 Eastern Avenue NW, Washington, D.C. 20012-2031, (202) 207-3333.

***Afterschool.gov***, [www.afterschool.gov](http://www.afterschool.gov)

This Web site, sponsored by the interagency Federal Support to Communities Initiative, provides a database of more than 100 federal grant and loan programs, information on community success stories and networking opportunities for after-school programs, federal publications and clearinghouses, Web sites designed for children and teenagers and access to information on food and nutrition, health and safety, learning, recreation, technology, transportation and volunteers.

***After-School Programs: Keeping Children Safe and Smart***

An-Me Chung

Washington, D.C.: Partnership for Family Involvement in Education, U.S. Department of Education, September 2000

This 24-page report summarizes the need for after-school programs, the potential of such programs and what works. In a section called “What Works: Components of Exemplary After-School Programs,” the report explains the benefits of ongoing evaluation processes “so that program planners can objectively gauge their success based on clear goals set for the program.” These benefits include: 1) helping staff maintain their focus, 2) improving program effectiveness and accountability, 3) ensuring parent and participant satisfaction, and 4) identifying necessary changes. The report also features a resource listing. Order a copy of this report from the U.S. Department of Education’s on-line ordering support Web page (Ed Pubs) at [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html). Contact the Editorial Publications Center at P.O. Box 1398, Jessup, Md. 20794-1398, (877) 433-7827, [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

***America’s After-School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement***

William Christeson, James Alan Fox, Edward A. Flynn and Sanford A. Newman

Washington, D.C.: FIGHT CRIME: INVEST IN KIDS, November 2000

This research brief describes the impact of after-school programs on juvenile crime rates. It offers a synthesis of key findings from other national organization and government agency studies related to the need for and positive impact of after-school programs. Contact FIGHT CRIME: INVEST IN KIDS, a national anti-crime organization led by more than 900 police chiefs, sheriffs, police association presidents, prosecutors and survivors of violent crime, at 2000 P Street NW, Suite 240, Washington, D.C. 20036, (202) 776-0027, [info@fightcrime.org](mailto:info@fightcrime.org). The report is available online at [www.fightcrime.org](http://www.fightcrime.org).

***Charles Stewart Mott Foundation***, [www.mott.org](http://www.mott.org)

The Charles Stewart Mott Foundation has been a national leader in grant-making to support innovative programs that extend learning beyond the conventional school day. In January 1998, the Mott Foundation entered into a unique public/private partnership with the U.S. Department of Education to support the 21<sup>st</sup> Century Community Learning Centers initiative (see also the Afterschool Alliance listing above). The Mott Foundation produces many fine publications and resources related to after-school programming, most available for free. Visit

the Mott Foundation's Web site and access these after-school resources from the "Poverty" subsection of the site's Publications section. Contact the Charles Stewart Mott Foundation at Mott Foundation Building, 503 S. Saginaw Street, Suite 1200, Flint, Mich. 48502-1851, (810) 238-5651, fax (810) 766-1753. Request publications from (800) 645-1766 (U.S., Canada) or by e-mail at [info@mott.org](mailto:info@mott.org).

***Critical Hours: Afterschool Programs and Educational Success***

Beth M. Miller

Quincy, Mass.: Nellie Mae Education Foundation, June 2003

This report synthesizes information available from studies of after-school programs, paying special attention to the effects of after-school programs on the academic achievement and overall development of middle school students. Intended to serve as a resource to anyone interested in knowing why and how after-school programs work, the analysis stimulates dialogue among parents, educators, policymakers and public officials – and helps providers think about ways to improve their program models. Conclusions from the analysis suggest that quality programs can increase engagement in learning, that students who are engaged in learning behave better in school and have better habits and attitudes, and that young people are not the only ones to benefit. Access a copy of the report, the executive summary or a fact sheet by visiting [www.nmefdn.org/CriticalHours.htm](http://www.nmefdn.org/CriticalHours.htm). Contact the Nellie Mae Education Foundation at 1250 Hancock Street, Suite 205N, Quincy, Mass. 02169, (781) 348-4200.

***Expand Learning: Make Every Minute Meaningful – Extra Learning Opportunities in the States***

Washington, D.C.: National Governors Association, Center for Best Practices, Education Policy Studies Division, 1999

This brochure describes the results of a 1999 survey of state governors about their current and future plans to provide extra learning opportunities (ELOs). The findings suggest considerable state action to enhance ELOs for school-age children through increased funding opportunities, interagency coordination at the state level, needs assessment and quality assurance efforts, and school-community agency partnerships. Contact the National Governors' Association, Center for Best Practices, 444 North Capitol Street, Washington, D.C. 20001-1512, (202) 624-5300. To access this and other publications, briefs and resources related to ELOs, visit the Education Policy Studies Division section of the NGA Web site at [www.nga.org/center/](http://www.nga.org/center/). The site also provides access to a searchable, comprehensive database containing profiles of effective ELO practices in every state.

***FOUNDATIONS for a Brighter Future*, [wwwFOUNDATIONS-inc.org](http://wwwFOUNDATIONS-inc.org)**

FOUNDATIONS serves children, families and their communities by expanding content-based enrichment programs during the nonschool hours. FOUNDATIONS promotes programs that result in improved academic achievement and the attainment of lifelong learning skills. This organization offers customized technical assistance and support to schools, school systems, community organizations and other groups seeking to create or enhance quality before- and after-school programs. Contact FOUNDATIONS, Inc. at Moorestown West Corporate Center,

2 Executive Drive, Suite 1, Moorestown, N.J. 08057-4245, (888) 977-KIDS (5437), (856) 533-1600, fax (856) 533-1601.

***Multiple Choices After School: Findings from the Extended-Service Schools Initiative***

Jean Baldwin Grossman, Marilyn L. Price, Veronica Fellerath, Linda Z. Jucovy, Lauren J. Kotloff, Rebecca Raley and Karen E. Walker

Philadelphia, Pa.: Public/Private Ventures (P/PV) and the Manpower Demonstration Research Corporation (MDRC), June 2002

This report summarizes a study of the Extended-Service Schools (ESS) initiative, launched by Wallace-Reader's Digest Funds in 1997 to create 60 after-school programs in 20 communities around the country. Through annual surveys of program directors, in-depth site visits, review of computerized records, base-line and follow-up student questionnaires and telephone surveys to parents, P/PV and MDRC studied this large-scale initiative in order to identify and examine the critical issues involved in providing after-school opportunities for youth. The report explores four central questions: Which children and youth came to the after-school programs? What were the characteristics of high-quality activities? What benefits did children and youth gain from participation? What was the cost to operate the after-school programs? The study found that the demand for programs was substantial, that higher-needs students and older youth were more difficult to attract than younger students, that participation was associated with positive youth behavior and that shared goals were critical for program start-up. By sharing lessons learned about the design and content of these school-based, after-school programs, the report helps policymakers and program operators make sound decisions about the goals, design and content of their own after-school programs. Obtain a copy of the report at [www.ppv.org/content/publications.html#yd](http://www.ppv.org/content/publications.html#yd), or contact Public/Private Ventures at 2000 Market Street, Suite 600, Philadelphia, Pa. 19103, (215) 557-4400, fax (215) 557-4469.

***National Institute on Out-of-School Time (NIOST), [www.niost.org](http://www.niost.org)***

Wellesley, Mass.: Center for Research on Women, Wellesley College

The mission of NIOST is to ensure that all children, youth, and families have access to high quality programs, activities and opportunities during non-school hours. NIOST's varied initiatives have moved the field forward through research, education and training, consultation and program development. NIOST's Web site features information on current program development efforts; available publications, including its well-known, regularly updated "Fact Sheet on School-Age Children's Out-of-School Time," which contains demographic data on how school-age children use their out-of-school time; a calendar of national and local out-of-school time conferences and events; and links to other out-of-school time Web sites and listservs. Contact NIOST at Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, Mass. 02481, (781) 283-2547, [niost@wellesley.edu](mailto:niost@wellesley.edu).

### ***A Place to Grow: Evaluation of the New York City Beacons***

Constancia Warren, Michelle Feist and Nancy Nevarez

Washington, D.C.: Academy for Educational Development, Center for School and Community Services, 2002

This report presents findings from an intensive study of six Beacon centers (the second phase of the New York City Beacons initiative), which are community centers in public school buildings offering a range of activities and services to participants of all ages before and after school, in the evenings and on weekends. In order to gain information and insights and to determine the impact of the Beacons on participants, the study evaluated implementation and program elements in four areas: youth-development programming, academic support, family and community. The study was designed to answer several broad questions: How and to what extent have the Beacons provided opportunities for youth development? Who participates in which activities and services? and What are the benefits of participation for youth, families, schools and communities? The evaluation details the impact of the Beacons on all participants, as well as the implications for youth-development practices. To access a copy of the report, visit AED's Web site at [www.scs.aed.org/publi.html](http://www.scs.aed.org/publi.html), or write or call AED at 1825 Connecticut Avenue NW, Washington, D.C. 20009-5721, (202) 884-8000.

### ***Promising Practices in Afterschool, [www.afterschool.org](http://www.afterschool.org)***

The Promising Practices in Afterschool initiative is an effort to find and share ideas, practices, information, resources and tools that are working in after-school programs. Sponsored by the AED Center for Youth Development and Policy Research, the PPAS Web site is for after-school program directors who want to improve the quality of their programs. Included is information on community and family involvement; programming; management and administration; staffing and training; financing; research, evaluation and knowledge base; policy and advocacy. Contact Promising Practices in Afterschool at AED Center for Youth Development and Policy Research, 1825 Connecticut Avenue NW, Washington, D.C. 20009-5721, (202) 884-8267.

### ***3:00 P.M.: Time for After School***

New York, NY: The After-School Corporation

This informational booklet is about The After-School Corporation (TASC) in New York. TASC was established in April 1998 to enhance the quality and availability of in-school after-school programs in New York City and New York state. TASC began with a challenge grant from philanthropist George Soros, who pledged \$25 million per year for each of five years provided TASC could match those funds from the public and private sectors on a three-to-one basis (more information is available on the Soros Foundation Web site, [www.soros.org/tascorp/](http://www.soros.org/tascorp/)). The booklet describes the need for such after-school programming, how children benefit from it and TASC's accomplishments and ongoing efforts. Contact the After-School Corporation at 925 Ninth Avenue, New York, N.Y. 10019, (212) 547-6950, fax (212) 547-6983, [info@tascorp.org](mailto:info@tascorp.org) or visit the Web site at [www.tascorp.org](http://www.tascorp.org).

***Turning Points: Preparing American Youth for the 21<sup>st</sup> Century***

New York, N.Y.: Carnegie Corporation of New York, June 1989

The report of the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents examines the developmental characteristics and challenges of America's young adolescents, the societal conditions that put them at risk, and how well middle grade schools serve them. The report recommends reform strategies for middle grade education and calls for more parental involvement and collaboration between schools and community organizations to extend learning opportunities for young adolescents. Order the report (or a free abridged version) from Carnegie Publications, P.O. Box 753, Waldorf, Md. 20604, (800) 998-2269. For additional information, contact the Carnegie Corporation at 437 Madison Avenue, New York, N.Y. 10022, (212) 371-3200, or visit [www.carnegie.org](http://www.carnegie.org).

***"When School is Out," The Future of Children, Vol. 9, No. 2***

Los Altos, Calif.: The David and Lucile Packard Foundation, Fall 1999

This journal issue emphasizes the importance of continued efforts to increase funding and build public will for after-school programs and new initiatives that strengthen the diverse network of after-school programs. More than 10 articles by expert policy makers, researchers, evaluators and practitioners explore the policy climate for after-school programs; child development, child care, cultural and parental involvement issues; the challenges faced by after-school programs in impoverished communities; principles and best practices of youth development programs for young teens; etc. This issue also features an excellent selected bibliography. The journal is published three times per year. Order free copies of this or other journals or executive summaries from Circulation Department, The David and Lucille Packard Foundation, 300 Second Street, Suite 200, Los Altos, Calif. 94022, (650) 917-7110, fax (650) 947-8616, [circulation@futureofchildren.org](mailto:circulation@futureofchildren.org). For online access, visit [www.futureofchildren.org](http://www.futureofchildren.org).

***Working for Children and Families: Safe and Smart After-School Programs***

Washington, D.C.: U.S. Departments of Education and Justice, April 2000

The research presented in this updated version of the 1998 *Safe and Smart: Making the After-School Hours Work for Kids* publication shows that after-school programming can have a positive impact on children and youth, including decreases in juvenile crime, victimization, and vandalism; avoidance of negative influences that lead to risky behaviors (drug, alcohol, and tobacco use); and better grades, higher academic achievement and increased ability/interest in reading. The report also stresses that after-school programs can help promote growth for a child's sense of community. Quality, successful programs are highlighted. A common characteristic among the highest-quality programs is their collaborative sense: these programs form partnerships with community organizations, youth groups and juvenile justice agencies, and they reach out to parents. The full report is available by calling toll-free (877) 4ED-PUBS; it is also available on DOE's Web site, [www.ed.gov](http://www.ed.gov) or DOJ's Web site, [www.ncjrs.org](http://www.ncjrs.org).



## ***Years of Promise: A Comprehensive Learning Strategy for American Children***

New York, N.Y.: Carnegie Corporation of New York, September 1996

This is the Report of the Carnegie Task Force on Learning in the Primary Grades. The report focuses on the education of children ages 3-10. The report describes their developmental characteristics and learning needs and the patterns of academic underachievement observed in most American children of this age. The majority of today's fourth graders are not sufficiently proficient in reading, writing and mathematics. The report recommends providing parents with supports to increase their involvement in their children's education; improving and expanding preschool and after-school programs so they support children's learning in school; making elementary schools and school systems more effective; creating and increasing access to more high-quality television and computer-based programs and software that supports young children's academic progress; and forging better collaborations among families, early care and after-school care providers and schools. Order the full report (or free copies of the executive summary) from Carnegie Publications, P.O. Box 753, Waldorf, Md. 20604, (800) 998-2269. A copy of the executive summary may also be accessed online at [www.carnegie.org/sub/research/#primarygrades](http://www.carnegie.org/sub/research/#primarygrades). For additional information, contact the Carnegie Corporation at 437 Madison Avenue, New York, N.Y. 10022, (212) 371-3200, or visit the Web site at [www.carnegie.org](http://www.carnegie.org).

## **BGCA Resources for Program Planning, Evaluation and Funding**

These tools and resources support Club professionals at all levels in their efforts to develop, plan, implement, evaluate and improve Club programming and maximize their ability to serve young people.

### **PROGRAM PLANNING**

#### ***Program Basics***

This is the primary program planning resource for all Club professionals and volunteers, explaining how the Boys & Girls Club Movement's fundamental principles should be applied to planning and implementing the daily and annual Club program. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

#### ***Core Tech***

This resource guide to technology offers a user-friendly collection of fun activities that Club staff from all Core Program Areas can conduct with members in the Club technology center to strengthen their programs. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

### ***The Activity Exchange***

This searchable, interactive database of easy-to-implement activities from every Core Program Area is available on [www.bgca.net](http://www.bgca.net).

### ***Getting Started with Technology Resource Book***

This resource is a blueprint for bringing computer technology into the Club, guiding Clubs in every step of developing and implementing a comprehensive technology plan. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

### ***Opening Doors: Practical Tools for Improving your Club's Service to Girls***

This resource guide provides Clubs with a step-by-step process and user-friendly tools for creating a safe, inclusive, nurturing environment that helps all girls and boys reach their full potential. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

### ***Family Support Program Manual***

This resource helps Clubs develop family support services, programs and events to promote Club members' healthy development by enhancing family stability, cohesion and connection. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

## **CLUB SAFETY**

### ***Child Safety and Protection***

This guidebook provides basic information about Clubs' role in preventing child maltreatment and assists Clubs in developing policies and procedures, screening and training staff and volunteers, and adopting other critical strategies for ensuring Club members' well-being. Available on [www.bgca.net](http://www.bgca.net).

### ***Toward a Brighter Tomorrow***

This CD-ROM resource, funded by the Picower Foundation, helps Clubs address the issue of youth violence with an extensive collection of youth violence prevention tools. Available by request from [rwilliams@bgca.org](mailto:rwilliams@bgca.org).

### ***Crisis Readiness and Response***

This resource helps Clubs develop comprehensive, customized crisis plans that respond to their unique needs and issues. Available on [www.bgca.net](http://www.bgca.net).

## **PROGRAM EVALUATION**

### ***Commitment to Quality***

Commitment to Quality: A Process for Evaluating and Improving Core Program provides Boys & Girls Clubs with a concrete, practical program planning and management tool for annually assessing the quality of their local programs and activities, addressing areas of need and maximizing their ability to serve young people. Available on [www.bgca.net](http://www.bgca.net) or from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

### ***Youth Development Outcome Measurement Tool Kit***

The automated, Web-based Youth Development Outcome Measurement Tool Kit helps Clubs collect and analyze information about whether they are making a significant, positive difference in members' lives. The Tool Kit features guidelines for outcome evaluation, youth survey instruments to help assess achievement of BGCA's Youth Development Outcomes, and instructions for sample selection and survey administration. Available on [www.bgca.net](http://www.bgca.net).

### ***SMART Evaluation (part of SMART Moves Manual 1)***

This chapter of BGCA's SMART Moves Manual 1 was developed by D. Lynne Kaltreider, Tena L. St. Pierre and Melvin M. Mark of The Pennsylvania State University. It assists those wishing to evaluate the Start SMART and Stay SMART components of SMART Moves implemented in combination with the SMART Leaders booster program and/or the FAN (Family Advocacy Network) Club parent involvement program, also developed by Kaltreider and St. Pierre. While the chapter discusses evaluation efforts in a SMART Moves context, it provides a basic, easy-to-understand introduction to program evaluation and a framework for choosing from one of three increasingly intensive levels of process and outcome evaluation based on factors such as organizational capacity, adequate funding, etc. Available from National Supply Service, (404) 487-5702, [supplyservice@bgca.org](mailto:supplyservice@bgca.org).

## **FUNDING**

### ***Sample Proposals***

More than 20 sample proposals for national programs and organizational development have been compiled to assist Clubs in their fundraising efforts. Available on [www.bgca.net](http://www.bgca.net).

### ***FUNDRAISINGbank***

This online resource helps Clubs become more efficient and effective at fundraising; users can submit specific questions to an experienced development expert, review frequently asked questions and access how-to guides, articles, best practices, sample documents and links to other useful fundraising Web sites. Available on [www.bgca.net](http://www.bgca.net).

### ***Brand Matters***

This online resource provides materials for communicating the Boys & Girls Club “brand” effectively and consistently. It contains information, tools and samples to help Clubs build support and raise awareness and provides downloadable marketing brochures, logos, photography of children and teens, PowerPoint® presentation templates. Available on [www.bgca.net](http://www.bgca.net) or <http://marketing.bgca.org>.