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YouthReach Colorado

Youth Outcome Evaluation Report

October 1, 2008

Prepared by:

NATIONAL
RESEARCH
CENTER INC.

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Evaluation Background and Methodology

Background

A central tenet of The Colorado Council on the Arts (CCA) is that "the arts provide inspiration, enrichment and empowerment, while also contributing to educational and economic growth." A State agency, CCA combines State funds with Federal funds from the National Endowment for the Arts and "invests in communities across the state to ensure that the cultural, educational and economic benefits of the arts are enjoyed" by Colorado youth and adult residents and visitors.[1]

Beginning in January 2005, CCA initiated a pilot project called YouthReach Colorado, a two-year initiative that funded seven existing arts-focused, community-based youth programs. National Research Center, Inc. (NRC) was hired to conduct an overarching evaluation of YouthReach programs using the youth outcome survey from NRC's Youth Outcome Toolkit™ (YOT™) to gather data from the youths' own perspectives.

The goal of YouthReach Colorado was to "promote integration of substantive out-of-school arts opportunities into a community response to the needs of young people – specifically those at risk of not making a successful transition from adolescence to young adulthood."[2] YouthReach programs combine positive youth development with superior arts instruction to guide at-risk youth as they develop.

Following the success of the pilot initiative, YouthReach Colorado was continued in 2007 and 2008, with grant funding for current grantees running through summer 2008. A total of 11 programs were funded, including six returning grantees and five new grantees. All grant recipients were asked to participate in the evaluation. Programs (and organizations) that were included in the evaluation[3] were:

- o Arts Benefiting Kids (ArtReach, Inc.), Denver
- o ArtWorx! Latin Dance and Drama & Visual Arts (FutureSelf and Imagination Celebration), Colorado Springs
- o Job Training (Downtown Aurora Visual Arts), Aurora
- o Arts Street (Friends of Arts Street), Denver
- o CRUNK (Shadow Theatre Company), Denver
- o Folklórico Mexicano (Aspen/Santa Fe Ballet Company and School), Aspen
- o AYE (Cleo Parker Robinson Dance), Denver
- o ArtLab (PlatteForum), Denver
- o Half Moon Arts Apprenticeship – Music and Art (Fort Collins Museum of Contemporary Art), Fort Collins

These diverse programs focus on arts and positive development in a variety of ways, from master artists teaching youth work force skills to simple encouragement of creative self-expression. These arts-based programs differ from mainstream youth programs in that art is not merely an element of the program but rather its primary focus. Art is understood as both expression and experience—hands-on and observation of the masters.

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[1] http://www.coloarts.state.co.us/about/mission/index.htm . Accessed September 10, 2007.
[2] http://www.coloarts.state.co.us/grants/apply/youth/index.htm . Accessed September 10, 2007.
[3] Two programs did not submit spring-summer surveys: El Acedemia (El Centro Su Teatro) in Denver and The Spot's Spoken Word (Urban Peak Youth Center and Art from Ashes) in Denver.

Toolkit for Evaluating Positive Youth Development

NRC developed the YOT™ after years of evaluation work with youth-serving agencies and an extensive review of literature about youth program outcomes. The YOT™ was designed for ease-of-use in measuring youth outcomes. It includes groups of questions about changes in youth behaviors, attitudes and knowledge that may have resulted from participation in a youth-serving program, all rated from the perspective of the youth participants, their parents or guardians and program staff. YOT™ questions have been tested and found reliable among a wide range of youth: those living in rural and urban areas, those of different racial/ethnic backgrounds and those of different ages. For Spanish readers, survey questions are available in Spanish.

The NRC Toolkit survey templates include questions on academic success, arts and culture, community involvement, cultural competency, healthy lifestyles, positive core values, life skills, positive life choices, sense of self and central aspects of measuring program quality. Drawing from the youth outcome survey template, NRC customized youth participant surveys for the CCA YouthReach Initiative.

Methodology

Most of the YouthReach programs administered the YOT™ survey between April 22 and August 31, 2008. Programs were responsible for collecting their own data; therefore, all were given NRC's standard Survey Administration Guidelines, which outlines the procedures they should follow for reliable data collection. The majority of surveys were administered by program and non-program staff.[4] The number of surveys collected per grantee ranged from seven to 43, with an average of 20 completed surveys per grantee. The total number of surveys completed for the YouthReach Initiative evaluation was 195.

Based on data from the Survey Administration Tracking Form submitted with each grantee's surveys, it was calculated that, together, these programs served approximately 450 participants. Despite efforts to engage all youth in the survey, not all participants completed a survey, generally because of a lack of participant contact on the day of survey administration, whether through absence or program attrition. Assuming that all youth counted as program participants on the tracking forms had an opportunity to take the survey, the response rate for the survey in the entire initiative was 43%.[5] Tracking form data indicate that across the participating grantee programs, 44 professional artists were engaged in youth programming.

Surveys were sent to NRC via postal or FedEx. There they were cleaned, entered into an electronic database and then analyzed with SPSS software, a robust statistical software package commonly used in the social sciences.

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[4] Survey Administration Guidelines specifically stated that program staff who interact with youth regularly should not administer the surveys in order to preserve neutrality.

[5] It is unclear whether or not grantees counted only those participants who were eligible to take the YouthReach survey in their calculations of numbers served.

Program-specific Responses

The table below shows the number of surveys completed by youth in each grantee program.

Program	Number of surveys
ArtLab	9
ArtReach	14
Arts Street	26
Aspen-Santa Fe Ballet	43
Cleo Parker Robinson	13
CRUNK	18
DAVA	29
ArtWorx!	21
Half Moon-FCMOCA	22
Total	195

Some external factors put youth at risk of not succeeding at transitioning into adulthood. The table below shows the percentages of programs that, according to program staff, served youth with these challenging external factors. These characteristics were collected from a Survey Administration Tracking Form that all Initiative grantees were asked to submit with their completed surveys. A copy of the tracking form is included in *Appendix VI. Copy of Survey Administration Tracking Form.* The seven programs included in the spring-summer evaluation were asked to indicate whether or not their programs served one or more youth with the characteristics listed in the table below.[6]

Percent of Programs Serving Youth with At-Risk Characteristics		
Participant Characteristics	Lived in an economically depressed neighborhood	100%
	Spoke English as a second language	79%
	Had a history of violence or exposure to violence	69%
	Received free or reduced school lunch	67%
	Had experience with the juvenile or criminal justice system	56%
	Had a history of substance abuse or exposure to substance abuse	55%
	Had physical, cognitive or learning disabilities	40%
	Dropped out of school	35%
	Were parents	22%

Data drawn from programs' self-descriptions on NRC survey tracking form.

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[6] Appendix III contains a crosstabulation of the most common at-risk characteristics with average scores for youth outcome domains.

Survey Results

All grantee programs administered essentially the same surveys. The Initiative results are presented in the following tables.

Program Quality Domain

The survey began with a series of questions that asked youth about the YouthReach program they were participating in. These program quality questions can be subdivided into "Safe and trusting environment," "Supportive and caring environment," "Youth as resources" and "Attractive and meaningful activities." Results are shown in the table below, with a count of all youth who provided a response to each question in the right column.

Program quality in the YouthReach programs was rated high by youth overall. As in previous administrations, it was the highest scoring domain on the survey. Nearly 9 out of 10 participants rated their program as having a "supportive and caring environment." At least three out of four youth participants reported that they considered their YouthReach program to provide a safe environment that offered meaningful activities and used youth as resources for programming.

Average Scores for Program Quality Domains		
	Average percent "Yes"	Count
Program Quality	83%	N=194
Safe and Trusting Environment	84%	N=194
Supportive and Caring Environment	88%	N=194
Youth as Resources	75%	N=193
Attractive and Meaningful Activities	81%	N=194

Within the Safe and Trusting Environment domain, knowing there are rules to follow, feeling safe and trusting staff were rated positively by 9 out of 10 participants. A large majority of youth also reported that staff treat youth fairly, although 2 out of 10 only "kind of" thought staff treated youth fairly. There was more of a mixed reaction in response to the question about whether or not the youth felt comfortable going to a staff member for advice for a serious problem – about two-thirds said that they could, while a quarter said they "kind of" could do so, and 1 in 10 did not feel they could.

Program Quality: Safe and Trusting Environment					
Please check the box below that is closest to how you feel about this program.	Yes	Kind of	Not really	Total	
There are rules I am expected to follow at "this program"	89%	10%	1%	100%	N=193
I feel safe at "this program"	89%	10%	1%	100%	N=193
Staff can be trusted	88%	12%	1%	100%	N=189
I could go to a staff member at this program for advice if I had a serious problem	67%	25%	8%	100%	N=193
Staff treat all [kids/youth] fairly	84%	15%	1%	100%	N=194

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor.

The vast majority of youth participants felt that their YouthReach program was a supportive and caring environment in multiple ways, although 1 in 10 reported that staff "kind of" care about them and "kind of" tell them when they do a good job. As in previous administrations, the most ambivalence was expressed about whether or not staff made the youth feel important; 2 in 10 youth said "kind of," though the majority said "yes." Similarly, 14% of respondents responded "kind of" to whether or not staff give them lots of support.

Program Quality: Supportive and Caring Environment					
Please check the box below that is closest to how you feel about this program.	Yes	Kind of	Not really	Total	
Staff care about me	90%	9%	1%	100%	N=194
Staff help me feel important	79%	20%	2%	100%	N=193
Staff give me lots of support	84%	14%	2%	100%	N=192
I like the staff here	92%	8%	1%	100%	N=192
Staff expect me to try hard and do my best	95%	5%	1%	100%	N=194
Staff tell me when I do a good job	89%	11%	1%	100%	N=193

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor.

Although the literature has shown that one characteristic of effective youth programming for positive youth development involves using youth as resources, YOT™ survey results around the nation have suggested that relatively few programs include a component where staff allow youth to lead or choose activities. Given all the pressure on youth-serving programs, this lack of programming empowerment is, perhaps, not that surprising. In YouthReach programs, however, at least 8 in 10 youth have consistently said that staff listen to them, and at least 6 in 10 reported being asked to plan, choose or lead activities.

Program Quality: Youth as Resources					
Please check the box below that is closest to how you feel about this program.	Yes	Kind of	Not really	Total	
Staff listen to what I have to say	85%	14%	1%	100%	N=191
Staff ask me to plan, choose or lead activities	66%	23%	11%	100%	N=193

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor.

The vast majority of youth respondents reported that their programs had interesting, enjoyable activities that taught them something new, and they liked coming to the program. A lower percentage than in the fall, 7 out of 10 (as compared to 8 out of 10), felt like people were happy to see them at the program, and a quarter said "kind of." Similar to 2007, only 6 out of 10 told their friends to try the program, and 1 in 10 said they "never" tell their friends to come to the program, while a quarter were ambivalent.

Program Quality: Attractive and Meaningful Activities					
Please check the box below that is closest to how you feel about this program.	Yes	Kind of	Not really	Total	
There are interesting activities at "this program"	88%	12%	0%	100%	N=193
The activities are fun/enjoyable at "this program"	89%	11%	0%	100%	N=194
I learn about new things at "this program"	87%	11%	2%	100%	N=194
I like coming to "this program"	87%	12%	1%	100%	N=194
I feel like people are happy to see me here	72%	23%	5%	100%	N=192
I tell my friends to come to "this program"	61%	27%	11%	100%	N=157

The term most familiar to youth participants was used as a substitute for 'staff' when necessary for example, facilitator, mentor.

Youth Outcomes by Domain

CCA uses four full domains from the YOT™ survey template: Arts and Culture, Life Skills, Core Values and Sense of Self. Surveys also included a series of questions that assessed Academic Engagement. The youth outcome results for the Initiative as a whole appear in the following tables.

NRC calculated averages for the four full youth outcome domains that were included on the CCA survey. As in 2007, the highest average rating for a youth outcome domain was for the domain titled Sense of Self, with 78% yes in 2008. This means that 78% of the questions in the Sense of Self domain were answered "yes" by all the youth who responded to those questions. As in previous administrations in 2007, Arts and Culture had the second highest average rating (75%), followed by Core Values (73% in the fall and 71% now), followed by Life Skills (67% "yes" in the fall and 68% now).

Average Scores for Youth Outcome Domains

	Average percent "Yes"	Count
Arts and Culture	75%	N=194
Life Skills	68%	N=194
Core Values	71%	N=193
Sense of Self	78%	N=192

Note: Average score for the Academic domain was not calculated because the survey did not include all required questions from that domain.

Especially when the outcome domains on a given survey do not match a program's logic model, it is important to take results from these youth surveys in the context of actual programmatic emphasis when interpreting meaning. The table below shows what emphasis program staff felt their program puts on each of the following outcome domains asked about in the YOT™ survey. All placed a high emphasis on Arts and Culture and Sense of Self. Most also placed a high emphasis on Core Values and Life Skills.[7]

Level of Emphasis on Youth Outcome Domains

		Percent of Programs
Academic Engagement	High emphasis	7%
	Medium, low or no emphasis	93%
Arts and Culture	High emphasis	100%
	Medium, low or no emphasis	0%
Core Values	High emphasis	75%
	Medium, low or no emphasis	25%
Life Skills	High emphasis	48%
	Medium, low or no emphasis	52%
Sense of Self	High emphasis	93%
	Medium, low or no emphasis	7%

Data drawn from program self-report

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[7] It should be noted that not every program understood the outcome emphasis worksheet was to be used simply as a description of their program. Some seem to have understood it as a tool that should reflect CCA's own emphases.

Academic Engagement

The literature on positive youth development suggests that youth's involvement in out-of-school programs can have positive effects on their academic attitudes and progress. Unless programs specifically focus on academics, or program leaders make overt connections between the program and academic improvement, youth do not always make the connection. Academic influences tend to be an indirect outcome of arts programs.

As in the fall, 6 in 10 youth felt they participate more in school activities as a result of coming to a YouthReach program. Similar to spring-summer 2007 results but lower than fall 2007, about 5 in 10 also felt they were more interested in school and cared more about school. As in both 2007 administrations, 6 in 10 got along better with classmates and teachers as result of coming to the program. Lower than in the fall, 4 in 10 thought they spent more time reading for fun as a result of coming to the program.

In the fall, about 3 in 10 said "kind of" to all of these statements about school, and even fewer said "not really." This time, from 12-29% reported "not really" when asked about the various aspects of school engagement. When asked if they spent more time reading for fun as a result of coming to the program, 56% responded "kind of" or "not really."

Academic Engagement					
Coming to [this program] has helped me to...	Yes	Kind of	Not really	Total	
Participate more in school activities	62%	27%	12%	100%	N=191
Become more interested in going to school	55%	29%	16%	100%	N=191
Care more about my school	54%	31%	15%	100%	N=189
Get along better with my classmates	64%	22%	14%	100%	N=191
Get along better with my teachers	62%	25%	14%	100%	N=190
Spend more time reading for fun (not for school)	44%	27%	29%	100%	N=163

Arts and Culture

Given that YouthReach programs are arts programs and that they all seek to enhance the appreciation of arts and artistic skills in their youth, this is an important set of results to examine.

As in fall 2007, 7 in 10 (or more) youth answered "yes" to all but a few of the indicators in this domain. Most notably, 9 in 10 felt that had learned new artistic skills in the program, and nearly as many (85%) said they enjoyed art more.

In fall 2007, there were two "yes" ratings below the 70% mark – only 65% were better able to see themselves as artist and 6 in 10 said they attended more arts shows. This time, three "yes" ratings were below 70%: attend more art shows (68%), better show others how I see the world (68%) and practice artistic skills (66%). These three also had the highest "not really" percentages, about 1 in 10.

Arts and Culture					
Because I came to this program...	Yes	Kind of	Not really	Total	
I enjoy art more	85%	13%	2%	100%	N=163
I think the arts are more important	74%	21%	5%	100%	N=193
I know better which art forms I enjoy most	81%	18%	1%	100%	N=192
I am better at art	82%	15%	3%	100%	N=191
I have learned new artistic skills	89%	10%	2%	100%	N=192
I use more artistic skills	79%	15%	6%	100%	N=193
I spend more time doing art	71%	22%	7%	100%	N=192
I attend more art shows	68%	19%	13%	100%	N=163
I practice my artistic skills on my own more	66%	25%	9%	100%	N=194
I am better able to express myself through art	72%	23%	5%	100%	N=193
I can better show others how I see the world through art	68%	22%	11%	100%	N=194
I am more able to see myself as an artist	73%	19%	8%	100%	N=189
I feel more strongly that kids like me can be artists	82%	13%	5%	100%	N=193
I understand better what it means to work as an artist	81%	18%	1%	100%	N=194
I have a better idea about whether I could get a job in the arts	70%	25%	5%	100%	N=193

The correct art form was substituted for the term art, where appropriate. For example, theater, poetry, painting, dance, etc.

Life Skills

Six in 10 (or more) youth participants felt that the program had helped them improve various life skills. About 7 in 10 felt were better at listening, worked better with others on a team and were better at solving problems as a result of attending YouthReach programs.

There was some ambivalence expressed about improvement in this domain. About 3 in 10 felt they were only "kind of" better at getting along with other people their age, expressing thoughts and feelings, planning ahead and setting goals. About 1 in 10 felt they were "not really" any better at getting along with peers, making friends, expressing thoughts and feelings, solving problems and being a leader as a result of program participation.

Life Skills					
Because I came to this program...	Yes	Kind of	Not really	Total	
I get along better with other people my age	64%	27%	9%	100%	N=194
I am better at making friends	65%	23%	12%	100%	N=193
I am better at telling others about my ideas and feelings	62%	26%	12%	100%	N=193
I am better at listening to other people	73%	21%	6%	100%	N=193
I work better with others on a team	74%	19%	6%	100%	N=190
I make better decisions	67%	24%	9%	100%	N=194
I am better at planning ahead	65%	28%	7%	100%	N=193
I am better at setting goals	65%	28%	7%	100%	N=193
I am better at solving problems	71%	20%	9%	100%	N=192
I am more of a leader	67%	22%	10%	100%	N=193

Core Values

About two-thirds of participants felt the YouthReach programs helped them improve their core values. The strongest affirmations came in response to standing up for what they believe (77% "yes"), taking responsibility (74%) and speaking up for those who have been wronged (73%). From 18-23% expressed ambivalence about all of these questions, answering "kind of." One in 10 said "not really" to most of the questions posed.

Core Values					
Because I came to this program...	Yes	Kind of	Not really	Total	
I care more about other people	68%	23%	9%	100%	N=192
I care more about the feelings of other people	68%	21%	10%	100%	N=192
I am better at standing up for what I believe	77%	17%	6%	100%	N=191
I tell the truth more often even when it is hard/difficult	67%	22%	10%	100%	N=193
I am better at taking responsibility for my actions	74%	22%	4%	100%	N=190
I am more interested in community and world problems	71%	18%	11%	100%	N=192
I am better at speaking up for people who have been treated unfairly	73%	19%	9%	100%	N=193

Sense of Self

Three-quarters, or more, of the youth reported that program attendance had helped them improve their sense of self, with the strongest positive response for learning to do new things (83%). From 16% to 26% of youth said that the program had "kind of" or "not really" helped them improve in the Sense of Self domain.

Sense of Self					
Coming to this program has helped me to...	Yes	Kind of	Not really	Total	
Feel better about myself	79%	15%	6%	100%	N=192
Feel I have more control over things that happen to me	74%	16%	10%	100%	N=192
Feel that I can make more of a difference	79%	14%	7%	100%	N=192
Learn I can do things I didn't think I could do before	83%	11%	5%	100%	N=192
Feel better about my future	79%	16%	5%	100%	N=192
Feel I am better at handling whatever comes my way	76%	18%	6%	100%	N=191

Open-ended Questions

All of the surveys contained two open-ended questions, in response to which youth could write their thoughts and opinions. The first question asked youth, "What do you like best about coming to this program?" The top two categories of responses were (in order of frequency):

- Opportunity to do art/Self-expression
- Atmosphere/Feeling of acceptance

In the fall, Opportunity to do art was the number one category of responses, followed by Meeting and being with new people.

The second open-ended question asked, "If you could change one thing at this program, what would it be?" Consistent with 2007 results, responses clustered into two main themes. These were (in order of frequency):

- Nothing
- More/Different activities

Please see *Appendix II. Open-ended Questions* for a comprehensive list of all responses to the open-ended survey questions, organized by theme.

Youth Background Questions

The surveys asked about youth participants' program participation and some background demographics. These characteristics can be used to describe the population of youth who completed surveys in each program. Often, background characteristics can help with results interpretation as well.

Programs varied in frequency, thus the amount of program exposure each youth received varied. Most, however, had consistent exposure to the program. In fall 2007, results indicated that 4 in 10 youth came to their program once a week or 2-3 times a week, and more than half had only started coming that fall. Historically, spring-summer results include youth who attend their program more frequently, with 77% of youth in 2008 attending anywhere from two days per week to every day. Four in 10 of these youth have been attending their program for at least a year.

Figure 1: Frequency of Attendance

How often do you come to this program?
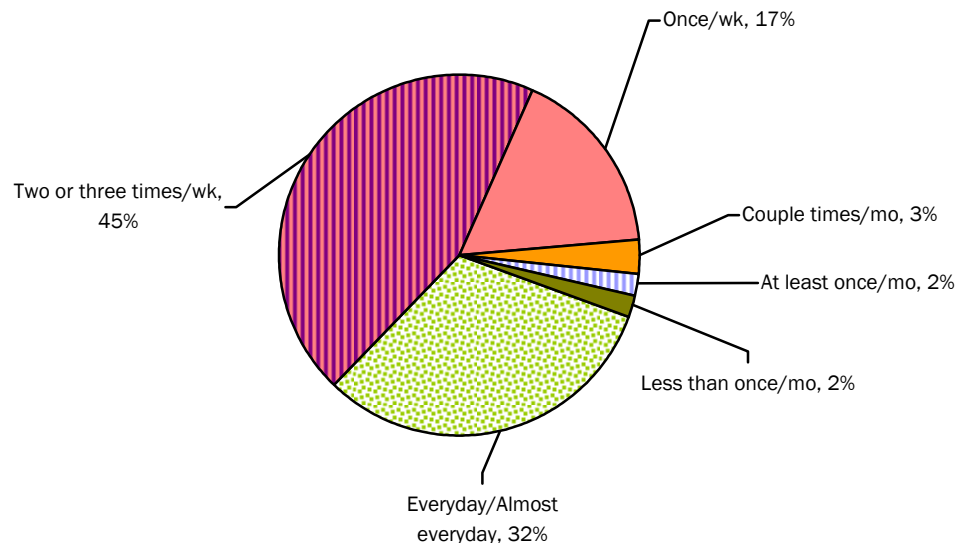
Figure 2: Start of Attendance

When did you start coming to this program?

Percent of respondents
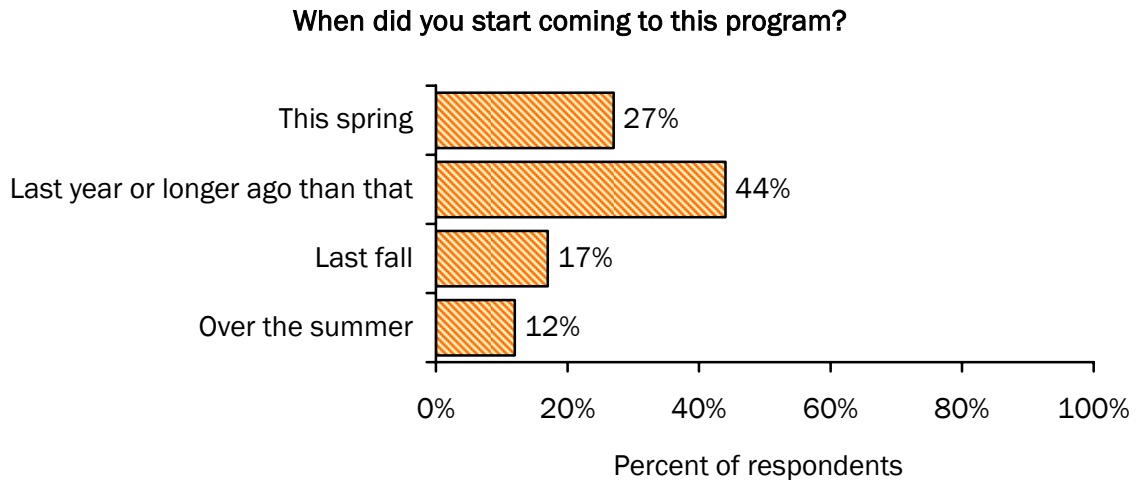
Youth in the programs that completed surveys ranged from 10 years old or younger to 20 years old or older. The youth reported being in from third grade to twelfth grades, with 4% reporting not being in school at all. Among fall 2007 program participants, 16% reported not being in school. Six in 10 spring-summer program participants were female (61%). Half of the youth (48%) were Latino/Hispanic, with about 2 in 10 identifying as Caucasian/White and 2 in 10 African-American/Black. Historically, the spring-summer results have proportionately more Latino/Hispanic youth surveys than do the fall results.
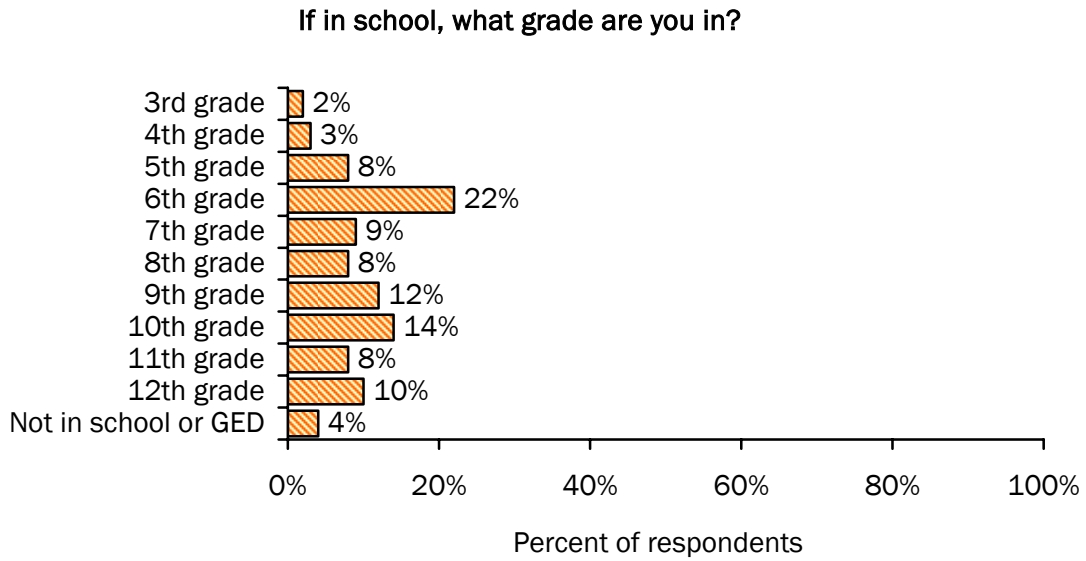
Figure 3: Age of Respondents

How old are you?

Percent of respondents
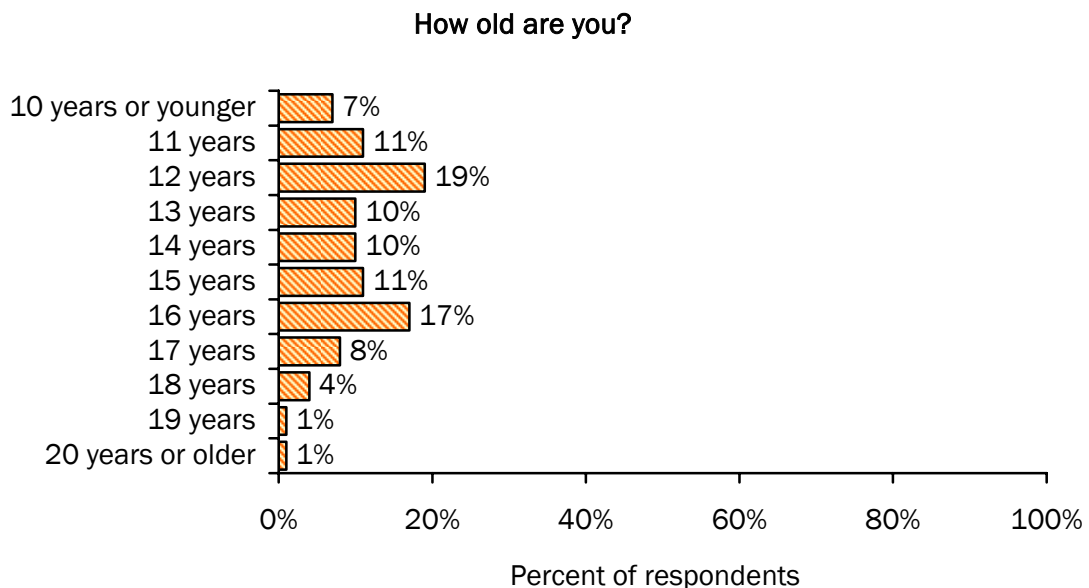
Figure 4: Grade of Respondents

If in school, what grade are you in?

Grade	Percent
3rd grade	2%
4th grade	3%
5th grade	8%
6th grade	22%
7th grade	9%
8th grade	8%
9th grade	12%
10th grade	14%
11th grade	8%
12th grade	10%
Not in school or GED	4%

Percent of respondents

Figure 5: Gender of Respondents

Are you female or male?

Female, 61%

Male, 39%
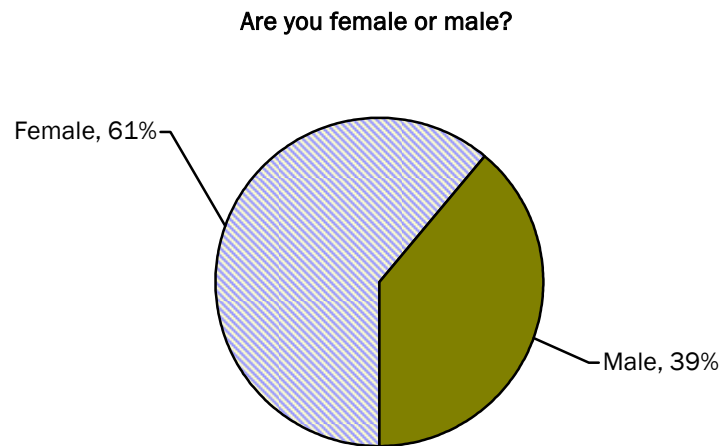
Figure 6: Race/Ethnicity of Respondents

Which best describes you?

Percent of respondents
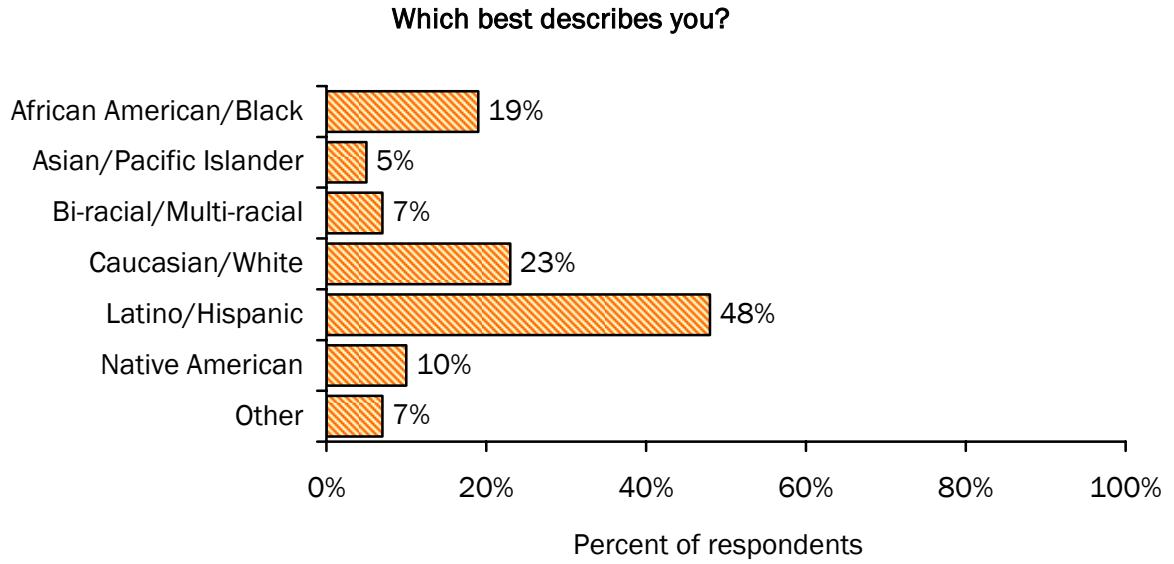
Total may exceed 100% as respondents were allowed to select more than one response.

Benchmark Comparisons

The Benchmark Comparisons section of this report offers context for interpreting Initiative data by presenting it alongside the NRC Youth Outcome Network™ (YON™) benchmark data. The YON™ results were pulled from NRC's database of responses to surveys administered by other youth-serving programs.[8]

Data in the YON™ were obtained from other youth-serving programs that used the YOT™ survey. The programs all have in common that they were youth-serving, out-of-school-time programs; however, they differed in most other respects. Some focused on particular outcome areas, some had specific program emphases (e.g., arts, sports, academics), and perhaps most important, they differed in duration and frequency. Indeed, some programs may have met daily for an entire school year, while others were drop-in programs. These characteristics are not known for all programs and have not been accounted for in the benchmark comparisons. In some cases, the programs were mandated to ask certain questions; in other cases (approximately half the current cases), programs were able to select which domains they included on their surveys.

Similarly, the youth in the various programs may differ markedly as well. Some programs focus exclusively on youth with great challenges in their lives, while others may serve all youth in a given geographic region. Across time, the demographics tracked consistently between programs have been age, grade, gender and race/ethnicity[9]. In *Appendix III. Youth Demographics Compared*, you will find a table that shows the comparison of these select demographics between YON™ and CCA youth participants. (For further explanation of the YON™, see *Appendix I. Survey Methods and Limitations.*)

Although responses to the Toolkit survey questions were made on a scale with three options "yes," "kind of" and "not really," the Initiative benchmark results and the YON™ benchmarks are based on the percent of participants answering "yes." The use of percent "yes" simplifies comparisons between ratings, making the data easier to understand and use. Because the YOT™ survey uses a simple three-point response scale, it makes sense to focus only on the top response: "Percent yes" directs readers of the report to the ideal youth participant outcomes.

The Initiative collectively administered a total of 195 surveys in the spring and summer of 2008. In some cases, all youth in a given program were surveyed; in others, subsets of youth were surveyed.

The YON™ is a growing compilation of results from organizations administering the NRC YOT™ survey in the U.S. As of winter 2007-08, there were over 3,000 cases in the database. Some programs focused on at-risk youth, similar to YouthReach, while some did not. Comparing YouthReach results to YON™ results gives you a benchmark by which to assess success. Some outcome domains are harder to impact than others, thus comparing average percent "yes" between YouthReach and YON™ for a given domain will be much more useful than comparing average percent "yes" across domains.

Still, it can be difficult to decide what a meaningful difference is between the normative results and your own Initiative's results. For the sake of comparison and interpretation, we set the margin of error at plus or minus seven percentage points for all domains, except Arts and

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[8] YON™ results change regularly, as new data are added to the database. These comparisons were accurate as of October 1, 2008.
[9] For ease of comparison, race/ethnicity was dichotomized into Caucasian/White and People of Color.

Culture, which was set at five percentage points.[10] This means that if YouthReach results are more than seven percentage points different from the YON™ results (or five in Arts and Culture), this may be a difference to which you would want to pay closer attention.

If, for instance, CCA funding was intended to support programs in their shared goal of improving youth's sense of self, then differences in average ratings in that domain should be scrutinized more critically. Conversely, if programs in the Initiative paid little programmatic attention to Academic Engagement, for instance, then even large differences between the Initiative and the YON™ in that domain may not be as important to CCA (or to the programs themselves) as ratings in other domains might be.

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[10] The total number of cases in the YON™ for Arts questions is much smaller than for the other domains; therefore, the expected margin of error is smaller.

Program Quality Domain

Average scores were available for all program quality domains. All Program Quality Initiative average percent "yes" ratings exceeded YON™ ratings. For all tables that follow, grey shading indicates statistically significant differences between CCA and YON™ participants.

Average Scores for Program Quality Domains				
	YouthReach 2008		NRC's Youth Outcome Network	
Safe and Trusting Environment	84%	N=194	78%	N=3039
Supportive and Caring Environment	88%	N=194	77%	N=2896
Youth as Resources	75%	N=193	64%	N=3025
Attractive and Meaningful Activities	81%	N=194	69%	N=2901

Average percent "yes" for the Program Quality domains is broken out by question in the tables below to ease comparisons between YouthReach programs and the YON™. As in the fall, safety, trust and fairness ratings were all higher than they were in the YON™ with one exception: going to a staff member for advice with a serious problem received a slightly lower "yes" rating in YouthReach than across other youth-serving programs.

Program Quality: Safe and Trusting Environment				
Please check the box below that is closest to how you feel about this program.	YouthReach 2008		NRC's Youth Outcome Network	
There are rules I am expected to follow at this program	89%	N=193	88%	N=3009
I feel safe at this program	89%	N=193	81%	N=3003
Staff can be trusted	88%	N=189	78%	N=3007
I could go to a staff member at this program for advice if I had a serious problem	67%	N=193	68%	N=3001
Staff treat all kids fairly	84%	N=194	76%	N=2987

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor. In addition, the actual program name was used on the survey.

All of the scores for Supportive and Caring Environment far exceeded the benchmark averages, as they did in the fall.

Program Quality: Supportive and Caring Environment				
Please check the box below that is closest to how you feel about this program.	YouthReach 2008		NRC's Youth Outcome Network	
Staff care about me	90%	N=194	79%	N=3028
Staff help me feel important	79%	N=193	70%	N=3011
Staff give me lots of support	84%	N=192	73%	N=2876
I like the staff here	92%	N=192	78%	N=2867
Staff expect me to try hard and do my best	95%	N=194	85%	N=3009
Staff tell me when I do a good job	89%	N=193	75%	N=2998

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor. In addition, the actual program name was used on the survey.

Participants in YouthReach programs consistently tend to see themselves used as resources more than do participants in other youth-serving programs included in the YON™.

Program Quality: Youth as Resources				
Please check the box below that is closest to how you feel about this program.	**YouthReach 2008**		**NRC's Youth Outcome Network**	
Staff listen to what I have to say	85%	N=191	74%	N=3005
Staff ask me to plan, choose or lead activities	66%	N=193	54%	N=2991

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor. In addition, the actual program name was used on the survey.

As in the fall, YouthReach average percent "yes" results for Attractive and Meaningful Activities were significantly higher in nearly all cases than the results in the YON™ for the same questions.

Program Quality: Attractive and Meaningful Activities				
Please check the box below that is closest to how you feel about this program.	**YouthReach 2008**		**NRC's Youth Outcome Network**	
There are interesting activities at this program	88%	N=193	73%	N=3030
The activities are fun at this program	89%	N=194	68%	N=3022
I learn about new things at this program	87%	N=194	69%	N=2873
I like coming to this program	87%	N=194	79%	N=2834
I feel like people are happy to see me here	72%	N=192	64%	N=3014
I tell my friends to come to this program	61%	N=157	57%	N=3014

The term most familiar to youth participants was used as a substitute for 'staff' when necessary - for example, facilitator, mentor. In addition, the actual program name was used on the survey.

Youth Outcomes by Domain

Benchmark comparisons for all youth outcomes on the CCA survey were available. Four of the CCA youth outcome domains had overall averages that could be compared. These were Arts and Culture, Positive Core Values, Life Skills and Sense of Self. CCA YouthReach's average percent "yes" was notably higher than the national benchmarks in the Arts and Culture domain. All notable differences are shaded in grey in the tables below.

Average Scores for Outcome Domains				
	YouthReach 2008		**NRC's Youth Outcome Network**	
Program Quality	83%	N=194	73%	N=2902
Arts and Culture	75%	N=194	65%	N=378
Positive Core Values	71%	N=193	68%	N=1594
Life Skills	68%	N=194	65%	N=2713
Sense of Self	78%	N=192	71%	N=2694

Average scores for the following domains could not be calculated because the survey did not include all required questions from that domain: Academic Success.

The tables that follow contain question-by-question comparisons between CCA and the YON™ in each of the five outcome domains included on the YouthReach survey. Comparisons that are meaningfully different between the two groups are shaded in gray.

Academic Engagement				
Coming to this program has helped me to...	YouthReach 2008		NRC's Youth Outcome Network	
Participate more in school activities	62%	N=191	57%	N=2353
Become more interested in going to school	55%	N=191	57%	N=2345
Care more about my school	54%	N=189	55%	N=2355
Get along better with my classmates	64%	N=191	55%	N=2344
Get along better with my teachers	62%	N=190	57%	N=2350
Spend more time reading for fun (not for school)	44%	N=163	43%	N=2321

Arts and Culture				
Because I came to this program...	YouthReach 2008		NRC's Youth Outcome Network	
I think the arts are more important	74%	N=193	62%	N=377
I know better which art forms I enjoy most	81%	N=192	73%	N=377
I am better at art	82%	N=191	68%	N=373
I have learned new artistic skills	89%	N=192	76%	N=377
I am more comfortable performing in front of others	85%	N=163	72%	N=264
I use more artistic skills	79%	N=193	65%	N=376
I spend more time doing art	71%	N=192	57%	N=374
I am better able to express myself through art	72%	N=193	66%	N=372
I can better show others how I see the world through art	68%	N=194	61%	N=375
I am more able to see myself as an artist	73%	N=189	60%	N=375
I feel more strongly that kids like me can be artists	82%	N=193	65%	N=372
I understand better what it means to work as an artist	81%	N=194	71%	N=372
I have a better idea about whether I could get a job in the arts	70%	N=193	64%	N=342

Life Skills				
Because I came to this program...	YouthReach 2008		NRC's Youth Outcome Network	
I get along better with other people my age	64%	N=194	67%	N=2703
I am better at making friends	65%	N=193	66%	N=2700
I am better at telling others about my ideas and feelings	62%	N=193	58%	N=2698
I am better at listening to other people	73%	N=193	67%	N=2692
I work better with others on a team	74%	N=190	67%	N=2836
I make better decisions	67%	N=194	67%	N=2833
I am better at planning ahead	65%	N=193	62%	N=2832
I am better at setting goals	65%	N=193	65%	N=2834
I am better at taking care of problems without violence or fighting	70%	N=194	61%	N=2836

Core Values				
Because I came to this program...	YouthReach 2008		NRC's Youth Outcome Network	
I care more about other people	68%	N=192	64%	N=2392
I care more about the feelings of other people	68%	N=192	64%	N=2387
I am better at standing up for what I believe	77%	N=191	73%	N=2382
I tell the truth more often even when it is hard	67%	N=193	64%	N=2375
I am better at taking responsibility for my actions	74%	N=190	71%	N=1667
I am more interested in community and world problems	71%	N=192	60%	N=1520
I am better at speaking up for people who have been treated unfairly	73%	N=193	69%	N=1525

Sense of Self				
Coming to this program has helped me to...	YouthReach 2008		NRC's Youth Outcome Network	
Feel better about myself	79%	N=192	74%	N=2682
Feel I have more control over things that happen to me	74%	N=192	69%	N=2675
Feel that I can make more of a difference	79%	N=192	69%	N=2673
Learn I can do things I didn't think I could do before	83%	N=192	71%	N=2674
Feel better about my future	79%	N=192	74%	N=2678
Feel I am better at handling whatever comes my way	76%	N=191	69%	N=2679

Next Steps

These Initiative data, and the comparisons with the YON™, allow CCA and its stakeholders to get a clear picture of how the YouthReach Initiative as a whole impacted youth in the areas of positive youth development.

Given CCA's interest in the outcomes achieved by the programs it funds, NRC recommends continuing to ask grantees to administer the YOT™ survey at least once per funding cycle. As occurred during this administration, all grantees should receive identical surveys, customized by logo and minor language edits. Because the identical survey is administered each time, data can then be compared across time.

Because of program timing, some programs administer only in the fall and some only in spring/summer; therefore each survey administration is really a snapshot of the entire Initiative. In addition, some programs serve the same youth year-round and may be concerned about respondent fatigue when surveying youth more than once per year. It might be beneficial for grantees to collect surveys throughout a 12-month period, and submit them to NRC as they are collected, culminating in one round of analysis and reporting on data that includes all YouthReach grantees and most of their participants. This might give a more accurate picture of the overall Initiative's impact.

The tables in *Appendix IV. Crosstabulations*, showing program outcome emphasis by survey results, suggest a pattern between what the programs felt they were emphasizing and what youth felt they were getting out of their programs. One would expect those programs that reported having a high emphasis on Arts and Culture, for instance, to have higher percent "yes" ratings in the Arts domain than those with a low Arts emphasis; and that rings true. The pattern is less obvious with some of the other domains, which may be harder to impact.

It could be also that program staff were unclear about the distinction between high, medium and low emphases, or it may be that they were responding to the domain emphasis worksheet hopefully rather than realistically. Also, there can be a misalignment between what programs believe they are focusing on and what youth perceived and/or what was most effective for youth participants. Still, funders can learn from frank completions of outcome emphasis worksheets. Are grantees focusing on those outcomes that the funder hopes to impact with its funding?

As data continue to be collected, patterns will arise that can be useful for CCA to share with new and potential grantees to encourage youth-serving programs to consider what foci to emphasize and what types of programming achieves what types of impacts.

It has been NRC's experience that individual programs benefit greatly from receiving survey results as well. CCA and grantees are encouraged to share results with key stakeholders to build on the strengths of youth programming, as identified through these surveys.

The James Irvine Foundation explains, "If organizations know how to gather and use data to assess performance, their service to clients will improve." NRC believes it is vital for funders and youth-serving programs to share this perception of data among staff, board and other stakeholders. Like the James Irvine Foundation, NRC believes that valuing data can become engrained in an organization so that data are understood as something that are "*of* and *for* their

organization, rather than something that is done *to* them."[11] Data then serve as a learning tool, a manner of empowering programs to monitor and improve their positive impact with youth.

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[11] Hernandez, G. and M.G. Visher, July 2001. *Creating a Culture of Inquiry*. The James Irvine Foundation.

Appendix I. Survey Methods and Limitations

Toolkit for Evaluating Positive Youth Development

NRC developed the YOT™ after years of evaluation work with youth-serving agencies and an extensive review of literature about youth program outcomes. NRC conceived and developed an earlier toolkit for evaluation of after-school programs (*Toolkit for Evaluating Positive Youth Development*) with funding from The Colorado Trust.

The YOT™ was designed for ease-of-use in measuring youth outcomes. The YOT™ includes groups of questions about changes in youth behaviors, attitudes and knowledge that may have resulted from participation in a youth-serving program, all rated from the perspective of the youth participants, their parents or guardians, and program staff. YOT™ questions have been tested and found reliable among a wide range of youth—those living in rural and urban areas, those of different racial/ethnic backgrounds, and those of different ages. For Spanish readers, survey questions are available in Spanish.

The YOT™ survey templates include questions on academic success, arts and culture, community involvement, cultural competency, core values, life skills, positive life choices, sense of self and central aspects of measuring program quality. Drawing from the YOT(tm) template, NRC customized youth participant surveys for the Colorado Council on the Arts YouthReach Colorado Initiative.

Analysis of the Survey Data

Completed youth surveys were checked for accuracy by NRC staff. The data were then entered, and the results analyzed by NRC staff using the SPSS statistical package. Frequency distributions and mean ratings from the fall are presented in the body of the report.

Benchmark Comparisons

The results from all of the CCA YouthReach programs that contributed survey data were aggregated to provide Initiative-wide data. Data from NRC's YON™ were pulled to provide more far-reaching comparisons.

This overall report was also given to grantees as context for the interpretation of their own program data; however, grantees were advised to use all data with care. Their reports contained the following bullet points:

- *Check to see if your program's demographics and program usage statistics are similar to those in the Initiative-wide data. Differences in youth demographics, program content and program use may affect participant ratings.*
- *Use caution when interpreting small differences. There is a certain amount of variation that occurs when a program does not have responses from all of the youth who participated in that program. Generally speaking, the results in this report should confirm what staff know and intuit from day-to-day program work. If these results are wildly different than what were expected, staff may need to assure themselves that the data are correct before proceeding. Unless the differences between the program and the overall results exceed five percentage points, one may assume that the individual program's results are not meaningfully different than the average across all programs where similar questions were asked. Even when differences reach the threshold of statistical significance, they may*

not be large enough to merit immediate program change. Simply put, be cautious yet attentive when reading these results.

- *Do not be overly concerned if ratings from your program are lower than the overall average when program participant perspectives are compared to the perspectives of other youth who answered the same questions. Even in a group of superb programs, still close to half or more will have ratings below the whole group's average.*

Potential Limitations of These Data

It is important to note the potential limitations of the data derived from these surveys.

First, the survey asked youth to self-report, or rate, their behaviors. Weaknesses of self-reported data are that they tend to be more subjective or biased compared to other types of measurements. On the other hand, self-report data can be quite valuable. They provide valuable feedback from the youth themselves, help gauge the program's quality, and can be quite useful for directing program improvement.

Second, these youth participant survey data were collected using a "post-only" survey format, wherein respondents were asked to rate how much they have changed over time, as opposed to assigning a rating for themselves at program start and at program end ("pre-post" measurements). The post-only method of assessing change is more subject to bias, as respondents may not accurately recall their status at program start. On the other hand, it provides an assessment of the youth's perceptions of change.

Perhaps the most important cautionary note about these data has to do with the small sample sizes. If fewer than about 30 participants are surveyed, very few solid generalizations can be made about program quality and impact on individuals. For example, 10 youth surveyed may experience increased self-efficacy as a result of the YouthReach program, but with so few youth responding, we can not say that the program is itself correlated to increased self-efficacy among participants.

Despite the potential limitations of the data, these survey results are an important tool in understanding how well the program is received by youth. They provide the participants' own perceptions of how the program may have changed their lives. Although there may have been few surveys completed for some programs, if those surveys reflect all the youth the program served, then they can still provide useful data.

Use of these results can be strengthened by comparing Initiative data to the YON™ benchmark data, as we have done here. But the real strength of these data will grow as CCA YouthReach and individual grantees continue to monitor the perspectives of the youth served and to compare findings over time.

Appendix II. Open-ended Questions

All of the surveys contained two open-ended questions, in response to which youth could write their thoughts and opinions, as well as an "Other" category for race/ethnicity. The youth's write-in responses from all YouthReach surveys administered in spring-summer 2008 are printed below, as they were written onto the survey, with program and mentor/teacher names removed. Responses were organized into themes to enhance readability.

What do you like best about coming to this program?

Opportunity to do art/Self-expression

- All the art we do
- Art
- Bailar y presentar.
- Being able to do what I like in art
- Dance
- Dancing
- Dancing
- Dancing
- Dancing and learning new things
- Doing art
- Dramma
- Drums
- Geting to exsperss myself!
- Getting the chance to express myself w/out judgement
- Getting to know some new art skills, and classmates are really fun
- Having time to do my work and get feed back.
- I can exprec myself.
- I can get better at drumming
- I can work on art and I can talk to my teacher about problems.
- I learn more about art
- I like best is acting out the prodlem.
- I like coming to _____ because I can express myself without being critizied
- I like doing art because that is what I injoy doing
- I like doing art, and hanging out with my friends while having fun and learning more!!
- I like having a place and time where I sit down and have nothing to do but art
- I like that _____ challenges my abilities.
- I like the experience at shaksphere and creativity
- I like the opportunity they gave you to express yourself. Show your talents and be yourself.
- I like the part where we got to act out in plays!
- I like the projects we do so far.
- I like the projects, and the people.
- I like to come to _____ to dance and learn more things.
- I like to make something
- I like to play the drums
- I love working on the play!
- It opened my eyes to new types of arts
- Its a place I can airbrush
- Its fun to draw with chalk and making marks
- I've been wanting to play a drum.
- Los bailes et vestuario.
- Making different kinds of arts and it's a safe place.
- Music-Playing guitar/Recording. Art-Art
- Neat stuff!! Pianos/guitar.
- New projects
- Painting, because it is relaxing and takes my mind off things
- Participar en los actos, y estar con mis amigos.

What do you like best about coming to this program? *(cont.)*

Opportunity to do art/Self-expression (cont.)

- People artz and talking/everything
- That I and others improved on skills that we knew or didn't know that we know now.
- The acting
- The actual acting I really feel like I got to bring my acting ability up 100%
- The atcvites
- The cool projects
- The dances
- The dancing and the costums
- The different types of art that we get teach, and the type of materials we use.
- The freedom of expression. The fact we can choose what we want to learn.
- The fun activities
- The fun enjoyable projects that I get to participate in. I really love the music program its really fun
- The fun projects and the people
- The fun stuff to do!
- The opportunity to learn, try, and create a wide variety of different kinds of art
- The paint
- The projects.
- The shaksphere, acting
- The thing I like best about folkorico is dancing and learning new dances.
- The thing I like the best is that we do things in an artistic perspective and put in a entreprenuer theme.
- They tell you how to make your art better or more texture.
- To be able to do art and hang with friends
- To dance
- To dance
- To do something that I never done with.
- What I like best about _____ is to preform and hang out with my friends.
- What I like best about coming to _____ is that the projects we work on is cool.
- What I like best is all of the ways I can express myself through the arts. Also I think it helps me choosing a better career.
- What I like best is that I get to participate and I ennjoy myself

Atmosphere/Feeling of acceptance

- All the fun activities and the new experances I have and all the things I lern by coming to _____.
- Enjoyable activities
- Having fun
- Having fun and sometimes meeting new people.
- I got to make everyone laugh
- I have fun, and I like preforming.
- I like all the fun we have here at _____.
- I like coming because it is fun
- I like comming to _____ because we do a lot of fun things
- I like the fact that I can just be myself at _____.
- I liked how you were in a secure enviroment and people would laugh with you nt at you when you made mistakes.
- I was kind of fun and I wanted to earn a credit.
- It is fun
- It is fun and I mack now frend and I like rort more
- It's fun and enjoable.
- Its fun.
- It's kind of fun, and I can earn a credit.
- Its really fun + I love how theres so many options to pick from
- It's something fun and we go to lots of places
- That it is in a school.
- That we are altogether and we have fun

What do you like best about coming to this program? *(cont.)*

Atmosphere/Feeling of acceptance (cont.)

- The availability of supplies and _____'s kindness
- The music and mostly the people.
- The people
- The people and performances and learning new dances
- The people that I am around
- The people that you see everyday, you never get tired of seeing their faces and smiles
- The people, the art of being yourself is enough to make me come back.
- The social aspects and the credit
- The unique enviroment and diversity of the people that _____ brings.
- The warmth, welcome, joy, love, happiness etc..that _____ brings & gives. The support!
- What I like the best is that _____ is really fun and the art is very unique
- Working with others

Being with friends/Meeting new people

- All the great people that I hang out with + all the new art I learn about
- Being with friends and learning about my culture
- Being with my friends and going to other places
- Dancing with my friends!
- Getting to know people better.
- I have interesting conversations with my peers.
- I like coming to _____ because I like the people who come here.
- I like coming to it because some of my friends come with me
- I like meeting new people
- I like the people in _____, and some of the projects.
- I like to come and be with fraind
- I make new friends, I have my art been put in the gallery.
- It's with other people, it's fun and good for my futer.
- Meeting new people and danceing, and I also like coming to see my friends
- My friends and _____ are very supportive and nice.
- Que puedo compartir con mis companeros
- Seeing friends/doing art/playing music
- Seeing new people
- Seeing the other people dance.
- Spending time with freinds.
- That I can spend time with my friends and pay attention at the same time.
- That to make friends
- That we meet new people and go to different places.
- The different kinds of people you can learn and have fun with.
- The interaction w/ peers and the show
- What I like best about coming to flokorico is I get to meet lots of new friends and the fact the I practice can make me a better dancer.
- What I like the best is that I get to meet more people.

Staff/Mentors

- I like best is the teachers
- I love _____ and the food and the supplies and the environment. Yeah!
- That all the people are nice to me and _____ is really good teacher.
- The staff, the wide variety of projects one can do.
- The teachers
- The teachers that care about us and care that we do good decitions.

What do you like best about coming to this program? *(cont.)*

Learning new things

- Evreything you leran.
- I could learn new dances and make new friends.
- I learn many amazing stuff, and it's good to have an awsome job.
- I learn more
- I learn more things and meet new exciting people.
- I learn new skills on improving my art, it's fun and the projects are interesting
- I learn new things and get to express what I think, and get pushed to do better
- I learn something new.
- I learned a lot
- I like best about coming to computer art lab is learning the new stuff and the teachers are respectful.
- I like learning new dances best.
- I like learning new things when I come to class
- I like the best is learing new dances.
- It was a learning experence
- Leaning about new thing.
- Learning new interesting things.
- Learning new things
- Lerning nuw danses.
- Lo que mas me gusta de _____ es cuando sabes mas bailes.
- Me gusta apreder nuerva eogus.
- That we come to learn new dances.
- The nex expeirences that come my way
- The thing I like the best is when we learn more about druming and learning new beats.
- We get to learn new dances
- What I like best is lerning new steps.
- What I like the best of coming to _____ is learning new dances.

Other

- All the dreses and some of the songs.
- Diffrent things
- Everything
- Everything!
- Everyting
- I like all the doors it opens and how it expands my mind.
- I like attending all the events _____ puts on
- I like coming back because it like a real job
- I like when we have guest speakers come in.
- I love the open conversations at the beginning! We talk about really important topics.
- I never knew that it was dancing and thats how it got me interested in it.
- It keeps me out of trouble after school.
- It's a fun activity that helps me learn about my culture has discipline and responsibility
- Lunch
- The group discussion
- The money, and the things I learned
- The talkes.
- To learn more about my culture
- Well I like that they pay us/and that they give use time in the computers (freetime)
- What I like is that we learn our culture more deeper than what I use to know.

If you could change one thing at this program, what would it be?

Nothing

- Absolutely nothing
- I dont think I would change anything
- I don't think I'd try to change anything
- I think they should change nothing
- I would change nothing
- I would change nothing because everything is good in _____.
- I would change nothing because I like _____ just how it is.
- I wouldent change anything.
- I wouldn't change a thing it's perfect the way it is
- I wouldnt change anything
- I wouldn't change anything about it because I like _____ like this.
- I wouldn't change anything because it's fine how its is.
- I wouldn't change anything really it fine as it is
- I wouldn't change anything!!!
- Nada
- Nada
- Nada, asi esta bien.
- None
- None.
- Nope
- Nothing
- Nothing
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- Nothing

If you could change one thing at this program, what would it be? (cont.)

Nothing (cont.)

- Nothing
- Nothing
- Nothing
- Nothing at all
- Nothing everything is alright
- Nothing I like it the way it is
- Nothing I like it the way it is!
- Nothing its is great!
- Nothing its perfect.
- Nothing really I like the way it is
- Nothing really. I would probly try to have more self projects.
- Nothing.
- Noting
- Notthing
- That will be bad thing.
- There is nothing I could change.

More/Different activities

- 2 or 3 more field trips.
- A summer program for younger people.
- Add hip hop. Have more devoted students
- Allow more funding for the music studio
- Do more dances.
- Have alot of fun activities and fun field trips.
- Haveing dance classes, photo graphic classes
- I think that things are almost perfect, but an oven would be awesome so I could bake things.
- I would change more achtivities more fun
- I would change some of the songs and I would want _____ for begginers to be Thursday and Friday.
- I would change the fact that everyone in the programe has to be on stage. I think some people should be stage crew.
- I would change working in groups, and doing my own thing.
- I would want a summer program for younger kids.
- If I could change on thing it would be that making the activities more fun.
- If I could change one thing at _____ it would be that we should have more preformances in Carbondale.
- If I could change one thing at _____ it would the fact that there are no performances in Carbondale. I would like there to be performances in Carbondale
- It would change that we learn more things.
- Les days of playing the drums.
- Making evrey body play a drum.
- More arts
- More fun trips
- More fun trips.
- More ideas for our next projects.
- More indivisual work
- More performances.
- More porfomencese.
- More trips
- More variety of activities
- That it would be more fun
- The activities.
- The places that we go to show other people are work that we have learned.
- To learn more dances

If you could change one thing at this program, what would it be? (cont.)

Timing

- Amount of time to be able to do projects
- For it to last longer.
- For it to not just be a summer program
- Having practices in the morning (9:00-10:30).
- I like doing the play, so I would want to spend more time in that.
- I would change how long the classes are because I want to stay there longer.
- I would change it to a smaller group, more individual time
- I would change the schedules of _____.
- I would like more time.
- I would make it a longer experience.
- I would make lunch an hour long; I need more time to eat.
- It would be longer snacks
- Longer class hours
- Make it longer
- Make it longer.
- More hours!! More musical options.
- **More one on one time and more strict rules**
- More time here.
- More time to make more art
- One more week!
- That it didn't end
- The times and the amount of people.
- The times.
- Tuesdays. Its hard for me to come on Tuesday/Thursday b/c I volunteer normally and more days for sure.

Facility/Atmosphere

- _____ not be as strict
- Air conditoning/lunch
- Better art supplies!!!
- Buying more paints and utencils.
- Change how many kids in a class.
- Get more supplies
- I would change the amount of people in a class to 8 or 10 because I like smaler classes.
- I would change the number of tables
- It would be the equipment
- Less people
- Location.
- Make it bigger have a reservation!!!
- Organization is key. _____ can be cleaned up a bit. (Kind of messy) But I don't mind the mess, it's more for the staff.
- Supplies
- That are teacher would make everyone feel better and that everyone was happy.
- The location, because _____ is place in a dangerouse location
- The place
- The room are to small
- The yelling.
- To practice in the gym because the artroom is a little small.
- Too get a better building closer - to Aurora.

Other participants

- Change how many kids in a class
- Get more people.
- I would change some dissipline issues with other students
- I would like more people to be involved and more seats so tickets so acuont gets sold out

If you could change one thing at this program, what would it be? (*cont.*)

Other participants (cont.)

- I'd like people to be treated fairley, and not have certen people dancing ever dance and other people hardley any
- If I could change 1 thing about _____ it would be to have more kids perticapateing.
- Less smaller kids.
- More people my age.
- People my age
- To have more people join.

Other

- Be more profetional
- Don't know
- Earn more credits than just one.
- I dont know
- I don't know
- I wish we were a little more organized
- I would like that if we could be able to keep some art that we do.
- More cups!!
- more depent
- More funding for _____.
- More strict rules.
- N/a
- No homework!!
- No takeing this form
- Pay us by the hour.
- Que nos apfenaye ramos mas rapido los bailes
- Realize that everyone is equally good and equally give out roles. I had lots of small parts once wished to have more or bigger ones.
- The regions
- The small amount of money.
- The states
- To be on the advanced team
- To have more non iching dresess.
- To put it a little less work.
- Um...I dont know
- Working harder at certain dances that need help

Which best describes you? ("Other" responses to race/ethnicity question)

- 1/4 Black/American
- American latin
- Asian/American
- Black bear
- Hybrid
- Irish
- Itallian
- Jamacian
- Mutt

Appendix III. Youth Demographics Compared

Comparing some basic characteristics of youth in the YouthReach Initiative to the characteristics of those in the YON™ may help with interpretation of CCA results. Significant differences between the two groups are shaded in grey. YouthReach participants are significantly different in age and grade than participants included in the YON™.

Select Demographics of CCA Participants Compared to YON Participants -			
		Group	
		YouthReach 2008	NRC's Youth Outcome Network
	10 years old or younger	7%	15%
	11 years old	12%	18%
	12 years old	20%	18%
	13 years old	10%	12%
	14 years old	11%	11%
	15 years old	11%	9%
	16 years old	17%	7%
	17 years old	8%	6%
	18 years old or older	4%	5%
Age	Total	100%	100%
	5th grade	9%	11%
	6th grade	23%	21%
	7th grade	9%	18%
	8th grade	9%	15%
	9th grade	12%	9%
	10th grade	15%	9%
	11th grade	8%	8%
	12th grade	10%	5%
	Not in high school/GED	4%	4%
Grade	Total	100%	100%
	White	16%	16%
	Non-White	84%	84%
White or Non-White	Total	100%	100%
	Girl/Female	61%	58%
Are you a girl/female or boy/male?	Boy/Male	39%	42%
	Total	100%	100%

Appendix IV. Crosstabulations

The following tables show the crosstabulations between program emphasis (as derived from the outcome emphasis worksheet included in *Appendix V. Copy of Outcome Emphasis Worksheet*) and the average percent "yes" responses for the youth outcome domains included on the YouthReach surveys. These tables can be interpreted as in the following examples taken from the Academic Engagement table below:

Of those programs that rated themselves as having a high emphasis on academic engagement, the average percent "yes" for participating more in school activities was 67%. Of those programs that stated their emphasis on academic engagement was low, the average score for participating more in school activities was 62%.

Among those programs that said they placed a low emphasis on academic engagement, the average percent "yes" score for getting along better with classmates was 68%, as compared to the high academic emphasis programs where 50% of youth said "yes" to this question.

In programs with medium to low academic engagement emphasis, 6 in 10 youth reported getting along better with teachers, while 4 in 10 said so in the high emphasis programs.

	Academic engagement		
	High emphasis	Medium emphasis	Low emphasis
Participate more in school activities	67%	61%	62%
Become more interested in going to school	58%	57%	49%
Care more about my school	50%	55%	51%
Get along better with my classmates	50%	64%	68%
Get along better with my teachers	42%	63%	62%
Spend more time reading for fun (not for school)	42%	46%	40%

	Arts and culture		
	High emphasis	Medium emphasis	Low emphasis
I am more comfortable performing in front of others	85%	.	.
I think the arts are more important	74%	.	.
I know better which art forms I enjoy most	81%	.	.
I am better at art	82%	.	.
I have learned new artistic skills	89%	.	.
I use more artistic skills	79%	.	.
I spend more time doing art	71%	.	.
I attend more art shows	68%	.	.
I practice my artistic skills on my own more	66%	.	.
I am better able to express myself through art	72%	.	.
I can better show others how I see the world through art	68%	.	.
I am more able to see myself as an artist	73%	.	.
I feel more strongly that kids like me can be artists	82%	.	.
I understand better what it means to work as an artist	81%	.	.
I have a better idea about whether I could get a job in the arts	70%	.	.

	Life skills		
	High emphasis	Medium emphasis	Low emphasis
	Percent of Respondents	Percent of Respondents	Percent of Respondents
I get along better with other people my age	60%	68%	.
I am better at making friends	62%	67%	.
I am better at telling others about my ideas and feelings	60%	63%	.
I am better at listening to other people	71%	74%	.
I work better with others on a team	73%	75%	.
I make better decisions	65%	69%	.
I am better at planning ahead	61%	68%	.
I am better at setting goals	65%	66%	.
I am better at solving problems	73%	69%	.
I am more of a leader	69%	66%	.
I am better at taking care of problems without violence or fighting	66%	73%	.

	Core values		
	High emphasis	Medium emphasis	Low emphasis
	Percent of Respondents	Percent of Respondents	Percent of Respondents
I care more about other people	67%	71%	.
I care more about the feelings of other people	68%	69%	.
I am better at standing up for what I believe	76%	81%	.
I tell the truth more often even when it is hard/difficult	65%	75%	.
I am better at taking responsibility for my actions	74	75	.
I am more interested in community and world problems	72%	67%	.
I am better at speaking up for people who have been treated unfairly	72%	75%	.

	Sense of self		
	High emphasis	Medium emphasis	Low emphasis
Feel better about myself	80%	71%	.
Feel I have more control over things that happen to me	74%	71%	.
Feel that I can make more of a difference	81%	57%	.
Learn I can do things I didn't think I could do before	84%	79%	.
Feel better about my future	80%	71%	.
Feel I am better at handling whatever comes my way	77%	57%	.

The table below shows the four most common at-risk characteristics of youth reported by Initiative programs crosstabulated with the average percent "yes" for the youth outcome domains that could be averaged. From 63% to 100% of grantee programs reported serving youth with these characteristics.

The following two examples demonstrate how to read the crosstabulation table:
- Of those programs who served youth receiving free or reduced lunch, the average program quality score was 83%.
- Of those programs who served youth that lived in a depressed neighborhood, the average percent "yes" for the Supportive and Caring Environment domain was 88%.

Average Percent 'Yes' for Youth in Programs Reporting Most Common At-Risk Characteristics				
	Majority Participant Characteristics			
	Received free or reduced school lunch	Lived in an economically depressed neighborhood	Had a history of violence or exposure to violence	Spoke English as a second language
Program Quality	83%	83%	83%	80%
Attractive and Meaningful Activities	79%	81%	79%	78%
Safe and Trusting Environment	84%	84%	83%	81%
Youth as Resources	78%	75%	78%	71%
Supportive and Caring Environment	89%	88%	88%	86%
Arts and Culture	74%	75%	72%	71%
Life Skills	64%	68%	62%	63%
Core Values	68%	71%	67%	67%
Sense of Self	75%	78%	75%	75%

Appendix V. Copy of Outcome Emphasis Worksheet

A generic copy of the outcome emphasis worksheet all YouthReach grantees were asked to complete appears on the following pages.

Worksheet – Youth Outcome Domain Emphasis

Your Name(s):   **Program Name:**

Every youth development program has certain outcomes that they hope to see in their participants. The NRC youth outcome survey assesses youth perceptions of the following outcomes.

Considering your particular program's goals and the types of questions used on the NRC Youth Outcome Toolkit™ survey, please indicate the level of emphasis your program places on each domain. (Please see reverse side for description of each domain and three sample questions.)

These emphases will be presented (in aggregate form) in the final report to the funder to provide context for youth outcome results.

High Emphasis	Medium Emphasis	Low (or No) Emphasis	List of Domains with Outcome Indicators
❍	❍	❍	**Academic Engagement and Involvement**
❍	❍	❍	**Arts and Culture**
❍	❍	❍	**Life Skills**
❍	❍	❍	**Core Values**
❍	❍	❍	**Sense of Self**

List of Domains	Description	Sample Questions
Academic Engagement and Involvement	General interest in school and the people there	▪ Participate more in class activities ▪ Become more interested in going to school ▪ Get along better with my classmates
Arts and Culture	Enjoyment, confidence and skills in art	▪ I enjoy art more ▪ I am better able to express myself through art ▪ I understand better what it means to work as an artist
Life Skills	Getting along with people, planning ahead, problem solving	▪ I get along better with other people my age ▪ I make better decisions ▪ I am better at solving problems
Core Values	Caring for other people, taking responsibility and telling the truth	▪ I care more about the feelings of other people ▪ I am better at standing up for what I believe ▪ I am better at taking responsibility for my actions
Sense of Self	Self image and self esteem, optimism about future	▪ Feel better about myself ▪ Learn I can do things I didn't think I could do before ▪ Feel better about my future

Appendix VI. Copy of Survey Administration Tracking Form

A generic copy of the Survey Administration Tracking Form all YouthReach grantees completed in the spring and summer of 2008 appears on the following pages.

CCA YouthReach Initiative — Spring 2008

Program and Survey Administration Tracking Form

Instructions: Complete this form for the CCA YouthReach Initiative program that you are evaluating. After you have administered your surveys, attach this completed form to the surveys you send to National Research Center.

I. Contact Information:

a) Organization Name: _____

b) Program Name: _____

b) Contact Name: _____

c) Contact Phone Number: _____ d) Contact Email: _____

II. Participant Characteristics:

Using your best estimates, please check the boxes that describe your participants in this session.

a) Did your program serve youth who:

☐ Received free or reduced school lunch

☐ Lived in an economically depressed neighborhood

☐ Spoke English as a Second Language

☐ Dropped out of school

☐ Had physical, cognitive or learning disabilities

☐ Were parents

☐ Had experience with the juvenile or criminal justice system

☐ Had a history of substance abuse or exposure to substance abuse

☐ Had a history of violence or exposure to violence

☐ Other (please describe) _____

☐ Other (please describe) _____

III. Program Characteristics:

Considering your most recent 2008 youth-serving program, complete the following program characteristic questions. If your **current** program began prior to spring 2008, account for that time as well.

a) Length of program:
☐ School year ☐ One school semester ☐ Less than one school semester ☐ Other _____

b) Duration of program in weeks: _____

c) Number of days this program was offered per week this session: _____

d) Number of hours in a day this program was offered this session: _____

e) Total number of actual days this program was offered this session: _____
(Not including holidays or other days when program did not take place)

f) Number of youth participants served by this program in this session: _____

g) Number of professional artists involved in this program this session: _____

IV. Survey Administration

a) Survey Administration Date(s): _____

b) Who administered the survey?
☐ Program staff ☐ Non-program staff ☐ Volunteer(s)
☐ Peer tutor(s) ☐ Other _____

c) **Total number of completed surveys being sent to NRC: _____**

IMPORTANT SHIPPING DETAILS:
Send original (not copies of) surveys to National Research Center, Inc. for analysis:
National Research Center Inc., 3005 30th Street, Boulder, CO 80301, Attention: Wendy DuBow.

* If you make copies of completed surveys for your files, send originals to NRC via regular mail.

* If no copies are made (due to high number of surveys and/or staff time constraints), send originals via Federal Express. Contact Wendy DuBow at 303.444.7863 for NRC's Fed Ex account number.

Appendix VII. Copy of Survey

A generic copy of the survey all YouthReach grantees administered in the spring and summer of 2008 appears on the following pages.

Program Name

YOUTH PARTICIPANT SURVEY

Tell us what you think!

This survey is being used to get your ideas about how _____ program has affected you. It is not a test, and there are no right or wrong answers. Please take your time and be sure to answer each question based on what you really think. Please do NOT put your name on this survey. Your answers are completely private.

1) Please check the box below that is closest to how you feel about _____.

	Yes	Kind of	Not Really
a) There are interesting activities at _____	❑	❑	❑
b) The activities are enjoyable at _____	❑	❑	❑
c) I learn about new things at _____	❑	❑	❑
d) I like coming to _____	❑	❑	❑
e) There are rules I am expected to follow at _____	❑	❑	❑
f) I feel safe at _____	❑	❑	❑
g) I feel like facilitators are happy to see me here	❑	❑	❑
h) I tell my friends to come to _____	❑	❑	❑

2) Please check the box below that is closest to how you feel about _____.

	Yes	Kind of	Not Really
a) Facilitators care about me	❑	❑	❑
b) Facilitators help me feel important	❑	❑	❑
c) Facilitators give me lots of support	❑	❑	❑
d) Facilitators can be trusted	❑	❑	❑
e) I like the facilitators here	❑	❑	❑
f) Facilitators expect me to try hard and do my best	❑	❑	❑
g) Facilitators tell me when I do a good job	❑	❑	❑
h) I could go to a facilitator at _____ for advice if I had a serious problem	❑	❑	❑
i) Facilitators listen to what I have to say	❑	❑	❑
j) Facilitators ask me to plan, choose, or lead activities	❑	❑	❑
k) Facilitators treat all youth fairly	❑	❑	❑

3) Coming to _____ has helped me to …

	Yes	Kind of	Not Really
a) Participate more in class activities	❑	❑	❑
b) Become more interested in going to school	❑	❑	❑
c) Care more about school	❑	❑	❑
d) Get along better with my classmates	❑	❑	❑
e) Get along better with my teachers	❑	❑	❑
f) Spend more time reading for fun (not for school)	❑	❑	❑

4) Because I came to _____…

	Yes	Kind of	Not Really
.. a) I enjoy poetry more	❑	❑	❑
b) I think that poetry is more important	❑	❑	❑
c) I know better which types of poetry I enjoy	❑	❑	❑
d) I am better at poetry	❑	❑	❑
e) I have learned new poetry skills	❑	❑	❑
f) I use new poetry skills more	❑	❑	❑
g) I spend more time doing poetry	❑	❑	❑
h) I attend more poetry shows	❑	❑	❑
i) I practice my poetry skills on my own more	❑	❑	❑
j) I am better able to express myself through poetry	❑	❑	❑
k) I can better show others how I see the world through poetry	❑	❑	❑
l) I am more able to see myself as a poet	❑	❑	❑
m) I feel more strongly that youth like me can be poets	❑	❑	❑
n) I understand better what it means to work as an artist	❑	❑	❑
o) I have a better idea about whether I could get a job in the arts	❑	❑	❑

5) Because I came to _____…

	Yes	Kind of	Not Really
a) I get along better with other people my age	❑	❑	❑
b) I am better at making friends	❑	❑	❑
c) I am better at telling others about my ideas and feelings	❑	❑	❑
d) I am better at listening to other people	❑	❑	❑
e) I work better with others on a team	❑	❑	❑
f) I make better decisions	❑	❑	❑
g) I am better at planning ahead	❑	❑	❑
h) I am better at setting goals	❑	❑	❑
i) I am better at solving problems	❑	❑	❑
j) I am more of a leader	❑	❑	❑
k) I am better at taking care of problems without violence or fighting	❑	❑	❑

6) Because I came to _____…

	Yes	Kind of	Not Really
a) I care more about other people	❑	❑	❑
b) I care more about the feelings of other people	❑	❑	❑
c) I am better at standing up for what I believe	❑	❑	❑
d) I tell the truth more often even when it is difficult	❑	❑	❑
e) I am better at taking responsibility for my actions	❑	❑	❑
f) I am more interested in community and world problems	❑	❑	❑
g) I am better at speaking up for people who have been treated unfairly	❑	❑	❑

7) Coming to _____has helped me to …

	Yes	Kind of	Not Really
a) Feel better about myself	❑	❑	❑
b) Feel I have more control over things that happen to me	❑	❑	❑
c) Feel that I can make more of a difference	❑	❑	❑
d) Learn I can do things I didn't think I could do before	❑	❑	❑
e) Feel better about my future	❑	❑	❑
f) Feel I am better at handling whatever comes my way	❑	❑	❑

8) What do you like best about coming to _____?

_____

_____

9) If you could change one thing at _____what would it be?

_____

_____

10) How often do you come to _____?
- ❑ Every day or almost everyday (4-5 times per week)
- ❑ 2-3 times a week
- ❑ Once a week
- ❑ A couple times a month
- ❑ At least once a month
- ❑ Less than once a month

11) When did you start coming to _____?
- ❑ This spring
- ❑ Over the summer
- ❑ Last fall
- ❑ Last year or longer ago than that

12) How old are you?
- ❑ 10 years or younger
- ❑ 11 years
- ❑ 12 years
- ❑ 13 years
- ❑ 14 years
- ❑ 15 years
- ❑ 16 years
- ❑ 17 years
- ❑ 18 years
- ❑ 19 years
- ❑ 20 years or older

13) If you are in school, what grade are you in? _____
- ❑ Not in school or GED

14) Are you female or male?
- ❑ Female
- ❑ Male

15) Which best describes you?
(You may choose more than one.)
- ❑ African American/Black
- ❑ Asian/Pacific Islander
- ❑ Bi-racial/Multi-racial
- ❑ Caucasian/White
- ❑ Latino/Hispanic
- ❑ Native American
- ❑ Other _____

Thank you for your answers!