

**San Francisco Beacon Initiative
SECOND YEAR (2005) EVALUATION REPORT**

School Year: 2004-2005

Beacon Centers

Bayview-Hunter's Pt.
Community Beacon Center
Community Bridges Beacon
Chinatown Beacon Center
OMI/Excelsior Neighborhood
Beacon Center
Richmond Village Beacon
Sunset Neighborhood Beacon
Center
Visitacion Valley Community
Beacon
Western Addition Beacon
Center

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Executive Summary

The San Francisco Beacon Initiative (SFBI) is a public-private partnership promoting youth and family Centers in public schools. The Initiative's goal is to offer opportunities, services and activities that foster the healthy development of children, youth, families, and communities. The San Francisco Beacon Initiative (SFBI) instituted a comprehensive set of Quality Standards to guide the continuous improvement of the eight Beacon Centers. While last year's evaluation documented the beginning steps of each of the Beacon centers to meet facility, programming and participation level standards, in Year Two of the RDA evaluation (2004-2005) the majority of the Beacon centers emerged as comprehensive program environments where youth felt safe, were encouraged to succeed, and learned to build a sense of community. Beacon centers were seen as working ever more in partnership with their host schools to meet the needs of students and the surrounding community. Where centers were less successful in meeting standards across the board, significant outside environmental influences such as major restructuring at the host school, or community violence were observed to be critical challenges.

The evaluation has been designed to determine compliance with Quality Standards, measure specified outcomes, and foster program development and improvement. The evaluation utilizes a variety of assessment tools and activities. Primary evaluation activities include the Youth Individual Assessment (a pre/post assessment for youth-related risk factors and outcomes), satisfaction surveys, and data collection of significant demographic information and daily service encounters through the Contract Management System (CMS), a web-based program management information system. For those centers under a new lead agency, the evaluators additionally conducted a site visit and focus groups with Beacon youth, Directors, and Staff members as well doing interviews with directors of the lead agencies. For all centers, evaluators conducted interviews with host school administrators.

Minimum compliance, early, and intermediate standards serve as building blocks for meeting long-term outcomes. In this second year of evaluation, most Beacon centers met many of the standards, with a significant number changing from "In Progress" in 2003/2004 to "Met" in 2004/2005.

Compliance Standards: The Beacon Centers successfully established policies and procedures to support the Compliance Standards. Through an audit, RDA determined that the centers met most of the standards in all four areas: safety, accessibility, engagement and collaboration, and participation. In cases where standards were either "In Progress" or in a few rare cases, "Not Met", centers typically were experiencing some level of transition – a new lead agency, a new host school, or integration with a host school conversion to a Dream School.

Each Beacon Center is mandated to meet standard participation levels of 150 per day average daily attendance and 600 per year annual participation. The Beacon Initiative as a whole exceeded these standards through an overall average daily attendance of 223 participants and a total of 6144 youth participants and 1097 parents/caregivers served annually. Individually, six centers met both the average daily attendance and annual participation goals and two are "in progress." All but two centers have weekday programming until 8 PM, and all but one is providing programming on Saturdays. Plans are in place for 2005/2006 to have programming in place at these centers.

Data collection and entry continues to improve with continued dedication of staff and increased capacity in their navigation of the Contract Management System (CMS). That said, however, it has been observed that staff turnover continues to create data collection and entry challenges, which may reflect undercounting of participation levels for certain Beacon centers.

Early Outcome Standards: Most centers continued to improve in their capacity to operate and deliver high quality services through their performance on the Early Outcome Standards. Comparable to their performance on the Compliance Standards, the Beacon Centers demonstrated that their policies and procedures were substantially compliant with the Early Outcome Standards. The centers met most standards in the areas of safety, visibility, welcoming, diverse and well-trained staff and comprehensive programming. The evaluation relied on assessment and survey data only, as the second year eliminated most of the qualitative data collection methods, such as focus groups. While there was positive change in most areas, a number of centers need to continue to work on enhancing peer-to-peer relationships, especially in helping youth transfer what they have learned about building positive relationships at the Beacon centers to their peer relationships in the broader school and neighborhood communities. Related to this is the need to foster youths' understanding and appreciation of other cultures.

Intermediate Outcome Standards: Based upon evaluation of the Intermediate Outcome Standards, SFBI provided youth participants with supports to foster their positive development. Standards in this set examine how centers foster positive relationships among staff and participants, create opportunities for meaningful participation, encourage community involvement and provide challenging skill building opportunities. At this intermediate level, the second year evaluation results begin to reflect several centers rising to a higher level of sophistication around youth engagement and development. Other centers continue to be "in progress" as they strive to translate the success of program participation at the Beacon to more fully engage youth in decision-making at the Beacon and to have an impact in their communities. In some centers, differentiated programming for the age clusters (elementary, middle school, high school) resulted in varying results within the same Beacon.

Long-term Outcomes: A first set of long term outcomes are framed within a set of youth competencies in five core areas held as priorities by the SFBI: Leadership, Educational Support, Career Development, Health, and Arts and Recreation. Additional long-term outcomes include increased youth well-being, increased positive connection to school, increased school performance, and increased family support for education. Now in Year Two, the evaluation can better present findings for the majority of the first set of long-term outcomes, as well as increased youth well-being based on impacts experienced over a two year period. The SFBI has decided to defer implementation of evaluation of the family support component and has implemented the "Gateway to Fitness" program and evaluation in 2005-2006 to address the competency area of Health.

School Performance - The San Francisco Unified School District provided the evaluators with educational indicators of increased school performance for a group of Beacon participants and a comparison group matched on school enrolled, grade level, ethnicity, and gender.

Attendance

The percent of unexcused absences of all days enrolled is the indicator used to measure attendance and connection to school. Beacon participants had fewer unexcused absences (2.3%) than did the comparison group (2.9%) and this difference was statistically significant. Last year Beacon participants also performed better on this indicator than the comparison group, though the spread has increased this year.

Suspensions

The percent of youth receiving one or more suspensions for disciplinary infractions was slightly greater for Beacon participants (7%) than for the comparison group (6.8%). However, the comparison group had a greater number of average days of suspension (4.9 days) than did the Beacon participants (4.2 days). This difference was not observed last year (SY 2003-2004) where both groups had the same average days of suspension.

Grade Point Average

Beacon participants entered the year with a slightly lower Fall GPA than the comparison group (2.64 vs. 2.69). Both groups experienced a parallel decrease in GPA from Fall 2004 to Spring 2005. These results are similar to those found last year.

Leadership – Five out of eight centers met this standard and three were in progress. In the five that met the standard, all were able to assist youth in their development of age appropriate leadership competency skills, and were able to begin to help a majority of youth participants translate this skill building into engagement in center decision-making and community connection.

Educational Support – Six out of eight centers met this standard. Two centers were in progress due to inconclusive findings based on limited data, rather than actual poor results. In measuring homework completion outcomes, the percentage of Beacon participants with a positive outcome for homework completion ranged across the Beacons from 70% to 94% for middle school/high school students and 84% to 100% for elementary students. These are truly exceptional findings. In looking at outcomes related to reduced truancy, percentages ranged from 58% to 99% for middle school/high school students.

Career Development – Five out of eight centers fully met this standard, and the remaining three had a mixed score of met and in progress. Those meeting the standard were successful in both increasing youths' knowledge of career options and developing soft job skills such as appropriate behavior and dress, as well as developing youths' more concrete skills in the areas of resume development, applying and interviewing for a job. Those in progress need to work more to develop youths' concrete skill set and develop opportunities for actual work experience.

Health – While some Beacons did improve in the number of service hours provided in the area of health / violence prevention education, health education remains an area needing improvement across the Initiative. Starting in 2005/2006 the Initiative is launching the "Gateway to Fitness" program and evaluation. Every individual beacon center report included a recommendation that they fully participate in this opportunity.

Arts and Recreation – Seven out of eight centers met this standard. The one center given in progress relates more to inconclusive findings based on limited data, rather than actual poor results. Beacons achieved very high outcomes in this area which

encompasses both increases in regular involvement in arts, music and cultural activities as well as regular recreation and exercise. Of particular note, six out of eight centers improved their already high outcomes when measuring their results in Year Two as compared to Year One.

Youth Well Being – Beacons were measured as to their success in fostering a sense of safety, promoting knowledge and pride in participants' own and different cultures, providing youth with caring adult role models and supporting good relationships among the youth themselves, connecting participants to their community and promoting a sense of efficacy and self-esteem among youth. Two Beacons met this set of standards across the board, with the remaining achieving met in more standards than in Year One. There were a few instances where several Beacons seemed to have slipped in certain areas. At one center this was most significant in the area of safety, in another a reduced sense of connection to the Beacon, and in a third a reduced engagement in the Beacon and the community. In these few exceptions, staff suggest that external environmental factors of violence and intolerance at school and in the community may be impacting youths feelings and perspectives.

Dosage Analysis

A dosage analysis was conducted to examine the relationship of average weekly attendance at the Beacon to outcomes on the YIA. Analyses were run separately for the three grade level groupings as the average attendance for each varies, in great part due to the differentiated programming: Elementary 4.6 days-per-week, Middle School 3.6 days-per-week, and High School 1.7 days-per-week.

The areas in which Beacon attendance for those students attaining a positive outcome differed to a statistically significant degree from those who had a neutral or negative outcome are presented below.

- Positive outcomes for truancy were reported for middle school students with greater Beacon attendance (3.10 vs. 3.64 days/week).
- Positive outcomes for middle school youth's intentions to go to college were found with greater average weekly attendance (3.25 vs. 3.61 days/week).
- Middle school students with higher Beacon Center attendance had positive outcomes on having friends who stayed out of trouble and did well in school (3.50 vs. 3.68 days/week and 3.38 vs. 3.62 days/week).
- However, high school students with greater Beacon attendance had poorer outcomes for peer relations: having a friend who cares about them (1.62 vs. 2.15 days/week), having friend who talks with them about problems (2.07 vs. 1.61 days/week), and having friends who get into a lot of trouble (1.97 vs. 1.44 days/week).
- A strong dosage effect was observed for increased personal efficacy for high school students. Students with positive outcomes for the statement, "There are many things I do well," had higher Beacon attendance (1.29 days/week vs. 1.74 days/week).
- For all of the items related to making a positive connection with an adult, middle school youth who had a negative/neutral outcome had higher attendance.

I. Introduction

A. General Description of San Francisco Beacon Initiative

The San Francisco Beacon Initiative (SFBI) is a public-private partnership promoting youth and family Centers in public schools. The Initiative's goal is to offer opportunities, services and activities that foster the healthy development of children, youth, families, and communities. Eight Beacon Centers—housed in public schools across San Francisco—provide youth with social, athletic, educational, and recreational opportunities before and after school, on weekends and during the summer. The eight Beacon Centers include: Bayview-Hunter's Pt. Community Beacon Center, Community Bridges Beacon, Chinatown Beacon Center, OMI/Excelsior Neighborhood Beacon Center, Richmond Village Beacon, Sunset Neighborhood Beacon Center, Visitacion Valley Community Beacon and Western Addition Beacon Center.

The Beacon Centers transform public schools into youth and family Centers that become a Beacon of activity for the surrounding neighborhood. Centers offer young people a wide array of programs focused on five different areas: education, career development, arts and recreation, leadership and health.

The San Francisco Beacon Initiative was begun in 1994 by a broadly based group of community leaders, with strong institutional support from the San Francisco Unified School District (SFUSD) and the San Francisco Department of Children, Youth, and their Families (DCYF). By 1995, three Beacon Centers were in operation, followed by an additional five Centers over the next five years.

In keeping with the collaborative and community-based intent of its founders, each Beacon is part of a complex collaborative structure:

- Site Level: Each Beacon is located at a host school and is operated by a non-profit lead agency. (Each of the eight Centers has a different lead agency with the exception of three Centers that share one lead agency.) Each Center convenes a community council of youth, parents, residents, teachers, school administrators and community agencies to provide program guidance. More than 70 community organizations, citywide, partner with the Centers to provide service programming.
- Initiative Level: The Initiative is governed by a Steering Committee comprised of the principal funders. The Committee includes representation from DCYF, SFUSD, the San Francisco Juvenile Probation Department, and private foundation funders.

B. Beacon Quality Standards

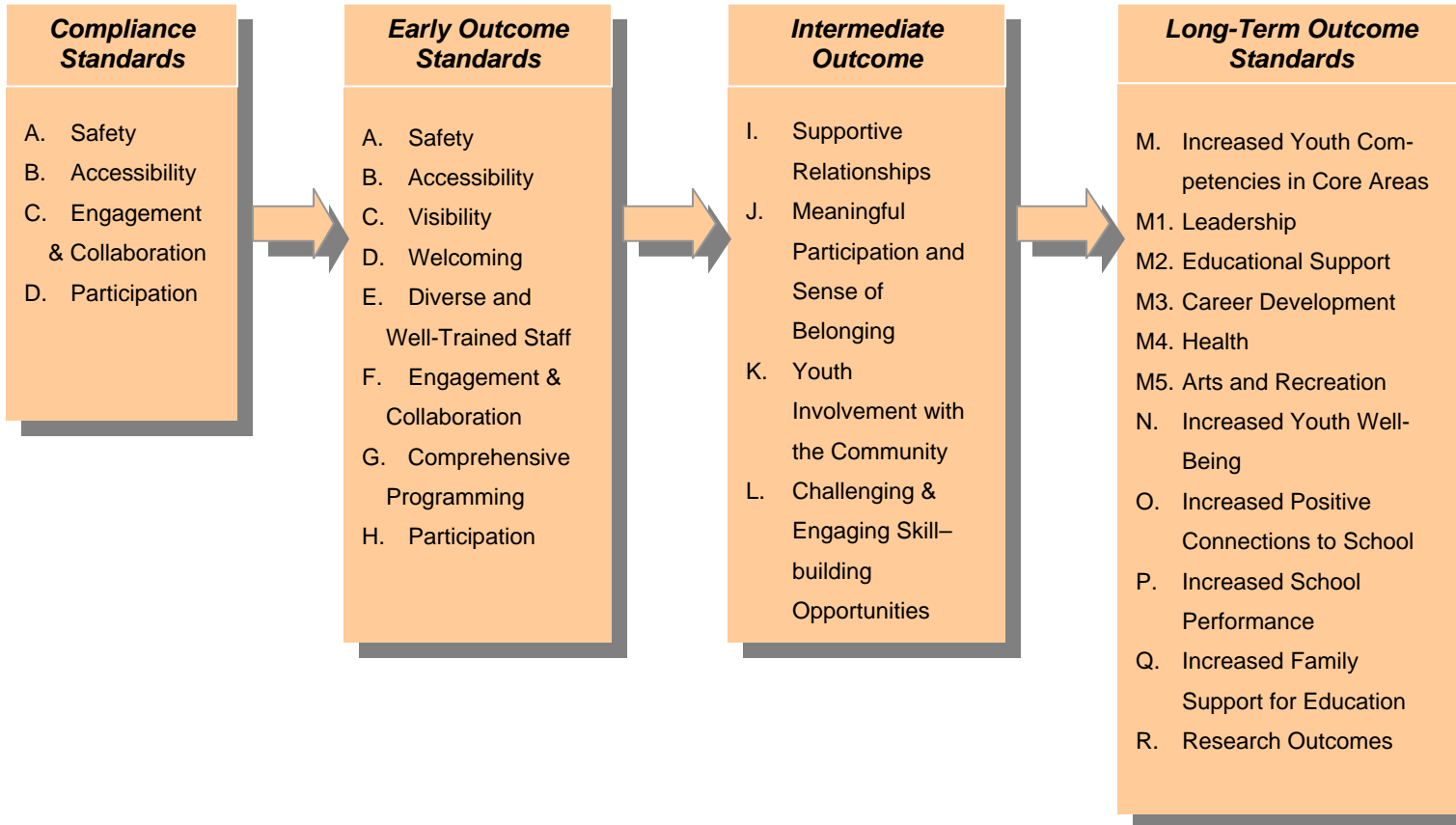
Between 1998 and 2001 the Initiative was evaluated by Public-Private Ventures (PPV). The current evaluation, conducted by Resource Development Associates (RDA), began in September 2003 and is ongoing. Both the PPV evaluation and this current evaluation have found an extraordinarily high level of consistency and quality across the Beacons, especially given the diversity of participating organizations and the complexity of the overall structure. The current evaluators attribute much of this organizational success to the institution of the "Beacon Quality Standards".

The Beacon Quality Standards were initially developed by a diverse group of stakeholders as part of the effort to create a "logic model" that would describe how Beacon resources and services would be applied to achieve the Initiative's long-term

goals. As such, the Quality Standards have become a powerful tool to support continuous improvement at all Beacon Centers and to ensure accountability on behalf of youth, parents and caregivers, and public and private stakeholders. These standards set specific benchmarks for Beacon Centers' youth development and adult programs. The standards are organized by implementation order in to the following categories: I. Compliance Standards, II. Early Outcome Standards, III. Intermediate Outcome Standards, and IV. Long-Term Outcome Standards.

To discuss the Beacon Initiative's implementation of the Quality Standards, it is necessary to understand the Standards' key themes and overall logic. Table 1, on the next page, presents the standards by category and their related themes. The implementation of the Quality Standards has occurred in phases according to the standards' progressive structure.

Table 1: Conceptual Structure of the Beacon Quality Standards



II. Evaluation Design

A. General Framework of Evaluation

This SFBI evaluation is based upon a revised version of the Quality Standards for Beacon Centers that was completed by the Initiative in September 2003. Since the Quality Standards provide the foundation for the evaluation, they also determine the nature of each evaluation component and establish the framework for outcome measurement. Within this framework, the evaluation has been designed to determine compliance with Quality Standards, measure specified outcomes, and foster program development and improvement.

The specific purposes of the evaluation include:

- Provide SFBI with an evaluation of the impact that its funding is having on children and youth.
- Provide SFBI and Beacon Centers with an assessment of how closely each Beacon Center is adhering to Quality Standards for Beacon Centers.
- Provide SFBI with key information that facilitates their planning process for the next round of funding.

The formative, process and outcome components of the Beacon Evaluation create a system of data collection and assessment that promote the Initiative's aim to develop, implement and meet its Quality Standards. Laying the evaluation's foundation, the formative evaluation establishes an ongoing process for sharing critical organizational and programmatic issues among collaborative members and collectively develops an integrated approach to ensure quality control of service delivery. This component builds these processes through the development of the Quality Standards and its evaluation plan (See Appendix: Beacon Standards Outcome Measure Tool Table). The process evaluation provides collaborative members with continuous feedback concerning implementation of services. This component creates and maintains continuous feedback through a series of facilitated discussions and semi-structured interviews with different collaborative members and stakeholders. Finally, the outcome evaluation measures the extent to which the stated goals and objectives, as indicated in the Quality Standards, have been realized by measuring changes in behaviors and attitudes of participants.

B. Data Collection Methods

In order to collect the necessary data, the evaluation utilizes a variety of assessment tools and activities. Primary evaluation activities include the Youth Individual Assessment (a pre/post assessment for youth-related risk factors and outcomes), satisfaction surveys, and data collection of significant demographic information and daily service encounters through the Contract Management System (CMS), a web-based program management information system. For those centers under a new lead agency, the evaluators additionally conducted a site visit and focus groups with Beacon youth, Directors, and Staff members as well doing interviews with directors of the lead agencies. For all centers, evaluators conducted interviews with host school administrators. Each category of Quality Standards requires a variety of evaluation activities. Table 2 summarizes the data collection methodology for each component of the Quality Standards.

Table 2: Overview of Data Collection Methods

I. Compliance Standards	II. Early Outcome Standards	III. Intermediate Outcome Standards	IV. Long-Term Outcome Standards
<ul style="list-style-type: none"> • Minimum Compliance Standards Audit: Site Visit and Review of Documents (Yr One included Site Visit, Yr Two was questionnaire) 	<ul style="list-style-type: none"> • Early/Intermediate Standards Audit: Site Visit and Review of Documents (Yr One Only) • Youth Individual Assessment • Youth Satisfaction Survey • Parent Satisfaction Survey (Yr One Only) • CMS Encounter Log - records direct client services • Interview with Beacon Youth Participants (Yr One Only) • Interview with Beacon Staff (Yr One Only); Yr Two added Workforce Study as separate evaluation • Interview with Director of Lead Agency (Yr One Only) • Interview with Beacon Center Directors 	<ul style="list-style-type: none"> • Early/Intermediate Standards Audit: Site Visit and Review of Documents (Yr One Only) • Youth Individual Assessment • Youth Satisfaction Survey • Parent Satisfaction Survey (Yr One Only) • CMS Encounter Log - records direct client services • Interview with Beacon Youth Participants (Yr One Only) • Interview with Beacon Staff (Yr One Only); Yr Two added Workforce Study as separate evaluation • Interview with Director of Lead Agency (Yr One Only) • Interview with Beacon Center Directors 	<ul style="list-style-type: none"> • Youth Individual Assessment • Youth Satisfaction Survey • Parent Satisfaction Survey (Yr One Only) • CMS Encounter Log - records direct client services • Interview with Beacon Staff (Yr One Only); Yr Two added Workforce Study as separate evaluation • Interview with Beacon Center Directors • Program-specific pre/post tests for Educational Support (On Hold), Health Prevention/Intervention (Gateway To Fitness Program and Evaluation Enhancement – FY 05/06), and Case Management Programs (On Hold)

Each data collection method utilizes different data sources. The assessments and evaluation activities draw from these multiple sources in order to provide a number of

perspectives on the Outcome Standards. The following list describes each data collection method, evaluation activity and its data sources:

Minimum Compliance Standards Audit

Begun in November 2004 and completed in February 2005, the Minimum Compliance Audit was used to assess the Compliance Standards. The audit involved completion of a questionnaire by the Center Director and a review of supporting documents such as Center policies, publications and forms. In addition, RDA interviewed eight host school administrators to review standards with the following themes: safety, accessibility, engagement and collaboration and participation. Conducting this audit allowed RDA to assess how closely each Center adhered to the standards. To provide the Initiative with preliminary feedback on the implementation of the Standards, RDA shared draft results of this audit with SFBI and the Centers in January 2005. The overall results of this initial audit and the follow-up are discussed in this report's section on general findings. (See Appendix: Minimum Compliance Standards Audit – February 2005).

Early/Intermediate Standards Audit

RDA used findings from youth individual assessments, satisfaction surveys and participation data to determine how closely each Center adhered to this group of standards.

Youth Individual Assessment (YIA)

The key data collection tool for evaluating long-term outcomes was the Youth Individual Assessment (YIA). Assessment questions examine youth's knowledge, competencies, and behaviors in the core areas of leadership, educational support, career development and arts and recreation. Unlike the first year when the Beacon Centers administered the pre and post tests during two set time periods, in this second year of the evaluation, centers were to administer the pre test on a rolling basis and the post test was to be administered primarily at the end of each semi-annual school session, but also on a rolling basis if students exited the program early. The YIA was administered to youth participants at the middle school and high school levels, as well as at the elementary level for youth in grades 4 and above. Across the Beacons, matched intake and exit assessment were obtained from 534 participants at the middle and high school level and 239 elementary participants. This represented 15.7% of the total Beacon participants in grades 4-12, which is lower than the minimum threshold set at 40% of total participants, and not less than 100 total matched sets. Because of the low response and match rate, both individual center results and comparisons between the individual center's results and the overall Beacon (Initiative) results could be called into question.

For students who did have a matched intake and exit assessment a change outcome was determined for each item. This outcome is based upon two factors: an item-specific response threshold and movement relative to this threshold from intake to exit. For example, for the first YIA item "How often did you complete your homework?" the threshold was a response of "most of the time" or better. If a student either moved in a positive direction toward the threshold or provided a response above the threshold on both the intake and exit assessment then the outcome was positive. If the student provided the same response on the intake and exit that was below the threshold then the outcome was neutral. And if the student moved in a less desired direction below the threshold the outcome was negative.

Percentages of students in the positive, neutral, and negative outcome categories are presented for all Beacons combined. In the individual site reports, individual Beacon centers were compared to all Beacons combined. If the individual Beacon had the same percent of students with a positive outcome as all Beacons combined then in comparison they were determined to be performing the “Same” for that item. If they were less than two percentage points above or below the percent of students with a positive outcome for all Beacons combined then they were determined to be performing “Slightly Better” or “Slightly Worse.” And if they were two or more percentage points above or below all Beacons combined then they were determined to be performing “Better” or “Worse.”

Youth Satisfaction Survey (YSS)

In Year Two of the evaluation, it was agreed that the YSS would be administered as an attachment to the post test YIA. Survey questions address many of the standards’ themes including: safety, welcoming, engagement and collaboration, comprehensive programming, supportive relationships, meaningful participation and sense of belonging, youth involvement with the community, challenging and engaging skill building opportunities, leadership and well-being. YSS findings represent responses from 828 middle and high school youth and 346 elementary children who attended the Beacon Centers during 04/05. Overall, youth satisfaction surveys were returned by 23.9% of the youth served by the Beacons in grades 4-12, which is lower than the minimum threshold set at 40% of total participants, and not less than 100 total matched sets. Because of the low response and match rate, both individual center results and comparisons between the individual center’s results and the overall Beacon (Initiative) results could be called into question.

The percentage of students in each response category is presented for all Beacons combined. In the individual site reports, individual Beacon centers were compared to all Beacons combined. If the individual Beacon had the same percent of students with a response that reflects positively on the program as all Beacons combined then they were determined to be performing the “Same” for that item in comparison. If they were less than two percentage points above or below the percent of students with a positive response for all Beacons combined then they were determined to be performing “Slightly Above” or “Slightly Below.” And if they were two or more percentage points above or below all Beacons combined then they were determined to be performing “Above” or “Below.”

Parent Satisfaction Survey (PSS)

It was determined by the SFBI that Parent Satisfaction Survey administration would be postponed until related programming and survey administration support, such as incentives, could be planned.

Contract Management System Data (CMS): Registration and Services

Beacon Centers use the Contract Management System, a management information system required by their primary funder, DCYF, to record their participants’ registration and services data. Registration data includes significant demographic information for each participant. Services data tracks the amount and type of service provided to participants on a daily basis. For this report, RDA reviewed data from July 2004 – May

2005¹. To determine the demographics of Beacon Staff and youth participants, RDA analyzed registration data. Adherence to the Participation Standards, as indicated in both the Compliance and Early Outcome sets of standards, was determined by analysis of services data.

Interview with Beacon Youth Participants

To showcase youth perceptions of programming and to assess standards involving youth-Beacon staff relationships, RDA conducted group interviews with youth in Year One, but only with the one center that changed lead agency in Year Two. Based upon standards covering comprehensive programming and challenging and engaging skill building opportunities, the interview's questions focused on strengths and gaps in programming, goal-setting, cultural competence and the quality of youth-staff relationships.

Interview with Beacon Staff

In Year Two it was decided that a separate workforce study would be conducted for SFBI.

Interview with Host School Administrator

In November 2004, RDA conducted interviews with host school administrators as a part of the Minimum Compliance Standards Audit. Eight principals gave individual interviews. This interview assessed Compliance Standards and discussed topics regarding the host school and Beacon Center relationship as well as the Center and school's relationship with the greater community.

Interview with Director of Lead Agency

Interviews with the directors of each Center's lead agency provided information regarding the agency and Center relationship as well as another perspective on the Center's involvement with the greater community. RDA conducted interviews with all Lead Agency Directors in Year One, but only with the one center that changed lead agency in Year Two. The themes discussed regarding Early and Intermediate Standards included engagement and collaboration, youth involvement with the community and the greater community's needs.

Interview with Beacon Center Director

Interviews with Beacon Center Directors provided both general background and context for each Center 's history, culture and programming. In November 2004, RDA conducted these interviews individually as a part of completing the Minimum Compliance Audit.

Program Specific pre/post tests for Educational Support, Health Prevention/Intervention and Case Management Programs

It was determined by the SFBI that program specific pre/post tests would be postponed until related programming and survey tool development could be planned. It had been anticipated that SFBI and SFUSD would be able to collaborate in the design,

¹ In order to generate individual site reports in time for summer planning, RDA closed its analysis of CMS data collection on May 31. While some services were provided in the first weeks of June, it is unlikely that the services provided would add to the unduplicated count of youth served and would only add minimally to the total dosage of services. Therefore, 04/05 data not included as part of the evaluation due to the exclusion of June 2005 service data is assumed to have negligible impact on findings presented.

administration and analysis of literacy activities using SF Team's survey, but funding issues that arose for SFUSD in the midst of the collaborative effort made continuing too much of a challenge. Health Prevention/Intervention is being supported by separate programming and evaluation through "Gateway to Fitness" starting in FY05/06. Evaluation of case management surveys developed by the Mayor's Office of Criminal Justice proved difficult given the inconsistent administration of the surveys across the Beacon's as well as the evaluator's judgment that the tool used and resulting findings do not inform the SFBI evaluation in the context of the SFBI standards.

III. Status of the Evaluation

A. Evaluation Plan: Phase-in Over the First Two Years of Evaluation

The SFBI Evaluation is an on-going evaluation that is being phased in over its first two years. In the first year, September 2003 – June 2004, the evaluation focused on the Beacon's youth participants, assessing Early and Intermediate Standards and their outcomes. In addition, it provided preliminary and baseline results for some Long-Term Outcomes. The first year of evaluation coincided with the initial implementation of the Quality Standards. Thus, SFBI and RDA used the first year to coordinate the standards' implementation and the responsiveness of the evaluation.

In the second year, July 2004 – 2005, the evaluation expanded its focus by taking its next step toward assessing all of the Quality Standards. This year, the evaluation began to analyze Long-Term Standards and Outcomes. In addition, it added on components to examine staffing issues through the Beacon Workforce Study [findings from this study will be published separately in January 2006]. (See Appendix: 2004-2005 Evaluation Timeline)

B. Current Status of the Evaluation

To understand the progress of the evaluation at this juncture, it is necessary to review the evaluation's current status. As of June 2005, the SFBI Evaluation has completed its second cycle of assessment activities.

1) Evaluation Activities for Summer 2004 (July – August 2004)

The Beacon Centers began its second year of the evaluation by completing the first of two phases for summer program evaluation. During phase one, Summer 2004, Centers: 1) tracked registration and participation data in CMS; and 2) allowed evaluators to do one site visit. In Summer 2005, Centers conducted the same activities as in Year One with the addition of conducting the Youth Satisfaction Survey with participants.

2) Evaluation Activities for School Year 2005 (September – May 2005)

With the start of the new school year, Beacon centers began administration of the YIA pre test for all enrollees. Beacon centers continued to record participant registration and daily services information into the Contract Management System (CMS). Beginning in November 2004 and completing in February 2005, Beacon centers responded for a second time to the Minimum Compliance Audit questionnaire, with RDA evaluators reviewing the questionnaire responses and supporting documentation, and interviewing directors. As a part of the Minimum Compliance Audit, RDA interviewed host school administrators. At the end of both the first and second semesters, the Beacons administered the YIA post-test along with Satisfaction Surveys to all of their youth participants grades 4 and above. The data from all of these activities was analyzed in June 2005 to be presented in this final Second Year (2005) Initiative-wide report.

C. Reporting Phases

As a part of SFBI's on-going evaluation, RDA will present results on an annual basis in a final Initiative-wide report. Reflecting the step-by-step implementation of the Quality Standards and the evaluation, the reports for the first two years will discuss results from that year's evaluation activities. With this approach, each report will build upon the previous report's findings, adding in new elements that reflect the most recently phased-

in evaluation activities. This series of reports includes the June 2004 Report and the Second Year Evaluation Report.

1) The June 2004 Report

The June 2004 Report assessed how closely Beacon Centers adhered to the Early and Intermediate Quality Standards. With this assessment, the report also described the impact programs had on their participants and made recommendations to support program planning and improvement. Findings related to the Long-Term Quality Standards were limited to the evaluation activities implemented in the evaluation's first year. Many of the Long-Term Outcomes require data collection for a minimum of two years, or comparison with a control group.

The June 2004 Report summarized findings for the first year of the evaluation, September 2003 – May 2004. It included data and key findings for the Youth Individual Assessments, Satisfaction Surveys (with a small sample of Parent Satisfaction Surveys) and the Early and Intermediate Standards Audit. In addition, the report presented findings from the Minimum Compliance Audit, whose findings were originally reported in December 2003, with an update on standards that were previously found to be in-progress or not met.

2) The Second Year Evaluation Report (July 2004 – June 2005)

As in the June 2004 report, the Second Year Evaluation Report discusses data and findings for the 2004-2005 program cycle with the addition of analysis of the Long-Term Standards.

A separate Beacon Workforce Study will investigate staff recruitment, professional development, retention and wages across the Initiative. Investigating these workforce factors will produce findings that will support the SFBI Evaluation as well as the needs of the greater youth workers workforce. Providing information on the overall status of the SFBI Workforce, the Study will document current trends in the field of youth workers, a relatively unexamined area in the arena of the human services workforce that is gaining attention at the state and national levels.

Report Focus and Structure

This Second Year (2005) Report examines how closely all Beacon Centers, as a group, adhered to the Minimum, Early, Intermediate and Long-Term Standards, highlighting accomplishments across the Initiative as well as issues requiring more attention. Findings describe program impact, identify issues and suggest changes that will be significant in program planning and improvement. Findings are presented within the framework of the Quality Standards to show assessment of adherence to the standards as well as to facilitate discussion on the progress of the standards' implementation across SFBI.

The report's structure follows the sequence of the Quality Standards and describes results at both the Initiative and Beacon Center levels. Findings are presented at the Initiative level, describing results in aggregate form for all of the Centers as a group. [Individual Beacon Center profiles were distributed in August to individual center directors and findings discussed in a joint meeting with the center staff, RDA and the SFBI Executive Director.] Findings are presented in the order of the Quality Standards: A) Compliance Standards; B) Early Outcome Standards; C) Intermediate Outcome Standards; and D) Long-Term Standards. The final section of the report presents conclusions that discuss the overall impact Beacon funding is having on children and

youth as well as cross-initiative patterns found in how closely the Beacon Centers adhered to the standards. The conclusions section contains a sub-section that describes observations and lessons learned while the evaluation was in progress. Recommendations in this sub-section also suggest improvements for future evaluation activities.

Considerations

Before proceeding, it is important to consider certain factors that place the findings of this and future reports in the context of the greater Initiative and overall evaluation plan. First, SFBI is a complex initiative in which each of the eight Beacon Centers has its own unique features: history, identity, partnerships, finances, size, programming and community. As a result, variation in the breadth and depth of the Standards' and evaluation's implementation is to be expected. Second, the report provides information on Beacon Centers from a variety of perspectives. This means that there is no single number or statement that defines how well a Beacon Center did in serving its participants. As such, it is important to read the report with an eye to the whole story and consider each section's findings as a part of a whole.

IV. Findings

This section summarizes findings for SFBI describing the Initiative’s performance on the Beacon Quality Standards. As previously stated, the report is organized in the order of the Quality Standards: 1) Compliance Standards; 2) Early Outcome Standards; 3) Intermediate Outcome Standards; and 4) Long-Term Standards. Subsections present the key themes for each set of standards. Each theme has a table showing how closely the Centers adhered to the standards: whether they *met*, are *in progress* or did *not meet* the standard. The narrative following each table describes the results, highlighting related data from the YIA, YSS or other data collected. Next, the narrative indicates the accomplishments and areas needing additional attention for each theme. These points further explain how the Beacon Centers adhered to the Standards and describe the impact programs had on participants.

1. Compliance Standards

SFBI created the Compliance Standards to establish minimum levels of service quality, delivery, policy and procedure across the Initiative. As measures of quality assurance, these initial benchmarks set thresholds the Centers must meet in order to provide the basic services that are central to the Initiative’s mission. The Minimum Compliance Standards Audit, conducted in November 2004 and completed in February 2005, describes how closely the Centers adhered to this set of standards.

The Beacon Centers have successfully established policies and procedures to support the Minimum Compliance Standards. Through the audit, RDA determined that the Centers met the majority of standards in all four areas: safety, accessibility, engagement and collaboration and participation. While some standards in accessibility and participation need additional attention, these issues most often reflect standards that were in progress, indicating that the Centers were working on the issue to make improvement.

A. Safety

The Compliance Standards regarding safety ensure that Center policies and procedures protect participants. By meeting these preliminary standards, Centers verify that they created safety policies and procedures, conducted basic health and background checks on staff, and that they have a safety and support plan in place. These safety standards also assess procedures that more directly effect participants: parental permission to join the Beacon and related activities as well as supervision of participants during arrival, programming and departure. In all, these standards establish physical safety for SFBI.

Safety	Status			
Standard	Met	In Progress	Not Met	Waiver
1) Beacon Center policies and procedures are in place to protect the safety and health of youth participants.	X (7 out of 8)	X (1 out of 8)		

Safety	Status			
	Met	In Progress	Not Met	Waiver
Standard				
2) All staff (including subcontractor and partner CBO staff) and volunteers have been fingerprinted and cleared required background checks.	X (8 out of 8)			
3) All youth participants have a fully completed and up-to-date emergency and medical information form, including release for treatment, on file at the Beacon Center. These forms are accessible by supervising staff and are in the possession of staff on all off-site outings.	X (8 out of 8)			
4) All youth participants have a fully completed and up-to-date parent/caregiver permission form, granting signed permission to: <ul style="list-style-type: none"> • Participate in the program; • Participate in program evaluation; • Release photos/video that include participants; and • Leave the program site for site sponsored and supervised outings. 	X (7 out of 8)	X (1 out of 8)		
5) Beacon Center has in place a safety and support plan developed in accordance with SFUSD criteria.	X (7 out of 8)	X (1 out of 8)		
6) Beacon Center has a system of knowing where youth participants are during program hours and ensuring that youth participants are always supervised by an adult.	X (8 out of 8)			
7) Youth participant's arrival is supervised.	X (8 out of 8)			
8) Youth participant's departure is supervised.	X (8 out of 8)			

Safety	Status			
Standard	Met	In Progress	Not Met	Waiver
9) Beacon Center has a clearly delineated entrance.	X (7 out of 8)	X (1 out of 8)		
10) TB Tests have been conducted for all employees, partners and sub-contractors who work with or volunteer at any school sites.	X (8 out of 8)			

Among the four areas, Centers adhered most closely to the safety standards, with all eight Centers meeting seven out of 10 standards, and no center receiving a “not met.” A few Centers were in progress with three safety standards concerning the existence of policies (emergency, safety and support, and evaluation participation), and a clearly delineated entrance. Correction of “in progress” for all missing policies were to be submitted by January 2005 but were not; a recommendation was noted in the respective individual site reports that these items are yet to be received by the evaluator on behalf of SFBI.

Accomplishments:

Through the use of policies and procedures, Beacon Centers ensured the safety of their participants. The Centers fully met seven out of ten standards in this area. These results indicate Centers implemented safety in multiple ways: 1) utilized safety procedures; 2) reviewed staff and volunteers’ backgrounds; 3) made facilities as hazard-free as possible; 4) supervised participants during arrival and departure; and 5) maintained current emergency, medical and parent permission forms for participants.

Areas needing additional attention:

Policies and procedures are often developed at the lead agency level, and in some cases, adequate implementation support at the site level appears to be lacking. It is not enough that policies and procedures manuals exist, but that minimally policies and procedures are adequately implemented through annual staff (re)training. Preferably, site level staff should be integrated with annual review and update of policies and procedures to ensure that SFBI requirements are appropriately included and that site level staff have ownership of the policies and procedures they must follow.

B. Accessibility

The Compliance Standards on accessibility define a principal site and a year-round programming schedule for the Centers. Meeting these standards means a Center provided the majority of its programming at its primary site and had services during the week, on weekends, over school breaks and throughout the summer.

Accessibility	Status			
Standard	Met	In Progress	Not Met	Waiver

1) Beacon Centers are open and offer programs weekday afternoons during the school calendar until 8 PM.	X (6 out of 8)	X (1 out of 8)	X (1 out of 8)	
2) Beacon Centers are open and offer programs at least one Saturday per month, or a total of 48 hours on Saturdays, during the school calendar year.	X (7 out of 8)		X (1 out of 8)	
3) Beacon Centers are open and offer programs or activities during major breaks in the school calendar: winter/spring break.	X (8 out of 8)			
4) Beacon Centers are open and offer programs during the summer months, June through the last week in July.	X (8 out of 8)			
5) Beacon Centers offer at least eighty percent (80%) of programming at the primary site or host school.	X (5 out of 8)	X (2 out of 8)		X (1 out of 8)

School site usage restrictions, including those in place due to community violence, resulted in some sites receiving an “in progress” or “not met” for later evening and weekend programming. SFBI should consider additional dialogue with SFUSD regarding these matters and/or additional waivers. In addition, SFBI is considering whether later evening and weekend activity requirements must reflect programming for children and youth.

C. Engagement and Collaboration

The Compliance Standards for engagement and collaboration ensure that Centers work in conjunction with their partners: host schools, community-based organizations (CBOs), lead agencies and the greater community. When a Center has achieved these standards, it has invited all of these partners to be in active in the Center, demonstrated knowledge of and referred participants to other community resources and completed basic permits and agreements to support facility use and partner relationships.

Engagement and Collaboration		Status			
Standard		Met	In Progress	Not Met	Waiver
1) Staff engage the host school as active	Beacon Ctr.	X (7 out of 8)	X (1 out of 8)		

partners in the life of the Beacon Center.¹³	School Site Admin.	X (7 out of 8)	X (1 out of 8)		
2) Staff collaborate with regular school day personnel – coordinate the use of site facilities and resources and exchange information and ideas about programming.¹³	Beacon Ctr.	X (7 out of 8)	X (1 out of 8)		
	School Site Admin.	X (7 out of 8)	X (1 out of 8)		
3) Staff participate in formal school processes, which review the needs of individual youth. (example School Care team).¹³	Beacon Ctr.	X (7 out of 8)	X (1 out of 8)		
	School Site Admin.	X (7 out of 8)		X (1 out of 8)	
4) Staff engage community-based organizations as active partners in the life of the Beacon Center.		X (7 out of 8)	X (1 out of 8)		
5) Staff establish partnerships with CBO's to provide programming for Beacon Center participants.		X (7 out of 8)	X (1 out of 8)		
6) Staff are aware of and provide information to families and youth on community organizations that can provide services or resources outside the scope of Beacon programs.		X (7 out of 8)	X (1 out of 8)		

<p>7) Beacon Centers will provide timely submission of facilities use permits with accompanying insurance requirements, on the following schedule:</p> <p>July 1st for Fall Semester; Nov. 15th for Spring Semester; April 15th for Summer Session.</p>	<p>X (8 out of 8)</p>			
<p>8) Procurement by Lead Agency of insurance as outlined in the MOU with the school district.</p>	<p>X (8 out of 8)</p>			

Five out of eight centers met all standards in this area. Performance on these standards is significant since they discuss Beacon Centers' relationships with their host school, community-based organizations (CBOs) and the greater community. Those centers facing the most challenges in this area were building new relationships with host school personnel, either due to a move to a new host school site, conversion of the host school to a Dream school site or as a result of significant changes to the composition of Beacon center staffing.

Accomplishments:

Centers are viewed as integral to the school community and Beacon staff are seen as critical partners in the school's success. Host school principals were full of praise for the Beacon center directors and staff. Especially in two cases where Beacon centers were facing transitions, school principals were particularly impressed with the special efforts made by the centers to work with school personnel to make the relationship with the host school a success and to bring quality programming to the students. This represents a significant shift for the SFBI and should be celebrated!

Areas needing additional attention:

Conversion of host school sites to Dream Schools pose a special challenge. With the conversion of certain host school sites to Dream Schools and with SFUSD facing school closures, SFBI will continue to face challenges that will require the initiative as a whole to focus attention on strong communication with SFUSD as changes are considered and implemented, so as to ensure that Beacon participants, their families, and the community are supported through these transitions.

D. Participation

The Compliance Standards regarding participation define who Center participants are and set benchmarks for the number of participants to be served by a Center. When

a Center has met these standards, it has served participants, the majority being young people, from its school and surrounding community, reaching on average 150 participants per day and 600 participants per year.

The data in this table reflects data collected from July 2004 through May 2005.

Participation	Status			
	Met	In Progress	Not Met	Waiver
1) The Beacon Center serves children and youth and adult family members from the school community and surrounding neighborhood.²	X (8 out of 8)			
2) Beacon Center serves 600 or more children and youth and adult family members unduplicated, per year.³	X (5 out of 8)	X (1 out of 8)	X (1 out of 8)	X (1 out of 8)
3) The Beacon Center serves at least 150 participants a day.⁴	X (6 out of 8)		X (2 out of 8)	
4) The majority of participants (70%) are young people (under the age of 22).	X (7 out of 8)		X* (1 out of 8)	

**Whether failure to meet this standard is a negative aspect of the program is something that deserves further discussion within the Beacon Community. It is clear from the numbers of individuals served that this Center is serving a large number of youth participants. It fails to meet this standard, not because it is failing to serve youth, but because it is also successfully drawing large numbers of adults into its programs. This appears to us to be an indication of the Center's strength. Perhaps the Standard should be reworded so that achievement is not measured in terms of percentage of youth served, but absolute numbers of youth served.*

Five of the centers met all participation related standards. Issues that affected centers in meeting all participation standards included continued CMS related data entry, school violence, and program and school site transitions.

2. Early Outcome Standards

Building upon the Compliance Standards, the Early Outcome Standards examine Beacon Center procedure, service delivery and quality in an in-depth manner. This set of standards moves beyond minimum levels of compliance to develop previous themes further and add on the themes of visibility, welcoming, diverse and well-trained staff and comprehensive programming. RDA used various data collection methods to assess SFBI's performance with these standards including results from the YIA and satisfaction surveys, interviews and CMS data. Due to the emphasis on LT outcomes in this stage of the evaluation, the Early/Intermediate audit was dropped as an evaluation tool. In

² Per SF Beacon Initiative decision, this standard is assumed to be true and has no specific method for measurement.

³ "In Progress" has been defined as being at 85% of target.

⁴ "In Progress" has been defined as being at 85% of target.

addition, an in-depth workforce study is being conducted that overlaps with many of the standards related to staffing.

A. Safety

The Early Outcome Standards regarding safety describe how a Center and its staff must ensure the emotional and physical safety of its participants. Moving beyond the policy focus of the compliance standards, these standards focus on important service delivery factors affecting participants' emotional and physical safety. These factors include: staff training requirements, facility needs, staff-child/youth ratios, discipline techniques and rules. By meeting these early standards, Centers verify that they trained staff members, conducted services with appropriate staff-child/youth ratios and utilized positive discipline techniques along with rules to ensure participants' safety. The facility itself also had to contain a relaxing drop-in space that reflected youth interests and provided adequate storage for equipment and belongings.

Safety	Status			
Standard	Met	In Progress	Not Met	Waiver
A1. Agency ensures that safety and support staff complete training in the areas of conflict mediation, crisis response, incidents and positive behavior management within 6 months of hire.	Not measured	Not measured	Not measured	Not measured
A2. Beacon Center ensures that all new staff receive a training/orientation to the Beacon Center safety plan and are prepared to respond to emergencies and accidents.	Not measured	Not measured	Not measured	Not measured
A3. Staff protect youth from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.	Not measured	Not measured	Not measured	Not measured
A4. Beacon Center promotes an emotionally and physically safe environment for youth participants.	X (7 out of 8)	X (1 out of 8)		
A5. Beacon Center ensures staff-child/youth ratios and group sizes permit the staff to meet the needs of youth participants.	Not measured	Not measured	Not measured	Not measured

A6. Staff use positive discipline techniques to guide the behavior of youth and promote their emotional safety.	X (5 out of 8)	X (3 out of 8)		
A7. Beacon Center rules are in place to promote the physical and emotional safety of youth participants.	X (6 out of 8)	X (2 out of 8)		

Centers adhered to the safety standards, with four Centers meeting all of the standards measured, and two others meeting 2 standards out of 3, with the remaining scores being “In Progress.” Issues of external school and community violence emerged as issues affecting participants’ feelings of physical and emotional safety.

In Satisfaction Surveys, youth confirmed that staff used positive discipline techniques and that rules were in place to promote their safety. Seventy-nine (79%) - compared to 80% in 03/04 - of middle and high school youth and 81% - compared to 86% in 03/04 - of elementary children said that they **knew what was expected of them at the Center**. While a slight dip from the prior year, findings indicate that Staff had used positive discipline techniques, proactively setting rules and expectations. Eighty-four percent – compared to 85% in 03/04 - of middle and high school youth and 85% - compared to 83% in 03/04 - of elementary children agreed that **staff treated them with respect**. This further supports the staff’s use of positive discipline, which emphasizes the concept of respect, since it demonstrates that respect was both taught and given consistently by Beacon staff.

Results from the Youth Individual Assessment provided additional support for the Centers’ capacity to promote safety.

Middle/High School Youth			
At my Beacon Center, there is an adult who really cares about me.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
75.0%	8.8%	16.2%	524

Elementary Children			
I think that the grown-ups at this After School Program really care about me.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
65.7%	11.2%	23.2%	233

Center staff provided emotional support to participants. 75% of middle and high school youth (an increase % from the prior year) and 66% of elementary children showed improvement with regard to their feeling that adults at the Center cared about them. While a smaller percentage of participants showed no change, 16% of middle and high school youth and 23% of elementary children showed negative change. On the overall, this positive finding implies that staff gave youth a significant amount of time and

attention. The increase in the negative outcome score for elementary age participants to over 20% (or 1 in 5 elementary participants) warrants further investigation at the site level for those seeing increase in site level negative outcome scores.

These overall favorable results translated to participants' general feelings of emotional and physical safety at the Centers. When assessing how safe they felt in a Beacon Center, 92% of middle and high school youth felt safe at the Center. The elementary programs had similar results. At the elementary level, 93% agreed that they felt safe at their Beacon Center. There was one exception to these findings, with one center receiving results showing that more youth (55%) than not (45%) felt unsafe at the center.

Accomplishments:

Centers created an emotionally safe environment for youth where respect was paramount. As previously mentioned, in Satisfaction Surveys 84% of middle and high school youth and 85% of elementary children agreed that staff treated them with respect. Youth also saw Beacon staff members model respect: 84% (compared to 87% in 04/05) of middle and high school youth and 87% (compared to 89% in 03/04) of elementary children said that staff treated each other with respect.

Areas needing additional attention:

Participants at the centers located in communities most effected by community and school violence are exhibiting signs of stress.

Recommendation: Given that the SFBI focuses on schools with the highest concentrations of youth at risk and high levels of academic underperformance, special programming for participants and community events focusing on violence prevention should be prioritized. Special support in the form of specialized training should be considered for staff at the affected sites.

B. Accessibility

See Compliance Standards, Section B for results.

C. Visibility

The Early Outcome Standards regarding visibility ensure that Centers raise participants', families' and the community's awareness about their services. According to the standards, raising awareness must be done in many ways in order to reach these different stakeholders effectively. As a result of meeting these standards, a Center utilized these different ways to promote visibility. These visibility methods included: providing a space to meet with stakeholders, having visible signage denoting the Center's presence, conducting extensive outreach to promote the Center, having a program calendar and hosting community events.

Visibility	Status			
Standard	Met	In Progress	Not Met	Waiver
C1. Prospective participants and their families are aware of the Beacon Center, its programs and activities, and how to get needed information.	Not measured	Not measured	Not measured	Not measured

D. Welcoming

The Early Outcome Standards on welcoming describe how the Centers initially make participants and families feel at home while informing them about the Center. When a Center has met this set of standards, it has created a multi-cultural environment that reflects the diversity of its participants and informed them about its purpose and activities through a written mission statement, program materials in the predominant languages of the participants and orientation sessions.

Welcoming	Status			
Standard	Met	In Progress	Not Met	Waiver
D1. Staff relate to community members and participants in positive ways to make them feel welcome and comfortable at the Beacon Center.	X (7 out of 8)	X (1 out of 8)		
D2. Staff ensure that current and prospective Beacon Center participants, family members and others understand the mission and beliefs underlying the Beacon Center and its program activities.	Not measured	Not measured	Not measured	Not measured

Seven out of eight Centers adhered to the welcoming standard measured, with the last “In Progress.”

Satisfaction survey responses from Beacon youth and parents described the degree to which Centers make them feel welcome and reflect their cultures. According to youth, Center staff were somewhat successful at creating an environment that reflected their backgrounds: 65% - as compared to 63% in 03/04 - of middle and high school youth stated that the staff understood their family’s culture.

E. Diverse and Well-Trained Staff

The Early Compliance Standards on diverse and well-trained staff ensure that each Center has a culturally competent and skilled staff. By achieving these skills and competencies, staff members ensure that they and their Centers provide high quality services. As a result, this set of standards describes requirements for staff bilingual competency, demographics, professional experience and qualifications and training in Beacon philosophy and policies, Center procedures, program management and

supervision. *Given the in-depth assessment being conducted through the Workforce Study, the core evaluation did not take a separate look at staff related outcomes.*

Diverse and Well Trained Staff	Status			
	Met	In Progress	Not Met	Waiver
E1. Staff and volunteers share language and cultures of the youth and families they serve, and the communities in which they live.	Not measured	Not measured	Not measured	Not measured
E2. Beacon Center strives to hire staff who represent a gender balance, are multi-age, racially/culturally reflect the surrounding neighborhood, and/or are from the surrounding neighborhood.	Not measured	Not measured	Not measured	Not measured
E3. Beacon Center ensures that all staff have the required experience and qualifications to work with and supervise youth participants.	Not measured	Not measured	Not measured	Not measured
E4. Beacon Center assesses the training needs of all staff and provides training relevant to each job.	Not measured	Not measured	Not measured	Not measured
E5. Beacon Center ensures all staff receive training (or show proof of training) before working with youth participants, in the following areas: safety procedures, SFBI and Center philosophy, and Center policy and procedures.	Not measured	Not measured	Not measured	Not measured
E6. All paid Beacon staff complete training (or show proof of training) in the following areas within six months of hire: CPR/First Aid, CPS, Conflict Resolution, Diversity Awareness, Youth Development Principles	Not measured	Not measured	Not measured	Not measured

Diverse and Well Trained Staff	Status			
	Met	In Progress	Not Met	Waiver
Standard				
E7. Beacon Center directors and program supervisors receive training in program management and staff supervision.	Not measured	Not measured	Not measured	Not measured

F. Engagement and Collaboration

The Early Compliance Standards on engagement and collaboration further develop the aims of their prior Compliance Standards by defining how Centers can best interact and collaborate with their partners: participants, their families, host schools, CBOs, lead agencies and the greater community. When a Center has achieved these standards, it has found culturally appropriate ways to get participant and parent input, inform partners of celebrations and activities, engage parent, volunteer and non-English speakers' involvement and the active membership of host schools, CBOs and the greater community.

Engagement and Collaboration	Status			
	Met	In Progress	Not Met	Waiver
Standard				
F1. Youth and parent/caregivers are encouraged to become active partners in the life of the program.	X (3 out of 8)	X (5 out of 8)		
F2. Staff invite school personnel regularly to celebrations and events.	X (6 out of 8)	X (2 out of 8)		
F3. Community-based organizations are encouraged to become active partners in the life of the Beacon Center.	Not measured	Not measured	Not measured	Not measured
F4. Community members, organizations and businesses are encouraged to become active partners in the life of the Beacon Center.	Not measured	Not measured	Not measured	Not measured

Some centers sustained their significant level of engagement with participants, families, community agencies and the host school. Overall host school relationships got significantly stronger.

Through Satisfaction Surveys, significant numbers of youth were engaged in program development and improvement. Fifty-four percent (54%) – as compared to 47% in 03/04 - of middle and high school youth said that they had made suggestions on what programs to have at their Centers. Since Centers often get input on programming

from their youth councils, it is important to look at participation in this activity to assess youth engagement. Recognizing that the number of youth who can participate in youth council is limited, youth showed a relatively strong level of engagement with 36% of middle and high school youth saying that they had participated in a youth council meeting. Forty-six percent (46%) of elementary youth responded positively that they “get chances to choose the things and activities I do at this After School Program.”

Areas needing additional attention:

SINCE SFBI WAS NOT ABLE TO IMPLEMENT ANY SPECIAL PROGRAMMING IN THIS AREA FOR THIS EVALUATION YEAR, THIS RECOMMENDATION FROM THE JUNE 2004 REPORT IS BEING REPEATED.

Centers need to find new and meaningful ways to involve parents. At some Beacon Centers, staff expressed both a need to increase parent participation and a need to learn new strategies to involve parents. Staff do have experience working with parents. Most often, they have consulted with parents regarding their child’s participation in the Center and/or have coordinated parent volunteers for a family/holiday event. However, staff would like to collaborate with parents as regular partners in their child’s development, and involve them in programming in more meaningful ways. A few Beacon Centers have accomplished this through their Parent Coordinator or by holding Beacon Staff/Parent Conferences. While these are good methods, not all Beacon Centers can afford a dedicated Parent Coordinator or the time to conduct such conferences.

Recommendation: Training on new and effective strategies to involve parents for all Beacon Center Staff could be both a way for Beacon Centers to share effective ideas and strategies across the Initiative as well an opportunity to learn new methods.

G. Comprehensive Programming

The Early Outcome Standards on comprehensive programming define the ways Centers must design and manage their activities to serve a broad range of participants. These definitions not only ensure a broad range of participants, but also ensure that services are of high quality, relevant to participants’ needs and culturally appropriate. When a Center achieved these standards, it provided services that do the following: 1) reflect participants’ needs and interests; 2) allow for multiple levels of participation; 3) encourage participation over time; 4) include activities that draw from participants’ cultures; 5) are free; 6) are regularly assessed and 7) are supported by funding efforts that diversify offerings.

Comprehensive Programming	Status			
	Met	In Progress	Not Met	Waiver
Standard				
G1. Staff design programs that reflect the needs and interests of participants, and reflect the broad diversity of families in the Beacon Center and surrounding neighborhood.	X (3 out of 8)	X (5 out of 8)		

Comprehensive Programming	Status			
	Met	In Progress	Not Met	Waiver
Standard				
G2. Staff design and schedule programs to accommodate multiple levels of participation, from drop-in to high frequency participation.	Not measured	Not measured	Not measured	Not measured
G3. Staff design and schedule programs to encourage youth and family members to participate in multiple program opportunities over an extended period of time.	Not measured	Not measured	Not measured	Not measured
G4. Staff design program activities which incorporate elements of young people's cultural and linguistic backgrounds, encouraging them to take pride in their own cultures and home languages, and to value other cultures.	X (1 out of 8)	X (7 out of 8)		
G5. Beacon Center programs are offered free of charge.	Not measured	Not measured	Not measured	Not measured
G6. Beacon Center has a system in place for ongoing assessment of programs.	X (7 out of 8)	X (1 out of 8)		
G7. Agency strives to achieve a 1:1 match of core funds to diversify program offerings.	Not measured	Not measured	Not measured	Not measured

Several centers really excelled this year in this area, with three moving to “Met” for programming strongly meeting the needs of participants and the diversity of families, and one of the same group moving to “Met” for programming that encourages participants to take pride in their own and other cultures. Other centers continue to be “In Progress.” RDA analyzed Satisfaction Surveys to assess this standard. Seventy-three percent (73%) of middle school/high school participants were satisfied with center programming and 83% of elementary school age participants were satisfied. Sixty-eight percent (68%) of middle school/high school participants learned things to help them be successful and 79% of elementary school age participants learned new things.

Assessment of the fourth standard regarding the incorporation of participants’ cultures in to program activities yielded mixed results. Responses from the YIA show how overall the Centers’ performance improved from last year - in 2 out of three related questions - at the positive end, but also worsened in the same two questions for negative outcomes.

Middle and High School Youth			
I know a lot about my own culture and heritage.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
75.6%	8.6%	15.8%	524
I am proud of my culture and heritage.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
89.5%	2.5%	8.0%	522
I know a lot about other cultures.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
56.3%	25.8%	17.9%	519

Middle and high school youth showed large improvement in their knowledge and pride in their own culture, but less improvement in their learning about other cultures. Nearly three-fourths of participants, 76%, had positive change in their knowledge of their own culture, indicating that they learned more about their culture or that they maintained their high level of knowledge. Almost 3% of participants remained neutral while 16% showed negative change. In contrast to these highly positive results, participants' knowledge about other cultures did not change to the same degree. 56% of participants showed positive change in this area (a decrease positive change from last year) while nearly 26% remained neutral and 18% had negative change. In contrast to the number of participants who showed improvement in the knowledge of their own cultures, far fewer participants reported improvement in their knowledge of other cultures. This finding may indicate that Centers need to include more activities from different cultures in to their programming.

Elementary Children			
I get chances to learn about young people who are different from me at this After School Program.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
47.2%	23.0%	29.8%	235

Responses from elementary children on learning about different cultures are similar to those of the middle and high school youth. Almost 47% of elementary children showed improvement, 23% remained the same or neutral and 30% decreased with regard to this outcome.

Accomplishments:

The Beacons are well regarded by the participants. Seven out of 10 middle school/high school participants and 8 out of 10 elementary school participants like the Beacon.

Areas needing additional attention:

Given that understanding and respect of others' cultures are paramount for healthy community relationships, more emphasis should be placed on increasing youth participants' awareness of and respect for other cultures.

Recommendation: All Centers should determine the possible methods by which they can incorporate awareness of and respect for other cultures in to ongoing programming. Additional staff training in diversity awareness can also improve performance on this standard.

H. Participation

The Beacon Quality Standards minimum compliance standards have four standards related to participation:

- *Services are to be provided to children and youth and adult family members from the school community and surrounding neighborhood.*
- *Beacon Center serves 600 or more children youth and adult family members unduplicated, per year.*
- *The majority of participants (70%) are young people (under the age of 22).*
- *Beacon Center serves at least 150 participants a day.*

Building upon the findings of the minimum standards audit conducted in November 2004, this section aims to address progress made on the four minimum standards and review two additional performance measures for participation under the Early and Intermediate Standards:

- *Participants represent a gender balance, are multi-age, and racially/culturally reflect the surrounding neighborhood.*
- *At least 50% of children and youth participants are from the host school.*

An additional standard sets an expectation of the required commitment of each of the Beacon Centers to create the appropriate organization infrastructure necessary to effectively meet the data collection requirements to be able to demonstrate the participation levels outlined in the earlier six standards. Specifically, this standard states:

Beacon Center makes available staff time and resources to track participation of individual youth and adults.

Participation Data

RDA used data ranging from July 2004 – May 2005 from the Beacon Contract Management System (CMS) to determine the following findings in relation to the Participation Quality Standards.

Assessment of these standards have been operationalized in the following manner:

- *Beacon Center serves children and youth and adult family members from the school community and surrounding neighborhood.*
- *Beacon Center serves 600 or more children youth and adult family members*

unduplicated, per year. Data was collected from the CMS for unduplicated participants from July 1, 2004 – May 31, 2005. Those center achieving 85% - 99% of the goal were given “In Progress.”

- *The majority of participants (70%) are young people (under the age of 22).*
- *Beacon Center serves at least 150 participants a day.* Average daily attendance rates were reviewed on a summer and school year semester basis (July – August 2004; September – December 2004 & January – May 2005) as well as for the overall period of July 2004 – May 2005. Those center achieving 85% - 99% of the goal were given “In Progress.”
- *Beacon Center participants represent a gender balance, are multi-age and racially/culturally reflect the surrounding neighborhood.*
- *At least 50% of children are from the host school.* The CMS allows collection of data on “school attending” for all participants. Those Beacons Centers collecting this data field for at least 85% of its participants, AND meeting the 50% threshold were given “Met”; those centers meeting the 85% collection rate but meeting the threshold at 42% - 49% were given “In Progress”; all other centers were given “Not Met.”
- *Beacon Center makes available staff time and resources to track participation of individual youth and adults.* “Met” was given to any Beacon who met each of the first six measures above. “In progress” was given to any Beacon Center not meeting the first six measures above, based on anecdotal information that suggests that missing data may be an element to measures not being met.

The table below summarizes the extent to which the individual Beacons met each of the seven performance measures.

Achievement of Quality Standards related to Participation

Participation	Status			
	Met	In Progress	Not Met	Waiver
Standard				
Minimum Compliance Standards				
1. The Beacon Center serves children and youth and adult family members from the school community and surrounding neighborhood.	X (8 out of 8)			
2. Beacon Center serves 600 or more children and youth and adult family members unduplicated, per year.	X (5 out of 8)	X (2 out of 8)	X (1 out of 8)	
3. The Beacon Center serves at least 150 participants a day.	X (6 out of 8)		X (2 out of 8)	

Participation	Status			
	Met	In Progress	Not Met	Waiver
Standard				
4. The majority of participants (70%) are young people (under the age of 22)	X (7 out of 8)		X (1 out of 8)	
Early Compliance Standards				
H1a. Beacon Center participants represent a gender balance, are multi-age and racially/culturally reflect the surrounding neighborhood.	X (8 out of 8)			
H1b. At least 50% of children are from the host school.	X (2 out of 8)	X (1 out of 8)	X (5 out of 8)	
H2. Beacon Center makes available staff time and resources to track participation of individual youth and adults.	X (2 out of 8)	X (6 out of 8)		

Each Beacon Center is mandated to meet standard participation levels of 150 per day average daily attendance and 600 per year annual participation. Looking at the Beacon Initiative as a whole this standard was met through an overall average daily attendance of 223 participants and a total of 6144 youth participants and 1097 parents/caregivers served annually reflecting a per center average of 768 youth participants and 137 parents/caregivers.

When looking at individual Beacon Centers, six centers meet and in many cases far exceed the 150 average daily attendance goal. Two other centers were at 57% and 37% of goal. Examining individual Beacon Center's achievement towards the annual participation goal, six centers met the goal and two are "In Progress." One of the "In Progress" is for a center that made 95% of the goal, and another center that was given a reduced goal of 500, but met 87% of the reduced goal. Data collection and entry continues to improve with continued dedication of staff and increased capacity in their navigation of the CMS. That said, however, it has been observed that staff turnover continues to create data collection and entry challenges, which may reflect less than fully accurate data for certain beacon centers.

Data collection and entry has greatly improved through technical assistance and training provided through the initiative and through the growing dedication of staff, and their increased familiarity with the CMS. That said, however, it is still believed that three data collection and entry issues still exist that may be contributing to lower than actual participation records.

- *Services provided at satellite centers are not consistently entered into CMS.* Submission of hard copy attendance records by satellite program staff to centralized data entry staff appears to be inconsistent. Beacon Centers experiencing this challenge need to establish procedures for the regular submission of data from its satellite sites, and leadership need to ensure that it is occurring.

- *One-time events, such as field trips and community forums are not being recorded on a consistent basis within or across Beacon Centers and a policy about integration of this data as to impact on the standards for participation is not established.* While recording of this type of data has improved, Beacons should be more structured about using the “Outreach & Events” feature of the CMS. On an initiative level, it should be agreed as to a consistent use of this module as to type of service, as well as the impact these numbers should have on whether a Beacon has met participation standards.
- *Case management and other one-on-one services are not consistently entered into the CMS.* Case management, counseling, one-on-one tutoring are services provided by many of the Beacons. Given the unique details required to record individual services, full reporting of one-on-one services are not being counted at the level they are provided.

Unduplicated Participants (7/1/04 – 5/31/05)

	2004 Summer Cycle		2004/2005 School Year		Total Participant Count	
	Youth	Parents/ Caregivers	Youth	Parents/ Caregivers	Youth	Parents/ Caregivers
All Beacons	2020	209	5252	1020	6144	1097
Bayview-Hunter's Point Community Beacon Center	670	2	534	1	670	2
Chinatown Beacon Center	282	46	720	60	810	82
Community Bridges Beacon	89	8	525	140	567	142
OMI/Excelsior Neighborhood Beacon Center	140	0	958	233	993	233
Richmond Village Beacon	86	3	1105	211	1140	211
Sunset Neighborhood Beacon Center	605	99	808	161	1253	210
Visitation Valley Community Beacon	53	48	234	214	277	214
Western Addition Beacon Center	95	3	368	0	434	3

**Second Year (2005) Evaluation Report
San Francisco Beacon Initiative**

Average Daily Attendance (ADA) (7/1/04 – 5/31/05)

	Summer 2004			Sept – Dec 2004			Jan – May 2005			July 2004 – May 2005
	Total Days Activity Scheduled	Total Number of Present Participant Records ⁵	Average Daily Attendance	Total Days Activity Scheduled	Total Number of Present Participant Records ⁶	Average Daily Attendance	Total Days Activity Scheduled	Total Number of Present Participant Records ⁷	Average Daily Attendance: Jan/04- May/04	Overall Average Daily Attendance
Bayview- Hunter's Point Community Beacon Center	16	873	54.56	69	20457	296.48	97	28625	295.10	274.48
Chinatown Beacon Center	43	8521	198.16	88	29219	332.03	108	43453	402.34	339.72
Community Bridges Beacon	17	698	41.06	65	6851	105.40	114	9200	80.70	85.45
OMI/Excelsior Neighborhood Beacon Center	23	2007	87.26	75	15452	206.03	109	23487	215.48	197.81
Richmond Village Beacon	44	1183	26.89	88	26956	306.32	113	28630	253.36	231.71
Sunset Neighborhood Beacon Center	33	5004	151.64	76	33529	441.17	106	51615	486.93	419.29
Visitacion Valley Community Beacon	35	1049	29.97	99	17894	180.75	137	30139	219.99	181.11
Western Addition Beacon Center	32	1207	37.72	56	2853	50.96	108	7011	64.92	56.48

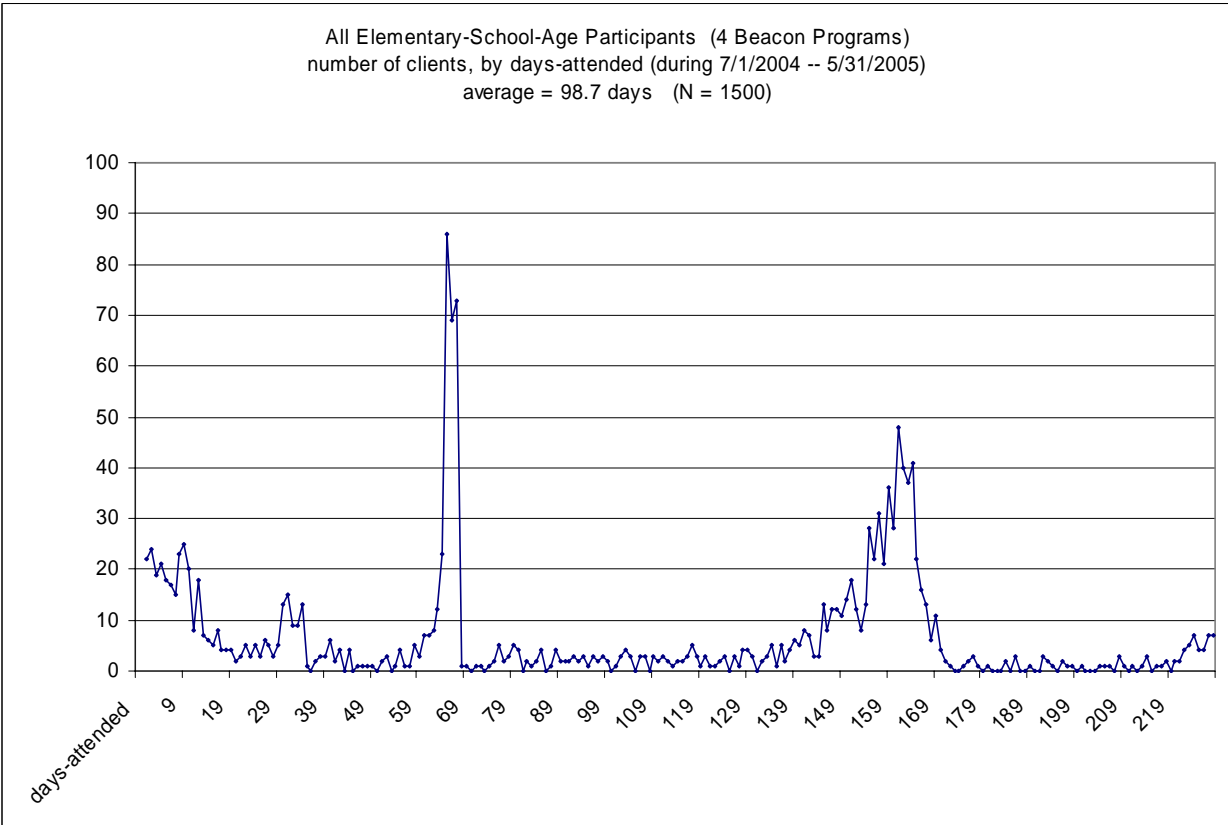
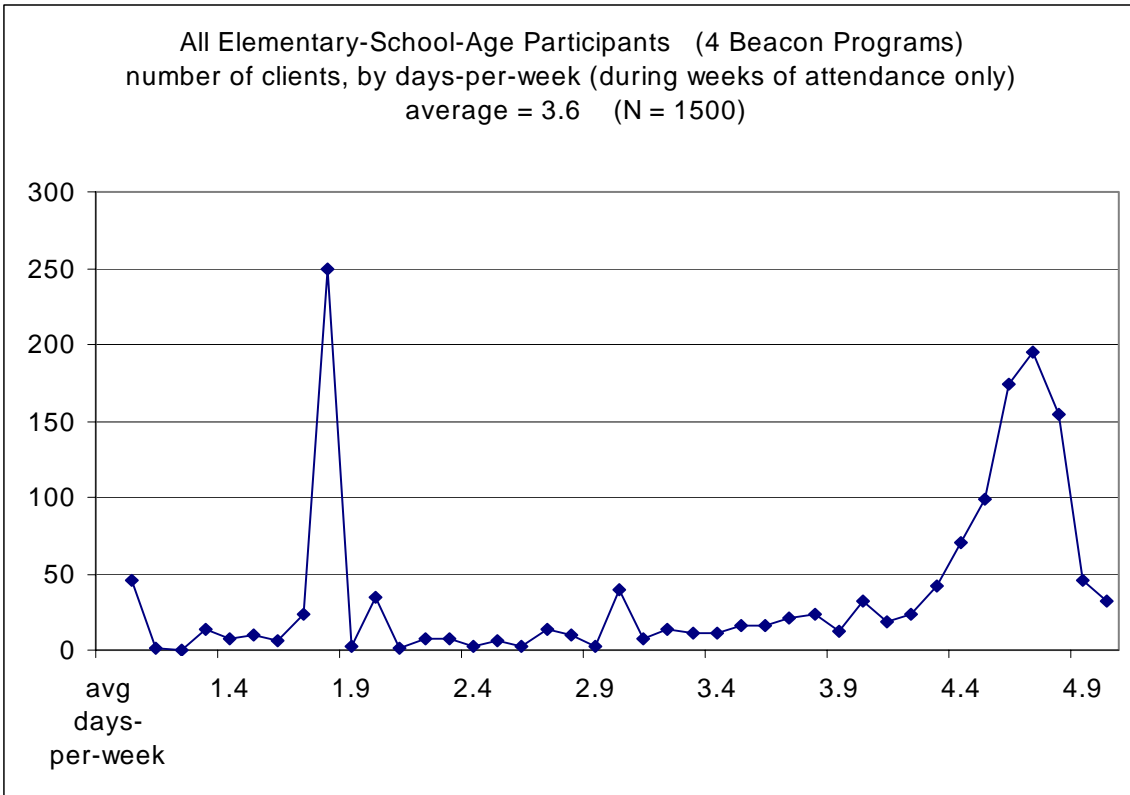
⁵ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

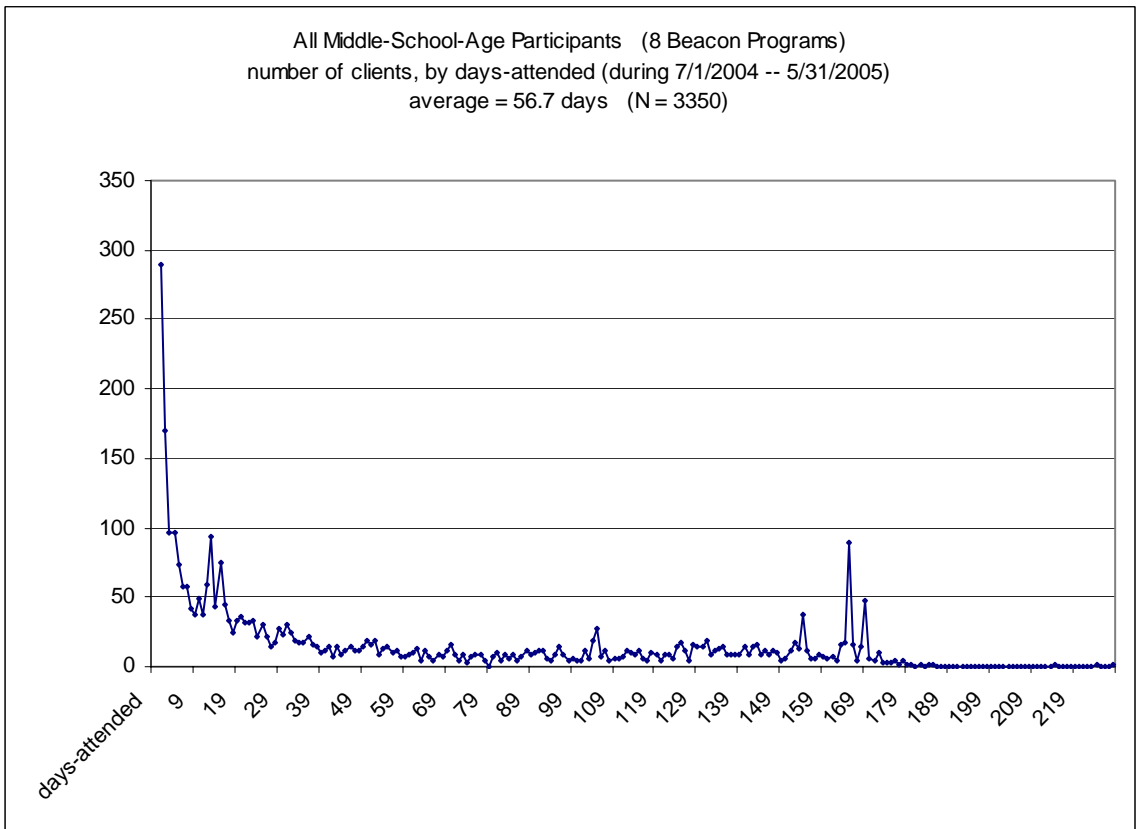
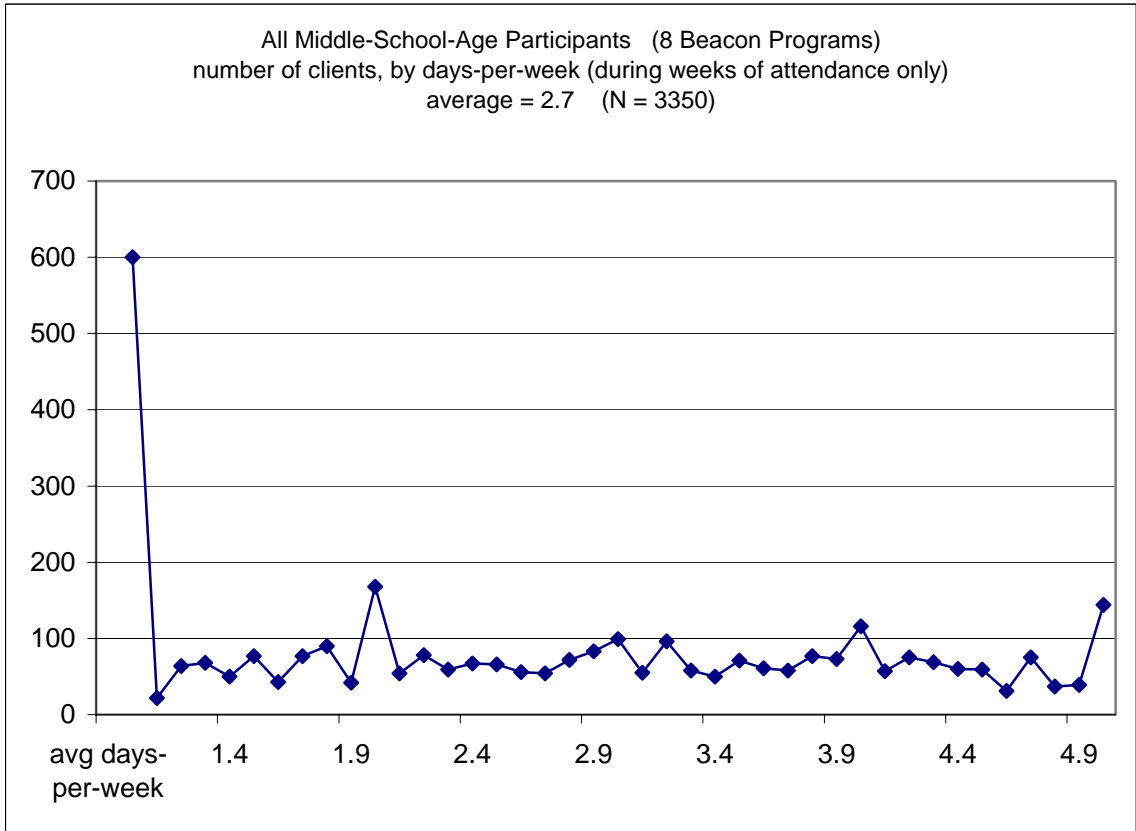
⁶ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

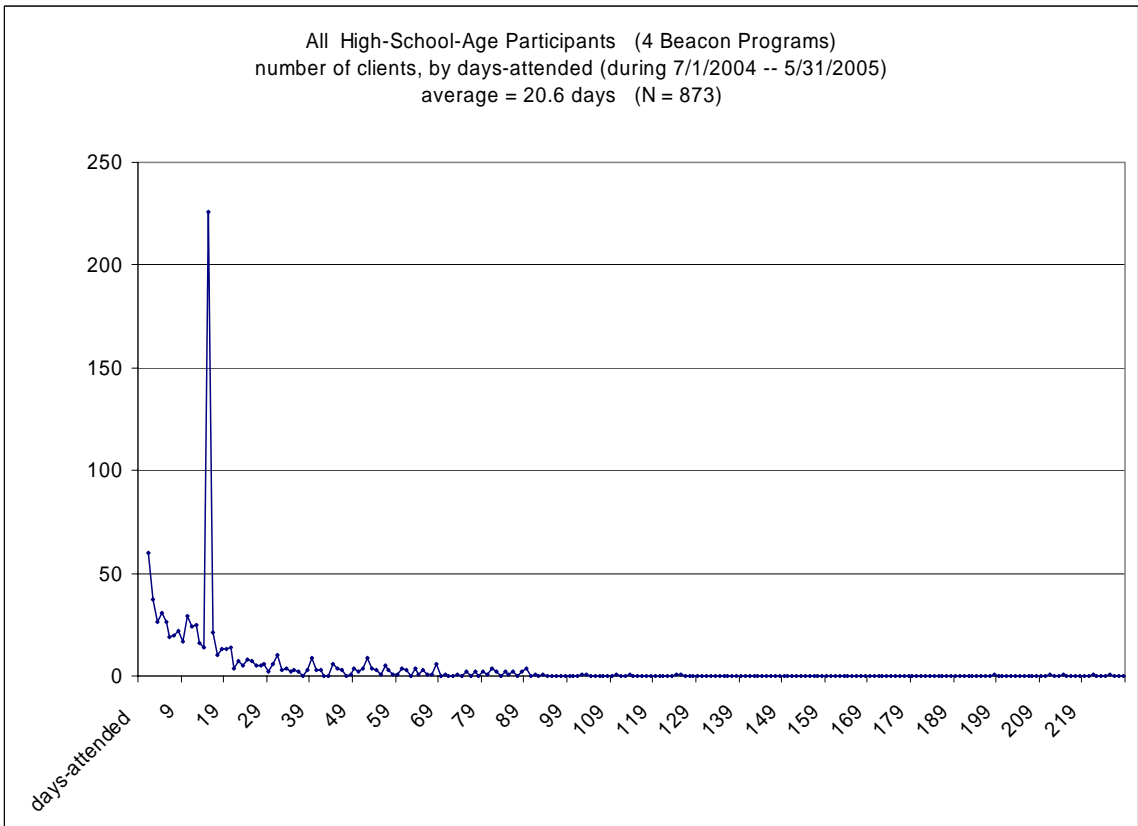
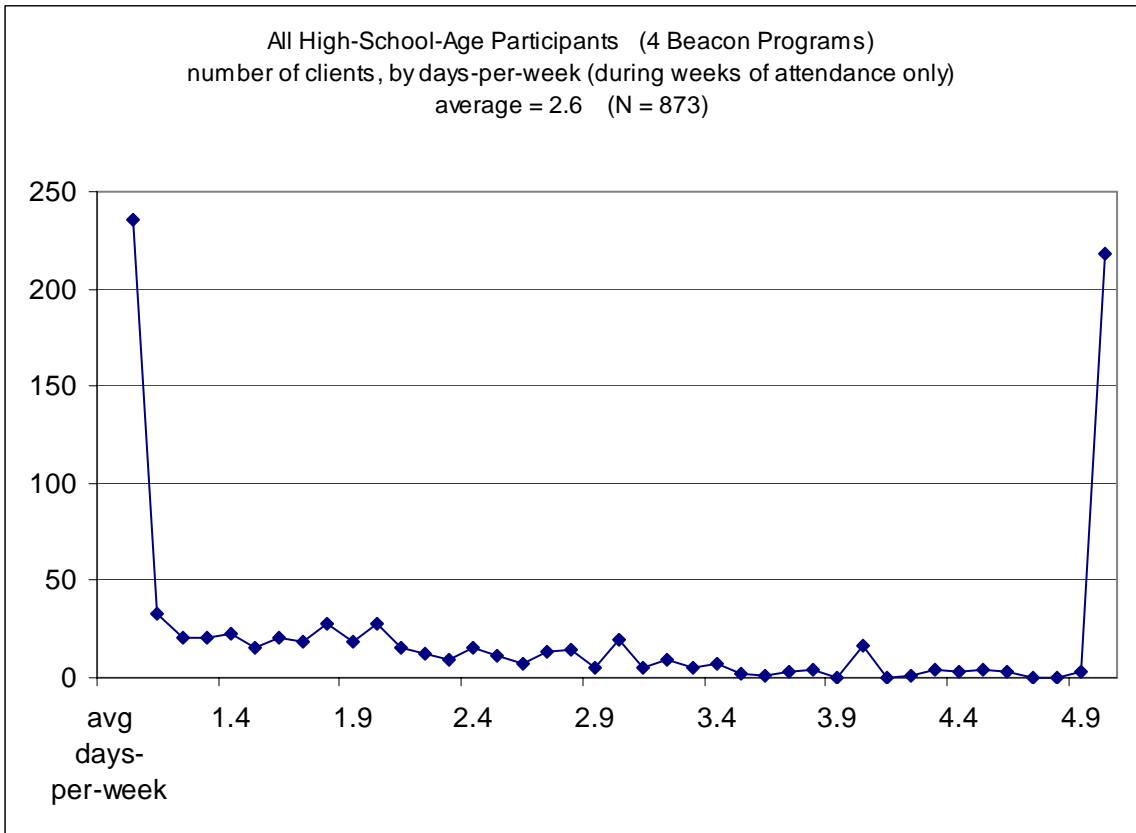
⁷ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

Attendance Trends

Beacon attendance data that follows was extracted directly from the Contract Management System (CMS) rather than through a CMS generated report. Average weekly attendance for the year was calculated for each participant. The calculation was made by dividing the total number of days attended by the number of weeks for which the student attended at least one day. We used this method of determining the denominator in order to be able to accommodate rolling enrollment and exit as well as holiday weeks. This calculation was generated for purposes of a dosage analysis presented later in this report. Total days of attendance is provided as well. The charts that follow present total attendance and average weekly attendance by grade level: elementary, middle, and high school.







Early Outcome Participation Standards

Beacon Center participants represent a gender balance, are multi-age and racially/culturally reflect the surrounding neighborhood.

Beacon Participants with CMS attendance data 7/1/2004 -- 5/31/2005 (N = 6738)**Gender Distribution – All Beacons**

Participant age group	Count	Percentage
Male	3366	50.15%
Female	3330	49.61%
Transgender	16	0.24%
no gender data	26	

Age Distribution – All Beacons

Participant age group	Count	Percentage
10 - 14	3729	55.75%
05 - 09	908	13.57%
15 - 17	896	13.40%
25 and over	847	12.66%
18 - 19	179	2.68%
20 - 24	96	1.44%
00 - 04	34	0.51%
no age data	49	

Race/Ethnicity Distribution as compared to San Francisco Citywide – All Beacons

Race / Ethnicity	City < 18	Clients < 18
African American	11.30%	51.51%
Asian	36.40%	19.91%
Latino	22.00%	16.14%
Pacific Islander	1.00%	5.50%
Native American	0.20%	4.75%
Multiracial/Multiethnic	6.10%	1.99%
White	23.00%	0.21%

Home Language Distribution – All Beacons

Language	Count	Percentage
English	4096	61.13%
Cantonese	1561	23.30%
Spanish	597	8.91%
Mandarin	83	1.24%
Vietnamese	79	1.18%
Other	73	1.09%
Tagalog	60	0.90%
Russian	25	0.37%
Samoan	24	0.36%
Arabic	18	0.27%
Korean	13	0.19%
Japanese	9	0.13%
Khmer/Cambodian	6	0.09%
Laotian	3	0.04%
Unspecified	54	0.81%
no language data	37	

3. Intermediate Outcome Standards

The Intermediate Outcome Standards focus on fostering youth participants' meaningful involvement in the Beacon Center and its surrounding community. This set of standards examines how the Centers support youth participants, foster positive relationships among staff and participants, encourage community involvement and provide participants with challenging skill building opportunities. By describing the activities necessary to promote positive development for youth participants, the Intermediate Outcome Standards examine Center programming at a different level than the Early Outcome Standards, which emphasized Center policy and procedure according to the perspectives of directors, staff and collaborative partners. This different level requires evaluation that emphasizes the perspective of youth participants. RDA used results from the Youth Individual Assessment and Youth Satisfaction Surveys to document this perspective.

I. Supportive Relationships

The Intermediate Outcome Standards on supportive relationships ensure that Beacon youth participants have positive connections with Beacon staff and their peers. Centers create these positive connections to encourage participants' engagement in Center activities. When a Center met this set of standards, it demonstrated that staff did the following: 1) had an understanding of participants' lives and cultures; 2) knew them on an individual basis; 3) had opportunities and space to meet with participants one-to-one; and 4) offered participants guidance and support by giving them comfort, praise, trust and setting high expectations. Meeting this set of standards also meant that a Center promoted positive connections among participants by having staff model respectful behavior and offer participants opportunities to

explore different perspectives and cultures, develop cross-cultural relationships, resolve their own conflicts and socialize.

Supportive Relationships	Status			
	Met	In Progress	Not Met	Waiver
Standard				
I1. Staff have understanding and knowledge of the youth participants.	X (8 out of 8)			
I2. Staff offer guidance, as well as emotional and practical support to youth participants.	X (8 out of 8)			
I3. Staff promote positive relationships between youth participants.	X (2 out of 8)	X (6 out of 8)		

Some centers' performance on these standards improved with two centers meeting the standard around promotion of positive relationships between youth – an across the board weakness in last year's evaluation. Interestingly, those centers that excelled in promoting awareness and respect for other cultures, are the same ones that succeeded in promoting positive relationships among youth participants across the board.

The Centers' success with the first standard demonstrated the staff's ability to know and understand their youth participants. Staff showed a high level of respect to participants: 84% of middle and high school youth and 85% of elementary children said that staff at the Center treated them with respect in satisfaction surveys. This treatment implies that staff knew and called youth by their names and listened to them. In Satisfaction Surveys, 65% of middle and high school youth said staff understood their family's culture, indicating that nearly two-thirds of the youth felt that staff knew about them as individuals and their life outside the Center.

Another important measure of "supportive relationships" is whether staff take note of participants' absence. While 04/05 YIA results for middle and high school youth show over two-thirds showing a positive outcome, it should be noted that the percentage showing a negative outcome has increased from by over 4% from 16.2% to 20.8%.

Middle and High School Youth			
At my Beacon Center, there is an adult who notices when I'm not there.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
66.9%	12.3%	20.8%	519

Evaluation of the second standard described how participants substantially benefited from staff guidance and practical support. YIA results highlighted many of these benefits.

Middle and High School Youth			
At my Beacon Center, there is an adult who tells me when I do a good job.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
75.6%	9.2%	15.3%	524
At my Beacon Center, there is an adult who listens to me when I have something to say.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
77.8%	6.7%	15.4%	519
At my Beacon Center, there is an adult who believes I will be a success.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
79.3%	6.8%	13.9%	517
At my Beacon Center, there is an adult who always wants me to do my best.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
81.9%	5.0%	13.1%	519

Middle and high school youth reported that staff gave them support by praising their behavior, setting high expectations for them and taking time to listen to their ideas and problems. YIA results, as listed above, show that the majority of participants, ranging from 76% to 82% had positive change on all of these outcomes. These findings are an overall improvement from last year's already strong results.

Elementary children also reported that staff guidance and support was helpful, but to a lesser extent and at positive outcome percentages that fell from last year.

Elementary Children			
I think that the grown-ups at this After School Program listen to me when I have something to say.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
66.7%	9.0%	24.4%	234
I think that the grown-ups at this After School Program tell me when I do a good job.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
55.9%	19.1%	25.0%	236

Among elementary children, 67% showed positive change on the outcome regarding staff listening to them as compared to 78% of middle and high school youth, with a 11% difference - increased from a 7% gap in 03/04 - between the two groups. Demonstrating a very similar comparison, 56% of elementary children showed improvement on the outcome concerning staff praise while 78% of middle and high school youth had positive change, denoting a 22% gap – as compared with a 10% difference in 03/04 - in the two results.

Centers were in progress with the third standard since youth reported strongly that staff did model respectful behavior for them, but that same level of respect was not present among participants themselves. In Satisfaction Surveys, 84% of middle and high school youth – as compared to 87% in 03/04 - and 85% of elementary children – as compared with 89% in 03/40 - said that staff at the Center treated each other with respect, documenting staff’s modeling efforts. In contrast, only two-thirds of the youth, 68% of middle and high school youth and 51% of elementary children, reported that youth participants treated each other with respect.

While youth participants did not frequently report that they treated each other with respect, according to the YIA, they did show improvement in their cross-cultural friendships and conflict resolution skills. Overall, the initiative showed an increase across the board from last year to this year.

Middle and High School Youth			
I have a friend who is a different race/ethnicity than me			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
87.1%	3.1%	9.8%	521
I can work with someone who has different opinions than mine.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
77.4%	8.2%	14.4%	522
I can work out problems or disagreements with others without violence.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
75.3%	9.4%	15.2%	519

Over three-fourths of middle and high school youth showed positive change for all three outcomes regarding cross-cultural friendships, cooperation with others who have different ideas and problem-solving without violence. In several individual site cases, however, the negative outcome results related to working out disagreements with others without violence was notably high.

Elementary Children			
Do you feel comfortable working with someone who has different ideas than yours?			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
47.4%	25.2%	27.4%	234
When you work out problems with others, do you push, hit or kick them?			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
81.9%	5.0%	13.1%	199
When you have a problem, do you know where to go for help?			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
79.4%	5.8%	14.8%	223

Like middle and high school youth, elementary children showed positive change on their conflict resolution outcomes, but this change was not as strong in the area of comfort with someone who has different ideas. For this outcome, 77% of middle and high school youth showed positive change while only 47% of elementary children had improvement - a significant drop from last year. The lower result for elementary children may be indicative of any of the following: 1) developmentally, elementary children have fewer communication skills and thus, may have a harder time understanding or feeling comfortable with another child with different ideas than their own; and 2) children may not be getting many opportunities to work on conflict resolution skills, which might also explain the large percentage, 27% of children, who had negative change.

Areas needing additional attention:

There is a need to increase respect in relationships between youth participants.

While the majority of youth reported that participants treated each other with respect, a significant number of youth also reported that participants gave each other respect much less frequently. In Satisfaction Surveys, 32% of middle and high school youth and 48.9% of elementary children said that participants treated each other with respect only some of the time or never.

Recommendation: Center staff could model and teach participants more about giving respect to one another. Staff could take advantage of the fact that participants recognized when they treated each other with respect. Using this recognition as a learning opportunity, respectful treatment among staff could be used to explicitly teach participants about supportive relationships. This is an especially important lesson for participants to be able to draw upon outside the Beacon center in their relationships with others in the larger school community and outside of school.

J. Meaningful Participation and Sense of Belonging

The Intermediate Outcome Standards on meaningful participation and sense of belonging describe how Centers encourage participants to become active members of the Centers. When

a Center met this set of standards it created opportunities for youth participants to give input on programming and act as leaders. In addition, the Center made participants feel like members of the Beacon Center community by acknowledging their achievements and celebrating them within the greater community.

Meaningful Participation and Sense of Belonging	Status			
	Met	In Progress	Not Met	Waiver
J1. Staff provide young people with opportunities for participation in decision-making.	X (3 out of 8)	X (5 out of 8)		
J2. Staff encourage young people to assume leadership roles and provide positive opportunities to do so.	X (3 out of 8)	X (5 out of 8)		
J3. Staff work to promote a sense of belonging among participants.	X (6 out of 8)	X (2 out of 8)		

Assessment of these standards showed that Centers promoted a sense of belonging among participants. New this evaluation year, increased opportunities for decision-making and leadership roles were reflected in participant responses, with one center excelling in this area above all others, and two others experiencing increased success as compared to 03/04 findings.

For the first standard regarding opportunities for youth to give program input, RDA analyzed results from Satisfaction Surveys, and the Youth Individual Assessment.

Middle and High School Youth			
I help decide things like class activities or rules.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
50.3%	25.0%	24.7%	523

Elementary Children			
I get chances to choose the things and activities I do at this After School Program.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
46.2%	26.3%	27.5%	236

Close to half of the participants, 50% of middle and high school youth and 46% of elementary children, showed improvement on this outcome. Nevertheless, the other half of the participants in both groups either showed no change or negative change on these outcomes.

The percentage showing improvement decreased slightly from 03/04 for middle school/high school participants overall, and increased slightly for elementary school participants.

Assessment of the second standard showed that Centers encouraged participants to take leadership roles and provided numerous ways to do this. RDA used Satisfaction surveys and the Youth Individual Assessment to determine this finding. Satisfaction surveys documented the wide variety of leadership activities youth take part in at the Centers, including ten different types of activities ranging from youth council to making a presentation and helping younger participants. For this variety of activities, the range in participation was great. At the high end of the range, 61% of middle and high school youth worked with other youth to plan a task or solve a problem and 55% made a presentation or spoke in front of a group. At the low end of the range, 33% planned or ran a meeting. Results from the Youth Individual Assessment indicated that Centers were successful at encouraging youth to work in teams, supporting the development of their cooperation skills and helping them accomplish group tasks. The results below show that approximately 70 - 81% of middle and high school youth participants and 48 - 64% of elementary children showed improvement in their ability to work with a group. Percentage showing improvement increased from 03/04 for middle and high school youth overall and decreased for elementary school age youth

Middle and High School Youth			
I feel comfortable saying what I think in a group.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
70.2%	13.4%	16.3%	521
In the past twelve months, I have worked on a group project that was successful.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
76.3%	10.6%	13.1%	519
I know how to work with others to plan a project or activity.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
80.5%	6.4%	13.2%	517

Elementary Children			
Do you feel comfortable working with others on a project or activity?			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
64.2%	12.9%	22.8%	240
Do you feel comfortable saying what you think in a group?			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
48.1%	24.2%	27.7%	240

Centers clearly met the third standard by making participants feel like they were members of the Beacons. Eighty-three percent (83%) of elementary school participants like coming to the Beacon and 73% of middle school/high school participants felt the same.

Accomplishments:

Centers provided a wide variety of leadership activities. The Satisfaction Surveys documented youth participation in ten types of activities: 1) helping or tutoring younger participants; 2) leadership skills workshops; 3) youth council; 4) running a meeting; 5) team problem solving; 6) making a presentation; 7) giving input on programming; 8) doing clean up 9) helping put on community events; 10) planning activities or programs.

Centers that excelled in this area were those that supported a holistic approach to developing a sense of belonging and participation that included family and community engagement. Higher positive responses on the YSS were often parallel between questions related to leadership activities and connection to community as well as beliefs that staff understand the culture of participant’s family.

K. Youth Involvement with the Community

The Intermediate Outcome Standards on youth involvement in with the community ensure that youth participants both benefit from neighborhood resources and have an opportunity to impact their community. When a Center met this standard, its staff had created a network of neighborhood resources and implemented activities for participants to become familiar with the surrounding community. In addition, the Center provided opportunities for participants to make a difference in their community.

Youth Involvement with the Community	Status			
	Met	In Progress	Not Met	Waiver
Standard				
K1. Staff promote knowledge of the surrounding community.	X (6 out of 8)	X (2 out of 8)		
K2. Staff provide young people with opportunities to impact their community.	X (3 out of 8)	X (5 out of 8)		

Overall, Centers appear to have brought new focus to the participants involvement with their communities, with three centers meeting both standards. Meeting both standards suggests not only an awareness of community but also an understanding that participants were able to make a concrete impact on their community. An ability to impact one’s own community is the highest level of youth development.

The first standard described two aspects: 1) staff involvement in the community and 2) the implementation of activities to increase youths’ knowledge of the community. As described in 03/04 evaluation report, staff from all eight Centers have built relationships in the community through involvement in neighborhood councils or CBO service affinity groups. Performance on the second aspect was experienced a major increase. In Satisfaction Surveys, 70% (versus

57% in 03/04) of middle and high school youth overall and 73% (versus 54% in 03/04) of elementary youth said they had learned more about the community surrounding their Center.

The second standard also had two components: 1) opportunities for youth to impact their community and 2) sharing youth accomplishments with others outside the program. The first component had fair results, a slight increase from 03/04. In Satisfaction Surveys, 41% (versus 37% in 03/04) of middle and high school youth said they helped the Center with putting on community events and 40% (versus 36% in 03/04) said they planned programs or activities which included community service activities or field trips. Results from the Youth Individual Assessments showed that about half of the middle and high school participants reported positive change in their ability to make a difference in their neighborhood and their sense of accomplishment in community improvement. However, approximately 24% of participants also showed negative change in these areas.

Middle and High School Youth			
I do things that make a difference in my neighborhood.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
42.9%	32.8%	24.3%	518
In the past twelve months, I have done things to make my community a better place.			
Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
49.9%	26.9%	23.2%	517

Results for the second component were not measured in 04/05 since no parent survey was conducted.

Accomplishments:

Beacon Center participants got connected to their communities. Overall, almost three quarters of Beacon center participants increased their knowledge of their community. While not across the board, a core group of Beacon centers achieved in greater success by supporting their participants engagement in and feelings of impact on their communities.

L. Challenging & Engaging Skill Building Opportunities

The Intermediate Outcome Standards on challenging and engaging skill building opportunities ensure that participants receive relevant services. Services are relevant because they reflect participants' needs and interests and foster their development of new skills. When a Center met this standard, it made sure that services reflected participants needs and interests, provided opportunities to learn new skills and encouraged youth to reflect on their goals, progress and development.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
L1. Staff provide challenging and engaging skill building opportunities.	X (2 out of 8)	X (6 out of 8)		

Centers meeting this standard provided concrete skill building across the board, from new experiences, to leadership skills, to job development skills; those given an in progress showed mixed results. Satisfaction Surveys showed the Centers' overall success. Seventy percent (70%) of middle and high school youth and 79% of elementary children got to learn new things at the Center. (Differences in the results between middle and high school and elementary school may stem from each groups' developmental level; i.e. elementary children have not learned as much as middle and high school students, so more concepts and activities are new to them.)

3. Long-Term Outcome Standards

The Long-Term Outcome Standards section will discuss general findings related to this subset of outcomes. The table below provides an overview of services provided by category by the Beacon Initiative overall.

San Francisco Beacon Initiative			
Unduplicated Participants and Hours of Services by Service Category			
Child / Youth	Beacon Initiative Overall		
Category	Unduplicated Participants	Hours	% of Total Services
Average Hours of Service Per Youth Participant		160	
Total	6144	980,745	100%
Academic Support & Enrichment	2826	335,461	34.20%
Arts, Music and Cultural Activities	2323	191,582	19.53%
Case Management	109	453	0.05%
Conflict Resolution/Mediation	748	32,229	3.29%
Counseling- General	513	23,879	2.43%
Counseling- Behavior Health	793	21,328	2.17%
Early Childhood Development	113	19	0.00%
Educational Guidance	246	1,804	0.18%
Family Support	411	874	0.09%
Health/Violence Prevention Education	1161	43,114	4.40%
Information Referral	687	11,896	1.21%
Job Development	29	5,425	0.55%
Job Retention	328	0	
Job Readiness	259	2,375	0.24%
Legal Services	1	0	

Life Skills	1165	29,273	2.98%
Medical/Dental/Vision Care	10	108	0.01%
Mentoring	413	3,821	0.39%
Sports and Recreation	3621	246,231	25.11%
Supportive Services	159	863	0.09%
Vocational Assessment	201	1,585	0.16%
Vocational/Employment Training	203	1,481	0.15%
Work Experience	255	1,383	0.14%
Youth Leadership Development	6144	34,992	3.57%

Note: Initiative Overall Comparisons not provided for services to Parents / Caregivers / Adults; Drop-in Services or Outreach Services as not all Beacons provided and/or recorded these service types.

M. Increased Youth Competencies in Core Areas

M1. Leadership

Beacon programs encourage young people to assume leadership roles and provide positive opportunities to do so.

Like in 03/04, the number of hours of Youth Development services provided per participant varied greatly between the Beacons. Since in last year's evaluation it was noted that some of this variance may be a divergence in the way in which individual Beacons categorized their activities, attempts were made to clarify how youth leadership activities should be categorized in the CMS. While improvements were made, it is clear that data may not accurately reflect the work being done at the Beacons in this area.

Seven out of eight of the Beacons reported implementing at least one targeted youth leadership development activity. Of those youth logged as having participated in youth leadership activities, hours recorded ranged from 10 hours per participant to 106. The very generic "worked with other youth participants to plan a task or solve a problem" had the highest positive response rate, while "Planned or ran a meeting" had the lowest – findings consistent with the 03/04 evaluation.

Youth Participant Satisfaction Survey, Youth Leadership-related Results.

	Yes		No	
	n	%	n	%
a) Helped or tutored younger participants in the program	403	50.1%	402	49.9%
b) Participated in or attended a leadership skills development workshop or activity.	411	51.2%	393	48.8%
c) Participated in or attended a Beacon/Afterschool Program Youth Council meeting	286	35.5%	520	64.5%
d) Planned or ran a meeting.	261	32.6%	540	67.4%
e) Worked with other youth participants to plan a task or solve a problem.	486	60.6%	316	39.4%
f) Made a presentation or spoke in front of a group.	439	55.1%	359	44.9%

g) Made suggestions on what programs to have at the Beacon/Afterschool Program	429	53.6%	373	46.5%
h) Done clean up at the Beacon/Afterschool Program	423	52.7%	380	47.3%
i) Helped the Beacon/Afterschool Program with putting on community events	331	41.1%	475	58.9%
j) Planned activities or programs (for example dance, field trip, community service activity)	318	39.5%	488	60.5%

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
M1a. Youth demonstrate increased leadership competencies through a variety of skills such as planning, managing and facilitating peer meetings or projects, working in teams, effective conflict resolution, problem-solving, public speaking and other communication skills.	X (5 out of 8)	X (3 out of 8)		

The table below summarizes the outcomes from the Youth Individual Assessment related to youth leadership skills. Overall youth showed solidly positive results between the intake and exit assessments. The least positive response was to the question “I know how to run a meeting”, with less than half showing a positive change. This is not surprising, since only 33% of the youth reported having had an opportunity to run a meeting. On all other questions, seven in 10 of the respondents or more showed evidence of a positive result over the evaluation period.

YIA Results for Youth Leadership Questions

	Positive Change		Negative Change		No Change	
	n	%	n	%	n	%
37. I feel comfortable saying what I think in a group.	366	70.2%	85	16.3%	70	13.4%
38. I know how to run a meeting.	249	48.1%	108	20.8%	161	31.1%
39. People usually understand and respect what I say.	368	70.9%	93	17.9%	58	11.2%
40. I can work with someone who has different opinions than me	404	77.4%	75	14.4%	43	8.2%
41. I can work out problems or disagreements with others without violence	391	75.3%	79	15.2%	49	9.4%

42. In the past twelve months, I have worked on a group project that was successful	396	76.3%	68	13.1%	55	10.6%
43. I know how to work with others to plan a project or activity.	416	80.5%	68	13.2%	33	6.4%

M2. Educational Support

Beacon programs include a range of educational support activities, including homework assistance and academic skill-building programs that complement the school-day curriculum.

All Beacon Centers reported special educational support activities for their participants. Beacon Centers provided an average of 119 hours of academic support and enrichment to 46% of participants over the evaluation period. Academic Support & Enrichment services comprised 34% of the total amount of services provided to participants.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M2a. Youth who participate in homework support programs for an average of at least two days per week for at least one semester, complete homework assignments more regularly	X (5 out of 8)	X (3 out of 8)		

Of the 745 Youth Individual Assessments for which we have matched intake and exit results, 84% of middle/high school age respondents and 86% of elementary school age respondents reported at both intake and exit that they either completed their homework all of the time or reported an improved rate of completion at exit. Those centers receiving in progress suffered notable drops in YIA reported homework completion rate improvement from 03/04.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M2b. Youth who complete academic skill-building programs at the Beacon Center will demonstrate increased skills in the educational area that is the focus of the program, (e.g., reading/math literacy, computer skills, research skills, English language	Not measured	Not measured	Not measured	Not measured

This standard was to be measured in Year Two using the SF Team literacy assessment tool as part of a SFBI - SFUSD collaboration; however, SFUSD funding challenges led to a pull out by SFUSD which then ultimately resulted in an insufficient administration of the assessment

with inclusive findings. Next steps around implementation of literacy programming and measuring impact are currently under review by the SFBI.

M3. Career Development

Beacon programs include a range of age-appropriate career development activities that offer youth work experience and information on educational and career options.

In the evaluation period, just over 4% of the participants received career-related services, as detailed below.

Category	Unduplicated Participants	Hours	% of Total Services
Educational Guidance	246	1,804	0.18%
Job Development and Placement	29	5,425	0.55%
Job Retention and Support	328	0	0.00%
Job Readiness Training	259	2,375	0.24%
Vocational Assessment and Career Guidance	201	1,585	0.16%
Vocational/Employment Training	203	1,481	0.15%
Work Experience	255	1,383	0.14%

Educational Guidance - Programs that provide college preparatory guidance and assistance to youth, including college tours, application assistance, college counseling.

Job Development and Placement - Activities aimed at identifying and/or developing an employment opportunity for a youth (development); activities related to placing a youth either at a worksite connected to your program or another agency (placement).

Job Retention and Support - Activities with the youth and workplace supervisor that support youth in maintaining their employment.

Job Readiness Training - Activities that prepare youth for the work environment, including skills that help youth apply for and obtain jobs connected to your program or at another agency. (Soft Skills)

Vocational Assessment and Career Guidance - Activities to evaluate interests and skills of youth, set goals, and address other special needs in order to provide best job placement or referral (Vocational Assessment). Activities to enhance career awareness, career planning and career decision making, including workshops, fieldtrips, worksite tours (career guidance).

Vocational/Employment Training - Includes instruction in specific occupations; skills certification; on the job training (hard skills). As well as enhancement of skills that allow entry into the workforce, such as ESL, GED prep, reading, writing, typing, computer.

Work Experience - Activity where a youth is doing real work for pay. The activity may take place either onsite, a worksite connected to your program, or location outside of your program.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M3a. Youth who complete career development programs have increased knowledge of educational and career options beyond high-school	X (8 out of 8)			

As indicated in the first three questions in the Table below, *YIA Results for Employment Related Indicators*, over 80% of participants showed positive outcomes with respect to aspirations for post-secondary education, awareness of career options, and having goals and plans for the future.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
M3b. Youth who complete career development programs have obtained work experience (in paid, unpaid or community service settings) as a result of assistance from the Beacon Center.	Not measured	Not measured	Not measured	Not measured

This is an element of the evaluation that is under review by the SFBI.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
M3c. Youth who complete career development programs demonstrate age-appropriate work-readiness competencies (e.g., career planning and decision-making, job search techniques, punctuality, regular attendance).	X (5 out of 8)	X (3 out of 8)		

Between 46% and 72% of YIA middle and high school respondents showed positive outcomes related to work-readiness competencies. It is somewhat troubling that the only “hard” competency in this set of questions—having a completed resume—showed the lowest rate of positive outcomes.

YIA Results for Employment Related Indicators (middle and high school only)

	Positive Outcome		Negative Outcome		Neutral Outcome	
	n	%	n	%	n	%
22. I have goals and plans for the future.	434	83.9%	64	12.4%	19	3.7%
23. I plan to go to college or some other school after high school.	481	92.1%	34	6.5%	7	1.3%
44. I know some kinds of jobs I would like to do when I am an adult	404	82.4%	63	12.9%	23	4.7%
45. I would know how to handle myself in a job interview	318	66.1%	96	20.0%	67	13.9%
46. I know how to apply for a job.	284	59.0%	88	18.3%	109	22.7%
47. I have a completed resume.	211	46.0%	100	21.8%	148	32.2%

48. I have been taught how to dress appropriately for work	343	71.6%	74	15.4%	62	12.9%
49. I have been taught about appropriate behavior on the job	374	78.4%	75	15.7%	28	5.9%

M4. Health

Beacon programs include a range of health education and prevention activities

M4a. Youth who complete Beacon Center health education/prevention programs demonstrate increased knowledge of the health issues that are the focus of the program (e.g., tobacco use, substance abuse, sexual health, mental health, nutrition, physical activity,) as measured by content-specific pre- and post-program assessment

NOT MEASURED

M4b. Youth who complete Beacon Center health education/prevention programs demonstrate improved decision-making skills regarding their own health and wellness, as measured by content-specific pre- and post-program assessment.

NOT MEASURED

Initiative wide, Health/Violence Prevention Education services increased from 03/04 with 1161 participants – approximately 1 in 5 – receiving some services in this area; with each participant receiving an average of 37 hours. While the service level did increase, it was perceived that services specifically targeting the desired outcomes of SFBI needed additional programming support. Therefore, in Year Three, SFBI will launch its *Gateway to Fitness* program and evaluation.

M5. Arts and Recreation

Beacon programs offer young people a range of opportunities for creative expression and physical activity

Services under the new “Arts, Music and Cultural Activities” and the new “Sports and Recreation” categories supported 581,692 hours of arts and recreation to Beacon participants.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M5a. Youth increase their regular participation in physical activity	X (7 out of 8)	X (1 out of 8)		

Nearly three quarters of middle school/high school assessed participants reported a positive outcome as relates to exercise. With elementary school participants the rate was even higher at 83%; however, it should also be noted that almost 36% of elementary age participants had a negative outcome related to increased time watching TV or playing video games. Anecdotal information shared during individual beacon site meetings, indicates that increased level of community violence has a significant impact on these outcomes.

One center did not submit any matched YIA pairs; given the inclusive nature of the data presented, this center was given an “in progress.”

Middle / High School Participants

On how many of the past seven days did you exercise or play sports for at least 20 minutes that made you sweat and breathe hard?			
# Answering Question	All Beacons		
	Number with positive outcome	Number with neutral outcome	Number with negative outcome
527	74.6%	7.4%	18.0%

Elementary School Participants

How many days each week do you exercise, dance, or play sports?			
# Answering Question	All Beacons		
	Number with positive outcome	Number with neutral outcome	Number with negative outcome
236	83.1%	3.8%	13.1%

Yesterday, how much time did you spend watching TV or playing video games?			
# Answering Question	All Beacons		
	Number with positive outcome	Number with neutral outcome	Number with negative outcome
217	41.9%	22.1%	35.9%

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M5b. Youth participate in regular individual and group opportunities for self-expression through artistic media.	X (7 out of 8)	X (1 out of 8)		

Nearly 85% of assessed participants reported a positive outcome in terms of involvement in music, art, literature, sports, or hobby.

One center did not submit any matched YIA pairs; given the inclusive nature of the data presented, this center was given an “in progress.”

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M5c. Youth artistic expressions are regularly shared with parents and the community..	Not measured	Not measured	Not measured	Not measured

Parent surveys were not administered in this evaluation year.

N. Increased Youth Well-Being

N1 and N2. Safety

Increased Youth Well-Being	Status			
	Met	In Progress	Not Met	Waiver
Standard				
N1. Youth report feeling emotionally and physically safe while attending the Beacon Center.	X (7 out of 8)		X (1 out of 8)	
N2. Adolescent youth report greater feelings of safety during the hours when they are attending the Beacon Center, as compared to time spent in unstructured peer settings.	Not measured	Not measured	Not measured	Not measured

Overall, middle/high school students felt very safe at their Beacon center – 92.4%; elementary, 93.2%. Of concern, however, was one center where the YIA group post test results showed more participants (55%) felt unsafe at the Beacon center than safe (45%); that center was given an “unmet” on this standard.

N3. Cultural Awareness

Increased Youth Well-Being	Status			
	Met	In Progress	Not Met	Waiver
Standard				
N3. Youth report increased understanding and respect for their own and different cultures, identities and viewpoints.	X (4 out of 8)	X (4 out of 8)		

YIA results in this area, presented below, manifest a considerable disjuncture between Beacon’s success in helping youth understand and feel positive about *their own* culture and their success in helping youth to understand and feel positive about *other* cultures. The starkest comparison is between “I know a lot about my own culture and heritage” which showed a 76% positive outcome and “I know a lot about other cultures”, which showed a 56% positive outcome. Bear in mind that we are not discussing absolute level of knowledge (youth will naturally know more about their own cultures than other cultures),

but in the *change in knowledge* between intake and exit. This finding existed in last year's evaluation, with the divide growing by 2 percentage points from Years One to Two.

Questions about the participant's own culture

Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
I know a lot about my own culture and heritage.			
75.6%	8.6%	15.8%	524
I am proud of my culture and heritage.			
89.5%	2.5%	8.0%	522
I think that most people respect my culture and heritage.			
78.0%	7.7%	14.3%	518

Questions about other cultures

I know a lot about other cultures.			
56.3%	25.8%	17.9%	519
I have a friend who is a different race/ethnicity than me			
87.1%	3.1%	9.8%	521

N4. Positive Relationships with Peers

Increased Youth Well-Being	Status			
	Met	In Progress	Not Met	Waiver
Standard				
N4. Youth report increased positive relationships with peers (e.g., feeling valued and valuing the work of others.)	X (4 out of 8)	X (4 out of 8)		

In this section, we address youth's outcomes with respect to positive relationships with their friends; positive interactions with other youth participants in the Beacon Centers are addressed in the Intermediate Outcomes. In this area, the Beacons are having a considerable positive impact. Over three-quarters of participants had reported positive outcomes with respect to the positive aspects of their friendships. Once again, it is important to note that we are measuring change over time, which, in this case, makes this finding especially significant.

Questions related to positive interactions with friends

Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
I have a friend about my own age who really cares about me.			
82.0%	6.3%	11.7%	528
I have a friend about my own age who talks with me about my problems.			
68.3%	13.9%	17.7%	524
I have a friend about my own age who helps me when I am having a hard time.			
77.8%	5.6%	16.6%	519
I have a friend about my own age who is there for me when I need him/her.			
74.4%	7.2%	18.4%	516
My friends try to do what is right.			
80.7%	4.0%	15.3%	522

My friends do well in school.			
82%	3.9%	14.1%	517

N5. Positive Relationships with Adults

Increased Youth Well-Being Standard	Status			
	Met	In Progress	Not Met	Waiver
N5. Youth report increased positive relationships with adults (e.g., feeling valued by and working collaboratively with adults.)	X (6 out of 8)	X (2 out of 8)		

Unfortunately, the YIA asked only about relationships with adults at the Beacon, and not about relationships with adults in general. This is a weakness in the evaluation.

With respect to Beacon staff, participants reported that they showed a high level of respect to participants: 84% of middle and high school youth and 85% of elementary children said that staff at the Center treated them with respect in satisfaction surveys. This treatment implies that staff knew and called youth by their names and listened to them. In Satisfaction Surveys, 65% of middle and high school youth said staff understood their family’s culture, indicating that nearly two-thirds of the youth felt that staff knew about them as individuals and their life outside the Center. Staff also recognized participants as individuals, noting their absence. YIA results for middle and high school youth supported this finding.

Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
At my Beacon center, there is an adult who really cares about me.			
75.0%	8.8%	16.2%	524
At my Beacon center, there is an adult who tells me when I do a good job.			
75.6%	9.2%	15.3%	524
At my Beacon center, there is an adult who notices when I’m not there.			
66.9%	12.3%	20.8%	519
At my Beacon center, there is an adult who always wants me to do my best.			
81.9%	5.0%	13.1%	519
At my Beacon center, there is an adult who listens to me when I have something to say.			
77.8%	6.7%	15.4%	519
At my Beacon center, there is an adult who believes I will be a success.			
79.3%	6.8%	13.9%	517

N6. Positive Connections to Community

Increased Youth Well-Being Standard	Status			
	Met	In Progress	Not Met	Waiver

N6. Youth report increased positive connections to their community (as they define their community,) e.g., knowing more about what’s going on in the community, helping to develop or participating in events in their neighborhood or elsewhere in the city, etc.	X	X	X	
	(4 out of 8)	(3 out of 8)	(1 out of 8)	

This standard, like no other, clearly shows a core group of Beacon centers emerging in their sophistication in reaching desired youth development outcomes. Overall, positive outcome results actually fell from 03/04 to this year’s evaluation.

Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
I do things that make a difference in my neighborhood.			
42.9%	32.8%	24.3%	518
In the past twelve months, I have done things to make my community a better place.			
49.9%	26.9%	23.2%	517

N7. Increased Personal Efficacy

Increased Youth Well-Being	Status			
	Met	In Progress	Not Met	Waiver
N7. Youth report increased confidence in their personal efficacy (i.e., ability to make decisions, accomplish tasks.)	X (6 out of 8)	X (2 out of 8)		

The YIA contains a significant number of questions related to personal efficacy. Among these questions, those that specify efficacy in particular settings (e.g. school, neighborhood, community) tended to have lower positive outcomes than more general characterological questions (“There are many things I do well.”) This is understandable, since it is easier to promote a positive self-image than it is to change the setting in which an enhanced sense of personal efficacy is carried into action.

Number with positive outcome	Number with neutral outcome	Number with negative outcome	Total Number Assessed
I help decide things like class activities or rules.			
50.3%	25.0%	24.7%	523
I do things that make a difference in my neighborhood.			
42.9%	32.8%	24.3%	518
I have goals and plans for the future.			
83.9%	3.7%	12.4%	517
There is a purpose to my life.			
85.0%	4.0%	10.9%	5212

There are many things I do well.			
84.8%	4.0%	11.2%	520
I help other people.			
80.9%	6.0%	13.1%	518
In the past twelve months, I have done things to make my community a better place.			
49.9%	26.9%	23.2%	517
People usually understand and respect what I say.			
70.9%	11.2%	17.9%	519
In the past twelve months, I have worked on a group project that was successful.			
76.3%	10.6%	13.1%	519
I know how to work with others to plan a project or activity.			
80.5%	6.4%	13.2%	517

O. Increased Positive Connections to School

Increased Positive Connections to School	Status			
	Met	In Progress	Not Met	Waiver
Standard				
O1. Youth who participate in Beacon Center programs an average of at least two days per week for at least one year, will report better school effort as compared to similar* youth who do not attend the Beacon Center. Examples of behaviors and attitudes that may provide evidence of better school effort include: level of attention and effort in the classroom, arriving in class prepared to participate, positive attitudes towards school, increased confidence in their own ability to learn, and/or increased participation in extra-curricular or other non-mandatory school activities.	Not measured	Not measured	Not measured	Not measured

See findings below in Section P. Increased School Performance

Increased Positive Connections to School	Status			
	Met	In Progress	Not Met	Waiver
O2. Youth who participate in individually-tailored educational support programs demonstrate increased readiness to learn through competencies such as organizational and planning skills, ability to navigate the school system and time management.	Not measured	Not measured	Not measured	Not measured

Next steps around implementation of individually tailored educational support programs and measuring impact are currently under review by the SFBI.

P. Increased School Performance

Increased School Performance	Status			
	Met	In Progress	Not Met	Waiver
P1. Youth who participate in Beacon Center educational support programs an average of at least three days per week for at least two years, will demonstrate better classroom performance as evidenced by grade point average (GPA), as compared to similar* youth who do not attend the Beacon Center.	Not measured	Not measured	Not measured	Not measured
P2. Youth who participate in Beacon Center programs an average of at least two days per week for at least one year, will attend school more consistently as compared to similar* youth who do not attend the Beacon Center.	Not measured	Not measured	Not measured	Not measured

Our strategy for measuring this standard is to obtain an extract of data from the San Francisco Unified School District that allows us to measure—for Beacon participants and for a comparison group of non-Beacon participants who are matched on school enrolled, ethnicity, grade level, and gender—the following variables:

- Attendance,
- Disciplinary referrals,
- Academic grade point.

Findings for the Beacon participants overall are described and compared to results presented in last year's report (SY 2003-04). Findings vary by Beacon and are presented in the table that follows.

Attendance

The percent of unexcused absences of all days enrolled is the indicator used to measure attendance and connection to school. Beacon participants had fewer unexcused absences than did the comparison group and this difference was statistically significant ($p < .05$). Beacon participants had an average of 2.3% days unexcused while the comparison group had 2.9%. Last year, Beacons participants also performed better on this indicator though the spread between the groups was not as great.

Disciplinary Referrals

The percent of youth receiving one or more suspensions for disciplinary infractions was slightly greater for Beacon participants (7%) than for the comparison group (6.8%). For those receiving at least one suspension the average number of suspensions was greater for the comparison group (1.74) than for the Beacon participants (1.51). As a result the comparison group had a greater number of average days of suspension (4.9 days) than did the Beacon participants (4.2 days). Though substantive, neither of these differences were statistically significant. This difference was not observed last year (SY 2003-2004) where both groups had an average of 4.4 days of suspension.

Grade Point Average

Beacon participants entered the year with a slightly lower Fall GPA than the comparison group (2.64 vs. 2.69). Both groups experienced a parallel decrease in GPA from Fall 2004 to Spring 2005. These results are similar to those found last year.

Beacon Site	N	GPA*				Attendance % Days Unexcused Absent	Suspensions	
		Fall 2004		Spring 2005			% of Youth Receiving Suspensions	Average # of days of Suspension
		Avg	Std Dev	Avg	Std Dev			
Bayview	281	2.23	0.96	2.26	1.06	6.4%	18.0%	3.8
Chinatown	323	3.39	0.55	3.25	0.78	0.8%	0.0%	-----
CB Beacon	123	2.02	0.92	2.18	0.92	3.4%	8.0%	3.5
OMI	194	2.57	1.04	2.51	1.11	2.0%	10.0%	3.6
Richmond	255	2.89	0.87	2.78	0.95	0.9%	4.0%	6.3
Sunset	375	3.31	0.64	3.32	0.65	0.5%	1.0%	1.75
VisValley	105	2.5	1.09	2.38	1.11	2.2%	12.0%	4.7
WesternAdd	52	2.29	1.04	2.29	1.19	7.3%	25.0%	5.5
Beacon Overall	1708	2.64	1.01	2.61	1.05	2.3%	7.0%	4.2
Comparison Group	1476	2.69	1.02	2.65	1.04	2.9%	6.8%	4.9

*GPA is calculated for MS and HS students only

Q. Increased Family Support for Education

Increased Family Support For Education	Status			
Standard	Met	In Progress	Not Met	Waiver
<p>Q1. Parents/caregivers of youth who participate in Beacon Center programs having a significant parent/caregiver involvement component (e.g., educational support or case management programs) report increased connection to their child’s school, as evidenced by increased knowledge of school systems and personnel, ability to navigate the school system, comfort in the school environment, attendance at parent-teacher meetings or school events, and/or other work with the school.</p>	Not measured	Not measured	Not measured	Not measured

Increased Family Support For Education	Status			
Standard	Met	In Progress	Not Met	Waiver
<p>Q2. Parents/caregivers of youth who attend the Beacon Center report increased confidence in their child’s safety during the hours that the child attends the Beacon Center.</p>	Not measured	Not measured	Not measured	Not measured

Increased Family Support For Education	Status			
Standard	Met	In Progress	Not Met	Waiver
<p>Q3. Parents/caregivers and other adults who complete Beacon Center adult programs report improved skills in the content area that is the focus of the program, (e.g., English language acquisition, computer use, work-readiness, health, nutrition, family support.)</p>	Not measured	Not measured	Not measured	Not measured

Next steps around implementation of parent engagement activities and measuring impact are currently under review by the SFBI.

V. Dosage Analysis

Methods

The dosage analysis examined the relationship of average weekly attendance to outcomes on the YIA. This analysis was conducted separately for the three Beacon grade levels (elementary, middle, and high school). Results were combined from all of the sites. Included are participants for whom the identification number from the pretest, posttest, and service utilization data matched. Because of the small percentage of students who did not have a positive outcome on the YIA, for this analysis “neutral” and “negative” categories were combined. The average weekly attendance is presented for students who had “positive” or “neutral/negative” outcomes for each YIA item. A t-test was used to determine if observed differences in averages were statistically significant (i.e., not likely to be due to chance). Significance levels of $p < .05$ are indicated where observed. The likelihood that a result be statistically significant can be influenced by the size of the sample, the magnitude of the observed difference, and the dispersion of the data as indicated by the standard deviation. Findings are organized by grade level and by long-term standards of Section M. *Core Competencies* and Section N. *Youth Well-Being*.

Site Representation in Analysis

The results presented in this dosage analysis combine surveys from all sites. The table below presents the distribution of Beacon site representation for each grade level grouping. The number of youth participants with matched pre and posttests and attendance data varied by site. Findings will be impacted by the sites for which we have data. The effect of this is that although all of the Beacons serve middle school youth, findings in the dosage analysis will be dominated by the results of sites which have a larger sample in the dosage analysis. Those sites with fewer students will have a lesser influence on the results. Thus, an individual site or other factor may actually be mediating or causing the observed finding. With larger samples of matched participants in the future we may be able to statistically control for these potentially confounding factors.

Average weekly attendance varied substantially by grade level grouping and to a somewhat lesser degree by site. Elementary school children had an extremely high average weekly attendance of 4.6 days a week. Coupled with a very low standard deviation (a measure of how spread out the values are) these consistently high attendance rates make the likelihood of finding dosage effects much less likely. There was considerable variation in attendance among sites serving middle school students with the average being 3.58 days a week. High school students attended at a much less frequent rate averaging 1.69 days a week.

Summary of Findings

The dosage analysis of the relationship of Beacon Center attendance on self-reported outcomes showed a number of statistically significant effects, which are listed below.

- Positive outcomes for truancy were reported for middle school students with greater Beacon attendance (3.10 vs. 3.64 days/week).

- Positive outcomes for middle school youth's intentions to go to college were found with greater average weekly attendance (3.25 vs. 3.61 days/week).
- Middle school students with higher Beacon Center attendance had positive outcomes on having friends who stayed out of trouble and did well in school (3.50 vs. 3.68 days/week and 3.38 vs. 3.62 days/week).
- However, high school students with greater Beacon attendance had poorer outcomes for peer relations: having a friend who cares about them (1.62 vs. 2.15 days/week), having friend who talks with them about problems (2.07 vs. 1.61 days/week), and having friends who get into a lot of trouble (1.97 vs. 1.44 days/week).
- For all of the items related to making a positive connection with an adult, middle school youth who had a negative/neutral outcome had higher attendance.
- A strong dosage effect was observed for increased personal efficacy for high school students. Students with positive outcomes for the statement, "There are many things I do well," had higher Beacon attendance (1.29 days/week vs. 1.74 days/week).

There were additional trends which are notable but did not reach statistical significance. A more detailed discussion of findings with data tables follow.

Beacon Sites in Dosage Analysis			
	Number	Percent	Weekly Attendance Avg. (std dev)
<i>Elementary Children</i>			
Sunset Neighborhood Beacon Cntr	133	58%	4.60 (0.26)
Chinatown Beacon Center	89	39%	4.67 (0.22)
Western Addition Beacon Center	7	3%	3.67 (0.78)
Total	229	100%	4.60 (0.32)
<i>Middle School Youth</i>			
Sunset Neighborhood Beacon Cntr	158	34%	3.63 (0.57)
Richmond Village Beacon Center	108	23%	3.97 (0.50)
OMI/Excelsior Beacon	69	15%	3.75 (0.62)
Community Bridges Beacon Center	49	11%	2.64 (0.64)
Western Addition Beacon Center	42	9%	2.65 (0.74)
Visitacion Valley Beacon Center	30	6%	4.66 (0.50)
Chinatown Beacon Center	7	2%	2.42 (0.65)
Total	463	100%	3.58 (0.80)
<i>High School Youth</i>			
Richmond Village Beacon	43	72%	1.69 (0.59)
Chinatown Beacon Center	11	19%	1.54 (0.49)
Community Bridges	4	7%	1.73 (0.71)
OMI/Excelsior Beacon	1	2%	3.31 (----)
Total	59	100%	1.69 (0.61)

M1. LEADERSHIP

There were no statistically significant differences in attendance between those who had positive outcomes and those who had negative/neutral outcomes. The largest observed differences in attendance were seen in high school participants' ability to work out problems or disagreements with others without violence (positive=1.72 days a week; neutral/negative=1.56 day a week).

Elementary Children					
Do you feel comfortable working with others on a project or activity?					
Students with a positive outcome			Students with a negative or neutral outcome		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
145	4.58	0.34	77	4.63	0.25
Do you feel comfortable saying what you think in a group?					
Students with a positive outcome			Students with a negative or neutral outcome		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
108	4.61	0.32	113	4.60	0.26
Do you feel comfortable working with someone who has different ideas than yours?					
Students with a positive outcome			Students with a negative or neutral outcome		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
105	4.59	0.31	119	4.60	0.33

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
I know how to run a meeting.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
208	3.55	0.78	239	3.61	0.82
I can work with someone who has different opinions than mine.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
349	3.60	0.76	103	3.57	0.92

I can work out problems or disagreements with others without violence.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
333	3.60	0.78	115	3.54	0.87
In the past twelve months, I have worked on a group project that was successful.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
337	3.58	0.78	111	3.60	0.89
I know how to work with others to plan a project or activity.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
352	3.58	0.79	95	3.61	0.85

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
I know how to run a meeting.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
35	1.65	0.56	24	1.75	0.68
I can work with someone who has different opinions than mine.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
48	1.70	0.61	10	1.73	0.61
I can work out problems or disagreements with others without violence.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
49	1.72	0.63	10	1.56	0.50
In the past twelve months, I have worked on a group project that was successful.					
Students with a positive outcome			Students with a negative or neutral outcome.		

<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
52	1.71	0.61	7	1.60	0.58
I know how to work with others to plan a project or activity.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
56	1.70	0.60	2	1.72	1.02

** indicates a statistically significant difference ($p < .05$) in average weekly attendance*

M2. EDUCATIONAL SUPPORT

Middle school youth with positive outcomes on self-reported school attendance had significantly higher Beacon attendance (n=415; 3.64 days a week) than those with a negative or neutral outcome (n=25; 3.10 days a week). Higher attendance rates were also observed for those with positive outcomes for completing homework, though this difference was not statistically significant. There were very little differences in attendance by outcome for elementary children and high school youth participants.

Elementary Children					
During the past five school days, on how many days did you complete all of your homework?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
192	4.60	0.29	32	4.65	0.30

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
During the past 12 months, how often did you complete your homework?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
377	3.64	0.78	63	3.49	0.79
During the past 12 months, about how many times did you skip school or cut classes? *					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
415	3.64	0.76	25	3.10	0.98

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
During the past 12 months, how often did you complete your homework?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
41	1.70	0.64	18	1.67	0.54
During the past 12 months, about how many times did you skip school or cut classes?					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
35	1.70	0.66	24	1.68	0.53

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

M3. CAREER DEVELOPMENT

Career development is a focus of the Beacon programming targeted to high school youth. The results here show that those students who attend their afterschool program on a more frequent basis have more confidence in these skills. They are more likely to have goals and plans for the future, to plan to go to college, to know some kinds of jobs they would like to do, to know how to interview and apply for a job, to have completed a resume, and to dress appropriately for work. While the first competency was the only one demonstrated statistically significant differences in attendance the remainder with one exception, were in the expected direction. Students who held a job were less likely to attend their Beacon, which makes some sense, as they would be otherwise occupied. Middle school students who planned to go to college after high school had statistically significant higher rate of attendance than those who had negative or neutral outcomes in this area (3.61 days a week vs. 3.25 days a week).

Middle School Youth					
I have goals and plans for the future.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
371	3.58	0.79	76	3.72	0.81
I plan to go to college or some other school after high school.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
417	3.61	0.79	35	3.25	0.91
I have a job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
144	3.54	0.78	299	3.60	0.81
I know some kinds of jobs I would like to do when I am an adults.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of	Average weekly	Standard	Number of	Average weekly	Standard

<i>students</i>	<i>attendance</i>	<i>deviation</i>	<i>students</i>	<i>attendance</i>	<i>deviation</i>
346	3.56	0.81	74	3.52	0.83
I know how to handle myself in a job interview.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
269	3.52	0.85	142	3.62	0.75
I know how to apply for a job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
232	3.54	0.84	179	3.57	0.80
I have a completed resume.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
173	3.48	0.86	217	3.63	0.78
I have been taught how to dress appropriately for work.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
294	3.54	0.81	115	3.58	0.84
I have been taught about appropriate behavior on the job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
314	3.53	0.81	93	3.58	0.86

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
I have goals and plans for the future.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
52	1.74	0.63	6	1.24	0.38
I plan to go to college or some other school after high school.					

Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
55	1.74	0.60	3	1.11	0.20
I have a job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
22	1.51	0.51	37	1.80	0.64
I know some kinds of jobs I would like to do when I am an adults.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
49	1.71	0.62	10	1.62	0.53
I know how to handle myself in a job interview.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
43	1.78	0.63	16	1.49	0.49
I know how to apply for a job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
44	1.71	0.57	15	1.64	0.72
I have a completed resume.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
33	1.75	0.60	25	1.59	0.61
I have been taught how to dress appropriately for work.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
44	1.71	0.64	15	1.64	0.53
I have been taught about appropriate behavior on the job.					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
52	1.69	0.62	7	1.71	0.51

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

M5. Arts and Recreation

Although there were no statistically significant differences in attendance for these outcomes, high school youth attendance differences were larger than for the other grade levels and in the expected direction. Those who had positive outcomes in physical activity and being involved in music, art, literature, sports or a hobby had higher attendance rates than those who had negative or neutral outcomes.

Elementary Children					
How many days each week do you exercise, dance, or play sports?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
188	4.59	0.34	38	4.64	0.18
Yesterday, how much time did you spend watching TV or playing video games?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
86	4.59	0.38	121	4.61	0.26

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
On how many of the past seven days did you exercise or play sports for at least 20 minutes . . .					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
350	3.58	0.79	106	3.58	0.83
I am involved in music, art, literature, sports, or a hobby.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
382	3.58	0.78	67	3.66	0.87

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
On how many of the past seven days did you exercise or play sports for at least 20 minutes . . .					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
36	1.74	0.67	23	1.63	0.50
I am involved in music, art, literature, sports, or a hobby.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
50	1.71	0.61	9	1.58	0.58

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

N1-2. Increased Youth Well-Being -Safety

The overwhelming majority of students had positive outcomes for feeling safe at their Beacon program (92%-97%, depending on grade level). Attendance comparisons by outcome varied by grade level.

Elementary Children					
How safe do you feel when you are at your After School Program?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
210	4.61	0.27	14	4.73	0.06

Middle School Youth					
How safe do you feel at your Beacon Center/Afterschool Program?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
418	3.59	0.79	37	3.52	0.92

High School Youth					
How safe do you feel at your Beacon Center/Afterschool Program?					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
57	1.72	0.61	2	1.08	0.11

N3. Increased Youth Well-Being – Cultural Awareness

While there were no statistically significant differences in attendance for these outcomes, high school youth attendance differences were larger than for the other grade levels and in the expected direction. The differences in attendance were smaller for elementary and middle school participants and tended to show slightly higher weekly attendance for those with neutral/negative outcomes.

Elementary Children					
I get chances to learn about young people who are different from me at this After School Program.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
108	4.56	0.38	117	4.63	0.25

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
I know a lot about my own culture and heritage.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
342	3.58	0.79	111	3.61	0.81
I know a lot about other cultures.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
245	3.58	0.81	203	3.61	0.79
I have a friend who is a different race/ethnicity than me.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
386	3.59	0.78	64	3.62	0.88
I think that most people respect my culture and heritage.					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
348	3.58	0.77	99	3.60	0.90

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
I know a lot about my own culture and heritage.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
44	1.76	0.64	15	1.51	0.48
I know a lot about other cultures.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
39	1.70	0.65	20	1.68	0.53
I have a friend who is a different race/ethnicity than me.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
57	1.70	0.61	2	1.48	0.68
I think that most people respect my culture and heritage.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
47	1.72	0.63	12	1.60	0.49

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

N4. Increased Youth Well-Being – Positive Relationship with Peers

Middle school students with higher Beacon Center attendance had positive outcomes on having friends who stayed out of trouble and did well in school. However, findings for high school students for this outcome were in the unexpected direction. Those with higher attendance had poorer outcomes for peer relations. For three of these the difference was statistically significant: having a friend who cares about them, having a friend who talks with them about their problems, and having friends who get into trouble.

Elementary Children					
Do your best friends get into trouble?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
71	4.63	0.26	138	4.59	0.34
Do your best friends try to do the right thing?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
168	4.63	0.24	47	4.56	0.41

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
I have a friend about my own age who really cares about me.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
373	3.60	0.78	84	3.56	0.85
I have a friend about my own age who talks with me about my problems.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
300	3.57	0.80	153	3.62	0.79
I have a friend about my own age who helps me when I am having a hard time.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
347	3.58	0.80	103	3.64	0.76
I have a friend about my own age who is there for me when I need him/her.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
324	3.56	0.81	121	3.65	0.76
My friends get into a lot of trouble.*					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
237	3.68	0.79	218	3.50	0.79
My friends try to do what is right.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
369	3.62	0.77	82	3.45	0.86
My friends do well in school.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
373	3.62	0.78	73	3.38	0.87

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
I have a friend about my own age who really cares about me.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
51	1.62	0.56	8	2.15	0.70
I have a friend about my own age who talks with me about my problems.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
49	1.61	0.56	10	2.07	0.71
I have a friend about my own age who helps me when I am having a hard time.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
48	1.68	0.62	10	1.82	0.59
I have a friend about my own age who is there for me when I need him/her.					
Students with a positive outcome			Students with a negative or neutral outcome.		
	Average			Average	

<i>Number of students</i>	<i>weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>weekly attendance</i>	<i>Standard deviation</i>
51	1.66	0.61	8	1.92	0.58
My friends get into a lot of trouble.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
31	1.44	0.45	28	1.97	0.64
My friends try to do what is right.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
43	1.69	0.65	16	1.70	0.50
My friends do well in school.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
41	1.69	0.60	18	1.71	0.64

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

N5. Increased Youth Well-Being – Positive Relationships with Adults

Results for this outcome differed noticeably by grade level. For all of the items related to making a positive connection with an adult, the group of middle school youth who had a negative/neutral outcome has statistically significant higher attendance rates – of approximately two tenths of a day. However, high school youth who attended more often had more positive relationships with adults, though the items did not reach statistically significant levels. Elementary students had little differences in attendance for this outcome.

Elementary Children					
I think that the grown-ups at this After School Program really care about me.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
148	4.61	0.31	75	4.58	0.32
I think that the grown-ups at this After School Program listen to me when I have something to say.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>

150	4.59	0.35	74	4.62	0.27
I think that the grown-ups at this After School Program tell me when I do a good job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
129	4.60	0.32	97	4.60	0.29
I think that the rules about how to treat each other at this After School Program are enforced.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
161	4.62	0.25	59	4.58	0.33

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

Middle School Youth					
At my Beacon center, there is an adult who really cares about me.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
332	3.52	0.82	121	3.73	0.74
At my Beacon center, there is an adult who tells me when I do a good job.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
336	3.52	0.81	117	3.73	0.76
At my Beacon center, there is an adult who notices when I'm not there.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
288	3.49	0.83	160	3.74	0.72
At my Beacon center, there is an adult who always wants me to do my best.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
362	3.53	0.81	86	3.79	0.74

At my Beacon center, there is an adult who listens to me when I have something to say.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
343	3.53	0.79	105	3.73	0.78
At my Beacon center, there is an adult who believes I will be a success.*					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
347	3.52	0.81	99	3.78	0.75

High School Youth					
At my Beacon center, there is an adult who really cares about me.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
51	1.71	0.62	8	1.58	0.55
At my Beacon center, there is an adult who tells me when I do a good job.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
52	1.72	0.61	7	1.51	0.59
At my Beacon center, there is an adult who notices when I'm not there.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
50	1.73	0.61	9	1.45	0.58
At my Beacon center, there is an adult who always wants me to do my best.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
54	1.72	0.61	5	1.37	0.52
At my Beacon center, there is an adult who listens to me when I have something to say.					
Students with a positive outcome			Students with a negative or neutral outcome.		

<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
53	1.72	0.61	6	1.45	0.58
At my Beacon center, there is an adult who believes I will be a success.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
53	1.73	0.61	6	1.38	0.48

N6. Increased Youth Well-Being – Positive Connections to Community

Surprisingly, middle school youth who had positive outcomes for connections to the community had lower attendance rates than those with neutral/negative outcomes, though these differences were not statistically significant. There was also a smaller proportion of the sample with positive outcomes on these measures. High school participants with positive outcomes for taking part in group activities and reporting having done things to make their community a better place had higher attendance rates than those with neutral/negative outcomes, though these were not statistically significant. There were no observed dosage effects for elementary age children.

Elementary Children					
Do you do things to be helpful at school?					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
109	4.61	0.26	116	4.61	0.33

Middle School Youth					
I do things that make a difference in my neighborhood.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
188	3.50	0.81	259	3.64	0.80
I am part of clubs, sport teams, church/temple, or other group activities.					
Students with a positive outcome			Students with a negative or neutral outcome.		
<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>	<i>Number of students</i>	<i>Average weekly attendance</i>	<i>Standard deviation</i>
320	3.57	0.81	135	3.63	0.74
In the past twelve months, I have done things to make my community a better place.					

Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
215	3.57	0.80	231	3.61	0.79

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
I do things that make a difference in my neighborhood.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
188	3.50	0.81	259	3.64	0.79
I am part of clubs, sport teams, church/temple, or other group activities.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
49	1.73	0.61	10	1.52	0.59
In the past twelve months, I have done things to make my community a better place.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
39	1.74	0.68	20	1.60	0.44

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

N7. Increased Youth Well-Being – Increased Personal Efficacy

The strongest dosage effects for increased personal efficacy were observed for high school youth participants. Attendance for positive outcomes for the statement, “There are many things I do well,” was significantly higher than for neutral/negative outcomes (1.74 days a week vs. 1.29 days a week). There were also some dosage effects in the expected direction for helping out around the home (1.73 days a week vs. 1.50 days a week), though this difference did not reach statistical significance.

Elementary Children					
Do you try to do your best?					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation

200	4.61	0.28	21	4.60	0.26
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Middle School Youth					
There are many things I do well.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
380	3.57	0.81	70	3.65	0.76
I help other people.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
360	3.58	0.78	87	3.58	0.85
I help out around my home.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
372	3.57	0.81	77	3.67	0.76

* indicates a statistically significant difference ($p < .05$) in average weekly attendance

High School Youth					
There are many things I do well. *					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
51	1.74	0.61	7	1.29	0.45
I help other people.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation
52	1.69	0.62	7	1.68	0.51
I help out around my home.					
Students with a positive outcome			Students with a negative or neutral outcome.		
Number of students	Average weekly attendance	Standard deviation	Number of students	Average weekly attendance	Standard deviation

45	1.73	0.65	14	1.59	0.45
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** indicates a statistically significant difference ($p < .05$) in average weekly attendance*

VI. Conclusions

A. Summary

In 2004/2005 - Year Two of the evaluation - the majority of the Beacon centers emerged as comprehensive program environments where youth felt safe, where youth were encouraged to succeed, and where youth learned to build a sense of community. Interviews with Principals at host schools typically reflected an increased sense of partnership between the schools and the Beacon centers in working to meet the needs of students and the surrounding community. Where centers were less successful in meeting standards across the board, significant outside environmental influences such as major restructuring at the host school, or community violence were observed to be critical challenges.

In this second year of evaluation, most Beacon centers met many of the standards, with a significant number changing from "In Progress" in 2003/2004 to "Met" in 2004/2005.

Compliance Standards: The Beacon Centers successfully established policies and procedures to support the Compliance Standards. Through the audit, RDA determined that the centers met most of the standards in all four areas: safety, accessibility, engagement and collaboration, and participation. In cases where standards were either "In Progress" or in a few rare cases, "Not Met", centers typically were experiencing some level of transition – a new lead agency, a new host school, or integration with a host school conversion to a Dream School.

As part of compliance, each Beacon Center is mandated to meet standard participation levels of 150 per day average daily attendance and 600 per year annual participation. Looking at the Beacon Initiative as a whole this standard was met through an overall average daily attendance of 223 participants and a total of 6144 youth participants and 1097 parents/caregivers served annually reflecting a per center average of 768 youth participants and 137 parents/caregivers. Individually, six centers met and in many cases far exceed the 150 average daily attendance goal. Two other centers were at 57% and 37% of goal. Examining individual Beacon Center's achievement towards the annual participation goal, six centers met the goal and two are "In Progress." One of the "In Progress" is for a center that made 95% of the goal, and another center that was given a reduced goal of 500, but met 87% of the reduced goal. Data collection and entry continues to improve with continued dedication of staff and increased capacity in their navigation of the Contract Management System (CMS). That said, however, it has been observed that staff turnover continues to create data collection and entry challenges, which may reflect undercounting of participation levels for certain Beacon centers.

All but two centers have weekday programming until 8 PM, and all but one is providing programming on Saturdays. Plans are in place for 2005/2006 to have programming in place at these centers.

Early Outcome Standards: Most centers continued to improve in their capacity to operate and deliver high quality services through their performance on the Early Outcome Standards. Comparable to their performance on the Compliance Standards, the Beacon Centers demonstrated that their policies and procedures were substantially compliant with the Early Outcome Standards. The centers met most standards in the areas of safety, visibility, welcoming, diverse and well-trained staff and comprehensive programming. The evaluation relied on assessment and survey data only for seven out of the eight centers, as the second year eliminated most of the qualitative data collection methods, such as focus groups. While there was positive change in most areas, a number of centers need to continue to work on enhancing peer-to-peer relationships, especially in helping youth transfer what they have learned about building positive relationships at the Beacon centers to their peer relationships in

the broader school and neighborhood communities. Related to this is the need to foster youths' understanding and appreciation of other cultures.

Intermediate Outcome Standards: Based upon evaluation of the Intermediate Outcome Standards, SFBI provided youth participants with supports to foster their positive development. Standards in this set examine how centers foster positive relationships among staff and participants, create opportunities for meaningful participation, encourage community involvement and provide challenging skill building opportunities. At this intermediate level, the second year evaluation results begin to reflect several centers rising to a higher level of sophistication around youth engagement and development. Other centers continue to be "in progress" as they strive to translate the success of program participation at the Beacon to more fully engaging youth in decision-making at the Beacon and in having an impact in their communities. In some centers, different programming for different age clusters (elementary, middle school, high school) resulted in varying results within the same Beacon.

Long-term Outcomes: A first set of long term outcomes are framed within a set of youth competencies in five core areas held as priorities by the SFBI. The five core competencies include Leadership, Educational Support, Career Development, Health, and Arts and Recreation. In addition, long-term outcomes include *increased youth well-being*, *increased positive connection to school*, *increased school performance*, and *increased family support for education*. Now in Year Two, the evaluation can better present findings for the majority of the first set of long-term outcomes, as well as *increased youth well-being* based on impacts experienced over a two year period. The SFBI will be implementing a "Gateway to Fitness" program and evaluation in 2005/2006 to address competency in the area of Health; and has decided to defer implementation of evaluation of the family support component. **Long-term standards related to *increased positive connection to school*, and *increased school performance* require the use of SFUSD data that will not be available until the end of the year (2005), at which time RDA will prepare an addendum to the Beacon-wide report with these analyses.**

Leadership – Five out of eight centers met this standard and three were in progress. In the five that met the standard, all were able to assist youth in their development of age appropriate leadership competency skills, and were able to begin to help a majority of youth participants to translate this skill building into engagement in center decision-making and community connection.

Academic Support – Six out of eight centers met this standard. The two centers given in progress relates more to inconclusive findings based on limited data, rather than actual poor results. In measuring homework completion outcomes, the percentage of Beacon participants assessed with a positive outcome for homework completion ranged across the Beacons from 70% to 94% for middle school/high school students and 84% to 100% for elementary students. Truly exceptional findings. In looking at outcomes related to reduced truancy, percentages ranged from 58% to 99% for middle school/high school students.

Career Development – Five out of eight centers fully met this standard, and the remaining three had a mixed score of met and in progress. Those meeting the standard were successful in both increasing youths' knowledge of career options and developing soft job skills such as appropriate behavior and dress, **as well as** developing youths' more concrete skills in the areas of resume development, applying and interviewing for a job. Those in progress need to work more to develop youths' concrete skill set and develop opportunities for actual work experience.

Health – While some Beacons did improve in the number of service hours provided in the area of health / violence prevention education, health education remains an area needing improvement across the Initiative. Starting in 2005/2006 the Initiative is launching the "Gateway

to Fitness” program and evaluation. Every individual beacon center report included a recommendation that they fully participate in this opportunity.

Arts and Recreation – Seven out of eight centers met this standard. The one center given in progress relates more to inconclusive findings based on limited data, rather than actual poor results. Beacons achieved very high outcomes in this area which encompasses both increases in regular involvement in arts, music and cultural activities as well as regular recreation and exercise. Of particular note, six out of eight centers improved their already high outcomes when measuring their results in Year Two as compared to Year One.

Youth Well Being – Beacons were measured as to their success in fostering a sense of safety, promoting knowledge and pride in participants’ own and different cultures, providing youth with caring adult role models and supporting good relationships among the youth themselves, connecting participants to their community and promoting a sense of efficacy and self-esteem among youth. Two Beacons met this set of standards across the board, with the remaining achieving met in more standards than in Year One. There were a few instances where several Beacons seemed to have slipped in certain areas. At one center this was most significant in the area of safety, in another a reduced sense of connection to the Beacon, and in a third a reduced engagement in the Beacon and the community. In these few exceptions, staff suggest that external environmental factors of violence and intolerance at school and in the community may be impacting youths feelings and perspectives.

B. Observations and Recommendations

Policies and procedures are often developed at the lead agency level, and in some cases, adequate implementation support at the site level appears to be lacking. It is not enough that policies and procedures manuals exist, but that minimally policies and procedures are adequately implemented through annual staff (re)training. Preferably, site level staff should be integrated with annual review and update of policies and procedures to ensure that SFBI requirements are appropriately included and that site level staff have ownership of the policies and procedures they must follow.

School site usage restrictions, including those in place due to community violence, resulted in some sites receiving an “in progress” or “not met” for later evening and weekend programming. SFBI should consider additional dialogue with SFUSD regarding these matters and/or additional waivers. In addition, SFBI is considering whether later evening and weekend activity requirements must reflect programming for children and youth.

Centers are viewed as integral to the school community and Beacon staff are seen as critical partners in the school’s success. Host school principals were full of praise for the Beacon center directors and staff. Especially in two cases where Beacon centers were facing transitions, school principals were particularly impressed with the special efforts made by the centers to work with school personnel to make the relationship with the host school a success and to bring quality programming to the students. This represents a significant shift for the SFBI and should be celebrated!

Conversion of host school sites to Dream Schools pose a special challenge. With the conversion of certain host school sites to Dream Schools and with SFUSD facing school closures, SFBI will continue to face challenges that will require the initiative as a whole to focus attention on strong communication with SFUSD as changes are considered and implemented, so as to ensure that Beacon participants, their families, and the community are supported through these transitions.

Participants at the centers located in communities most effected by community and school violence are exhibiting signs of stress. Given that the SFBI focuses on schools with the highest concentrations of youth at risk and high levels of academic underperformance, special programming for participants and community events focusing on violence prevention should be prioritized. Special support in the form of specialized training should be considered for staff at the affected sites.

Centers need to find new and meaningful ways to involve parents. At some Beacon Centers, staff expressed both a need to increase parent participation and a need to learn new strategies to involve parents. Staff do have experience working with parents. Most often, they have consulted with parents regarding their child's participation in the Center and/or have coordinated parent volunteers for a family/holiday event. However, staff would like to collaborate with parents as regular partners in their child's development, and involve them in programming in more meaningful ways. A few Beacon Centers have accomplished this through their Parent Coordinator or by holding Beacon Staff/Parent Conferences. While these are good methods, not all Beacon Centers can afford a dedicated Parent Coordinator or the time to conduct such conferences.

Recommendation: Training on new and effective strategies to involve parents for all Beacon Center Staff could be both a way for Beacon Centers to share effective ideas and strategies across the Initiative as well an opportunity to learn new methods.

Given that understanding and respect of others' cultures are paramount for healthy community relationships, more emphasis should be placed on increasing youth participants' awareness of and respect for other cultures.

Recommendation: All Centers should determine the possible methods by which they can incorporate awareness of and respect for other cultures in to ongoing programming. Additional staff training in diversity awareness can also improve performance on this standard.

There is a need to increase respect in relationships between youth participants. While the majority of youth reported that participants treated each other with respect, a significant number of youth also reported that participants gave each other respect much less frequently. In Satisfaction Surveys, 32% of middle and high school youth and 48.9% of elementary children said that participants treated each other with respect only some of the time or never.

Recommendation: *Center staff could model and teach participants more about giving respect to one another. Staff could take advantage of the fact that participants recognized when they treated each other with respect. Using this recognition as a learning opportunity, respectful treatment among staff could be used to explicitly teach participants about supportive relationships. This is an especially important lesson for participants to be able to draw upon outside the Beacon center in their relationships with others in the larger school community and outside of school.*

Centers that excelled in the area of leadership development were those that supported a holistic approach to developing a sense of belonging and participation that included family and community engagement. Higher positive responses on the YSS were often parallel between questions related to leadership activities and connection to community as well as beliefs that staff understand the culture of participant's family.

Beacon Center participants got connected to their communities. Overall, almost three quarters of Beacon center participants increased their knowledge of their

community. While not across the board, a core group of Beacon centers achieved in greater success by supporting their participants engagement in and feelings of impact on their communities.

Appendix

- 1) Minimum Compliance Audit – February 2005
- 2) 2004/2005 Evaluation Timeline