

San Francisco Beacon Initiative

THIRD YEAR (2006) EVALUATION REPORT

School Year: 2005-2006

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. In Year Three of the RDA evaluation (2005-2006) the majority of the Beacon Centers continued to be 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 to meet the needs of students and the surrounding community. Where Centers were less successful in meeting standards across the board, often times significant outside environmental influences such as new host school, new lead agencies, 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 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 third year of evaluation, Beacon Centers met many of the standards.

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 new host school administrators.

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 188 participants and a total of 5,927 youth participants and 989 parents/caregivers served annually. Individually, four Centers met both the average daily attendance and annual participation goals. All but two Centers have weekday programming until 8 PM and all but one Center is providing programming during major breaks and holidays.

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, welcoming, engagement and collaboration, and comprehensive programming. The evaluation of these areas relied on assessment and survey data only.

At the elementary school level, Centers were particularly successful this year at helping participants feel emotionally and physically safe, welcome and comfortable. Centers supported middle and high school youth participants' awareness of other cultures. Overall, Centers also demonstrated success at welcoming and keeping school personnel aware of Beacon events. While there continued to be positive changes in most areas, Centers need to continue to work on operating effectively in communities stricken with violence, creating environments that reflect the background of the participants, and involving participants in programming decisions.

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 third year evaluation results continue to reflect several Centers rising to a higher level of sophistication around youth engagement and development. Overall, Centers were more successful at promoting positive peer relationships, encouraging teamwork, and providing opportunities for decision-making. Centers need to continue to strive towards providing more leadership opportunities for participants, educating participants about their communities, and providing more opportunities to impact their communities.

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 Three, the evaluation can better present findings for the majority of the first set of long-term outcomes, as well as increased youth well-being measures.¹

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 (3.5%) than did the comparison group (4.4%) 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. Increased level of Beacon participation had a positive association with school attendance.

Suspensions

The percent of youth receiving one or more suspensions for disciplinary infractions was greater for Beacon participants (6.4%) than for the comparison group (5.4%). This is a much larger spread than seen last year. Again, greater Beacon participation had a positive impact on this indicator with fewer participants who attended 30 days or more having had a suspension (5.2% vs. 7.7%).

Grade Point Average

Beacon participants entered the year with a slightly lower Fall GPA than the comparison group (2.62 vs. 2.71). The Beacon students as a group saw a small decrease to 2.57 for the average Spring semester GPA while the comparison group remained stable at 2.71.

¹ The SFBI has deferred implementation of evaluation of the family support component.

Beacon participants who attended 30 or more days had higher Fall '05 and Spring '06 GPA's than both the comparison group and the "less than 30 days" Beacon group.

Leadership – Four out of eight Centers met this standard and four were in progress. Overall, participation rates in leadership activities were lower this year than in 04/05. Among the wide variety of leadership activities middle and high school youth could take part in, the range of participation was great (between 24% and 59%). However, many youth demonstrated strong leadership outcomes related to working with others and completing a successful group project.

Educational Support – Four out of eight Centers met this standard. Four Centers were in progress due to notable drops in homework completion rates. This year, the percentage of Beacon participants with a positive outcome for homework completion ranged across the Beacons from 74% to 89% for middle school/high school students and 75% to 91% for elementary students. These continue to be solid results.

Career Development – Three out of eight Centers fully met this standard, and the remaining four were in progress.² 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. Similar to last year, those in progress need to work more to develop youths' concrete skill set and develop opportunities for actual work experience.

Health – The SFBI implemented a "Gateway to Fitness" program and evaluation in 05/06 to address competency in the area of Health. All eight Beacons offered some level of health through the Gateway to Fitness program this year. In addition, some Beacons did provide additional hours through other programming in the area of health / violence prevention education, counseling, and life skills. Five of the eight Beacon Centers substantially increased their number of health service hours this year.³

Arts and Recreation – Three out of eight Centers met the standard regarding regular participation in a physical activity. The five Centers given an in progress declined substantially in increasing youth participation in physical activity this year. Beacons achieved very high outcomes in regular involvement in arts, music and cultural activities. Six out of seven Centers met this standard.

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. Most Centers met the standard regarding fostering a sense of safety and self-esteem among youth. Five of the Centers met the standard about cultural awareness, compared to four Centers in 04/05. Centers are continuing to have a positive impact on peer relationships and helping youth feel a sense of accomplishment in impacting their communities. With respect to positive relationships with adults, four Centers met this standard this year compared to six Centers in 04/05. The four Centers in progress on this standard may want to further explore what may be impacting middle and high school youths' feelings and perspectives.

² One Center could not be assessed for career development outcomes given that they only served elementary students of which there are not any career-related outcomes.

³ Please see the Year 1 Gateway to Fitness evaluation report for findings and recommendations.

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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 Point 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 began 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

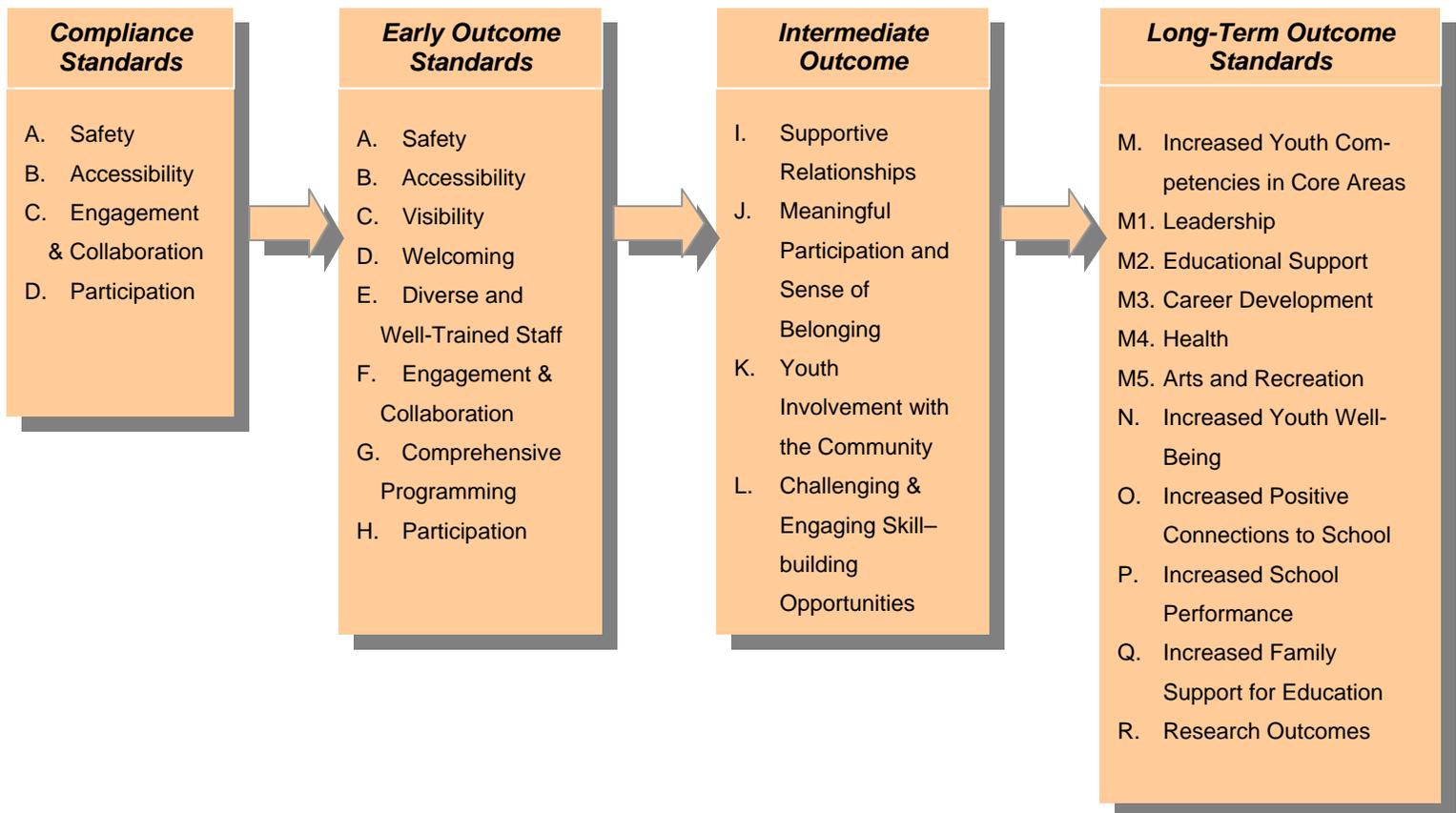
Between 1998 and 2001 the Initiative was evaluated by Public-Private Ventures (PPV). The current evaluation, conducted by Resource Development Associates (RDA), began in September 2003 and is ongoing. Both the PPV evaluation and this current evaluation have found an extraordinarily high level of consistency 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 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.

Figure 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. 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 all Centers, evaluators also 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 used during Year Three of the evaluation.

Table 1. 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: Review of Documents • Interview with Host School Administrator 	<ul style="list-style-type: none"> • Youth Individual Assessment • Youth Satisfaction Survey • CMS Encounter Log - records direct client services 	<ul style="list-style-type: none"> • Youth Individual Assessment • Youth Satisfaction Survey • CMS Encounter Log - records direct client services 	<ul style="list-style-type: none"> • Youth Individual Assessment • Youth Satisfaction Survey • CMS Encounter Log - records direct client services • Workforce Study as separate evaluation • Health Prevention/Intervention (Gateway To Fitness Program and Evaluation Enhancement – FY 05/06)

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

Minimum Compliance Self-Assessment

Begun in November 2005 and completed in February 2006, 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. 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 February 2006. 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 2006).

Interview with Host School Administrator

In November 2005, 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.

Early/Intermediate/Long-Term 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. During the first year, the Beacon Centers administered the pre and post tests during two set time periods and during the second year, Centers administered the pre test on a rolling basis and the post test at the end of each semi-annual school session. In this third year of the evaluation, Centers administered the pre test on a rolling basis until January 2006 and the post test was administered during a set time period at the end of the school session. 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 816 participants at the middle and high school level and 308 elementary participants. **This represented 24.3% of the total Beacon participants⁴**, an improvement of 11.7% from the previous year. This 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 five 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 five 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 Three of the evaluation, the YSS was 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 1,090 middle and high school youth and 477 elementary children who attended the Beacon Centers during 05/06. **Overall, youth satisfaction surveys were returned by 33.8% of the youth served by the Beacons⁵**, which is lower than the

⁴ This includes only the 4th-12th grade students and excludes the 366 students missing grade information.

⁵ This includes only the 4th-12th grade students and excludes the 366 students missing grade information.

minimum threshold set at 40% of total participants. 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 five 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 five or more percentage points above or below all Beacons combined then they were determined to be performing "Above" or "Below."

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 2005 – May 2006.⁶ To determine the demographics of 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 Staff

In Year Three, a separate workforce study was completed for SFBI.

Health Prevention/Intervention Programs

In Year Three, Health Prevention/Intervention was supported by separate programming and evaluation through the "Gateway to Fitness" program. It completed its first year in 2005-06.

⁶ 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. Therefore, 05/06 data not included as part of the evaluation due to the exclusion of June 2006 service data is assumed to have negligible impact on findings presented.

III. Status of the Evaluation

A. Evaluation Plan: Phased-in Evaluation Activities

The SFBI Evaluation is an on-going evaluation that was phased in over its first two years. In the first year, 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. In the second year, the evaluation expanded its focus by taking its next step toward assessing all of the Quality Standards. 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.

In the third year, the evaluation focused on Long-Term Outcomes, in addition to minimum compliance, and therefore did not specifically reevaluate SFBI's early and intermediate standards. Data from the YIA and YSS, however, did provide a continuing youth perspective in how the Beacon Centers continued to meet Early and Intermediate Outcome Standards, and CMS provided a good context for these observations. In addition, the Beacon Workforce Study and the first year evaluation for Gateway to Fitness, the Health Intervention and Prevention program, were completed.

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 2006, the SFBI Evaluation has completed its third cycle of assessment activities.

1) Evaluation Activities for Summer 2005 (July – August 2005)

The Beacon Centers began its third year of the evaluation in Summer 2005. Centers: 1) tracked registration and participation data in CMS; and 2) conducted the Youth Satisfaction Survey with participants.

2) Evaluation Activities for School Year 2006 (September – May 2006)

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 2005 and completing in February 2006, Beacon Centers responded for a third 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 2006 to be presented in this final Initiative-wide 2005-2006 evaluation report.

C. Reporting

As a part of SFBI's on-going evaluation, RDA presents results on an annual basis in a final Initiative-wide report. The Third Year Initiative-Wide Evaluation Report discusses data and findings for the 2005-2006 program cycle including the analysis of the Long-Term Standards.

Report Focus and Structure

This 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.⁷ 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.

⁷ Individual Beacon Center profiles were distributed in September to individual Center directors and findings discussed in a joint meeting with the Center staff and RDA.

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 2005 and completed in February 2006, describes how closely the Centers adhered to this set of standards.

Assessment of the Compliance Standards required definition of each status: met, in progress and not met with regard to the information presented in Minimum Compliance Standards Audit. The **met** status meant the Center had demonstrated adherence to the standard by explaining the necessary policy or procedure and presenting supporting documents. The **in progress** status meant that the Center provided information that indicated it was working towards improving its adherence. The **not met** status meant that the Center did not provide any information indicating that it adhered to the standard or was working towards improving its adherence.

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 engagement and collaboration 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			
	Met	In Progress	Not Met	Waiver
Standard				
1) Beacon Center policies and procedures are in place to protect the safety and health of youth participants.	X (8 out of 8)			
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 (6 out of 8)	X (2 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)			

Safety	Status			
	Met	In Progress	Not Met	Waiver
7) Youth participant's arrival is supervised.	X (8 out of 8)			
8) Youth participant's departure is supervised.	X (8 out of 8)			
9) Beacon Center has a clearly delineated entrance.	X (7 out of 8)	X (1 out of 8)		
10a) 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)			
10b) Site directors have reviewed the language in the new MOU regarding additional record-keeping required by SFUSD on background checks and TB testing.	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 (safety and support, evaluation participation), and a clearly delineated entrance. Correction of "in progress" for all missing policies were to be submitted by February 2006 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 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.

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			
	Met	In Progress	Not Met	Waiver
Standard				

1) Beacon Centers are open and offer programs weekday afternoons during the school calendar until 8 PM.	X (6 out of 8)			X (2 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.⁸	X (8 out of 8)			
3) Beacon Centers are open and offer programs or activities during major breaks in the school calendar: winter/spring break.	X (5 out of 8)	X (2 out of 8)	X (1 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.⁹	X (7 out of 8)			X (1 out of 8)

All of the Centers met or had a waiver in place for four out of the five accessibility standards. School site usage restrictions resulted in some sites receiving an “in progress” or “not met” for offering programming during major breaks in the school calendar. SFBI should consider additional dialogue with SFUSD regarding these matters and/or additional waivers.

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 partners in the life of	Beacon Ctr.	X (8 out of 8)			

⁸ Standard has been referred to BSC for further review as to applicability given SFUSD memo changes in 2005-06.

⁹ Standard is under review by the BSC.

the Beacon Center.	School Site Admin.	X (5 out of 8)	X (3 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.	Beacon Ctr.	X (8 out of 8)			
	School Site Admin.	X (4 out of 8)	X (4 out of 8)		
3) Staff participate in formal school processes, which review the needs of individual youth. (example School Care team).	Beacon Ctr.	X (8 out of 8)			
	School Site Admin.	X (5 out of 8)	X (2 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 (8 out of 8)			
5) Staff establish partnerships with CBO's to provide programming for Beacon Center participants.		X (8 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 (8 out of 8)			
7) Beacon Centers will provide timely submission of facilities use permits with accompanying insurance requirements, on the following schedule: July 1st for Fall Semester; Nov. 15th for Spring Semester; April 15th for Summer Session.		X (7 out of 8)	X (1 out of 8)		
8) Procurement by Lead Agency of insurance as outlined in the MOU with the school district.		X (7 out of 8)	X (1 out of 8)		

Three 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. Centers indicated having the most success in their relationships with CBOs and the greater community. However,

Centers also reported feeling successful in their relationship with their host school, while some host school administrators found adherence to the same standards to be slightly less successful.

Accomplishments:

Many Centers are viewed as integral to the school community and Beacon staff are seen as critical partners in the school's success. Many host school principals were full of praise for the Beacon Center directors and staff. School principals at half of the Centers were extremely enthusiastic about working with the Centers as a team and being able to bring quality programming to the students.

Areas needing additional attention:

Some school administrators felt that collaboration between the Beacon Center and host school needed improvement. There were four cases in which the Centers and school administrators did not agree on their level of adherence to engagement and collaboration standards. The challenges facing the Centers in this area seemed to be developing relationships with a new host school principal, having different expectations in terms of communication, and/or not being able to participate in formal host school committees.

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 2005 through May 2006.

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.¹⁰	X (8 out of 8)			
2) Beacon Center serves 600 or more children and youth and adult family members unduplicated, per year.¹¹	X (5 out of 8)	X (1 out of 8)		X (2 out of 8)
3) The Beacon Center serves at least 150 participants a day.¹²	X (4 out of 8)		X (3 out of 8)	X (1 out of 8)
4) The majority of participants (70%) are young people (under the age of 22).¹³	X (7 out of 8)		X (1 out of 8)	

¹⁰ Per SF Beacon Initiative decision, this standard is assumed to be true and has no specific method for measurement.

¹¹ "In Progress" has been defined as being at 85% of target.

¹² "In Progress" has been defined as being at 85% of target.

¹³ Standard has been referred to BSC for further review. 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

Three 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.

Accomplishments:

Annually Centers served a large number of participants. Five of the Centers (2 had waivers) served 600 unduplicated participants last year. The Center that was in progress on this standard served 596 unduplicated participants last year. Meeting this annual participation standard demonstrated the effectiveness of the Center’s outreach efforts and on-going accessibility throughout the year.

Areas needing additional attention:

Many Centers continued to find it difficult to serve 150 participants per day. Given that three out of eight Centers did not meet this participation standard, it may be necessary to consider factors that may affect daily attendance for these standards more closely. From past experience, it is known that these factors may include the amount of violence in the surrounding community, school and lead agency transitions, completeness of the Center’s daily attendance records, and the size of the participant pool with access to the site. It may be necessary for SFBI to develop additional support mechanisms for sites experiencing one of the external factors or review whether this standard should apply to all eight Centers.

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.¹⁴

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. The table below only presents findings for the standards that were measured this year.

Safety	Status			
	Met	In Progress	Not Met	Waiver
Standard				

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.

¹⁴ Due to the emphasis on LT outcomes in this stage of the evaluation, the Early/Intermediate audit was dropped as an evaluation tool in Year 2.

A4. Beacon Center promotes an emotionally and physically safe environment for youth participants.	X (8 out of 8)			
A6. Staff use positive discipline techniques to guide the behavior of youth and promote their emotional safety.	X (6 out of 8)	X (2 out of 8)		
A7. Beacon Center rules are in place to promote the physical and emotional safety of youth participants.	X (5 out of 8)	X (3 out of 8)		

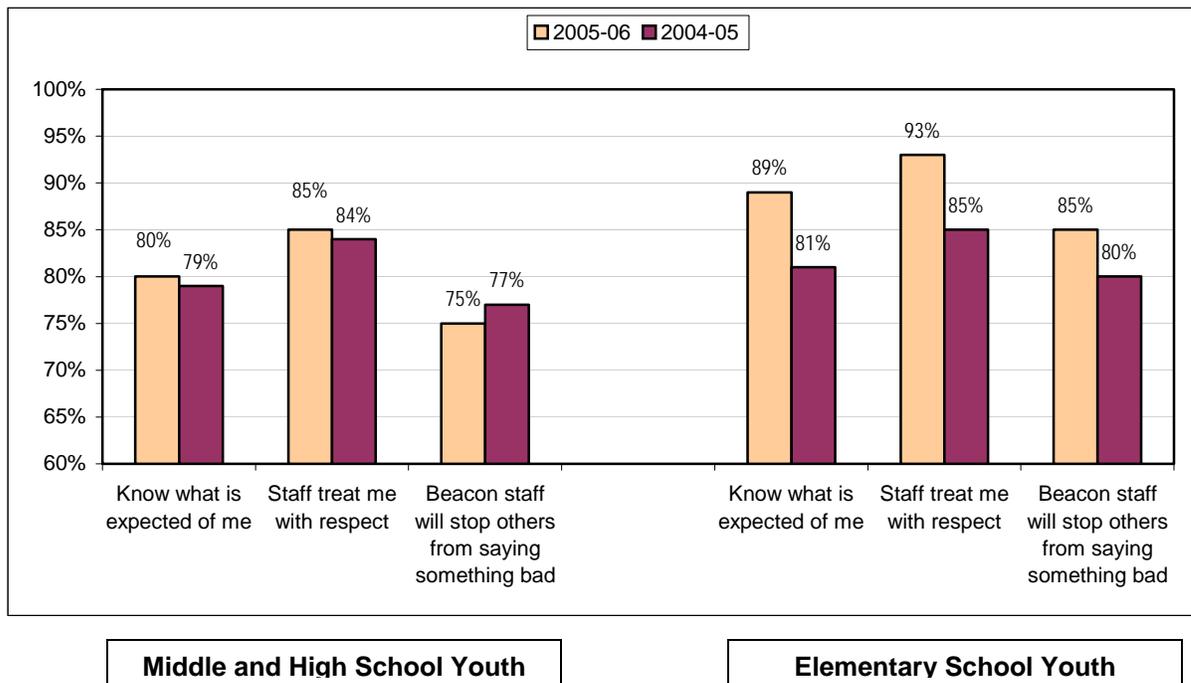
Centers adhered to the safety standards, with five Centers meeting all of the standards measured, and two others meeting 2 standards out of 3, with the remaining scores being “In Progress.” Issues of external school and community violence emerged as issues affecting participants’ feelings of physical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

Overall, participants reported favorable results regarding their emotional and physical safety at the Centers. When assessing how safe they felt in a Beacon Center, 91% of middle and high school youth felt safe at the Center. The elementary programs had similar results and showed improvement from 04/05. Ninety-six percent of elementary school youth agreed that they felt safe at their Beacon Center, compared to 93% in 04/05.

In Satisfaction Surveys, youth confirmed that staff used positive discipline techniques to promote youth safety. Eighty percent, compared to 79% in 04/05, of middle and high school youth and 89%, compared to 81% in 04/05, of elementary children said that they knew what was expected of them at the Center. This indicates that staff used positive discipline techniques by proactively setting rules and expectations, especially among elementary school participants. Furthermore, 85% (compared to 84% in 04/05) of middle and high school youth and 93% (compared to 85% in 04/05) 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.

Center staff provided emotional support to participants. Seventy-one percent of middle and high school youth (a 4% decrease from the prior year) and 73% of elementary school youth (a 7% increase from the prior year) showed positive outcomes with regard to their feeling that adults at the Center cared about them. While there is a slight dip among middle and high school youth, overall these findings suggest that staff gave youth a significant amount of time and attention. In addition, 75% of middle and high school youth and 85% of elementary school youth reported that Beacon staff would do something to stop other youth in the program from saying something bad.

Figure 2. Early Outcome Standard: Safety



Accomplishments:

Elementary school participants demonstrated improvements in feeling emotionally and physically safe at the Centers. As evident in Figure 2, in Satisfaction Surveys, elementary school youth showed stronger positive outcomes in 2005-06. Elementary youth also demonstrated higher positive outcomes in the YIA in 2005-06 than last year: 96% (compared to 93% in 04/05) of elementary school youth reported positive outcomes for feeling safe at their Beacon Center.

Areas needing additional attention:

Participants at the Centers located in communities most effected by community and school violence continue to exhibit 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.

Participants at the Centers going through significant staff transitions exhibit signs of stress.

Recommendation: Special support and monitoring in the form of timely action plans should be developed for sites and lead agencies that are affected by significant transitions.

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. *This standard was not measured this year.*

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.

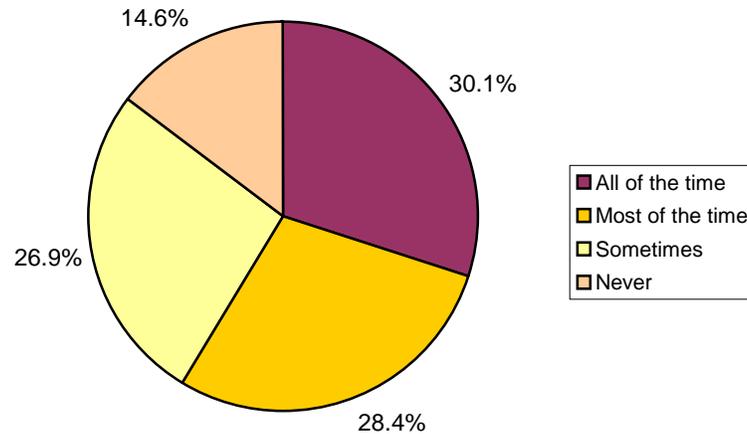
Welcoming Standard	Status			
	Met	In Progress	Not Met	Waiver
D1. Staff relate to community members and participants in positive ways to make them feel welcome and comfortable at the Beacon Center.	X (8 out of 8)			

All eight Centers adhered to the welcoming standard measured.

Satisfaction survey responses from Beacon youth described the degree to which Centers make them feel welcome and reflect their cultures. According to middle and high school youth, Center staff were less successful this year at creating an environment that reflected their backgrounds: 59%, compared to 65% in 04/05, of middle and high school youth stated that the staff understood their family's culture all or most of the time. Furthermore, this year, 67% of middle and high school youth said they liked coming to the Beacon all or most of the time, compared to 73% last year. However, among elementary school participants, 89% reported that they liked coming to the Beacon, compared to 83% in 04/05.

Figure 3. Early Outcome Standard: Welcoming

Middle and High School Youth: The staff at my Beacon/Afterschool Program understand my family's culture.



Accomplishments:

Elementary school participants demonstrate improvements in feeling welcome and comfortable at the Centers. Elementary youth demonstrated higher positive outcomes in the YSS in 2005-06 than last year: 89% (compared to 83% in 04/05) of elementary school youth reported that they liked coming to their Beacon Center.

Areas needing additional attention:

Middle and high school participants reported that staff were less successful this year at creating an environment that reflected their backgrounds than any other year. With the exception of two Centers serving middle and high school participants, most Centers demonstrated fair results regarding creating a multi-cultural environment to help make participants and families feel at home at the Center. Figure 3 illustrates that 15% of the middle and high school participants felt that Centers never understand their family's culture.

Recommendation: SFBI and the Centers may want to invest in some more staff development opportunities regarding diversity awareness. It is also recommended that the Centers follow-up with their youth through informal conversations or focus groups to better understand the decline in this area this year compared to previous years and suggestions for how to improve in this area.

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 through the Workforce Study that was completed this year, the core evaluation did not take a separate look at staff related outcomes.*

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.

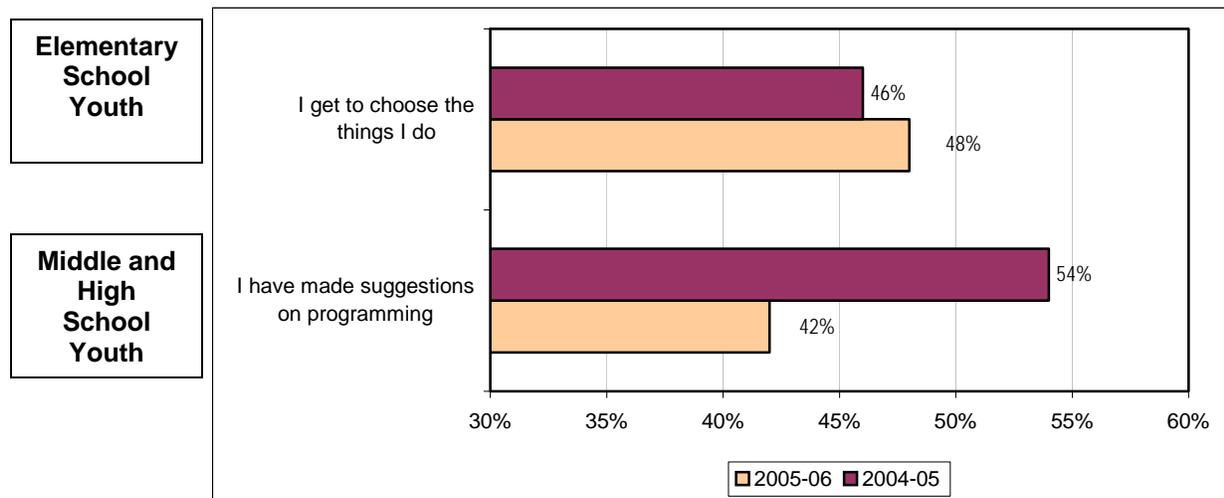
Engagement and Collaboration	Status			
	Met	In Progress	Not Met	Waiver
Standard				
F1. Youth and parent/caregivers are encouraged to become active partners in the life of the program.	X (5 out of 8)	X (3 out of 8)		
F2. Staff invite school personnel regularly to celebrations and events.	X (6 out of 8)	X (2 out of 8)		

Most Centers sustained their significant level of engagement with participants, families, and the host school. Centers adhered to the engagement and collaboration standards, with five Centers meeting all of the standards measured. Overall host school engagement was good. Principals had the following to share in regard to host school engagement:

- They send out memos, make invitations on the loudspeakers, send personal invitations, and publicize on the bulletin boards.
- The school gets invited to everything that they do.
- The school staff always has access to Beacon events.

Through Satisfaction Surveys, many youth were engaged in program development and improvement, although much less compared to 04/05. Forty-two percent, as compared to 54% in 04/05, of middle and high school youth said that they had made suggestions on what programs to have at their Centers. This finding may be a result of strong declines among a few Beacon Centers in this area. Since Centers often get input on programming from their youth councils, it is also 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 30% of middle and high school youth saying that they had participated in a youth council meeting. Forty-eight percent of elementary youth responded positively that they “get chances to choose the things and activities I do at this After School Program”, compared to 46% in 04/05.

Figure 4. Early Outcome Standard: Engagement and Collaboration



Accomplishments:

Overall, Centers welcome and invite school day personnel to their events with open arms. Principals shared that they and their staff had been invited to a number of Beacon events including a Film Festival, luncheon, holiday events, family nights, parent workshops, community engagement activities, Gateway to Fitness celebration, open house, and barbecues.

Areas needing additional attention:

SFBI and Centers need to consider re-implementing a tool to evaluate parent experiences with the Beacon Centers. In order to fully assess the standards regarding engaging parents, Beacon Centers and SFBI need to use an evaluation tool to gather their input. In the previous two years, there has been a recommendation to increase parent participation and a need to learn new strategies to engage parents. The evaluation tool could be used to gain input about the program but also to gather feedback about how to increase meaningful parent participation at the Centers.

Recommendation: Work with evaluators to develop a tool that will serve a two-fold purpose of providing feedback on the program and feedback for how to get more parent involvement.

Middle and high school participants felt less involved in programming decisions this year than in previous years.

Recommendation: Although Centers are making strides in this area, they can also explore and gather other best practices. There is a wealth of local youth development agencies from which to borrow and share practices, including other Beacon Centers. In addition, staff may want to check in with middle and high school youth to better understand how to involve them in programming decisions in more meaningful ways.

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.

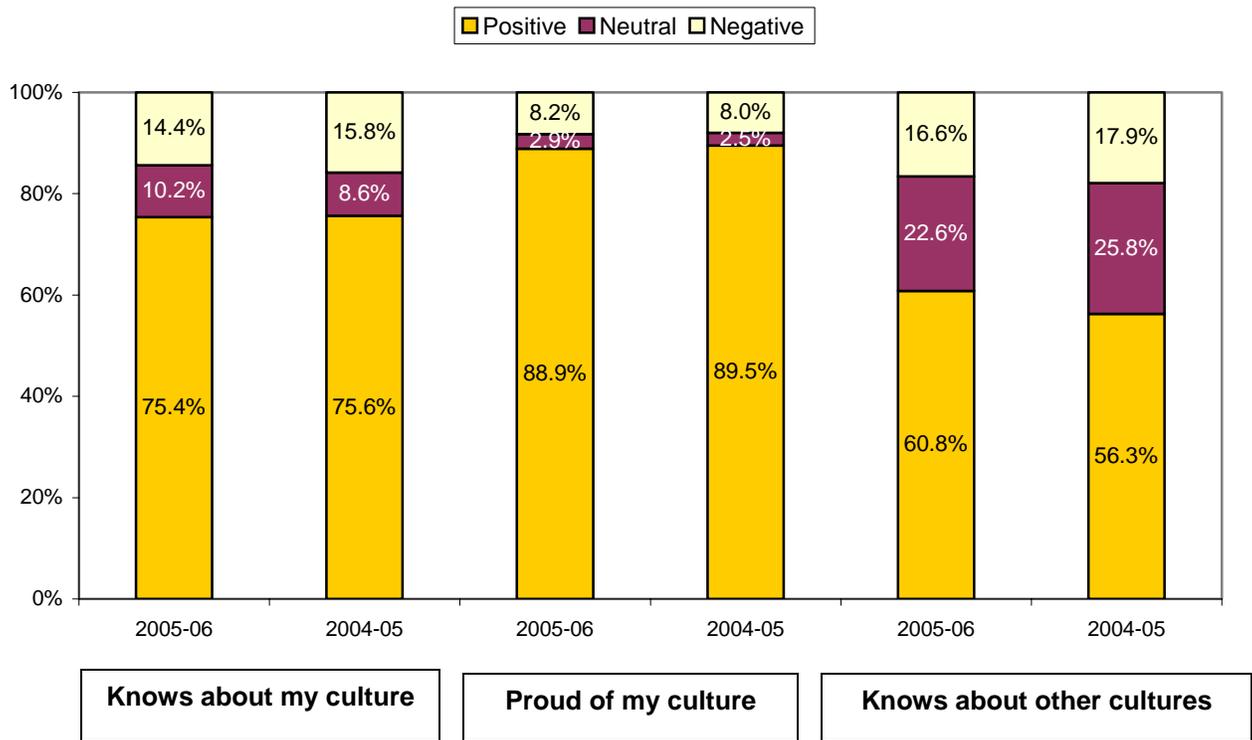
Comprehensive Programming Standard	Status			
	Met	In Progress	Not Met	Waiver
G1. Staff design programs that reflect the needs and interests of participants, and reflect the broad diversity of families in the Beacon Center and surrounding neighborhood.	X (4 out of 8)	X (4 out of 8)		
G4. Staff design 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 (3 out of 8)	X (5 out of 8)		
G6. Beacon Center has a system in place for ongoing assessment of programs.	X (8 out of 8)			

Centers improved in this area again this year, with four receiving a "Met" for programming strongly meeting the needs of participants and the diversity of families (compared to 3 last year) and three receiving a "Met" for programming that encourages participants to take pride in their own and other cultures (compared to 1 last year).

RDA assessed the standard regarding having programming that meets the needs of participants and the diversity of families and found that many youth were satisfied with the services they were receiving. Sixty-nine percent of middle and high school participants learned new things at the Center, compared to 70% in 04/05, and 80% reported positive outcomes for doing interesting activities, compared to 82% last year. Ninety percent of elementary school age participants reported learning new things, compared to 79% last year.

Assessment of the fourth standard regarding the incorporation of participants' cultures in to program activities yielded slightly better results this year. Middle and high school youth maintained their knowledge and pride in their own culture, and showed a slight improvement in their learning about other cultures. Similar to last year, three-fourths of participants 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. 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. Sixty-one percent of participants showed positive change in this area (an increase of 5% from last year). This finding may indicate that Centers are including more activities from different cultures in to their programming. Responses from elementary children on learning about different cultures are similar to those of the middle and high school youth. Fifty-one percent of elementary school participants showed improvement, an increase of 4% from 04/05.

Figure 5. Early Outcome Standard: Comprehensive Programming



Accomplishments:

The Beacons demonstrated an improvement on increasing youth participants' awareness of and respect for other cultures. Sixty-one percent of middle and high school participants showed positive change in this area, compared to 56% in 04/05. Fifty-one percent of elementary school participants showed improvement in this area, an increase of 4% from 04/05.

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 2005, 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 2005 – May 2006 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, 2005 – May 31, 2006. 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 2005; September – December 2005 and January – May 2006) as well as for the overall period of July 2005 – May 2006. 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 Standard	Status			
	Met	In Progress	Not Met	Waiver
Minimum Compliance Standards				
1) The Beacon Center serves children and youth and adult family members from the school community and surrounding neighborhood.¹⁵	X (8 out of 8)			
2) Beacon Center serves 600 or more children and youth and adult family members unduplicated, per year.¹⁶	X (5 out of 8)	X (1 out of 8)		X (2 out of 8)
3) The Beacon Center serves at least 150 participants a day.¹⁷	X (4 out of 8)		X (3 out of 8)	X (1 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)	
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 188 participants and a total of 5,927 youth participants and 989 parents/caregivers served annually reflecting a per Center average of 741 youth participants and 124 parents/caregivers.

When looking at individual Beacon Centers, four Centers meet and in many cases far exceed the 150 average daily attendance goal. The other four Centers were at 90%, 51%, 49%, and 47% of goal. Examining individual Beacon Center's achievement towards the annual participation goal, four Centers met the goal and 1 is "In Progress", reaching 90% of the goal. Of the 3 Centers that did not meet the goal, 1 Center was given a waiver.

¹⁵ Per SF Beacon Initiative decision, this standard is assumed to be true and has no specific method for measurement.

¹⁶ "In Progress" has been defined as being at 85% of target.

¹⁷ "In Progress" has been defined as being at 85% of target.

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.

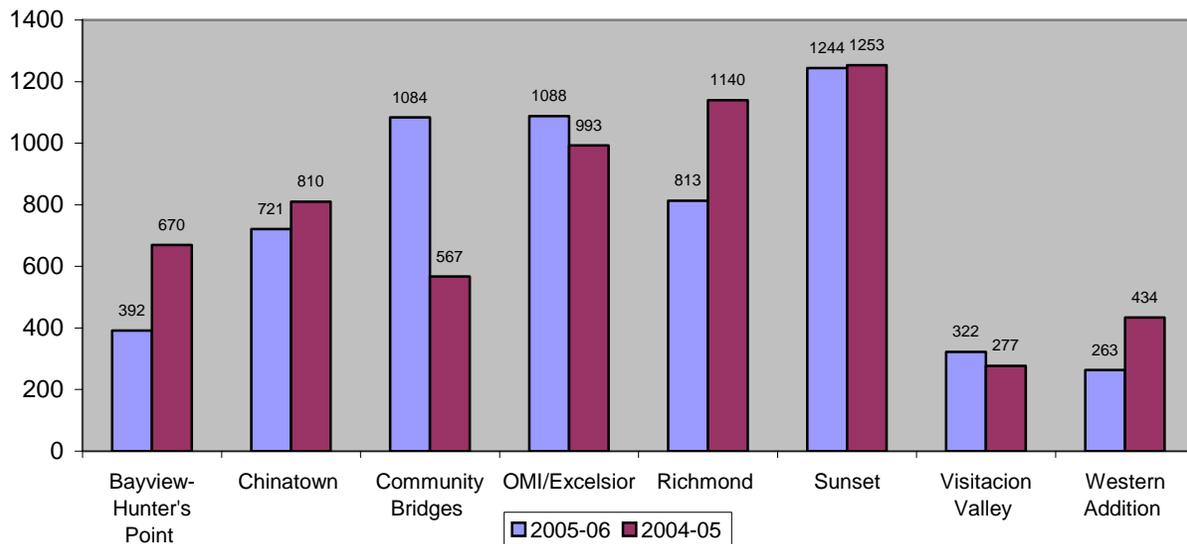
- *Services provided at satellite centers are not consistently entered into CMS.* Submission of hard copy attendance records by satellite program staff to centralized data entry staff appears to be inconsistent. Beacon Centers experiencing this challenge need to establish procedures for the regular submission 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 (7/1/05 – 5/31/06)

Table 2. Total Participant Count by Beacon

	2005 Summer Cycle		2005/2006 School Year		Total Participant Count	
	Youth	Parents/ Caregivers	Youth	Parents/ Caregivers	Youth	Parents/ Caregivers
All Beacons	1,304	111	5,080	974	5,927	989
Bayview-Hunter's Point Community Beacon Center	130	1	324	1	392	1
Chinatown Beacon Center	301	0	488	0	721	0
Community Bridges Beacon	88	0	1,044	77	1,084	77
OMI/Excelsior Neighborhood Beacon Center	162	1	974	204	1,088	204
Richmond Village Beacon	22	0	809	222	813	222
Sunset Neighborhood Beacon Center	490	81	931	197	1,244	212
Visitacion Valley Community Beacon	34	28	317	259	322	259
Western Addition Beacon Center	77	0	193	14	263	14

Figure 6. Total Participant Count by Beacon



Average Daily Attendance (ADA) (7/1/05 – 5/31/06)

Table 3. Average Daily Attendance by Semesters

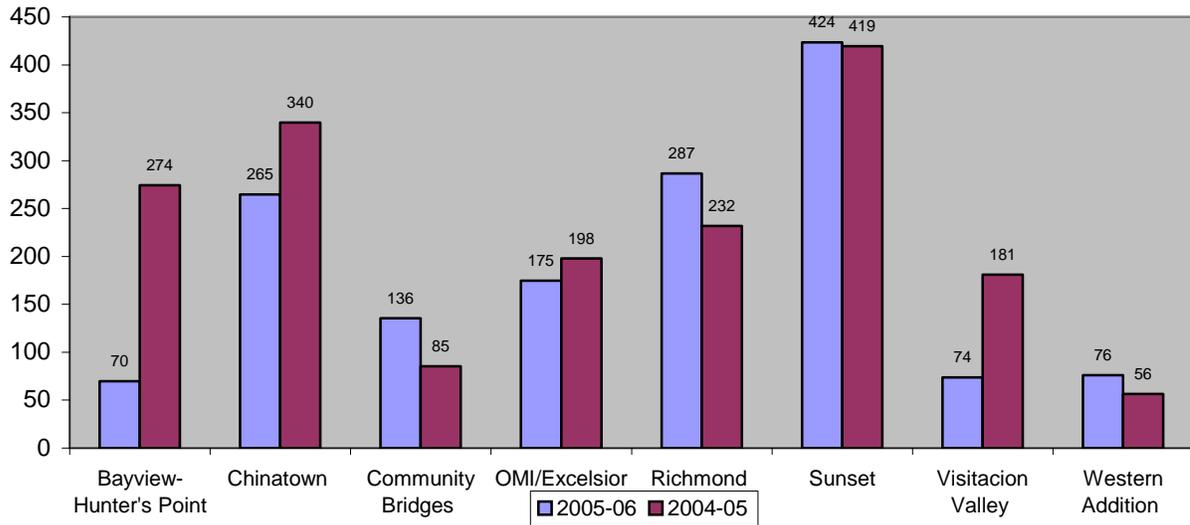
	Summer 2005			Sept – Dec 2005			Jan – May 2006			July 2005 – May 2006
	Total Days Activity Scheduled	Total Number of Present Participant Records ¹⁸	Average Daily Attendance	Total Days Activity Scheduled	Total Number of Present Participant Records ¹⁹	Average Daily Attendance	Total Days Activity Scheduled	Total Number of Present Participant Records ²⁰	Average Daily Attendance: Jan/04-May/04	Overall Average Daily Attendance
Bayview-Hunter's Point	15	1,940	129.33	80	6,761	84.51	108	5,475	50.69	69.83
Chinatown	25	6,805	272.20	75	18,112	241.49	112	31,192	278.50	264.67
Community Bridges	22	1,032	46.91	72	12,825	178.13	105	13,124	124.99	135.58
OMI/Excelsior	24	2,709	112.88	76	12,837	168.91	113	21,647	191.57	174.62
Richmond	15	116	7.73	68	22,308	328.06	99	29,722	300.22	286.52
Sunset	33	3,701	112.15	87	37,599	432.17	105	53,989	514.18	423.51
Visitacion Valley	21	622	29.62	112	9,682	86.45	149	10,465	70.23	73.65
Western Addition	18	532	29.56	69	5,668	82.14	101	8,121	80.41	76.18

¹⁸ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

¹⁹ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

²⁰ **Total Number of Present Participant Records** - denotes the sum of present participants for each day in the range

Figure 7. Average Daily Attendance for the Year

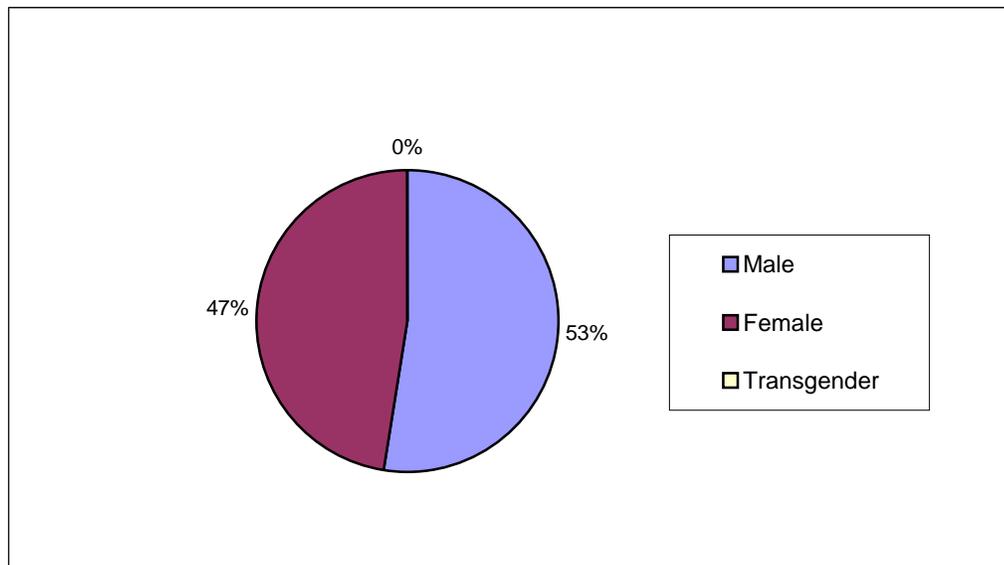


Early Outcome Participation Standards

Beacon Center participants represent a gender balance, are multi-age and racially/culturally reflect the surrounding neighborhood.²¹

Of the 5,904 participants with gender information, 53% identified as male and 47% identified as female. Five participants identified as transgender. Figure 8 presents the gender composition of Beacon participants in 2005-06.

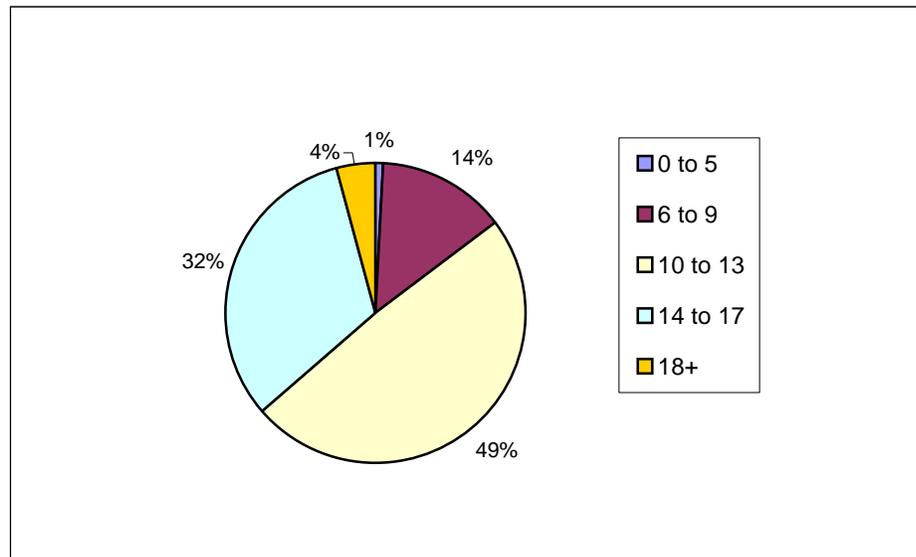
Figure 8. Gender of Youth Participants (07/05-05/06)



²¹ See Appendix for more detailed information regarding demographic information.

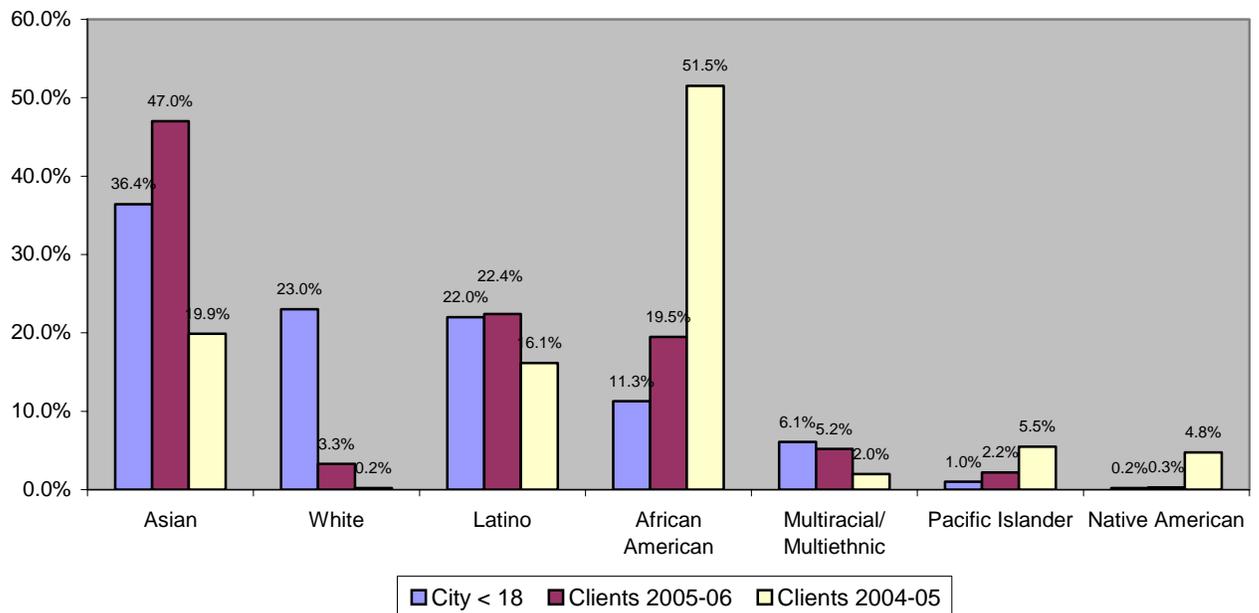
Age information was available for 5,979 participants. Almost half of the participants were 10 to 13 years olds and another third were 14 to 17 year olds. 0 to 5 year olds were the smallest age group represented among youth participants. Figure 9 presents the age composition of Beacon participants in 2005-06.

Figure 9. Age of Youth Participants (07/05-05/06)



The ethnic composition of Beacon participants in 05/06 was fairly consistent with the youth population in San Francisco. There was a higher representation of Asian and African American youth and lower representation of White youth among the participant population.

Figure 10. Race/Ethnicity as compared to San Francisco Citywide



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.

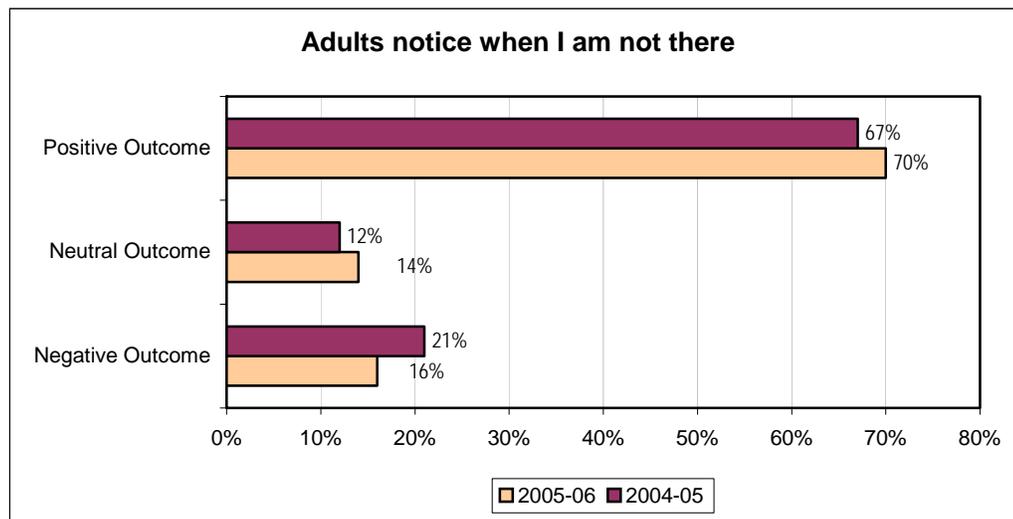
Supportive Relationships	Status			
	Met	In Progress	Not Met	Waiver
Standard				
I1. Staff have understanding and knowledge of the youth participants.	X (5 out of 8)	X (3 out of 8)		
I2. Staff offer guidance, as well as emotional and practical support to youth participants.	X (6 out of 8)	X (2 out of 8)		
I3. Staff promote positive relationships between youth participants.	X (3 out of 8)	X (5 out of 8)		

The Centers' performance on these standards was mixed. Although Centers' performance on the third standard improved this year, a few Centers' performance on the first two standards declined. Three Centers received an in progress on having an understanding and knowledge of the youth participants and 2 Centers received an in progress for offering guidance and emotional support to youth participants. The Centers continued to show growth in promoting positive relationships between youth with an additional Center meeting this standard this year.

Many Centers demonstrated success with the first standard suggesting strength in their staff's ability to know and understand their youth participants. As previously discussed, staff showed a high level of respect to participants this year: 85% of middle and high school youth and 93% 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, 59% of middle and high school youth said staff understood their family's culture, indicating that many youth felt that staff knew about them as individuals and their life outside the Center.

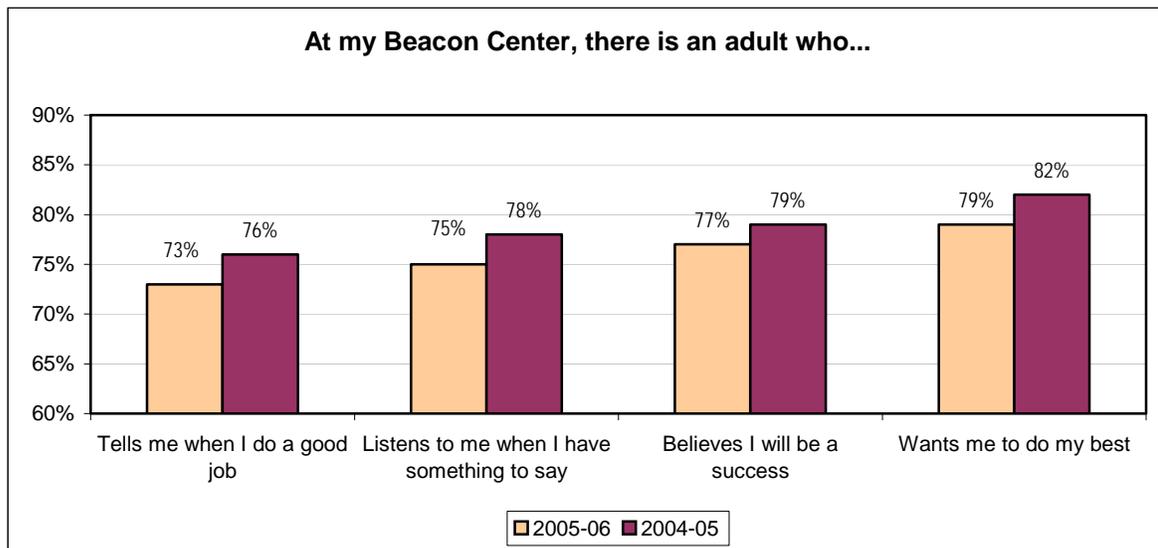
Another important measure of "supportive relationships" is whether staff take note of participants' absence. Seventy percent of middle and high school youth showed improvement in their feeling that adults at the Center notice when they were not present, compared to 67% in 04/05. It should also be noted that the percentage showing a negative outcome has decreased by 5% from 20.8% to 16.1%. This finding indicates that staff were increasingly becoming familiar with youth and paid attention to them.

Figure 11. Supportive Relationships: Adult Awareness of Youth



Evaluation of the second standard described how many participants benefited from staff guidance and practical support. YIA results highlighted many of these benefits. 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 shown below, show that the majority of participants, ranging from 73% to 79% had positive change on all of these outcomes but that these findings are a slight decline from last year's strong results.

Figure 12. Supportive Relationships: Staff Support



Elementary children also reported that staff guidance and support was helpful. Among elementary children, 65% showed positive change on the outcome regarding staff listening to them as compared to 67% in 04/05. Compared to middle and high school youth (75%), elementary school youth showed a 10% difference, a slight decrease from the 11% gap in 04/05, between the two groups. In contrast, 62% of elementary children showed improvement on the outcome concerning staff praise compared to 56% in 04/05. Compared to middle and high school youth (73%), elementary school youth showed an 11% difference on this outcome, a substantial decrease from the 22% gap in 04/05, between the two groups.

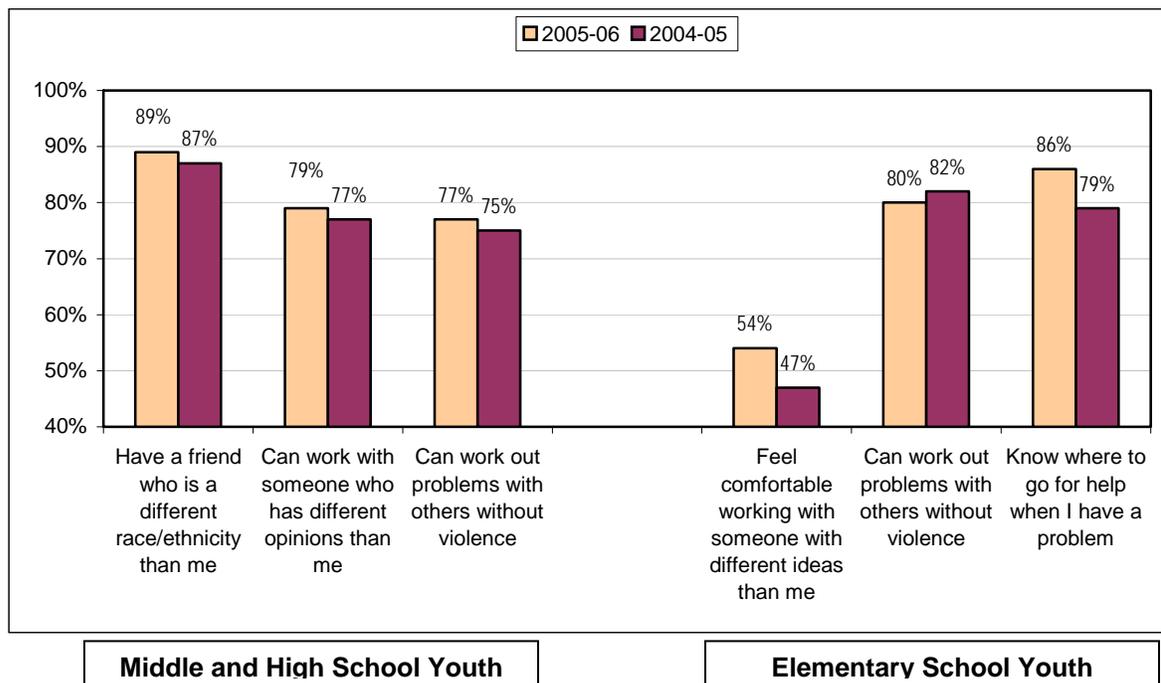
Many Centers were in progress with the third standard since youth reported that staff did model respectful behavior for them, but that same level of respect was not present among participants themselves. In Satisfaction Surveys, 86% of middle and high school youth, as compared to 84% in 04/05, and 94% of elementary children, as compared with 87% in 04/05, indicated that staff at the Center treated each other with respect, documenting staff's positive modeling efforts. In contrast, 70% of middle and high school youth and 64% of elementary school children reported that youth participants treated each other with respect. This is a 2% increase among middle and high school youth and a 13% increase among elementary school participants compared to 04/05, suggesting that their Centers have worked towards improving relationships between youth participants.

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. 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 and demonstrated slightly higher positive outcomes than in 04/05.

Among elementary school participants, it appears that staff are promoting positive relationships but should continue concentrating on this area, especially in the areas regarding cooperation with others who have different ideas and problem-solving without violence. Elementary children showed positive change on their cooperation outcomes with 54% reporting a positive outcome this year compared to 47% in 04/05, but still had a large negative change at

26%. 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.

Figure 13. Supportive Relationships: Peer Relationships



Accomplishments:

The Beacons demonstrated an improvement on promoting positive relationships between youth participants. A higher percentage of participants reported that youth participants treated each other with respect this year compared to 04/05, suggesting that Centers have worked towards improving relationships between youth participants. In addition, the initiative showed an increase on almost every measure regarding YIA outcomes on peer relationships. Middle and high school youth showed an increase of 2% on every measure. Elementary school participants showed a 7% increase on two out of the three measures in this area.

Areas needing additional attention:

Elementary school participants continue to struggle with feeling comfortable working with others with different opinions. Over a quarter of elementary children showed a negative change for feeling comfortable working with others with a different opinion.

Recommendation: Although Centers demonstrated improvements in this area, Centers may want to work on developmentally appropriate conflict resolution skills with elementary children. 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

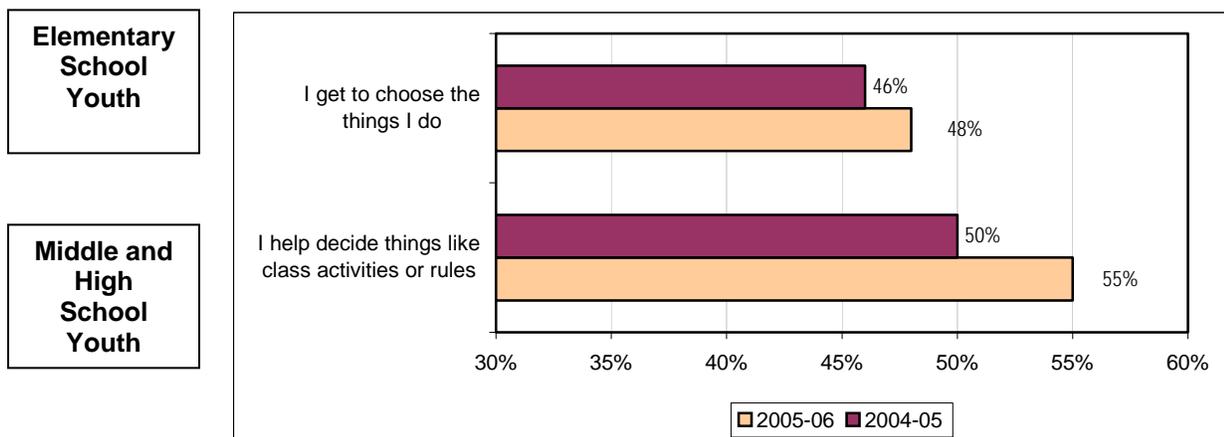
The Intermediate Outcome Standards on meaningful participation and sense of belonging describe how Centers encourage participants to become active members of the Centers. When a Center met this set of standards it created opportunities for youth participants to give input on programming and act as leaders. 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 (7 out of 8)	X (1 out of 8)		

Assessment of these standards showed that Centers promoted a sense of belonging among participants. Centers demonstrated similar success in creating opportunities for youth to give input in programming or take leadership roles as in 04/05, with three Centers meeting the first two standards.

For the first standard regarding opportunities for youth to make decisions, RDA analyzed results from the Youth Individual Assessment. Fifty-five percent of middle and high school youth and 48% of elementary children showed a positive change on this outcome in 05/06. The percentage showing improvement increased from 04/05 by 5% for middle and high school youth and by 2% for elementary children. Nevertheless, the percentage with a negative change was still large at 21% of middle and high school youth and 30% of elementary children.

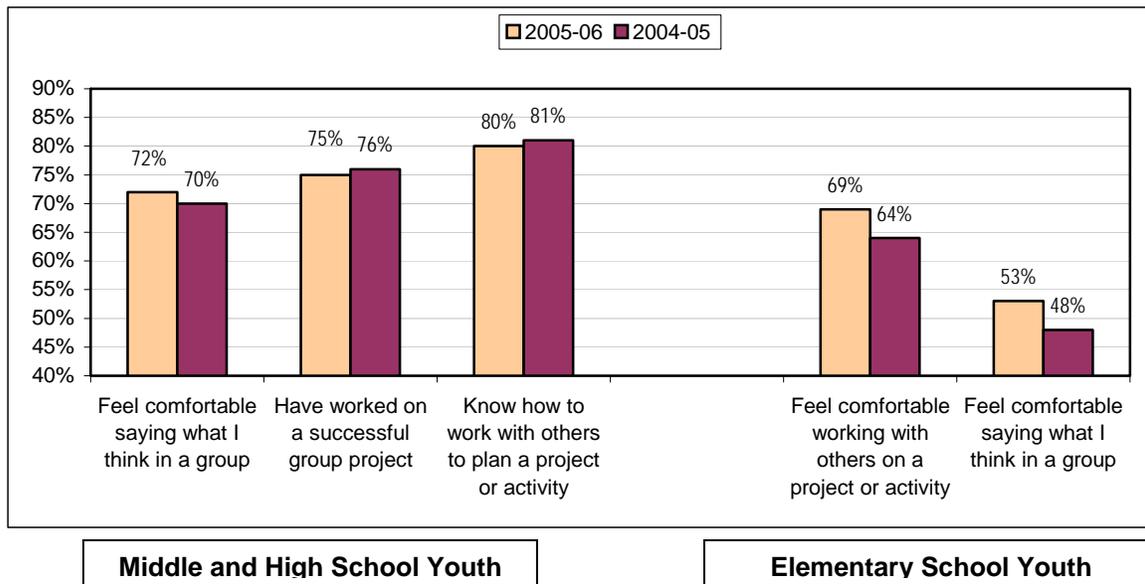
Figure 14. Meaningful Participation: Opportunities for Decision-Making



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 middle and high school 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, 59% of middle and high school youth worked with other youth to plan a task or solve a problem. At the low end of the range, 24% planned or ran a meeting. Overall, participation rates in leadership activities were lower this year than in 04/05.

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 72 - 80% of middle and high school youth participants and 53 - 69% of elementary children showed improvement in their ability to work with a group. Percentage showing improvement remained very similar from 04/05 for middle and high school youth and increased for elementary school age youth.

Figure 15. Sense of Belonging: Ability to Work in Teams



Centers met the third standard by making participants feel like they were members of the Beacons. Eighty-nine percent of elementary school participants like coming to the Beacon and 67% of middle school/high school participants felt the same.

Accomplishments:

Programs provided opportunities to participants to make decisions. As evident in Figure 14, in Youth Individual Assessments, youth participants showed stronger positive outcomes in 05/06 than in 04/05. In addition, middle school participants demonstrated lower negative outcomes in the YIA in 05/06: 21% (compared to 25% in 04/05) reported negative outcomes for helping decide things like class activities or rules.

Areas needing additional attention:

Programs could provide more opportunities for all participants to assume leadership roles. Satisfaction Surveys documented youth participation in a wide variety of leadership activities Centers provide. Activities range from helping or tutoring younger participants to doing clean-up to planning activities or programs. This year, participation rates declined in all ten types of potential leadership opportunities.

Recommendation: Centers may want assess the decline in participation in leadership activities this year and determine the potential cause such as not offering as many options or concentrating on a smaller group of participants. Centers need to ensure that all participants have opportunities to participate in leadership activities and not just the young people involved in their Leadership Council. They may want to provide some formal and informal ways for youth to share what types of leadership activities they would like to be involved in at the Center.

K. Youth Involvement with the Community

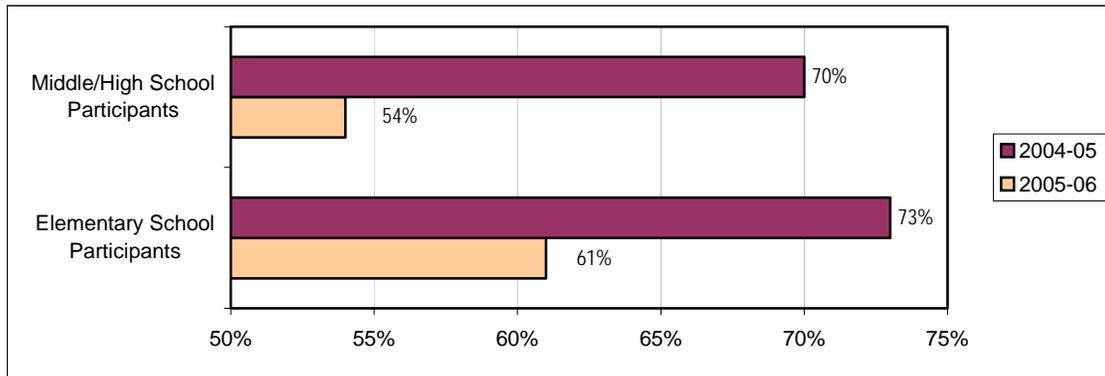
The Intermediate Outcome Standards on youth involvement with the community ensure that youth participants both benefit from neighborhood resources and have an opportunity to impact their community. When a Center met this standard, its staff had created a network of neighborhood resources and implemented 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 (5 out of 8)	X (3 out of 8)		
K2. Staff provide young people with opportunities to impact their community.	X (4 out of 8)	X (4 out of 8)		

Centers continue to bring focus to the participants' involvement with their communities. Five Centers met the first standard compared to six Centers in 04/05 and four Centers met the second standard compared to three Centers in 04/05. Meeting both of these 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.

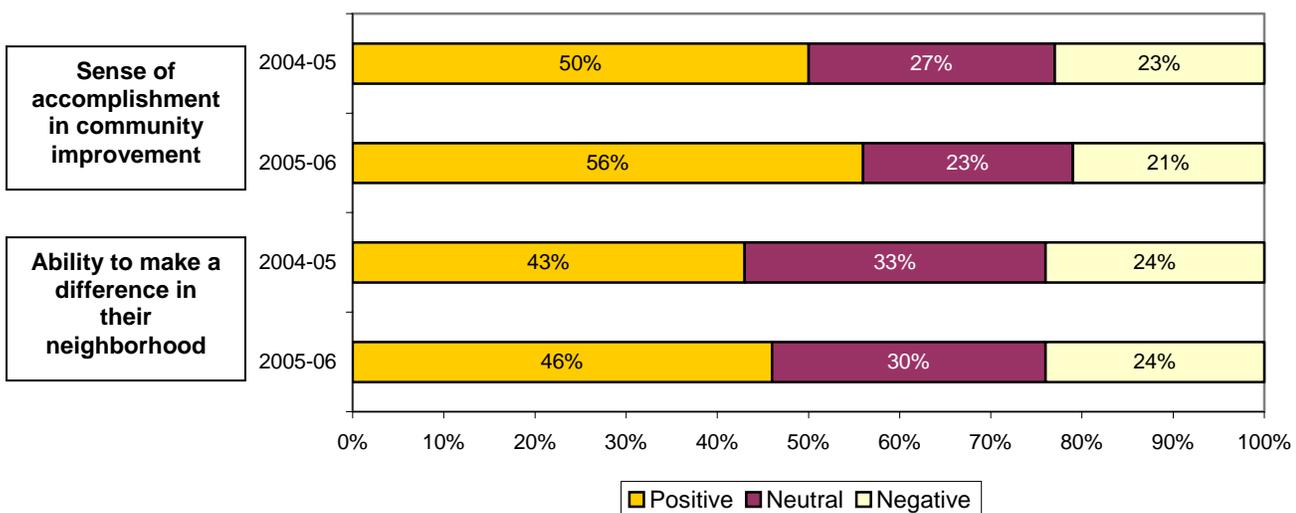
The first standard described two aspects: 1) staff involvement in the community and 2) the implementation of activities to increase youths' knowledge of the community. As described in 03/04 evaluation report, staff from all eight Centers have built relationships in the community through involvement in neighborhood councils or CBO service affinity groups. Performance on the second aspect experienced a major decrease this year. Individual Centers either remained the same or substantially declined in increasing youths' knowledge of the community. In Satisfaction Surveys, 54% (versus 70% in 04/05) of middle and high school youth overall and 61% (versus 73% in 04/05) of elementary youth said they had learned more about the community surrounding their Center.

Figure 16. Community Involvement: Learned about Surrounding Community



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.²² According to Satisfaction Surveys, the first component had weak results in general and compared to 04/05 results. About a third (versus 41% in 04/05) of middle and high school youth said they helped the Center with putting on community events and 34% (versus 40% in 04/05) said they planned programs or activities, which included community service activities or field trips. In contrast, results from the Youth Individual Assessments showed that 46% of the middle and high school participants reported positive change in their ability to make a difference in their neighborhood compared to 43% in 04/05. In addition, 56% reported positive change in their sense of accomplishment in community improvement compared to 50% in 04/05. These findings suggest that although the youth may not be planning community events or community service activities, they are participating in and impacting their community in some capacity. They may be identifying their own activities, which they feel would impact the community. However, between 21 - 24% of participants also showed negative change in these areas.

Figure 17. Community Involvement: Impact on their Community



²² Results for the second component were not measured in 05/06 since no parent survey was conducted.

Accomplishments:

Middle and high school participants showed a slight increase in their ability to positively impact their community. While not a substantial increase, Beacon Centers did demonstrate greater success in supporting middle and high school participants' feelings of positively impacting their community.

Areas needing additional attention:

Participants substantially declined in learning about the surrounding community. Compared to 04/05, Centers experienced a 16% decrease among middle and high school youth and a 12% decrease among elementary school participants in increasing youths' knowledge of the community.

Recommendation: Centers could help youth learn about the surrounding community through field trips, visiting other community based programs in the community, attending other community events, identifying ways community service could be integrated into different program activities, and/or supporting participants to identify, learn about, and lead their own activities to impact the community.

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 (3 out of 8)	X (5 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. Sixty-nine percent of middle and high school youth and 90% 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.)

4. 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.

Table 4. Unduplicated Participants and Hours of Services by Service Category

San Francisco Beacon Initiative			
Child / Youth	Beacon Initiative Overall		
Category	Unduplicated Participants	Hours	% of Total Services
Average Hours of Service Per Youth Participant		134	
Total	5,927	791,587	100.00%
Academic Support & Enrichment	3,327	253,162	31.98%
Arts, Music and Cultural Activities	3,322	154,127	19.47%
Case Management	305	1,364	0.17%
Conflict Resolution/Mediation	512	4,500	0.57%
Counseling- General	117	2,600	0.33%
Counseling- Behavior Health	226	372	0.05%
Early Childhood Development	31	558	0.07%
Educational Guidance	725	14,166	1.79%
Family Support	325	2,588	0.33%
Health/Violence Prevention Education	1,542	12,106	1.53%
Information Referral	557	1,441	0.18%
Job Development	110	705	0.09%
Job Retention	159	699	0.09%
Job Readiness	402	7,821	0.99%
Legal Services	47	645	0.08%
Life Skills	1,604	14,553	1.84%
Mentoring	931	6,363	0.80%
Sports and Recreation	4,632	274,946	34.73%
Supportive Services	295	995	0.13%
Vocational Assessment	192	909	0.11%
Vocational/Employment Training	289	1,957	0.25%
Work Experience	266	4,308	0.54%
Youth Leadership Development	1,907	24,763	3.13%

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.

The number of hours of Youth Development services provided per participant varied less between the Beacons this year than in the previous two years. Attempts were made this year to

clarify how youth leadership activities should be categorized in the CMS and improvements were made. However, it is still clear that data may not be completely accurate in reflecting 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 6 to 32 hours per participant this year, compared to 10 to 106 hours in 04/05. Table 5 presents youth leadership related results from the Satisfaction survey. 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 and 04/05 evaluation. Overall, participation rates in leadership activities were lower this year than in 04/05.

Table 5. Youth Participant Satisfaction Survey, Youth Leadership-related Results

	2005-06		2004-05	
	n	% Yes	n	% Yes
Worked with other youth participants to plan a task or solve a problem.	1,016	58.5%	802	60.6%
Made a presentation or spoke in front of a group.	1,020	52.6%	798	55.1%
Participated in or attended a leadership skills development workshop or activity.	1,027	48.6%	804	51.2%
Done clean up at the Beacon/Afterschool Program	1,017	42.9%	803	52.7%
Made suggestions on what programs to have at the Beacon/Afterschool Program	1,015	42.1%	802	53.6%
Helped or tutored younger participants in the program	1,040	41.4%	805	50.1%
Planned activities or programs (for example dance, field trip, community service activity)	1,013	33.9%	806	39.5%
Participated in or attended a Beacon/Afterschool Program Youth Council meeting	1,018	30.0%	806	35.5%
Helped the Beacon/Afterschool Program with putting on community events	1,009	29.2%	806	41.1%
Planned or ran a meeting.	1,024	23.8%	801	32.6%

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
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 (4 out of 8)	X (4 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 slightly over half showing a positive change. This is not surprising, since only 24% of the youth reported having had an opportunity to run a meeting. On all other questions, between 72 – 80% of the respondents showed evidence of a positive result over the evaluation period.

Table 6. YIA Results for Youth Leadership Questions

	n	Positive Change	Negative Change	No Change
I know how to work with others to plan a project or activity.	749	80.1%	12.1%	7.7%
I can work with someone who has different opinions than me	753	78.9%	13.0%	8.2%
I can work out problems or disagreements with others without violence	751	76.6%	15.2%	8.3%
In the past twelve months, I have worked on a group project that was successful	752	74.9%	15.6%	9.6%
People usually understand and respect what I say.	751	73.2%	13.8%	12.9%
I feel comfortable saying what I think in a group.	768	71.7%	15.1%	13.2%
I know how to run a meeting.	758	53.6%	17.5%	28.9%

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 76 hours of academic support and enrichment to 56% of participants over the evaluation period, compared to 119 hours of academic support and enrichment to 46% of participants in 04/05. Academic Support & Enrichment services comprised 32% of the total amount of services provided to participants. Of those youth logged as having participated in academic support and enrichment activities, hours recorded widely ranged at each Center from 11 to 176 hours per participant this year.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
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 (4 out of 8)	X (4 out of 8)		

Of the 773 Youth Individual Assessments for which we have matched intake and exit results, 83% 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 04/05.

Table 7. YIA Results for Educational Support

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School	During the past 12 months, how often did you complete your homework.	773	83.4%	11.9%	4.7%
Elementary School	During the past five school days, on how many days did you complete all of your homework?	301	86.4%	10.6%	3.0%

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, 2,143 participants²³ received a total of 30,565 hours²⁴ of career related services, an average of 14.3 hours per participant. All eight Beacons offered some level of career-related programming. However, only seven could be assessed for career development outcomes given that one Center only served elementary students of which there are no career related outcome measures. Of those seven Centers, the lowest number of hours that were recorded was 1,286 hours.

Table 8. Career Development Hours

Category	Definition	Unduplicated Participants	Hours	% of Total Services
Educational Guidance	Programs that provide college preparatory guidance and assistance to youth, including college tours, application assistance, college counseling.	725	14,166	1.79%
Job Development and Placement	Activities aimed at identifying and/or developing an employment opportunity for a youth; activities related to placing a youth either at a worksite connected to your program or another agency.	110	705	0.09%
Job Retention and Support	Activities with the youth and workplace supervisor that support youth in maintaining their employment.	159	699	0.09%
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.	402	7,821	0.99%
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. Activities to enhance career awareness, career planning and career decision-making, including workshops, fieldtrips, worksite tours.	192	909	0.11%
Vocational/Employment Training	Includes instruction in specific occupations; skills certification; on the job training. As well as enhancement of skills that allow entry into the workforce, such as ESL, GED prep, reading, writing, typing, computer.	289	1,957	0.25%
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.	266	4,308	0.54%

²³ There may be duplicated participants across service categories.

²⁴ It is likely that one Center incorrectly categorized Academic Support service hours as Education Guidance hours inflating the number of career related service hours.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
M3a. Youth who complete career development programs have increased knowledge of educational and career options beyond high-school	X (7 out of 7)			
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 (3 out of 7)	X (4 out of 7)		

For the first standard regarding youth having increased knowledge of educational and career options beyond high school, RDA analyzed results from the Youth Individual Assessment for middle and high school students. As indicated in the first three questions in Table 9, between 84 to 92% 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.

Assessment of the second standard showed that Centers were not as strong in supporting youth in demonstrating work-readiness competencies. Between 51 and 82% of YIA middle and high school respondents showed positive outcomes related to work-readiness competencies, compared to between 46 to 72% in 04/05. Overall, participation rates in career development activities were higher this year than in 04/05. However, it continues to be somewhat troubling that the only “hard” competency in this set of questions—having a completed resume—showed the lowest rate of positive outcomes.

Table 9. YIA Results for Employment Related Indicators

	N	Positive Change	Negative Change	No Change
I plan to go to college or some other school after high school.	767	92.3%	5.6%	2.1%
I have goals and plans for the future.	763	85.3%	10.0%	4.7%
I know some kinds of jobs I would like to do when I am an adult.	711	84.1%	9.0%	6.9%
I have been taught about appropriate behavior on the job	674	82.0%	12.6%	5.3%
I have been taught how to dress appropriately for work.	684	75.3%	16.1%	8.6%
I would know how to handle myself in a job interview.	686	72.3%	14.1%	13.6%
I know how to apply for a job.	676	62.0%	17.0%	21.0%
I have a completed resume.	660	50.6%	18.3%	31.1%

M4. Health

Beacon programs include a range of health education and prevention activities

In the evaluation period, 4,306 participants²⁵ received a total of 35,495 hours of health services, an average of 8.2 hours per participant. All eight Beacons offered some level of health programming through the Gateway to Fitness program. The number of hours of health related services recorded widely ranged from 729 hours to 9,378 hours. Five of the eight Centers substantially increased their number of health service hours this year compared to 04/05.

Table 10. Health Service Hours

Category	Definition	Unduplicated Participants	Hours	% of Total Services
Case Management	Activities related to planning and coordinating services for a child/youth and their family. Case management services related to a specific case can include: intake; assessment; development and monitoring of a written plan with identified goals; making referrals for services; scheduling appointments; advocating with a particular service or resource agency to obtain services for a client; helping clients complete paperwork.	305	1,364	0.17%
Conflict Resolution/ Mediation	Assistance by trained mediators to help individuals resolve disputes without resorting to violence.	512	4,500	0.57%
Counseling- General	To give advice or encouragement on social or personal problems, or to provide assistance at increasing self-awareness, enhancing self-esteem, or building healthy relationships.	117	2,600	0.33%
Counseling- Behavior Health	Treatment, education, or therapeutic services provided by a trained staff person regarding substance abuse issues, and/or help from a trained and certified person regarding mental health issues.	226	372	0.05%
Health/Violence Prevention Education	Activities and tools that are strategically aimed at increasing knowledge and practice of healthy behaviors. Training to provide youth or families with the skills they need to resolve conflicts in a productive and non-violent fashion.	1,542	12,106	1.53%
Life Skills	Providing instruction and support relating to the routine conduct or maintenance of life; teaching basic skills with the goal of an individual being self sufficient, independent, and healthy.	1,604	14,553	1.84%
Medical/Dental/Vision Care	Treatment from trained and certified providers of medical, dental, and vision care.	0	0	0.00%

In Year Three, SFBI launched its *Gateway to Fitness* program and evaluation because it was perceived that health services specifically targeting the desired outcomes of SFBI needed additional programming support. The Gateway to Fitness program is a joint partnership of the SFBI, Kaiser Permanente, the California Endowment, and Team-Up for Youth. The three goals of the program are to 1) increase the physical activity of youth 10-15 years of age through a variety of community-based sports and recreation activities; 2) provide culturally-appropriate nutrition education through hands-on food preparation and cooking classes; and 3) foster parental support and involvement through joint activities and parent-focused events such as awards celebrations and group dinners. The following are a few key findings from the Year 1 Gateway to Fitness Final Evaluation Report:

²⁵ There may be duplicated participants across service categories.

Physical Activity

- Many participants entered the program with a high level of physical activity and positive attitude towards exercise.
- The number of times participants exercised in the previous week increased from pre to posttest for strenuous, moderate and mild types of activities.
- Increases in the number of times participants exercised in the previous week were greater for the girls. The increase from pretest to posttest for strenuous exercise was statistically significant.
- On the follow-up survey²⁶ over half of youth stated they were more physically active than before they started Gateway.

Healthy Eating

- Many participants entered the program with positive attitudes towards eating healthy.
- On the posttest three-quarters of youth stated that Gateway had helped them choose healthful foods to eat and prepare healthy snacks and meals.
- On the follow-up survey 42% of youth report that as a result of participating in Gateway their eating habits have improved.
- At follow-up approximately 40% of youth stated that since participating in Gateway their family was buying and eating healthier food.

Support

- The great majority of students (70%-80%) shared that their families are supportive of their efforts to eat healthy and be physically active.
- Seventy-two percent of posttest respondents made new friends at Gateway.
- Gateway helped seventy-eight percent of participants to feel better about themselves.

M5. Arts and Recreation

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

Services under the “Arts, Music and Cultural Activities” and the “Sports and Recreation” categories supported 429,073 hours of arts and recreation to Beacon participants, 26% less hours than in 04/05. On average, the Centers provided 46.4 hours of arts, music and cultural activities per participant (3,322) and 59.4 hours of sports and recreation activities per participant (4,632) this year.

Challenging and Engaging Skill Building Opportunities	Status			
	Met	In Progress	Not Met	Waiver
Standard				
M5a. Youth increase their regular participation in physical activity	X (3 out of 8)	X (5 out of 8)		
M5b. Youth participate in regular individual and group opportunities for self-expression through artistic media.	X (6 out of 7)	X (1 out of 7)		

RDA analyzed results from the Youth Individual Assessment for the first standard regarding youth increasing their regular participation in physical activity. Seventy-percent of middle and

²⁶ The follow-up survey was administered in May 2006 to participants who completed the Fall 2005 pre and post test.

high school participants assessed reported positive outcomes related to exercise and playing sports, compared to 75% in 04/05. With elementary school participants the rate was higher than middle school students but the same as in 04/05 at 83%. However, it should also be noted that 36% of elementary age participants had a negative outcome related to increased time watching TV or playing video games and 22% of middle and high school participants had a negative outcome related to exercising and playing sports. Five Centers declined substantially in increasing regular youth participation in physical activity this year.

Assessment of the second standard showed that 82% of assessed participants reported a positive outcome in terms of involvement in music, art, literature, sports, or hobby. Only seven could be assessed for this outcome given that one Center only served elementary students of which there are no self-expression outcome measures.

Table 11. YIA Results for Arts and Recreation

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School	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?	790	69.6%	22.0%	8.4%
	I am involved in music, art, literature, sports, or a hobby.	766	82.4%	10.8%	6.8%
Elementary School	How many days each week do you exercise , dance or play sports?	307	82.7%	11.7%	5.5%
	Yesterday, how much time did you spend watching TV or playing video games?	302	45.7%	36.1%	18.2%

N. Increased Youth Well-Being

N1. 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 (8 out of 8)			

Overall, participants reported feeling safe at the Centers. When assessing how safe they felt in a Beacon Center, 91% of middle and high school youth felt safe at the Center. The elementary programs had similar results and showed improvement from 04/05. Ninety-six percent of elementary school youth agreed that they felt safe at their Beacon Center, compared to 93% in 04/05.

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 (5 out of 8)	X (3 out of 8)		

The table below summarizes the outcomes from the Youth Individual Assessment related to youth respect and understanding for their own and different cultures. Overall, youth showed solidly positive results between the intake and exit assessments for understanding their own culture. The least positive response was to the question “I know a lot about my own culture”, with three-fourths showing a positive change and the highest positive response related to feeling pride in their culture and heritage at 89%. On the questions related to understanding different cultures, 61% of the respondents demonstrated a positive result for knowing a lot about other cultures. Although youth will naturally know more about their own cultures than other cultures, there continues to be a divide in the *change in knowledge* between intake and exit.

Slightly more than half of the elementary school participants demonstrated increased opportunities to learn about different cultures. It should also be noted that 28% had a negative outcome in this area, suggesting that programs may need to continue promoting intercultural understanding through various programs and activities.

Table 12. YIA Results for Cultural Awareness

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School	I am proud of my culture and heritage.	760	88.9%	8.2%	2.9%
	I think that most people respect my culture and heritage.	763	82.0%	11.4%	6.6%
	I know a lot about my own culture and heritage.	765	75.4%	14.4%	10.2%
	I have a friend who is a different race/ethnicity than me	758	88.8%	8.4%	2.8%
	I know a lot about other cultures.	752	60.8%	16.6%	22.6%
Elementary School	I get chances to learn about young people who are different from me at this After School Program	299	51.2%	28.2%	20.4%

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 continuing to have a considerable positive impact. Between 73% and 83% 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 related to positive interactions with friends over time, which, in this case, makes this finding especially significant.

Table 13. YIA Results for Positive Relationships with Peers

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School	My friends do well in school.	754	83.4%	10.1%	6.5%
	My friends try to do what is right.	760	82.5%	12.0%	5.5%
	I have a friend about my own age who really cares about me.	772	81.5%	12.7%	5.8%
	I have a friend about my own age who is there for me when I need him/her.	746	78.0%	14.5%	7.5%
	I have a friend about my own age who helps me when I am having a hard time.	752	77.5%	15.7%	6.8%
	I have a friend about my own age who talks with me about my problems.	759	72.6%	16.2%	11.2%
Elementary School	Do your best friends try to do the right thing?	297	81.5%	12.1%	6.4%

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 (4 out of 8)	X (4 out of 8)		

With respect to Beacon staff²⁷, participants reported that they felt cared about and listened to: 71% of middle and high school youth and 73% of elementary children had a positive change related to feeling that staff cared about them. In addition, 75% of middle and high school youth and 65% of elementary children had a positive change related to feeling that staff listened to them. Staff also recognized participants as individuals, noting their absence. YIA results for middle and high school youth supported this finding with 70% reporting a positive change for feeling that staff notice when they are not at the Center. Overall, middle and high school results slightly declined and elementary children results improved compared to 04/05. Although there have been improvements, it is still important to note that over one-fifth of elementary children still report a negative change for feeling listened to and told when they do a good job.

Table 14. YIA Results for Positive Relationships with Adults

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School At my Beacon Center,	Always wants me to do my best.	746	79.2%	13.9%	6.8%

²⁷ 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.

there is an adult who...	Believes I will be a success.	743	76.9%	15.6%	7.5%
	Listens to me when I have something to say.	748	74.9%	17.0%	8.2%
	Tells me when I do a good job.	760	73.4%	14.9%	11.7%
	Really cares about me.	765	70.6%	15.8%	13.6%
	Notices when I'm not there.	750	70.0%	16.1%	13.9%
Elementary School I think that the grown-ups at this after-school program...	Really care about me.	301	72.8%	16.3%	11.0%
	Listen to what I say.	301	65.4%	20.9%	13.6%
	Tell me when I do a good job.	295	61.7%	21.7%	16.6%

N6. Positive Connections to Community

Increased Youth Well-Being	Status			
	Met	In Progress	Not Met	Waiver
Standard				
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 (4 out of 8)	X (4 out of 8)		

Results indicate that although youth may not be planning as many community events or community service activities as in 04/05, they are participating in and impacting their community in some capacity. Results from the Youth Individual Assessments showed that 46% of the middle and high school participants reported positive change in their ability to make a difference in their neighborhood compared to 43% in 04/05. In addition, 56% reported positive change in their sense of accomplishment in community improvement compared to 50% in 04/05. However, over one-fifth of participants also showed negative change in these areas. This standard clearly shows an opportunity for growth in reaching desired youth development outcomes.

Table 15. YIA Results for Positive Connections to the Community

	N	Positive Change	Negative Change	No Change
In the past twelve months, I have done things to make my community a better place.	765	56.1%	21.2%	22.7%
I do things that make a difference in my neighborhood.	751	46.2%	23.6%	30.2%

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 (7 out of 8)	X (1 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.”). Over 85% of participants had reported positive outcomes with respect to the general personal efficacy questions, while between 46% and 83% reported positive outcomes related to efficacy in particular settings. 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.

Table 16. YIA Results for Increased Personal Efficacy

School Level	Question	n	Positive Change	Negative Change	No Change
Middle and High School	There are many things I do well.	748	86.8%	7.2%	6.0%
	I have goals and plans for the future.	763	85.3%	10.0%	4.7%
	There is a purpose to my life.	759	84.6%	11.5%	4.0%
	I help out around my home	767	82.7%	12.1%	5.2%
	I help other people.	764	80.8%	11.3%	8.0%
	I know how to work with others to plan a project or activity.	749	80.1%	12.1%	7.7%
	In the past twelve months, I have worked on a group project that was successful.	752	74.9%	15.6%	9.6%
	People usually understand and respect what I say.	751	73.2%	13.8%	12.9%
	I help decide things like class activities or rules.	765	55.3%	21.2%	23.5%
	I do things that make a difference in my neighborhood.	751	46.2%	23.6%	30.2%
Elementary School	Do you try your best?	299	92.0%	5.7%	2.3%

O. Increased Positive Connections to School

Next steps around implementation of individually tailored educational support programs and measuring impact are currently under review by the SFBI. *See findings below in Section P. Increased School Performance*

P. Increased School Performance

Our strategy for measuring increased school performance 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,
- Suspensions, and
- Academic grade point.

There was some difficulty generating a matched comparison group for some schools because there was high saturation of Beacon participation. For this reason our comparison group is somewhat smaller than the Beacon group. For the most part, the proportion of students from each school are similar for the Beacon and comparison groups. There were several schools, which were undersampled for the comparison group²⁸. Despite this difficulty, the overall demographics of our comparison group closely match that of the Beacon group (Table 17).

Table 17. Demographics of Beacon and Comparison Groups

	Beacon Participants		Comparison Group	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Gender:				
Female	2253	48%	1581	48%
Male	2405	52%	1691	52%
Grade Group:				
Elementary (K-5)	1462	32%	823	25%
Middle (6-8)	2326	50%	1760	54%
High (9-12)	845	18%	689	21%
Ethnic/Racial Group:				
Latino	986	21%	675	21%
African American	845	18%	450	14%
Asian/SE Asian	1843	40%	1470	45%
Filipino/Samoan	314	7%	213	6%
Other non-White	375	8%	250	8%
Other White	205	4%	168	5%
Decline to state	96	2%	46	1%

Findings for the Beacon participants overall are described and compared to results presented in the last two years' reports (SY 2003-04 & SY 2004-05). Findings vary by Beacon site and are presented in the table that follows (Table 18). This year we have included an additional comparison of youth who attended the Beacon less than thirty days to those who attended thirty days or more (Figures 18, 19, 20).

²⁸Schools which were undersampled for the comparison group include: Lau ES, Everett MS, Gloria Davis MS, Sunset ES, Sanchez ES, and Twenty First CA ES.

Table 18. School Performance Outcomes: Beacon and Comparison Group Findings

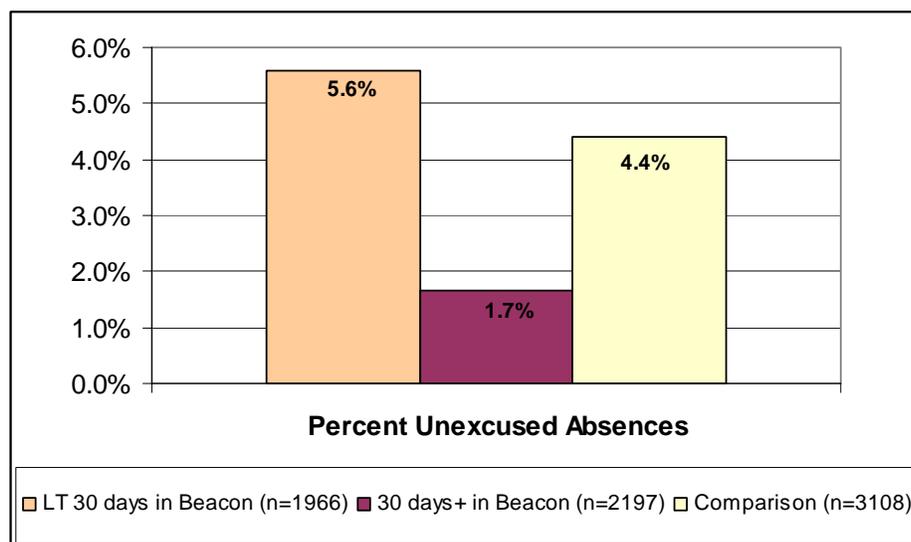
Beacon Site	N	GPA*				Attendance	Suspensions	
		Fall 2005		Spring 2006		% Days Unexcused Absent	% of Youth Receiving Suspensions	Average # of days of Suspension
		Avg	(Std Dev)	Avg	(Std Dev)			
Bayview	358	2.30	(0.96)	2.10	(1.06)	7.0%	18.7%	5.4
Chinatown	827	3.13	(0.75)	3.13	(0.72)	1.2%	0.7%	3.7
CB Beacon	609	2.08	(1.06)	2.04	(1.08)	9.2%	9.6%	4.0
OMI	713	2.53	(1.08)	2.48	(1.07)	4.1%	10.2%	4.8
Richmond	755	2.84	(0.89)	2.80	(0.94)	1.3%	3.3%	5.0
Sunset	973	3.29	(0.66)	3.25	(0.75)	0.8%	0.8%	4.0
VisValley	244	2.14	(1.07)	2.10	(1.15)	4.8%	13.1%	5.9
WesternAdd	179	1.96	(1.02)	1.73	(1.11)	7.6%	6.7%	4.2
Beacon Overall	4658	2.62	(1.04)	2.57	(1.08)	3.5%	6.4%	4.8
Comparison Group	3272	2.71	(1.07)	2.71	(1.07)	4.4%	5.4%	4.6

*GPA is calculated for Middle and High School students only.

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 ($p < .001$). Beacon participants had an average of 3.5% days unexcused while the comparison group had 4.4% (Table 17). Beacons participants performed better on this indicator the last two school years and the spread between the groups continues to grow. Increased level of Beacon participation had a positive association with school attendance (Figure 18). While 5.6% of youth who attended their Beacon less than thirty days had experienced 5.6% days unexcused the figure for those who attended 30 or more days was 1.7%, a substantive and significant difference ($p < .001$).

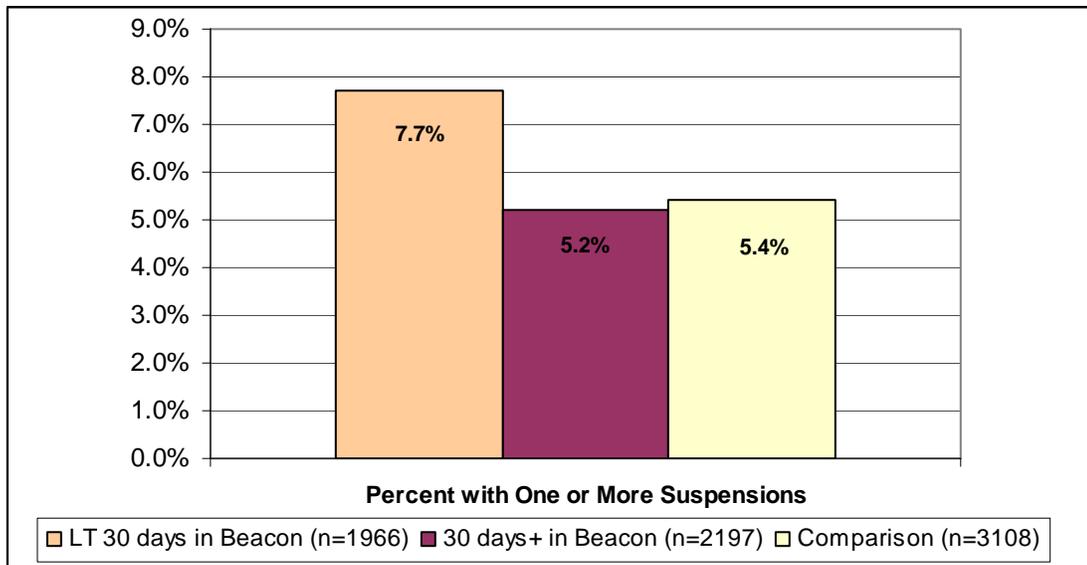
Figure 18. Percent of Days with Unexcused Absences by Beacon Participation



Suspensions

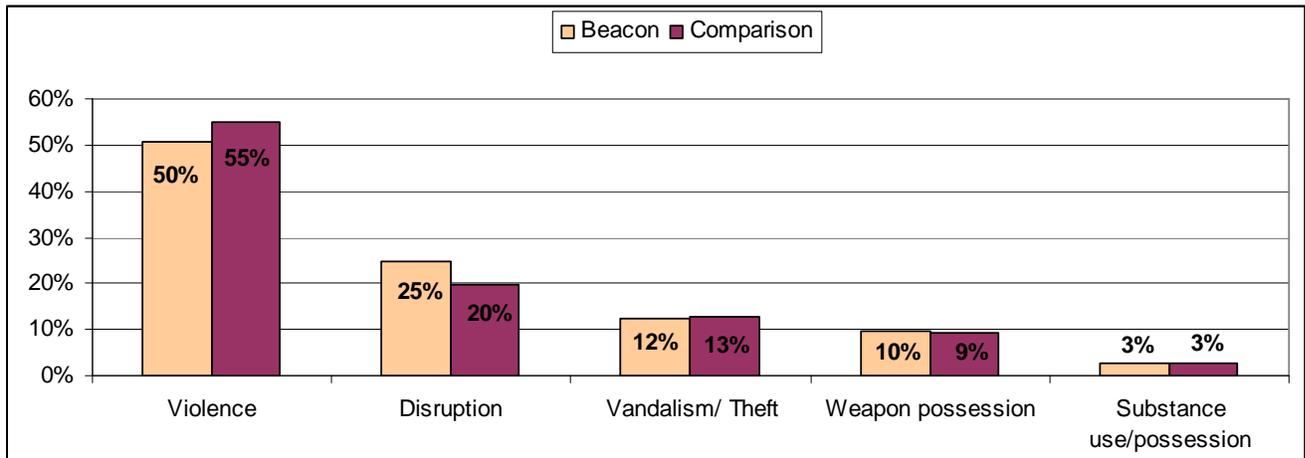
The percent of youth receiving one or more suspensions for disciplinary infractions was greater for Beacon participants (6.4%) than for the comparison group (5.4%). This is a much larger spread than seen last year. For those receiving at least one suspension the average number of days of suspension was 4.8 for Beacon participants and 4.6 for the comparison group. Again Beacon participation had a positive impact on this indicator (Figure 19). While 7.7% of youth who participated fewer than 30 days were suspended at least once, 5.2% of Beacon participants who attended 30 days or more had a suspension.

Figure 19. Students with One or More Suspensions by Beacon Participation



Reasons for suspensions were very similar for both the beacon and comparison groups (Figure 20). The leading cause was for violence, threat of violence, or harassment (51% Beacon; 55% Comparison). The next leading cause was for classroom disruption or obscenity (25% Beacon; 20% Comparison).

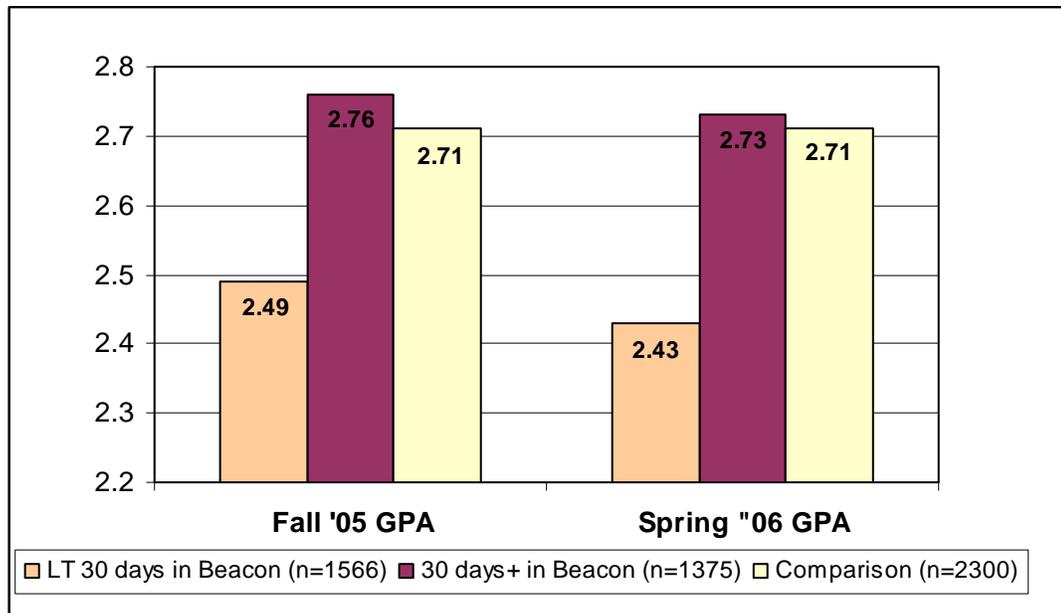
Figure 20. Reasons for Suspensions for Beacon and Comparison Groups



Grade Point Average

Beacon participants entered the year with a slightly lower Fall GPA than the comparison group (2.62 vs. 2.71). The Beacon students as a group saw a small decrease to 2.57 for the average Spring semester GPA. The comparison group remained stable at 2.71. Last year both groups experienced a small decrease in GPA from fall to spring. Beacon participants who attended 30 or more days had higher Fall '05 and Spring '06 GPA's than both the comparison group and the "less than 30 days" Beacon group.

Figure 21. Grade Point Average by Beacon Participation



Q. Increased Family Support for Education

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

V. Conclusions

A. Summary

In 2005/2006 - Year Three of the evaluation - the majority of the Beacon Centers continued to be comprehensive program environments where youth felt safe, where youth were encouraged to succeed, and where youth learned to build a sense of community. Beacon Centers were seen as working to meet the needs of students and the surrounding community. Where Centers were less successful in meeting standards across the board, often times significant outside environmental influences such as new host school, new lead agencies, or community violence were observed to be critical challenges. In this third year of evaluation, Beacon Centers met many of the standards.

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 new host school administrators.

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 188 participants and a total of 5,927 youth participants and 989 parents/caregivers served annually reflecting a per Center average of 741 youth participants and 124 parents/caregivers. Individually, four Centers met and in many cases far exceed the 150 average daily attendance goal. The other four Centers were at 90%, 51%, 49%, and 47% of the goal. Examining individual Beacon Center's achievement towards the annual participation goal, five Centers met the goal and one is "In Progress." Two were given a 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 Center is providing programming during major breaks and holidays.

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 in this area relied on assessment and survey data. At the elementary school level, Centers were particularly successful this year at helping participants feel emotionally and physical safe, welcome and comfortable. Centers supported middle and high school youth participants' awareness of other cultures. Overall, Centers also demonstrated success at welcoming and keeping school personnel aware of Beacon events. While there continued to be positive changes in most areas, Centers need to continue to work on operating effectively in communities stricken with violence, creating environments that reflect the background of the participants, and involving participants in programming decisions.

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 third year evaluation results continue to reflect several Centers rising to a higher level of sophistication around youth engagement and development. Overall, Centers were more successful at promoting positive peer relationships, encouraging teamwork, and providing opportunities for decision-making. Centers need to continue to strive towards providing more leadership opportunities for participants, educating participants about their communities, and providing more opportunities to impact their communities.

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 Three, the evaluation can better present findings for the majority of the first set of long-term outcomes, as well as increased youth well-being measures.

Leadership – Four out of eight Centers met this standard and four were in progress. Overall, participation rates in leadership activities were lower this year than in 04/05. Among the wide variety of leadership activities middle and high school youth could take part in, the range of participation was great (between 24% and 59%). However, many youth demonstrated strong leadership outcomes related to working with others and completing a successful group project.

Educational Support – Four out of eight Centers met this standard. Four Centers were in progress due to notable drops in homework completion rates. This year, the percentage of Beacon participants with a positive outcome for homework completion ranged across the Beacons from 74% to 89% for middle school/high school students and 75% to 91% for elementary students. These continue to be solid results.

Career Development – Three out of eight Centers fully met this standard, and the remaining four were in progress.²⁹ 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. Similar to last year, those in progress need to work more to develop youths' concrete skill set and develop opportunities for actual work experience.

Health – The SFBI implemented a "Gateway to Fitness" program and evaluation in 05/06 to address competency in the area of Health. All eight Beacons offered some level of health through the Gateway to Fitness program this year. In addition, some Beacons did provide additional hours through other programming in the area of health / violence prevention education, counseling, and life skills. Five of the eight Beacon Centers substantially increased their number of health service hours this year.³⁰

Arts and Recreation – Three out of eight Centers met the standard regarding regular participation in a physical activity. The five Centers given an in progress declined substantially in increasing youth participation in physical activity this year. Beacons achieved very high outcomes in regular involvement in arts, music and cultural activities. Six out of seven Centers met this standard.

²⁹ One Center could not be assessed for career development outcomes given that they only served elementary students of which there are not any career-related outcomes.

³⁰ Please see the Year 1 Gateway to Fitness evaluation report for findings and recommendations.

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. Most Centers met the standard regarding fostering a sense of safety and self-esteem among youth. Five of the Centers met the standard about cultural awareness, compared to four Centers in 04/05. Centers are continuing to have a positive impact on peer relationships and helping youth feel a sense of accomplishment in impacting their communities. With respect to positive relationships with adults, four Centers met this standard this year compared to six Centers in 04/05. The four Centers in progress on this standard may want to further explore what may be impacting middle and high school youths' feelings and perspectives.

B. Observations and Recommendations

Beacon participants felt very safe in their Centers. Overall, participants reported feeling safe at the Centers. Over 90% of all elementary, middle and high school participants reported feeling safe.

Beacon Centers welcomed and invited school day personnel to their events with open arms. Principals shared that they and their staff had been invited to a number of Beacon events including a Film Festival, luncheon, holiday events, family nights, parent workshops, community engagement activities, Gateway to Fitness celebration, open house, and barbeques.

Respect in relationships between youth participants showed slight improvements. A higher percentage of participants reported that youth participants treated each other with respect this year compared to 04/05, suggesting that Centers have worked towards improving relationships between youth participants. The initiative showed an increase on almost every measure regarding YIA outcomes on peer relationships.

Beacon Centers improved participants' awareness of and respect for other cultures. Participants demonstrated an increase in their respect and knowledge of other cultures, which is paramount for healthy community relationships. Centers should continue to incorporate awareness of and respect for other cultures in to ongoing programming and promote staff training in diversity awareness.

Elementary school participants' demonstrated strong positive outcomes. With few exceptions, elementary school age participants demonstrated strong positive outcomes this year. In comparing 04/05 results to 05/06 results, the initiative showed an increase percentage in positive outcomes for elementary student participants on 74% of the YIA questions and 89% of the YSS questions.

Beacon Centers and school administrators did not agree on their level of adherence to engagement and collaboration standards. Although a few host school principals were full of praise for the Beacon Center, there were four cases in which school administrators felt that the collaboration between the Beacon Center and the host school needed improvement. The challenges seemed to be developing relationships with a new host school principal, having different expectations in terms of communication, and/or not being able to participate in formal host school committees.

Recommendation: Beacon Centers should establish some standardized beginning-of-the-year orientation and re-orientation processes for connecting and communicating with principals. For example, Centers should meet with principals to set expectations for the year

and develop a communication plan. In addition, sites may want to review evaluation results and discuss highlights, areas of improvement, and how they can better support each other.

Many Centers struggled with serving an average of 150 participants a day. Given that three out of eight Centers did not meet this participation standard, it may be necessary to consider factors that may affect daily attendance for these standards more closely. From past experience, it is known that these factors may include the amount of violence in the surrounding community, school and lead agency transitions, completeness of the Center's daily attendance records, and the size of the participant pool with access to the site.

Recommendation: SFBI may want to consider developing additional support mechanisms for sites experiencing one of the external factors affecting sites' ability to serve 150 participants per day. For example, regarding violence in the surrounding community, SFBI should prioritize special programming for participants and community events focusing on violence prevention and provide special support in the form of specialized training for staff at the affected sites.

Many Centers declined on measures regarding increasing physical activity. This year, the Beacon Centers provided 274,946 hours of Sports and Recreation activities, 28,715 more hours than last year. However, many of the Centers demonstrated substantial declines on outcomes measuring positive changes in physical activities. These declines coincided with the first year of the Gateway to Fitness program and may be due to serving a smaller group of students more intensely and not concentrating as heavily on the physical activity of all the participants.

Recommendation: All Centers may want to explore how introducing Gateway to Fitness this year impacted sports and recreation activities for the rest of the Beacon participants or if the decline described above is due to some other factor.

School site usage restrictions impacted the Beacon Centers' ability to meet standards regarding accessibility. Many sites continue to struggle with being able to provide programming in the evening and on weekends due to site usage restrictions.

Recommendation: SFBI should consider additional dialogue with SFUSD and determine how to best support Beacon Centers regarding these matters. In addition, SFBI should provide additional waivers until this has been determined.

Beacon Center participants demonstrated substantial declines this year in learning about the surrounding community. Last year, almost three quarters of Beacon Center participants increased their knowledge of their community. This year, Centers experienced a 16% decrease among middle and high school youth and a 12% decrease among elementary school participants in increasing youths' knowledge of the community.

Recommendation: Centers should help youth learn about the surrounding community through field trips, visiting other community based programs in the community, attending other community events, identifying ways community service could be integrated into different program activities, and/or supporting participants to identify, learn about, and lead their own activities to impact the community.

Fewer proportion of participants participated in leadership building activities this year. Participation rates declined in all ten potential leadership activities documented in the Satisfaction Surveys.

Recommendation: Centers may want assess the decline in participation in leadership activities this year and determine the potential cause such as not offering as many options

or concentrating on a smaller group of participants. Centers need to ensure that all participants have opportunities to participate in leadership activities and not just the youth involved in their Leadership Council. They may want to provide some formal and informal ways for youth to share what types of leadership activities they would like to be involved in at the Center.

Consider assessing parent experiences with the Beacon Centers. In order to fully assess the standards regarding engaging parents, Beacon Centers need to use an evaluation tool to gather their input. In the previous two years, Beacon staff have recommended increasing meaningful parent participation and expressed their desire to learn new strategies to engage parents. The evaluation tool could be used to gain input about the program but also to gather feedback about how to increase meaningful parent participation at the Centers.

Recommendation: Work with evaluators to develop a tool that will serve a two-fold purpose of providing feedback on the program and feedback for how to get more parent involvement.

Beacon Centers participants who remain in the program longer demonstrated more positive school outcomes. Increased level of Beacon participation had a positive association with school attendance and grade point averages. Increased participation also had a greater impact on suspensions.

Recommendation: Work with evaluators to explore why participants who initially enroll in the program decide to leave and what it would take to “attract” them to stay longer. Additionally, it is possible that students with more positive outcomes are selecting to be in the program for longer periods of time so another recommendation is to explore who the Beacon participants currently are.

VI. Appendix

- 1) Standards – Not Measured**
- 2) Beacon Participants with CMS attendance data (7/1/2005 -- 5/31/2006)
Demographics**
- 3) Youth Individual Assessment Survey Results**
- 4) Youth Satisfaction Survey Results**
- 5) Minimum Compliance Audit – February 2005**

Appendix 1: Standards Not Measured

Safety

Standard

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.

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.

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.

A5. Beacon Center ensures staff-child/youth ratios and group sizes permit the staff to meet the needs of youth participants.

Visibility

Standard

C1. Prospective participants and their families are aware of the Beacon Center, its programs and activities, and how to get needed information.

Welcoming

Standard

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.

Diverse and Well Trained Staff

Standard

E1. Staff and volunteers share language and cultures of the youth and families they serve, and the communities in which they live.

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.

E3. Beacon Center ensures that all staff have the required experience and qualifications to work with and supervise youth participants.

E4. Beacon Center assesses the training needs of all staff and provides training relevant to each job.

Diverse and Well Trained Staff

Standard

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.

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

E7. Beacon Center directors and program supervisors receive training in program management and staff supervision.

Engagement and Collaboration

Standard

F3. Community-based organizations are encouraged to become active partners in the life of the Beacon Center.

F4. Community members, organizations and businesses are encouraged to become active partners in the life of the Beacon Center.

Comprehensive Programming

Standard

G2. Staff design and schedule programs to accommodate multiple levels of participation, from drop-in to high frequency participation.

G3. Staff design and schedule programs to encourage youth and family members to participate in multiple program opportunities over an extended period of time.

G5. Beacon Center programs are offered free of charge.

G7. Agency strives to achieve a 1:1 match of core funds to diversify program offerings.

Challenging and Engaging Skill Building Opportunities

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

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.

Challenging and Engaging Skill Building Opportunities

Standard

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.

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

Challenging and Engaging Skill Building Opportunities

Standard

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

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.

Challenging and Engaging Skill Building Opportunities

Standard

M5c. Youth artistic expressions are regularly shared with parents and the community..

Parent surveys were not administered in this evaluation year.

Increased Youth Well-Being

Standard

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.

Increased Positive Connections to School

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.

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.

Increased School Performance

Standard

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.

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.

Increased Family Support For Education

Standard

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.

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.

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.)

Beacon Participants with CMS attendance data 7/1/2005 -- 5/31/2006 (N = 5,992)

Gender Distribution – All Beacons

Participant age group	Count	Percentage
Male	3113	52.73%
Female	2786	47.19%
Transgender	5	0.00%
no gender data	88	

Age Distribution – All Beacons

Participant age group	Count	Percentage
0-5	43	0.72%
6-9	841	14.07%
10-13	2926	48.94%
14-17	1916	32.05%
18+	253	4.23%
No Age Data	13	

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

Race / Ethnicity	City < 18	Clients < 18
African American	11.30%	19.53%
Asian	36.40%	47.04%
Latino	22.00%	22.40%
Pacific Islander	1.00%	2.18%
Native American	0.20%	0.30%
Multiracial/Multiethnic	6.10%	5.20%
White	23.00%	3.34%

Home Language Distribution – All Beacons

Language	Count	Percentage
English	3591	61.01%
Cantonese	1018	17.30%
Spanish	736	12.50%
Mandarin	133	2.26%
Other	57	0.97%
Tagalog	49	0.83%

Vietnamese	41	0.70%
Samoan	22	0.37%
Arabic	17	0.29%
Russian	14	0.24%
Korean	10	0.17%
Khmer/Cambodian	4	0.07%
Laotian	4	0.07%
Toishanese	3	0.05%
Japanese	2	0.03%
American Sign Language	1	0.02%
Unspecified	184	3.13%
Missing	106	



Youth Individual Assessment (YIA) – Middle School

- Total Assessed for All Beacons 2005-06 (N) = 816
- Total Assessed for All Beacons 2004-05 (N) = 534

About homework and school ...								
During the past 12 months, how often did you complete your homework?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
773	83.4%	4.7%	11.9%	511	84.1%	2.3%	13.5%	Slightly Worse
During the past 12 months, about how many times did you skip school or cut classes?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
791	89.6%	1.3%	9.1%	511	89.8%	1.6%	8.6%	Same
How safe do you feel at your Beacon Center/Afterschool Program?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
790	91.4%	1.6%	7.0%	526	92.4%	1.0%	6.7%	Slightly Worse
About exercise and sports...								
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?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
790	69.6%	8.4%	22.0%	527	74.6%	7.4%	18.0%	Worse
About your friends...								
I have a friend about my own age who really cares about me.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
772	81.5%	5.8%	12.7%	528	82.0%	6.3%	11.7%	Same
I have a friend about my own age who talks with me about my problems.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
759	72.6%	11.2%	16.2%	524	68.3%	13.9%	17.7%	Slightly Better
I have a friend about my own age who helps me when I am having a hard time.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
752	77.5%	6.8%	15.7%	519	77.8%	5.6%	16.6%	Same

I have a friend about my own age who is there for me when I need him/her.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
746	78.0%	7.5%	14.5%	516	74.4%	7.2%	18.4%	Slightly Better
My friends get into a lot of trouble.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
762	51.7%	23.8%	24.5%	526	51.7%	19.4%	28.9%	Same
My friends try to do what is right.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
760	82.5%	5.5%	12.0%	522	80.7%	4.0%	15.3%	Slightly Better
My friends do well in school.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
754	83.4%	6.5%	10.1%	517	82.0%	3.9%	14.1%	Slightly Better
About adults you know...								
At my Beacon center, there is an adult who really cares about me.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
765	70.6%	13.6%	15.8%	524	75.0%	8.8%	16.2%	Slightly Worse
At my Beacon center, there is an adult who tells me when I do a good job.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
760	73.4%	11.7%	14.9%	524	75.6%	9.2%	15.3%	Slightly Worse
At my Beacon center, there is an adult who notices when I'm not there.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
750	70.0%	13.9%	16.1%	519	66.9%	12.3%	20.8%	Slightly Better
At my Beacon center, there is an adult who always wants me to do my best.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
746	79.2%	6.8%	13.9%	519	81.9%	5.0%	13.1%	Slightly Worse
At my Beacon center, there is an adult who listens to me when I have something to say.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	

748	74.9%	8.2%	17.0%	519	77.8%	6.7%	15.4%	Slightly Worse
At my Beacon center, there is an adult who believes I will be a success.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
743	76.9%	7.5%	15.6%	517	79.3%	6.8%	13.9%	Slightly Worse
About you...?								
I do interesting activities.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
778	79.8%	6.8%	13.4%	529	81.5%	7.9%	10.6%	Slightly Worse
I help decide things like class activities or rules.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
765	55.3%	23.5%	21.2%	523	50.3%	25.0%	24.7%	Better
I do things that make a difference in my neighborhood.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
751	46.2%	30.2%	23.6%	518	42.9%	32.8%	24.3%	Slightly Better
I have goals and plans for the future.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
763	85.3%	4.7%	10.0%	517	83.9%	3.7%	12.4%	Slightly Better
I plan to go to college or some other school after high school.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
767	92.3%	2.1%	5.6%	522	92.1%	1.3%	6.5%	Same
There is a purpose to my life.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
759	84.6%	4.0%	11.5%	521	85.0%	4.0%	10.9%	Same
There are many things I do well.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
748	86.8%	6.0%	7.2%	520	84.8%	4.0%	11.2%	Slightly Better
I am part of clubs, sport teams, church/temple, or other group activities.								
s w	All Beacons 2005-06			s w	All Beacons 2004-05			

	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	05/06 vs. 04/05
785	69.6%	14.3%	16.2%	526	71.5%	13.7%	14.8%	Slightly Worse
I am involved in music, art, literature, sports, or a hobby.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05s
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
766	82.4%	6.8%	10.8%	520	84.6%	4.0%	11.3%	Slightly Worse
I help other people.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
764	80.8%	8.0%	11.3%	518	80.9%	6.0%	13.1%	Same
In the past twelve months, I have done things to make my community a better place.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
765	56.1%	22.7%	21.2%	517	49.9%	26.9%	23.2%	Better
I help out around my home.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
767	82.7%	5.2%	12.1%	520	82.1%	6.5%	11.3%	Same
I have a job.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
756	37.7%	41.7%	20.6%	514	33.1%	47.5%	19.5%	Slightly Better
I know a lot about my own culture and heritage.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
765	75.4%	10.2%	14.4%	524	75.6%	8.6%	15.8%	Same
I am proud of my culture and heritage.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
760	88.9%	2.9%	8.2%	522	89.5%	2.5%	8.0%	Same
I know a lot about other cultures.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
752	60.8%	22.6%	16.6%	519	56.3%	25.8%	17.9%	Slightly Better
I have a friend who is a different race/ethnicity than me.								

# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
758	88.8%	2.8%	8.4%	521	87.1%	3.1%	9.8%	Slightly Better
I think that most people respect my culture and heritage.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
763	82.0%	6.6%	11.4%	518	78.0%	7.7%	14.3%	Slightly Better
I feel comfortable saying what I think in a group.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
768	71.7%	13.2%	15.1%	521	70.2%	13.4%	16.3%	Slightly Better
I know how to run a meeting.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
758	53.6%	28.9%	17.5%	518	48.1%	31.1%	20.8%	Better
People usually understand and respect what I say.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
751	73.2%	12.9%	13.8%	519	70.9%	11.2%	17.9%	Slightly Better
I can work with someone who has different opinions than mine.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
753	78.9%	8.1%	13.0%	522	77.4%	8.2%	14.4%	Slightly Better
I can work out problems or disagreements with others without violence.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
751	76.6%	8.3%	15.2%	519	75.3%	9.4%	15.2%	Slightly Better
In the past twelve months, I have worked on a group project that was successful.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
752	74.9%	9.6%	15.6%	519	76.3%	10.6%	13.1%	Slightly Worse
I know how to work with others to plan a project or activity.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
749	80.1%	7.7%	12.1%	517	80.5%	6.4%	13.2%	Same
About jobs and careers...								

I know some kinds of jobs I would like to do when I am an adult.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
711	84.1%	6.9%	9.0%	490	82.4%	4.7%	12.9%	Slightly Better
I would know how to handle myself in a job interview.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
686	72.3%	13.6%	14.1%	481	66.1%	13.9%	20.0%	Better
I know how to apply for a job.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
676	62.0%	21.0%	17.0%	481	59.0%	22.7%	18.3%	Slightly Better
I have a completed resume.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
660	50.6%	31.1%	18.3%	459	46.0%	32.2%	21.8%	Slightly Better
I have been taught how to dress appropriately for work.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
684	75.3%	8.6%	16.1%	479	71.6%	12.9%	15.4%	Slightly Better
I have been taught about appropriate behavior on the job.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
674	82.0%	5.3%	12.6%	477	78.4%	5.9%	15.7%	Slightly Better



Youth Individual Assessment (YIA) – Elementary School

- Total Assessed for All Beacons 2005-06 (N) = 308
- Total Assessed for All Beacons 2004-05 (N) = 239

About homework and school ...								
During the past five school days, on how many days did you complete all of your homework?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
301	86.4%	3.0%	10.6%	234	86.3%	5.1%	8.5%	Same
Do you do things to be helpful at school?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
306	50.7%	28.1%	21.2%	235	49.4%	26.8%	23.8%	Slightly Better
How safe do you feel when you are at your After School Program?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
298	96.3%	0.3%	3.4%	234	93.2%	1.3%	5.6%	Slightly Better
About exercise and sports...								
How many days each week do you exercise, dance, or play sports?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
307	82.7%	5.5%	11.7%	236	83.1%	3.8%	13.1%	Same
Yesterday, how much time did you spend watching TV or playing video games?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
302	45.7%	18.2%	36.1%	217	41.9%	22.1%	35.9%	Slightly Better
About this After School Program...								
I think that the grown-ups at this After School Program really care about me.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
301	72.8%	11.0%	16.3%	233	65.7%	11.2%	23.2%	Better
I think that the grown-ups at this After School Program listen to me when I have something to say.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
301	65.4%	13.6%	20.9%	234	66.7%	9.0%	24.4%	Slightly Worse

I think that the grown-ups at this After School Program tell me when I do a good job.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
295	61.7%	16.6%	21.7%	236	55.9%	19.1%	25.0%	Better
I think that the rules about how to treat each other at this After School Program are enforced.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
286	71.7%	11.9%	16.4%	230	73.9%	8.7%	17.4%	Slightly Worse
I get chances to learn about young people who are different from me at this After School Program.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
299	51.2%	20.4%	28.4%	235	47.2%	23.0%	29.8%	Slightly Better
I get chances to choose the things and activities I do at this After School Program.								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
300	48.0%	21.7%	30.3%	236	46.2%	26.3%	27.5%	Slightly Better
About your friends...								
Do your best friends get into trouble?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
296	40.2%	34.5%	25.3%	219	34.7%	37.4%	27.9%	Better
Do your best friends try to do the right thing?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
297	81.5%	6.4%	12.1%	225	78.2%	5.3%	16.4%	Slightly Better
About you...								
Do you feel comfortable working with others on a project or activity?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
299	68.9%	10.0%	21.1%	232	64.2%	12.9%	22.8%	Slightly Better
Do you feel comfortable saying what you think in a group?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			05/06 vs. 04/05
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
301	53.2%	18.6%	28.2%	231	48.1%	24.2%	27.7%	Better

Do you feel comfortable working with someone who has different ideas than yours?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
298	54.4%	20.1%	25.5%	234	47.4%	25.2%	27.4%	05/06 vs. 04/05 Better
When you work out problems with others, do you push, hit or kick them?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
296	80.4%	5.4%	14.2%	199	81.9%	5.0%	13.1%	05/06 vs. 04/05 Slightly Worse
When you have a problem, do you know where to go for help?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
298	85.9%	2.7%	11.4%	223	79.4%	5.8%	14.8%	05/06 vs. 04/05 Better
Do you try to do your best?								
# answered	All Beacons 2005-06			# answered	All Beacons 2004-05			
	Positive outcome	Neutral outcome	Negative outcome		Positive outcome	Neutral outcome	Negative outcome	
299	92.0%	2.3%	5.7%	231	90.5%	2.6%	6.9%	05/06 vs. 04/05 Slightly Better

Youth Satisfaction Survey (YSS) – Elementary School Age Respondents

Q1a. I like coming to my Beacon/Afterschool Program.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
471	88.5%	322	82.6%	Above
Q1b. The children at the Beacon/Afterschool Program treat each other with respect.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
463	63.7%	321	51.1%	Above
Q1c. I know what is expected of me at my Beacon/Afterschool Program.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
468	89.3%	320	80.9%	Above
Q1d. I get to learn new things at my Beacon/Afterschool Program.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
459	90.0%	323	78.6%	Above
Q1e. I learn things at my Beacon/Afterschool Program that will help me to be successful.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
463	85.5%	319	78.1%	Above
Q1f. I would recommend the Beacon/Afterschool Program to my friends.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
463	82.1%	N/A	N/A	N/A
Q2a. The staff at the Beacon/Afterschool Program treat me with respect.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
466	92.9%	322	84.8%	Above
Q2b. If someone else at the Beacon/Afterschool Program says something bad about me, the staff will do something to stop it.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
467	84.6%	314	79.9%	Slightly Above
Q2c. The staff at the Beacon/Afterschool Program treat each other with respect.				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
470	94.3%	319	86.5%	Above
Q3. Have you learned more about the community or neighborhood surrounding your Beacon/Afterschool Program Center?				
All Beacons 2005-06		All Beacons 2004-05		
# answered	"Yes" or "True"	# answered	"Yes" or "True"	05/06 vs. 04/05
443	60.7%	303	72.6%	Below

Youth Satisfaction Survey (YSS) – Middle School and High School Age Respondents

Q1a. I like coming to my Beacon/Afterschool Program.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05 ³¹
1046	30.8%	36.4%	26.6%	6.2%		815	37.9%	35.0%	22.0%	5.2%	Below
Q1b. The other youth participants at the Beacon/Afterschool Program treat each other with respect.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1042	30.7%	39.1%	25.0%	5.3%		812	29.1%	38.9%	26.2%	5.8%	Slightly Above
Q1c. I know what is expected of me at my Beacon/Afterschool Program.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1036	46.7%	33.1%	15.0%	5.2%		807	45.5%	33.3%	14.9%	6.3%	Same
Q1d. The staff at my Beacon/Afterschool Program understand my family's culture.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1034	30.1%	28.4%	26.9%	14.6%		810	35.1%	30.0%	23.1%	11.9%	Below

³¹ * comparison Are based on "Yes, all of the time" or "Very true" responses and "Yes, most of the time" or "Pretty much true"

Q1e. I get to learn new things at my Beacon/Afterschool Program.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1026	35.5%	33.3%	21.2%	10.0%		809	39.4%	30.8%	22.0%	7.8%	Slightly Below
Q1f. What I am learning at my Beacon/Afterschool Program will help me to be successful.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1034	34.9%	33.0%	23.3%	8.8%		809	37.7%	30.0%	23.5%	8.8%	Same
Q1g. I would recommend the Beacon/Afterschool Program to my friends.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1028	41.1%	27.9%	22.4%	8.6%		N/A	N/A	N/A	N/A	N/A	N/A
Q2a. The staff at the Beacon/Afterschool Program treat me with respect.											
All Beacons 2005-06						All Beacons 2004-05					
## answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1040	53.9%	30.7%	12.2%	3.2%		812	54.9%	29.4%	9.6%	6.0%	Same
Q2b. If someone else at the Beacon/Afterschool Program says something bad about me, the staff will do something to stop it.											
All Beacons 2005-06						All Beacons 2004-05					
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"		## answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05
1027	42.9%	31.7%	16.8%	8.5%		807	45.1%	31.4%	17.5%	6.1%	Slightly Below

Q2c. The staff at the Beacon/Afterschool Program treat each other with respect.											
All Beacons 2005-06					All Beacons 2004-05						
# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	# answered	"Yes, all of the time" or "Very True"	"Yes, most of the time" or "Pretty much true"	"Yes, some of the time" or "A little true"	"No, never" or "Not true at all"	05/06 vs. 04/05	
1030	57.1%	28.4%	11.2%	3.3%	811	57.2%	26.9%	10.6%	5.3%	Slightly Above	

Q3. Have you learned more about the community or neighborhood surrounding your Beacon/Afterschool Program Center?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
976	54.3%		758	70.1%		Below

Q4a. Have you helped or tutored younger participants in the program?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
1040	41.4%		805	50.1%		Below

Q4b. Have you participated in or attended a leadership skills development workshop or activity?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
1027	48.6%		804	51.2%		Slightly Below

Q4c. Have you participated in or attended a Beacon/Afterschool Program Youth Council meeting?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
1018	30.0%		806	35.5%		Below

Q4d. Have you planned or ran a meeting?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
1024	23.8%		801	32.6%		Below

Q4e. Have you worked with other youth participants to plan a task or solve a problem?						
All Beacons 2005-06			All Beacons 2004-05			
# answered	"Yes" or "True"		# answered	"Yes" or "True"		05/06 vs. 04/05
1016	58.5%		802	60.6%		Slightly Below

Q4f. Have you made a presentation or spoke in front of a group?				
All Beacons 2005-06			All Beacons 2004-05	
# answered	"Yes" or "True"		# answered	"Yes" or "True"
1020	52.6%		798	55.1%
05/06 vs. 04/05 Slightly Below				
Q4g. Have you made suggestions on what programs to have at the Beacon/Afterschool Program?				
All Beacons 2005-06			All Beacons 2004-05	
# answered	"Yes" or "True"		# answered	"Yes" or "True"
1015	42.1%		802	53.6%
05/06 vs. 04/05 Below				
Q4h. Have you done clean up at the Beacon/Afterschool Program?				
All Beacons 2005-06			All Beacons 2004-05	
# answered	"Yes" or "True"		# answered	"Yes" or "True"
1017	42.9%		803	52.7%
05/06 vs. 04/05 Below				
Q4i. Have you helped the Beacon/Afterschool Program with putting on community events?				
All Beacons 2005-06			All Beacons 2004-05	
# answered	"Yes" or "True"		# answered	"Yes" or "True"
1009	29.2%		806	41.1%
05/06 vs. 04/05 Below				
Q4j. Have you planned activities or programs (for example dance, field trip, community service activity)?				
All Beacons 2005-06			All Beacons 2004-05	
# answered	"Yes" or "True"		# answered	"Yes" or "True"
1013	33.9%		806	39.5%
05/06 vs. 04/05 Below				

Q5. In the afternoon, do you feel safer when you are at the Beacon/Afterschool Program or do you feel safer in your neighborhood where you live?									
All Beacons 2005-06					All Beacons 2004-05				
# answered	"I feel safer at the Beacon/ Afterschool Program"	"I feel safer in the neighborhood where I live"	"I feel about the same – equally safe at the Beacon/Afterschool Program and in the neighborhood where I live"	# answered	"I feel safer at the Beacon/ Afterschool Program"	"I feel safer in the neighborhood where I live"	"I feel about the same – equally safe at the Beacon/Afterschool Program and in the neighborhood where I live"	# answered	"I feel safer at the Beacon/ Afterschool Program"
1008	25.0%	19.5%	55.5%	N/A	N/A	N/A	N/A	N/A	N/A
05/06 vs. 04/05 N/A									

MINIMUM COMPLIANCE STANDARDS (cont'd.)								
Standard	Beacon Center							
	BHP	CB	C	OMI/E	RV	SN	VV	WA
Safety (cont'd.)								
7) Youth participant's arrival is supervised.	M	M	M	M	M	M	M	M
8) Youth participant's departure is supervised.	M	M	M	M	M	M	M	M
9) Beacon Center has a clearly delineated entrance.	M	M	M	M	M	M	M	IP ^{vi}
10a) TB Tests have been conducted for all employees, partners and sub-contractors who work with or volunteer at any school sites.	M	M	M	M	M	M	M	M
10b) Site directors have reviewed the language in the new MOU regarding additional record-keeping required by SFUSD on background checks and TB testing.	M	M	M	M	M	M	M	M

MINIMUM COMPLIANCE STANDARDS (cont'd.)								
Standard	Beacon Center							
	BHP	CB	C	OMI/E	RV	SN	VV	WA
Accessibility Standards								
1) Beacon Centers are open and offer programs weekday afternoons during the school calendar until 8 PM.	W/ M ^{vii}	M	M	M	M	M	M	W ^{viii}
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. ^{ix}	M	M	M	M	M	M	M	M
3) Beacon Centers are open and offer programs or activities during major breaks in the school calendar: winter/spring break.	NM ^x	M	M	M	IP ^{xi}	M	M	M
4) Beacon Centers are open and offer programs during the summer months, June through the last week in July.	M	M	M	M	M	M	M	IP ^{xii}

5) Beacon Centers offer at least eighty percent (80%) of programming at the primary site or host school. ^{xiii}	M	M	M	M	M	W ^{xiv}	M	M
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MINIMUM COMPLIANCE STANDARDS (cont'd.)									
Beacon Center									
	BHP ^{xv}	CB	C	OMI/E	RV	SN	VV	WA	
Engagement and Collaboration Standards									
1) Staff engage the host school as active partners in the life of the Beacon Center. ^{xvi}	BC	M	M	M	M	M	M	M	M
	School Site Admin. ^{xvii}	IP ^{xviii}	M	M	IP ^{xix}	M	M	M	IP ^{xx}
2) Staff collaborate with regular school day personnel – coordinate the use of site facilities and resources and exchange information and ideas about programming.	BC	M	M	M	M	M	M	M	M
	School Site Admin.	IP ^{xxi}	IP ^{xxii}	M	IP ^{xxiii}	M	M	M	IP ^{xxiv}
3) Staff participate in formal school processes, which review the needs of individual youth. (example School Care team).	BC	M	M	M	M	M	M	M	M
	School Site Admin.	M	NM ^{xxv}	IP ^{xxvi}	M	M	M	M	IP ^{xxvii}
4) Staff engages community-based organizations as active partners in the life of the Beacon Center.		M	M	M	M	M	M	M	M
5) Staff establish partnerships with CBO's to provide programming for Beacon Center participants.		M	M	M	M	M	M	M	M
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.		M	M	M	M	M	M	M	M
7) Beacon centers will provide timely submission of facilities use permits on the following schedule: July 1 st for Fall Semester; Nov. 15 th for Spring Semester; April 15 th for Summer Session.		IP ^{xxviii}	M	M	M	M	M	M	M

MINIMUM COMPLIANCE STANDARDS (cont'd.)								
	Beacon Center							
	BHP	CB	C	OMI	RV	SN	VV	WA
Engagement and Collaboration Standards (cont'd.)								
8) Procurement by Lead Agency of insurance as outlined in the MOU with the school district.	IP ^{xxxix}	M	M	M	M	M	M	M

MINIMUM COMPLIANCE STANDARDS (cont'd.)								
	Beacon Center							
	BHP	CB	C	OMI/E	RV	SN	VV	WA
Participation Standards – Includes all records complete and incomplete information								
1) The Beacon Center serves children and youth and adult family members from the school community and surrounding neighborhood.	Not Measured – Standard under consideration ^{xxx}							
2) Beacon Center serves 600 or more children and youth and adult family members unduplicated, per year.	Not Measured – Data not available ^{xxxi}							
3) The Beacon Center serves at least 150 participants a day. ^{xxxii}	W/NM ^{xxxiii}	NM ^{xxxiv}	M	NM ^{xxxv}	M	M	NM ^{xxxvi}	W ^{xxxvii}
4) The majority of participants (70%) are young people (under the age of 22). ^{xxxviii}	M	M	M	M	M	M	NM ^{xxxix}	M

ⁱ This Summary Grid presents the compliance status profile for this Beacon Center. Only the status is indicated in the table, with supplementary information provided in the following notes for all standards that have not been met (NM) or are in process (IP).

RDA evaluators collected information for each Beacon Center profile from three sources: 1) interviews with School Site Administrators conducted in Nov 2005 – Dec 2005, 2) participant registration and service encounter reports generated in the Contract Management System (CMS) and 3) a review of center materials that served as supporting documentation to center policies and procedures.

The analysis of participant registration and service encounter data from the CMS is described in detail in Notes #30 - #39 (below). All of the analyses were conducted on December 21, 2005 and reflect data that had been entered by this date. We decided to examine data from September 2005 because it is the most recent month for which data should have been fully entered for the purposes of DCYF invoicing.

ⁱⁱ The names of each Beacon Center are abbreviated in the tables:

Beacon Center	Abbreviation
Bayview-Hunter's Point Community Beacon Center	BHP
Community Bridges Beacon Center	CB
Chinatown Beacon Center	C
OMI/Excelsior Neighborhood Beacon Center	OMI/E
Richmond Village Beacon Center	RV
Sunset Neighborhood Beacon Center	SN
Visitacion Valley Community Beacon Center	VV
Western Addition Beacon Center	WA

ⁱⁱⁱ BHP is in process on this standard because it reported that there are some instances wherein returning students have been allowed to temporarily visit the program and participated in selected drop-in activities until new updated forms are completed.

^{iv} VV is in process on this standard because it does not currently include permission for participants to participate in the evaluation on its registration forms.

^v BHP is in process on this standard because it needs to include supporting documentation for its safety and support plan.

^{vi} WA does not have a clearly delineated entrance on the outside of their school due to its recent arrival to a new host site. However, the Beacon director is working with the School Site Council to determine an appropriate and acceptable way to clearly identify Beacon's location and hopes to have this standard fulfilled by the end of the year. Additionally, it is important to note that all school staff and parents are familiar with the location. The center does have signage on its door and currently posts flyers with information about their location around the school.

^{vii} BHP currently has a waiver on this standard and is only offering regular programming until 6:00pm and monthly scheduled activities in collaboration with the PTA and school until 8:00pm. Due to the high rates of community violence, the center limits its program hours to ensure students are able to get home safely.

^{viii} WA currently has a waiver on this standard and is only offering programming until 5:30pm. In the coming semester, January – June 2006, the center plans to expand programming to community youth, older youth and extend program hours. The center also plans on offering some evening programs to the parents and adults in the community.

^{ix} Standard has been referred to Beacon Steering Committee (BSC) for further review as to definition due to SFUSD memo changes.

^x BHP has not met this standard because currently, it is only open and offers programming when the school is in session.

^{xi} RV is in process on this standard because teen center field trips are in the process of being scheduled/planned for this Winter Break.

^{xii} Due to access to the school facility, WA does not currently offer programming during the major school breaks. Upon better establishing the Hamilton Recreation Center as a satellite site, the center plans to offer field trips during Spring Break and evening winter holiday celebrations and programs for youth and families in the coming years.

^{xiii} This standard is currently under review by the Beacon Steering Committee

^{xiv} SFBI has granted SN a waiver for this standard.

^{xv} BHP is currently incomplete until they turn in their supporting documentation for the Engagement and Collaboration section. They plan to do so this week.

^{xvi} These next three standards are reviewed with the Beacon Centers and their School Site Administrators. Both assessments of compliance are presented.

^{xvii} The School Site Administrators who participated in the Audit are:

Beacon Center	School	Administrator/Title
Bayview-Hunter's Point	Gloria R. Davis Middle School	Matthew Livingston Principal
Community Bridges	Everett Middle School	Francisco Duran Principal
Chinatown	Gordon J. Lau Elementary School	Annette Lim Principal
OMI/Excelsior	James Denman Middle School	Gary Pacini Principal
Richmond Village	George Washington High School	Andrew Ishibashi Principal
Sunset Neighborhood	A.P. Giannini Middle School	Leslie Trook Principal
Visitacion Valley	Visitacion Valley Middle School	James Dierke Principal
Western Addition	John Muir Elementary School	Alene Wheaton Principal

^{xviii} According to Principal Matthew Livingston, BHP is in process on this standard because although they are making more of an effort this year that in the past, he feels that there is room for improvement. He sees the Beacon as making efforts to attend the site council meetings, trying to support the parents and continue to offer some programming. He believes that the Beacon needs to improve the number of students that are utilizing their services and the frequency they attend the program.

^{xix} According to Principal Gary Pacini, OMI/E is in process on this standard because their communication with each other has decreased this year. He said that the Beacon Center staff does not attend staff meetings anymore and it is

unclear to him as to why that is the case. He also shared that a great deal of the communication is informal and impromptu this year versus more scheduled meetings.

^{xx} According to Principal Alene Wheaton, WA is in process on this standard because it is a new site this year and is in the process of developing their relationship. She believes that they are on the right path but that this will take time.

^{xxi} According to Principal Matthew Livingston, BHP is in process on this standard because they had a one-time planning conversation in the summer and he would like it to be an on-going conversation. He says this is the responsibility of the Beacon and of the school and both parties have not been doing enough work towards this standard. He did recognize that the possibility has improved since BHP has hired better staff.

^{xxii} According to Principal Francisco Duran, CB is in process on this standard because he feels that it is slowly starting to happen but that they are still in the process of improving on this standard. He did say that the Beacon and the school are constantly in communication.

^{xxiii} According to Principal Gary Pacini, OMI/E is in process on this standard because he believes their communication with each other has decreased this year. He believes that the Beacon staff is checking in with the regular school day staff but he is not sure when or how often because he feels out of the communication loop.

^{xxiv} According to Principal Alene Wheaton, WA is in process on this standard because it is a new site this year. She believes that the teachers are part of the after-school program and that the Beacon staff and teachers do engage in regular conversation, but she needed more time to meet with the Beacon director.

^{xxv} According to Principal Francisco Duran, CB has not yet met this standard because although they have caseworkers and are definitely part of the informal processes, they are not part of the formal school processes. He shared that this is because they do not participate on the School Care Team.

^{xxvi} According to Principal Annette Lim, C has not yet met this standard because although the Beacon staff does collaborate with the school, they are not currently part of the Student Success Team, which is the formal process the school uses to review the needs of individual youth.

^{xxvii} According to Principal Alene Wheaton, WA is in process on this standard because the school has a Student Study team, which meets as needed instead of regularly and the Beacon hasn't participated formally on this team to date.

^{xxviii} BHP is in process on this standard because they need to submit a copy of their Facility Use Permit.

^{xxix} BHP is in process on this standard because they need to submit a copy of their Insurance letter.

^{xxx} This standard is under consideration by the Beacon Steering Committee to determine how it should be operationally defined and assessed.

^{xxxi} This standard was not measured because data was not available for analysis when the report was written in December 2005. However, an addendum will be provided in Spring 2006 to present findings on all four participation standards.

^{xxxii} The following table summarizes Average Daily Attendance (ADA) for the Beacon Centers in September 2005. This data was used to assess adherence to Participation Standard #3. Centers **met** the standard if their ADA was 150 participants or greater. Centers were **in process** if their ADA was at least 127 participants (or 85% of the standard). Centers **did not meet** the standard if their ADA was less than 127 participants. Please note that BHP has been granted a waiver for this standard.

Average Daily Attendance for September 2005								
Beacon Center	BHP	CB	C	OMI/E	RV	SN	VV	WA
# of Participants	59.3	74.6	209.4	113.6	307.8	377.5	72.5	81.6

^{xxxiii} BHP has been granted a waiver for this standard. According to this waiver, its own ADA participation floor is 75-100 participants since its host school is a Dream School, which affects the center's participation rate. According to ADA data for September 2005, BHP on average has 59.3 participants per day, which is below its participation floor of 100 participants.

^{xxxiv} According to ADA data for September 2005, CB on average has 75.6 participants per day, which is below its participation floor of 150 participants.

^{xxxv} According to ADA data for September 2005, OMI/E on average has 113.6 participants per day, which is below its participation floor of 150 participants.

^{xxxvi} According to ADA data for September 2005, VV on average has 72.5 participants per day, which is below its participation floor of 150 participants.

^{xxxvii} WA has requested a waiver from the BSC. Starting at a new site in fall 2005, WA is in the process of developing its programming offerings and conducting outreach to build participation. Overall program implementation and tracking of participant data has been delayed by the development of necessary start-up infrastructure including office re-modeling and the installation of computers.

^{xxxviii} The following table describes the percentage of participants under the age of 22 who were served at each Beacon Center in September 2005. This data was used to assess adherence to Participation Standard #4. Centers **met** the standard if 70% or more of their participants served were under the age of 22. Centers **did not meet** the standard if less than 70% of their participants served were under the age of 22.

Percentage of Participants under the age of 22 yrs served in September 2004								
Beacon Center	BHP	CB	C	OMI/E	RV	SN	VV	WA
% of Participants	100%	85%	100%	99%	85%	93%	54%	100%

^{xxxix} VV did not meet Participation Standard #4 because only 54% of their participants were under the age of 22, which is less than the standard's expectation of 70%. However it is notable that this center has a sizeable adult program, with 46% of its participants over the age of 22. As previously suggested, SFBI should consider the purpose of this standard and consider whether the wording and measurement address its true intent.