

OAKLAND FUND FOR CHILDREN AND YOUTH

2010-11 EVALUATION OF EARLY CHILDHOOD, OLDER YOUTH, COMMUNITY BASED AFTER SCHOOL, WELLNESS AND HEALTHY TRANSITIONS AND SUMMER STRATEGY AREAS

FINAL REPORT APPENDIX B-F



SEE CHANGE



**CITY OF
OAKLAND**

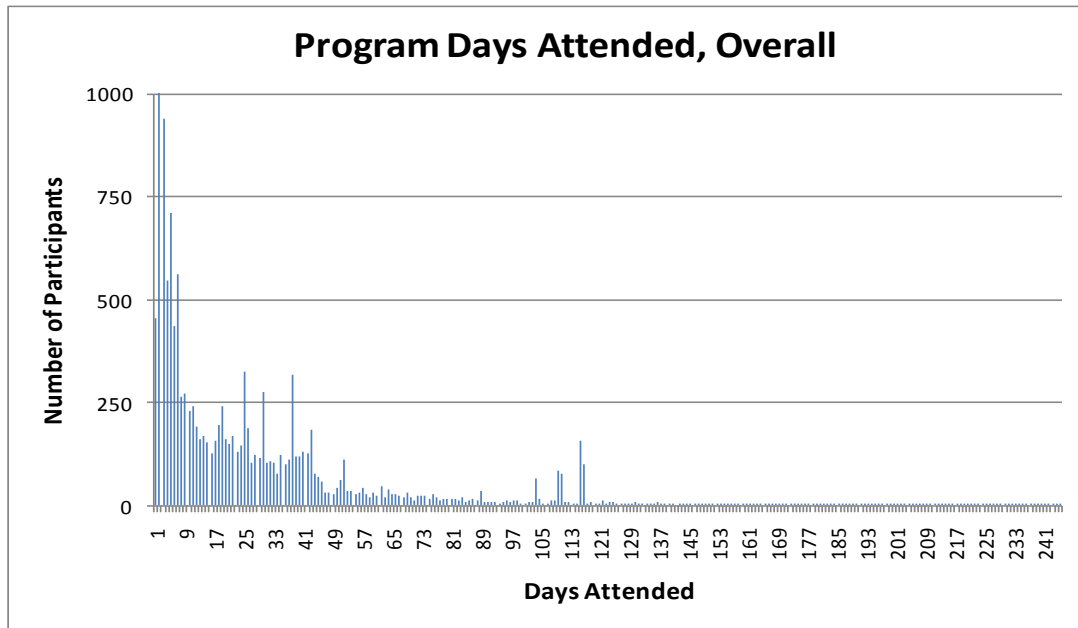


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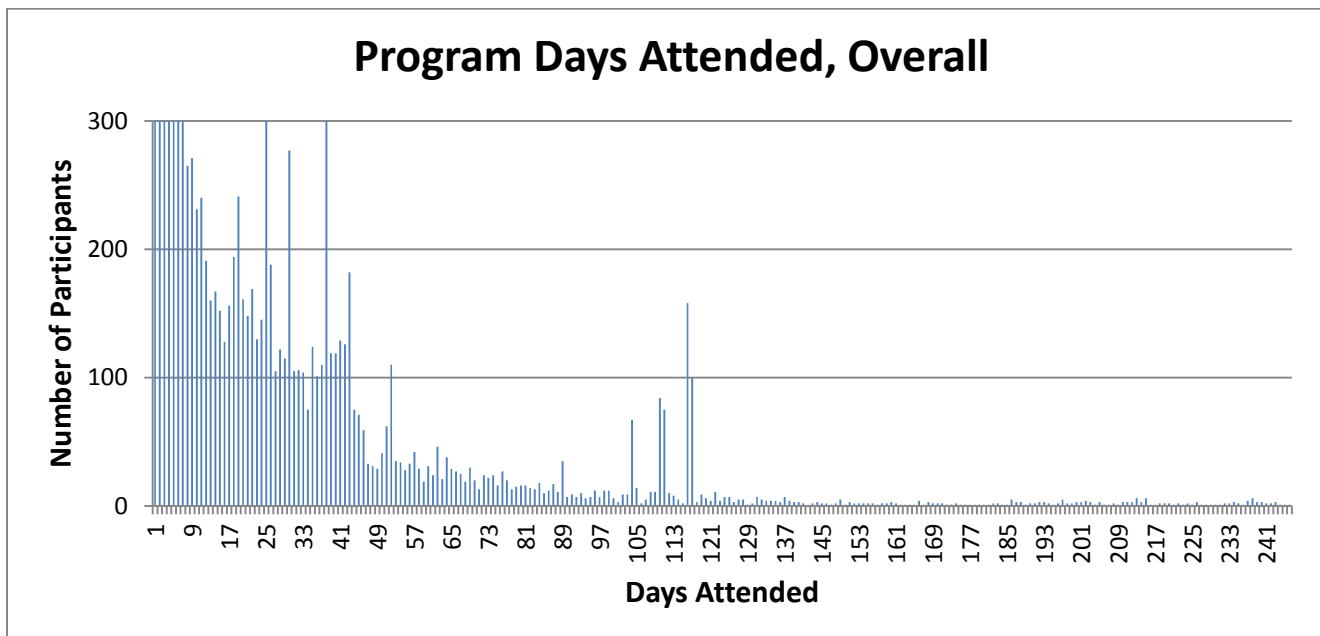
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APPENDIX B: PROGRAM ATTENDANCE

Participant days attended were broken ranged from 0 days to 288 days. See Change opted to break attendance down into categories, making it easier to break down attendance further, by other variables such as gender and ethnicity. The following figure is the original graph of days attended by participants:



While we see a large number of youth attending between zero and nine days, it is hard to see natural breaks in the data from this perspective. In the following chart, the scale was adjusted to zoom in on the bulk of the data, to get a closer look at natural breaking points in the numbers.



Based on this chart, natural dips in attendance days combined with observed trends in this dataset yielded the following breakdown of attendance days:

Days Attended, by Ethnicity	Total
0 to 7 days	6,285
8 to 25 days	3,396
26 to 45 days	2,543
46 to 100 days	1,270
100 to 200 days	751
200+ days	149
Total	14,394

Observing the number breakdown in the above graph, the number of attendants per category decreases as the number of days attended increases, so See Change decided to combine the categories further, to more evenly distribute the number of days attended:

Days Attended, by Ethnicity	Total
0 to 7 days	6,285
8 to 25 days	3,396
26 to 100 days	3,813
100 or more days	900
Total	14,394

This distribution of program attendance has categories that capture youth who drop-in over the course of the year, as well as those who attend occasionally, and those who attend frequently, sometimes almost daily. For the purposes of the OFCY program attendance breakdown and analysis, we found this to be the most efficient and logical way to break down attendance data for our analysis, based on the distribution of the attendance data from Cityspan.

APPENDIX C: SERVICE AND PARTICIPATION TABLES

Early Childhood	Projected Youth Served	Actual Youth Served	% Participant Fulfillment	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Bring Me A Book Foundation	265	174	66%	16,100	16,725	104%
Children's Hospital & Research Center Oakland	304	260	86%	14,044.5	13,523	96%
Sandboxes to Empowerment	100	111	111%	5,120	9,391	183%
T.U.D.A. Inclusion Center	85	61	72%	4,428	4,280	97%
East Bay Agency for Children: Mental Health and Developmental Consultation	162	116	72%	17,175	19,315	112%
East Bay Agency for Children: Parent Child Education Support Program	125	139	111%	8,448.5	17,075	202%
Family Paths	848	912	108%	76,651	153,350	200%
Jewish Family & Children's Services of the East Bay	501	618	123%	191,868.67	296,694	155%
Jumpstart for Young Children, Inc.	225	221	98%	31,630	30,843	98%
Lawrence Hall of Science Preschool Scientists of Oakland	27	54	200%	420	595	142%
Lincoln Child Center	540	299	55%	12,258.5	57,171	466%
Lotus Bloom Child & Family Center	40	158	395%	10,902	10,859	100%
Safe Passages Baby Learning Communities	90	266	296%	1,878	5,716	304%
The Link to Children	511	453	89%	16,545.5	27,460	166%
Total	3,823	3,842	100%	407,469.67	662,997	163%

Community Based After School	Projected Youth Served	Actual Youth Served	% Participant Fulfillment	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Ala Costa Centers	84	100	119%	52,398	45,714	87%
Sports & Recreation for Youth with Physical Disabilities	45	50	111%	4,642.5	4,337	93%
Oakland Discovery Centers	400	1229	307%	31,178	35,985	115%
Rites of Passage	120	170	142%	23,220	22,796	98%
SmartMoves Education and Enrichment Program	650	554	85%	75,275	159,202	211%
Library Education and Art Program (LEAP)	200	950	475%	5,574	5,844	105%
OBUGS Out of School Time	121	199	164%	6,351	5,998	94%
Nurturing Native Pride	30	64	213%	13,569.5	10,008	74%
Homework Club	50	36	72%	6,000	2,123	35%
Neighborhood Sports Initiative	500	906	181%	30,786	78,702	256%
Total	2,200	4,258	194%	248,994	370,709	149%

Older Youth	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Academic and Career/Job Success						
Model Neighborhood Program	500	473	95%	9,401	11,693	124%
Biotech Partners	42	42	100%	33,862.5	21,782	64%
Youth Law Academy	56	60	107%	5,899.5	5,716	97%
College Track Oakland	295	200	68%	26,660.7	24,600	92%
ESAA Youth Arts Program	150	247	165%	29,926.5	29,863	100%
Steps to Success	175	311	178%	11,196	16,245	145%
Success at Seventeen	125	177	142%	27,627.25	21,750	79%
Youth Employment Program: Career Try-Out	75	83	111%	8,898	10,854	122%
Youth Radio: Pathways to Higher Education and Careers	80	165	206%	4,092	3,735	91%
Comprehensive Programming						
DreamCatcher	400	267	67%	40,755	38,565	95%
TOOLS	152	166	109%	28,824	9,922	34%
Dimensions Dance Internships and Apprenticeships Program	15	15	100%	33,270	23,341	70%

Older Youth	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
First Steps Community Resource Center	500	1,235	247%	10,288	21,914	213%
Project EEVE	256	118	46%	13,880	6,281	45%
Refugee and Immigrant Wellness Project	200	294	147%	15,744	23,291	148%
Caught in the Crossfire Comprehensive Services	86	45	52%	1,626	1,232	76%
Total	3,107	3,898	125%	301,950.5	270,784	90%

Wellness and Healthy Transitions	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
LGBT Youth Health and Wellness Conductors Program	200	179	90%	1,130	2,090	185%
Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	350	292	83%	40,479	68,979	170%
Taking Charge: API Youth Leaders	40	59	148%	2,174	2,323	107%
Oakland Middle School Youth Leadership Health Collaborative	50	98	196%	3,790	5,717	151%
Healthy Heart Healthy Mind (HHHM)	28	78	279%	8,300	10,318	124%
PEACE Program	50	31	62%	320	1,173	367%
Indigenous Youth Voices	170	250	147%	33,216	28,191	85%
OUSD Conflict Resolution	132	169	128%	1,980	2,623	132%
Teens On Target Violence Prevention Program	45	46	102%	5,295	5,144	97%
Total	1,065	1,202	113%	96,684	126,558	131%

Summer	Projected Participants	Actual Total Participants	% Participant Fulfillment (Actual/Projected)	Projected Service (Hours)	Actual Service (Hours)	% Service Fulfillment (Actual/Projected)
Aim High /Oakland – 3 Sites	175	177	101%	24,768	23,876	96%
OPR Summer Camp Explosion	300	709	236%	45,720	83,179	182%
College Track Summer Program	50	66	132%	5,232	4,746	91%
Destiny Arts Center: Camp Destiny	114	81	71%	4,406.25	4,761	108%
East Bay Asian Youth Center: San Antonio Summer Learning Initiative	250	283	113%	24,000	22,816	95%
East Oakland Youth Development Center: Summer Cultural Enrichment Program	300	252	84%	52,615	207,749	395%
Family Support Services of the Bay Area: Kinship Summer Youth Program	50	55	110%	6,550	6,080	93%
Girls Inc. Concordia Park Summer Program	60	96	160%	12,810	14,168	111%
Girls Inc. Eureka! Summer Program	59	86	146%	5,736.5	10,162	177%
Leadership Excellence: Oakland Freedom School	150	133	89%	23,370	18,700	80%
OASES Summer Science Series	45	51	113%	4,428	5,639	127%
Prescott Circus Theatre Summer Program	25	25	100%	3,084	3,009	98%
Total	1,578	2,014	128%	212,719.8	404,885	190%

APPENDIX D: PROGRAM QUALITY ASSESSMENT TOOL AND METHODS

HOW DOES THE RATING SCALE WORK?

The Program Quality Assessment (PQA) rates a program’s practices and style of delivery. Program Quality Criteria for Older Youth, Wellness and Health Transitions, and Community Based After School programs were scored on a scale of 1 to 5:

- 5** – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)
- 3** – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 1** – The program does not meet quality expectations and demonstrates the need for training and assistance
- 0** – Indicates that the observer did not have the opportunity to observe the item during the visit or the item is not applicable to the program. 0 scores were not averaged into area scores or the overall means.

Using the Youth Program Quality Assessment (YPQA), See Change evaluated Older Youth, Wellness and Healthy Transitions and Community-Based After School programs across five dimensions:

- 1) Safe Environment,
- 2) Supportive Environment,
- 3) Interaction (with peers, adults and in groups),
- 4) Engagement/Leadership,
- 5) Cultural Competency.

Programs in Older Youth, Community-Based After School Programs, and Wellness & Healthy Transitions strategy areas are rated as *Thriving*, *Performing* or *Emerging* based on their overall numerical score, the average of the first two content areas (Safe and Supportive Environment).

- **Thriving** – Overall score in the first two content areas – Safe Environment, Supportive Environment – is 80% or more of the maximum score (overall score is higher than 4 of maximum 5)
- **Performing** – Overall score of the first two content areas is 60-80% of the maximum score (overall score is between 3 and 4)
- **Emerging** – Overall score of the first two content areas is less than 60% of the maximum score (overall score is less than 3)

Numerical Scores:	1	3	5
General Scale Meaning:	Item not observed OR Negative examples of item observed	Item observed infrequently OR Positive and negative examples of item observed	Item integrated into program OR Positive examples of item observed

NOTE: The Early Childhood PQA was originally scored on a 1-3 scale, but scores were later adjusted to maintain consistency with the scoring system of other school-time strategy areas.

Program Quality Criteria for Summer programs were scored on a scale of 1 to 3:

- 3** – The program exceeds expectations and demonstrates excellence (score of 2.7 – 3)
- 2** – The program meets expectations and demonstrates quality (score of 2.0 – 2.7)
- 1** – The program does not meet quality expectations and demonstrates the need for training and assistance
- 0** – Indicates that the observer did not have the opportunity to observe the item during the visit or the item is not applicable to the program. 0 scores were not averaged into area scores or the overall means.

PQA SCORING AREAS: EARLY CHILDHOOD

Each grantee selected those of the following categories that were relevant to the observation of their program.

HEALTH, SAFETY & NUTRITION

- 1) Physical location & space is adequate & welcoming.
- 2) Food or drink served at program is nutritious.
- 3) Program space is arranged for safe use and staff understands how to use any equipment safely.
- 4) Adequate and safe indoor or outdoor space is provided for physical activity.
- 5) Staff and children practice good hygiene, including hand-washing.

ENVIRONMENT

- 6) The environment is safe for children ages 0-5.
- 7) The environment has all the materials necessary in order to carry out its program.
- 8) The environment is conducive to program implementation (ie, space requirements, sound capabilities, etc),

DEVELOPMENTALLY APPROPRIATE CONTENT & CURRICULUM

- 9) Support is provided for children to develop their fine and gross motor skills
- 10) Staff facilitate opportunities for children to develop cognitive skills.
- 11) Staff facilitate opportunities for children to develop language, literacy and self-expression.
- 12) Program provides opportunities for children to develop their development and social/emotional skills,

INTERACTION: SUPPORTS FOR RELATIONSHIP BUILDING

- 13) Program supports staff and caregivers to use positive behavior management techniques
- 14) Staff supports engagement with children.
- 15) Staff promotes activities that are engaging and fun for children.
- 16) Staff promotes positive peer interactions.

FAMILY, COMMUNITY & SCHOOL COLLABORATION & ACCESS

- 17) Program provides an environment and culture that is welcoming and communicative to all families.
- 18) Program is easily physically accessible to all families via location in community or clinical setting.
- 19) Program staff is regularly in contact with other programs serving children's families.

- 20) Program encourages collaboration from families by eliciting and understanding families' perspectives and expectations, and offering opportunities to participate in and contribute to programming.
- 21) Program performs outreach to families and children in local community and targets communities relevant to its particular mission.

CULTURAL COMPETENCE OF STAFF AND PROGRAMMING

- 22) Staff has a process for incorporating and addressing the cultural background of families.
- 23) The program has the capacity to provide language assistance services to children and/or families.
- 24) The environment of the program contains substantial resources to celebrate children's cultural backgrounds.

PROFESSIONALISM

- 25) Staff behave courteously, conscientiously and in a businesslike manner with children, families and one another.
- 26) Staff demonstrate extensive knowledge of the programming and objectives of the organization.
- 27) Staff demonstrate clear knowledge of issues and organizations in the community they serve and issues relevant to the children served.
- 28) Staff demonstrate commitment to their organization's work, and a desire to improve and provide its services to children.

PQA SCORING AREAS: OLDER YOUTH, COMMUNITY BASED AFTER SCHOOL, WELLNESS AND HEALTHY TRANSITIONS

Each program was evaluated in each of the five following areas¹:

SAFE ENVIRONMENT

Psychological and emotional safety is promoted¹
The physical environment is safe and free of health hazards
Appropriate emergency procedures and supplies are present.
Program space and furniture accommodate the activities offered.

SUPPORTIVE ENVIRONMENT

Staff provide a welcoming atmosphere.
Session flow is planned, presented, and paced for youth.
Activities support active engagement.
Staff support youth in building new skills.
Staff support youth with encouragement.
Staff use youth-centered approaches to reframe conflict.

INTERACTION

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Youth have opportunities to develop a sense of belonging.
Youth have opportunities to participate in small groups.
Youth have opportunities to act as group facilitators and mentors.
Youth have opportunities to partner with adults.

ENGAGEMENT

Youth have opportunities to set goals and make plans.
Youth have opportunities to make choices based on their interests.
Youth have opportunities to partner with adults.

PQA SCORING AREAS: SUMMER

PHYSICAL & EMOTIONAL SAFETY

- 1) Physical club location and space is adequate and welcoming.
- 2) Adult uses positive behavior management techniques.
- 3) Adult encourages the participation of all youth, regardless of gender, race, language ability, or other evident differences among students.
- 4) Activities are well organized.
- 5) Behavioral norms exist among youth.

CARING ADULTS

- 6) Adult values youth's uniqueness.
- 7) Adult engages with youth.
- 8) Youth interact positively with adults.
- 9) Adult is available to youth during activities and drop-in times.

SKILL BUILDING

- 10) Teaching strategies are varied to accommodate different learning styles.
- 11) Activity challenges students intellectually and/or creatively.
- 12) Adults help youth to gauge their progress.
- 13) Activity requires age-appropriate analytical thinking.

FUN

- 14) Adults design activities that are engaging and fun for youth.

SUPPORTIVE PEERS

- 15) Youth are friendly with one another.
- 16) Youth show respect for one another.
- 17) Youth participate in teamwork.
- 18) Youth listen and respond actively to peers.
- 19) Adults guide positive peer interactions.
- 20) Participation by youth is even and equitable.

YOUTH ENGAGEMENT

- 21) Adult encourages youth to contribute.
- 22) Youth contribute opinions, ideas and/or concerns.

23) Youth are responsible for an entire activity or the program overall.

DIVERSITY/IDENTITY

24) Adults challenge language or practices that would stereotype individuals or groups.

25) Youth feel comfortable sharing about their cultural backgrounds. Youth are not criticized or made fun of for their cultural background by their peers.

26) Youth are presented with positive models with which they can identify.

27) Adult support youth in exploring their emerging identities.

28) Youth are encouraged to make connections/deepen bonds with peers and communities with which they identify.

29) Youth are made aware of and encouraged to value individuals and communities that are different from their own.

APPENDIX E: SURVEY ADMINISTRATION METHODOLOGY AND ANALYSIS

In order to measure youth outcomes, surveys were designed with the Strategic Plan outcomes specifically in mind. See Change surveys were administered to youth in Older Youth, Community Based After School, Wellness and Healthy Transitions and Summer programs. For the Early Childhood strategy area, adult caregivers as well as educator/providers were surveyed. Program staff administered surveys prior to the end of program in the spring of 2011. Survey results were submitted to See Change by June 2011.

SURVEY ADMINISTRATION

- Surveys were administered in paper form, with surveys handed out to programs at quarterly meetings and returned to See Change via mail, pickup at program, or pickup at OFCY.
- Early Childhood surveys were distributed via email in February 2011 and were due back to See Change by April 27, 2011. Older Youth and Physical and Behavioral Health surveys were distributed in person at the January 26, 2011, and were due back to See Change in on April 27, 2011.
- Surveys were confidential.
- All survey questions included an option to mark “Not Applicable”. In this way, irrelevant questions were not factored into program scores, and youth had the option to by-pass any questions they felt uncomfortable answering.

SURVEY ANALYSIS

- Survey questions were combined into an outcome score for each strategy area and each program.
- Question coding:
 - Responses to survey items were coded in the following way:
 - A lot = 3
 - A little = 2
 - Not much = 1
 - Not at all = 0
 - This does not apply to me = null. [These responses were coded the same as missing or blank responses]
- Aggregating survey items for each outcome:
 - Means
 - Outcomes with survey items that were closely related to an underlying trait were aggregated by computing the mean of responses to survey items related to an outcome. Then, the mean was used to determine if a youth reported high, medium, or low levels of the outcome using the following cut-off points:
 - High: Greater than 2.5
 - Medium: 2-2.5
 - Low: Less than 2

- For example, consider a youth who responded to the survey items for self-efficacy in program areas, in the following way:
 - How much do the following statements describe you?
 - I know I can learn what this program teaches.
 - A lot – 3 (see recoding)
 - I know I can do what this program teaches.
 - A little – 2 (see recoding)
 - I know I can do what all things in this program if I try.
 - A little – 2 (see recoding)

The mean of these three responses is $(2+2+3)/3=2.33$. Because 2.33 is between 2 and 2.5, this youth would be considered as reporting a medium level of self-efficacy in program areas.

SURVEY OUTCOMES BY GENDER

Survey items tested for statistical significance are highlighted in yellow; if the test showed a significant difference in survey outcomes by gender, the significance level is listed below the percentages. Findings that were tested but not found to be significant have “ns” (“not significant”) written below the percentages.

OLDER YOUTH SURVEY OUTCOMES BY GENDER						
In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.						
Total Number of Surveys	Girls: 261		Boys: 216			
<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>	<i>% of respondents whose average response was...</i>					
	<i>High</i>		<i>Med</i>		<i>Low</i>	
	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
Self Efficacy						
I work hard toward my goals. I’m confident in my skills and abilities. I expect good things from myself.	79%	76%	20%	23%	2%	0%
Healthy Habits						
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.	34%	45%	35%	32%	28%	23%
Academic Success/School Attachment						

<p>I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. (“Subjects” are things like reading, math, and science.) I plan to graduate or have already graduated from high school.</p>	73% 73%	22% 21%	5% 5%
Respect/Violence-Prevention			
<p>I’m not likely to be suspended from school. I don’t get in physical fights with my peers. I resolve conflicts without violence.</p>	66% 60% ns	25% 28%	9% 10%
Positive Connections to Peers, Adults, and Communities			
<p>I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.</p>	71% 69%	26% 25%	3% 6%
Cultural Awareness			
<p>I value people of all genders/ gender identifications. I learn about people who are not like me in this program. I understand different cultures better because of this program.</p>	65% 63%	29% 28%	7% 6%
Safety			
<p>I feel safe in this program. I get bullied or harassed in this program.</p>	81% 82%	16% 17%	1% 0%

WELLNESS AND HEALTHY TRANSITIONS SURVEY OUTCOMES BY GENDER

In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.

Total Number of Surveys		Girls: 218		Boys: 144			
<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>		<i>% of respondents whose average response was...</i>					
		<i>High</i>		<i>Med</i>		<i>Low</i>	
		<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
Self Efficacy							
I work hard toward my goals.							
I'm confident in my skills and abilities.		79%	78%	19%	22%	2%	0%
I expect good things from myself.							
Healthy Habits							
I learn about a physical activity in this program.							
I spend more time exercising because of this program.		52%	58%	34%	31%	12%	10%
I feel healthier because of this program.		<i>ns</i>					
I make good choices about my health.							
Academic Success/School Attachment							
I look forward to learning because of this program.							
I go to school more often when I attend this program.							
I do better in academic subjects. ("Subjects" are things like reading, math, and science.)		72%	71%	25%	24%	4%	6%
I plan to graduate or have already graduated from high school.							
Respect/Violence-Prevention							
I'm not likely to be suspended from school.							
I don't get in physical fights with my peers.		69%	73%	24%	21%	6%	6%
I resolve conflicts without violence.							
Positive Connections to Peers, Adults, and Communities							
I have friends that are a positive influence.							
I work well with other people and in teams.							
I have met at least one adult that cares about me in this program.		83%	76%	16%	19%	1%	5%
I feel like I am important to at least one adult.		<i>ns</i>					
I am a positive influence in my community.							
I care about my community.							

Cultural Awareness							
I value people of all genders/ gender identifications.		79%	71%	20%	24%	0%	6%
I learn about people who are not like me in this program.							
I understand different cultures better because of this program.		$p < .05$					
Safety							
I feel safe in this program.		89%	83%	10%	17%	0%	0%
I get bullied or harassed in this program.							

COMMUNITY BASED AFTER SCHOOL SURVEY OUTCOMES BY GENDER

In the spring of 2011, youth surveys were administered. Note: Percentages may not add to 100 because of rounding. Not all youth responded to every question; however the percentages you see below are based on the total number of surveys received from your program. They represent an aggregate of the responses to questions under the outcome area, as indicated.

Total Number of Surveys		Girls: 176		Boys: 142			
<i>The sentences on this page describe how you might feel or act because of this program. How true are the following sentences for you?</i>		<i>% of respondents whose average response was...</i>					
		<i>High</i>		<i>Med</i>		<i>Low</i>	
		<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>
Self Efficacy							
I work hard toward my goals. I'm confident in my skills and abilities. I expect good things from myself.		85%	93%	14%	6%	1%	0%
		<i>p < .05</i>					
Healthy Habits							
I learn about a physical activity in this program. I spend more time exercising because of this program. I feel healthier because of this program. I make good choices about my health.		52%	70%	35%	32%	28%	23%
		<i>p < .05</i>					
Academic Success/School Attachment							
I look forward to learning because of this program. I go to school more often when I attend this program. I do better in academic subjects. ("Subjects" are things like reading, math, and science.) I plan to graduate or have already graduated from high school.		84%	88%	22%	21%	5%	5%
Respect/Violence-Prevention							
I'm not likely to be suspended from school. I don't get in physical fights with my peers. I resolve conflicts without violence.		72%	68%	20%	27%	9%	10%
Positive Connections to Peers, Adults, and Communities							
I have friends that are a positive influence. I work well with other people and in teams. I have met at least one adult that cares about me in this program. I feel like I am important to at least one adult. I am a positive influence in my community. I care about my community.		84%	87%	15%	12%	3%	6%

Cultural Awareness							
I value people of all genders/ gender identifications.							
I learn about people who are not like me in this program.		76%	75%	20%	22%	7%	6%
I understand different cultures better because of this program.							
Safety							
I feel safe in this program.							
I get bullied or harassed in this program.		85%	85%	14%	12%	1%	0%

APPENDIX F: STATISTICAL SIGNIFICANCE

T-STATISTIC

The t-test is used here to compare any two time groups to test if the difference between the groups is statistically significant. That is, the t-test determines the likelihood that the difference between the groups occurred by chance. This test is usually conducted at a 5% level, which means that if the result of the statistical significance test is .05 or less, that there is a 5% likelihood or smaller that the test result occurred by chance, and therefore can be considered statistically significant.

STATISTICAL SIGNIFICANCE

Statistical significance is a numeric response to the question: what is the chance that the difference we see between group 1 and group 2 is more than what we could expect to happen by chance?

Traditionally, a statistical finding is considered “statistically significant” if it has a p-value of less than .05. This means that there is a 5% likelihood that the finding has occurred by chance. If a p-value is even smaller than .05 – for example, $p < .001$, this indicates that there is a 0.1% chance or less that the difference between the two groups has occurred by chance.