

Chrysalis After School Evaluation Executive Summary 2007-2008

Headlines

Chrysalis After School Helps Girls Develop Leadership Skills!

Evidence:

Girls gave Chrysalis After School an “A” (90% or higher) or a “B” (80-89%) in the following leadership indicators—

- Became leaders (86%)
- Got to know different people (91%)
- Became more trustworthy (87%)
- Became more responsible (87%)
- Became better team members (91%)
- Facilitators open to views of all girls (80%)

When we look at girls who responded that they helped plan “almost all the time,” these 101 girls scored A or B in the following additional leadership indicators—

- Stand up for what they believe in (85%)
- Know when to stand up for selves (81%)
- Helping others important to them (82%)
- Find new ways of doing things (80%)
- Can organize group to reach goals (80%)
- Are good team members (81%)
- Bothered when others pick on kids who are different (83%)

Chrysalis After School Empowers Girls to Achieve Economic Independence!

Evidence:

Chrysalis After School scored an A or B in the following Economic Empowerment Indicators—

- 88% want to go to college
 - 85% successfully transitioned from middle to high school (2007 data)
 - 85% completed 9th grade in one year (2007 data)
- Survey results show that from the Fall 2007 survey or Iowa Youth Survey data, CAS girls show a gain of at least 10 percentage points—

- CAS helped them make better decisions about money
- Make good decisions about money
- Have at least 2 teachers who care about them (Iowa Youth Survey)
- Are proficient on ITBS or ITED
- Expect to graduate (Iowa Youth Survey)

Program Improvements

Facilitator Training

The percentage of facilitators who participated in training in teambuilding doubled from 2007 to 2008, from 22% to 54% (20). Fourteen (38%) facilitators participated in training in youth development or involving youth as partners compared with 25% in 2007. In addition, 59% (22) of the facilitators attended training in teaching citizenship and/or leadership and 38% (14) attended training in character education. Though these numbers do not meet expectations, they are considerably better than 2007.

Recommendations

- Each group responsible for send at least one representative to two days of training in August, and five required trainings in September, November, February and April
- Training will focus on
 - Best practice in youth development
 - Involving girls in planning and leading the program
 - Helping girls develop leadership skills

Girls Involved in Planning

The 2008 Surveys show an increase in girls' involvement in planning for their Chrysalis After School Groups. At the end of the 2006-07 year, only 13% of the girls said they "help plan a lot." At the end of 2007-08, 43% of the girls said they help plan "almost always." This is notable because, as youth development research shows, CAS girls who are involved in planning for their groups also perceive better outcomes in all three goal areas—

Economic Empowerment—

- Save money
- Make good decisions about money
- Have control over their goals and future
- Plan ahead and make good decisions
- Wait to have a boyfriend
- Communicate with teachers and other adults at school
- Have teachers who care about them
- Believe in themselves
- Are hopeful about the future

Resilience—

- Are more confident since joining CAS (parents)
- Stand up for their beliefs and know when to stand up for themselves
- Tell the truth even when it is not easy
- Play an important role in their families
- Are good at making friends
- Are good friends
- Play important roles in their communities
- Know who to go to for support
- Say their schools are caring, encouraging places
- Feel safe at school
- Families talk about feelings and have family meetings
- Go to their parents for advice and help
- Handle anger in healthy, positive ways
- Take good care of their health
- Are happy and energetic
- Are physically active

Leadership—

- Care about their schools
- Volunteer in their communities
- Help make school a better place
- Like taking on challenges
- Like to help resolve conflict
- Feel comfortable talking before groups
- Work with other girls to solve problems
- Handle disagreements well
- Do what they say they will do
- Try to see other viewpoints

Recommendations

- Focus on using the Youth Program Quality Assessment at training in August
- Provide workshops on “Engagement,” at training in August
- Continue increasing involvement of the girls as partners in Chrysalis After School
- Work with the Iowa Collaboration for Youth Development (ICYD), facilitators and program managers to use the Youth PQA to observe groups for:
 - Safety
 - Support
 - Interaction
 - Engagement

In November and April, the ICYD will facilitate a workshop called “Planning with Data,” to help each group develop unique goals. These goals should be included in the RFP process for groups applying for continued funding.

Concerns

Retention

The number of girls involved in the program dropped nearly in half from 442 to 246 girls. Fewer girls in 7th grade participated and 74% (200) of the girls in the program were new members. Sixth graders from 2006-07 did not return to the program for a second year. Since we expect to have a greater impact on girls who remain in the program for two or three years, this is of great concern. A bright spot in this area is that 70% of girls who started the program in October were still attending in May, compared to 63% in 2006-07.

Recommendations

- Extend special invitations to girls from past years
- Provide girls who are repeating the program with enhanced roles
- Focus on how to achieve greater retention of girls at training throughout the year

Safety

Girls Inc.’s “The Supergirl Dilemma” recommends on page 87 that “Girls need a physically and emotionally safe environment to take risks.” Safety is a paradox for after school programs. Of course, we must provide a safe environment, physically, emotionally, and environmentally. However, the perception of risk or danger can be an important part of growth and learning, especially in the areas of leadership, confidence and assertiveness.¹ Observations from 2007-08 show safety starting higher than in 2006 but finishing lower. The highest “grade” girls give CAS in safety is a C (70% or greater). Though the survey is somewhat confusing, it appears that the main area for improvement is gossip and put-downs from other girls. This may coincide with facilitators’ complaints about cliques in the groups during the year.

¹ Panicucci, J. (2007). Cornerstones of adventure education. In D. Prouty, J. Panicucci & R. Collinson (Eds.), *Adventure education: Theory and applications* (pp. 33-48). Champaign, IL: Human Kinetics. ac.nz

Recommendations

- Change the survey so that the question about gossip and put-downs is more clearly written and interpreted
- Utilize the Youth PQA in cross-observations to determine safety scores

**Chrysalis Foundation Middle School/High School After-School
Program
Performance Measures with Supporting Data
2007-2008**

**What Did We Do?
*Number of girls enrolled/registered***

| Characteristic | 2007 Number | 2007 Percentage | 2008 Number | 2008 Percentage |
|--|----------------|--------------------|------------------------|------------------------|
| Total Groups | 15 | | 16 | |
| Total Girls | 442 | | 359² | |
| Percentage of girls completing the year (CAS) | | 63% | | 70%³ |
| Staff/Participant Ratio | 1:14 | | 1:9 | |
| Qualify for free/reduced price lunches | 197 | 45% | 141 | 39% |
| Grade 6 | 145 | 33% | 123 | 34% |
| Grade 7 | 190 | 43% | 60 | 17% |
| Grade 8 | 107 | 24% | 82 | 23% |
| Grade 9 | 10 | 2% | 6 | 2% |
| Grade 10 | 13 | 3% | 7 | 2% |
| Grade 11 | | | 1 | .3% |
| Grade 12 | | | 1 | .3% |
| European American | 294 | 67% | 171 | 63% |
| African American | 85 | 19% | 66 | 23% |
| Latina American | 41 | 9% | 29 | 10% |
| Asian American | 9 | 2% | 4 | 2% |
| Native American | 4 | 1% | 2 | 1% |
| Other | 13 | 3% | 5 | 2% |
| Girls with Individual Educational Plans | 83 | 19% | 42 | 13% |

**How Well Did We Do It?
*Number and percentage of staff trained in:***

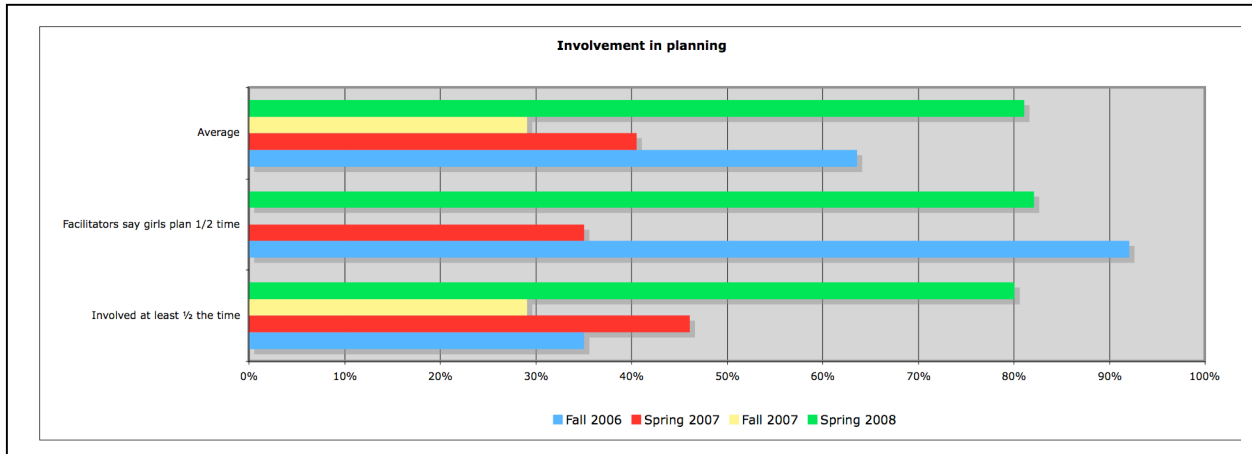
| Subject Matter | 2007 Percentage | 2008 Number | 2008 Percentage |
|--|-----------------|----------------|--------------------|
| Teambuilding | 22% | 20 | 54% |
| Teaching citizenship/leadership | | 22 | 59% |
| Youth Development/Involving youth as Partners | 25% | 14 | 38% |
| Character education | | 14 | 38% |

² Red print denotes concern

³ Green print denotes progress

Girls involved in program planning

- **82% of group reports said girls were involved in program planning at least half the time⁴**
- 43% of the girls said they were involved “almost always” in program planning. This is an increase of 24 percentage points from the spring of 2007 when only 19% of the girls said they “helped plan a lot.” Here is how they help plan “a lot”—
 - 38% plan program
 - 48% develop rules and guidelines
 - 50% develop activities
 - 47% carry out the program
 - 36% raise money to do things
 - 32% are on an advisory board
 - 28% plan the budget
 - 78% of girls said they help make decisions about how their Chrysalis group spends its money
 - 37% plan community service projects
- Girls said helping plan made them feel confident (56%), really important (53%) and “like it’s my group” (44%)
- 65% of facilitators said girls had opportunities to “lead the group” at least half the time
- 33% said they help lead; the way they help lead most is by “solving problems in the group” (71%)



“The group was a very eclectic mix of 6th and 8th graders, with a sprinkling of 7th graders. There were relationships across grade levels, especially when we split into small work groups to plan group meetings to be led by the girls. We saw a group of 6th & 7th graders plan a day of elaborate snack, game and craft; to finish it off, they led each of the activities with tremendous poise. While the idea of giving the girls free rein to plan and implement the activities for a group meeting was daunting, the outcome was extremely pleasant. Each group did a fantastic job of leading a group meeting. The 6th and 7th grade girls returning to CSI next year are already cooking up

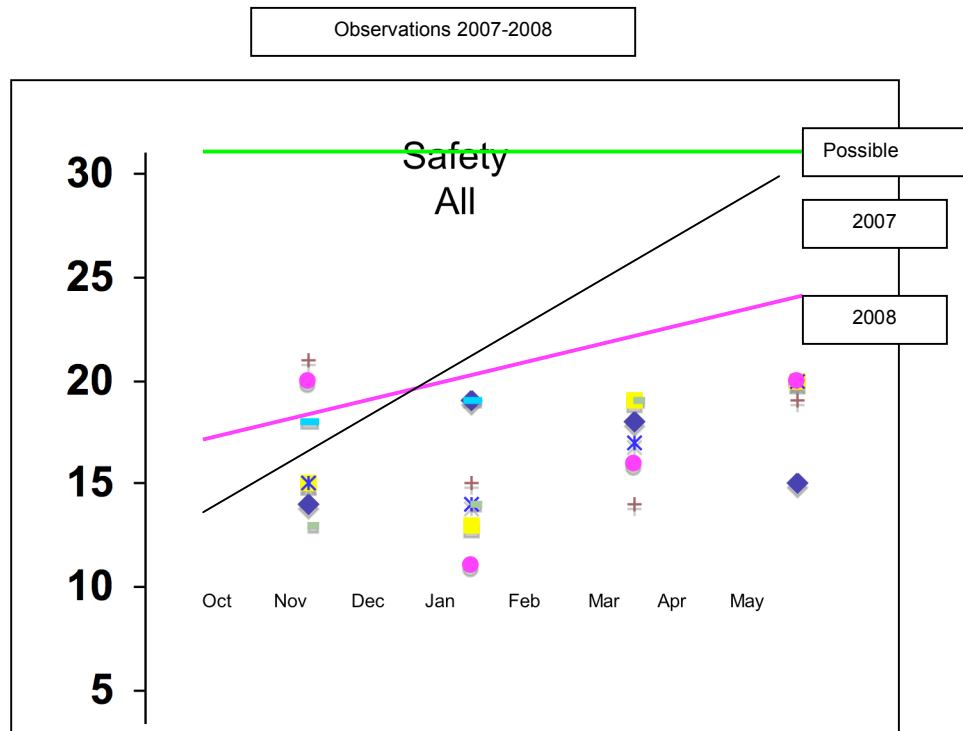
⁴ Green print denotes 80%-99% positive response rate

new ideas for activities they are going to lead. We really are excited to see what they come up with.”

—CSI (Confident Spirited Individuals) at Goodrell Middle School

Girls feel safe in CAS groups

- 79% of the girls feel safe in their CAS groups
- 71% say the facilitators help them feel like they can be themselves
- 49% say girls don't use gossip, put downs or make fun of other girls

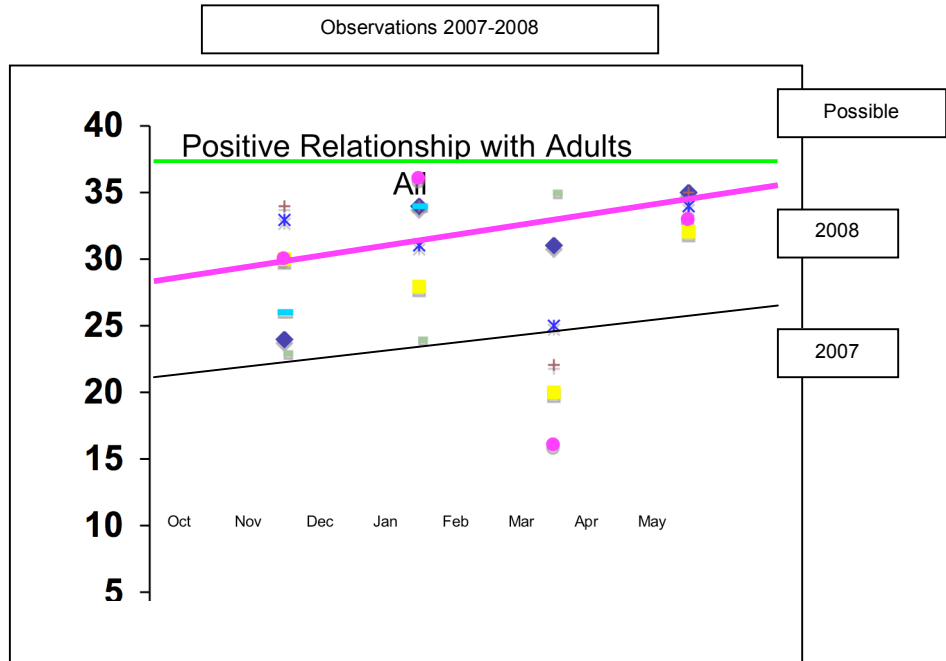


“One of the main goals of our program was to give our young women a family-like atmosphere where they felt comfortable and valued. I believe this was a huge success of our group, as many of the girls came from different social situations within the school, and also had a variety of life experiences to share with the group. We also began implementing a leadership team, which we will work to strengthen and develop over the next school year.”

--PRIDE Group at McCombs Middle School

Girls feel connected with at least one staff/adult in CAS

- 84% of girls say the CAS facilitators respect them
- 80% say the facilitators are open to the views of all the girls
- 78% say the facilitators really care a lot about them
- 53% say they can talk to the facilitators about anything

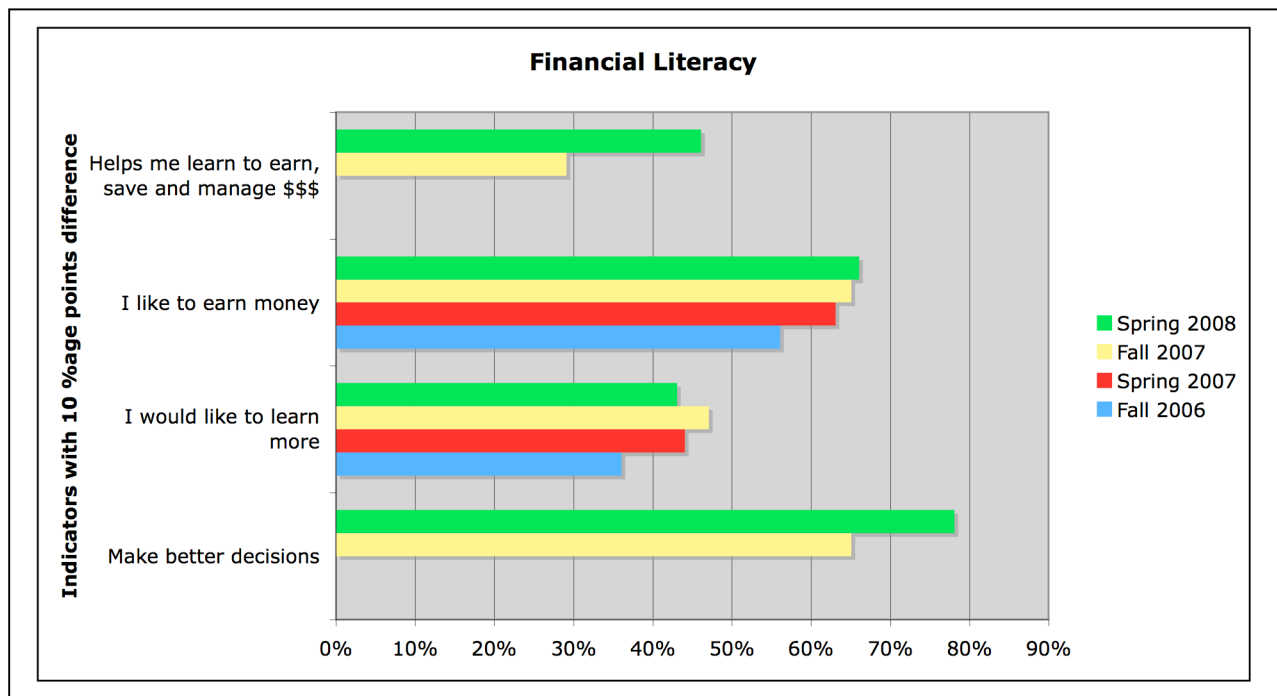


“A 6th grader whose mom died and whose dad is in Iraq arrived to group shy, never raising her hand and barely talking above a whisper when called on. She was on the Leadership Team that planned group later in the year and by the spring, she was speaking freely during discussions, making new friends, and leading group games when necessary. She is the epitome of how with support in a safe environment, with trusted adults and peers, a young woman can grow and learn self-confidence and self-esteem.”

--Girls' Voices at Merrill Middle School

CAS helps girls learn about money

- 78% say CAS helped them learn about money, up from 65% in the fall of 2007, and 30% in the fall of 2006



“Facilitator picked up on teachable moments—random discussion on taxes, retirement, etc. that the girls were really interested in knowing—not afraid to take time to address”

--Sarah Cutwright, group observation, first semester

IS ANYBODY BETTER OFF

Economic Empowerment

Number and Percentage of girls present in school 94% or more of school days

- 192 (56%)

Number and Percentage of girls with job/career goals after high school graduation

- **208 (88%) want to go to college**
- 105 (45%) want to get jobs as soon as they can

Number and Percentage of girls who feel confident making decisions about money

- 92 (39%) of girls say they make good decisions about money

Number and Percentage of girls who save money

- 132 (56%) like saving money
- 114 (49%) ARE saving money for something big (college, car, trip)

Number and Percentage of girls who successfully transition from Middle to High School

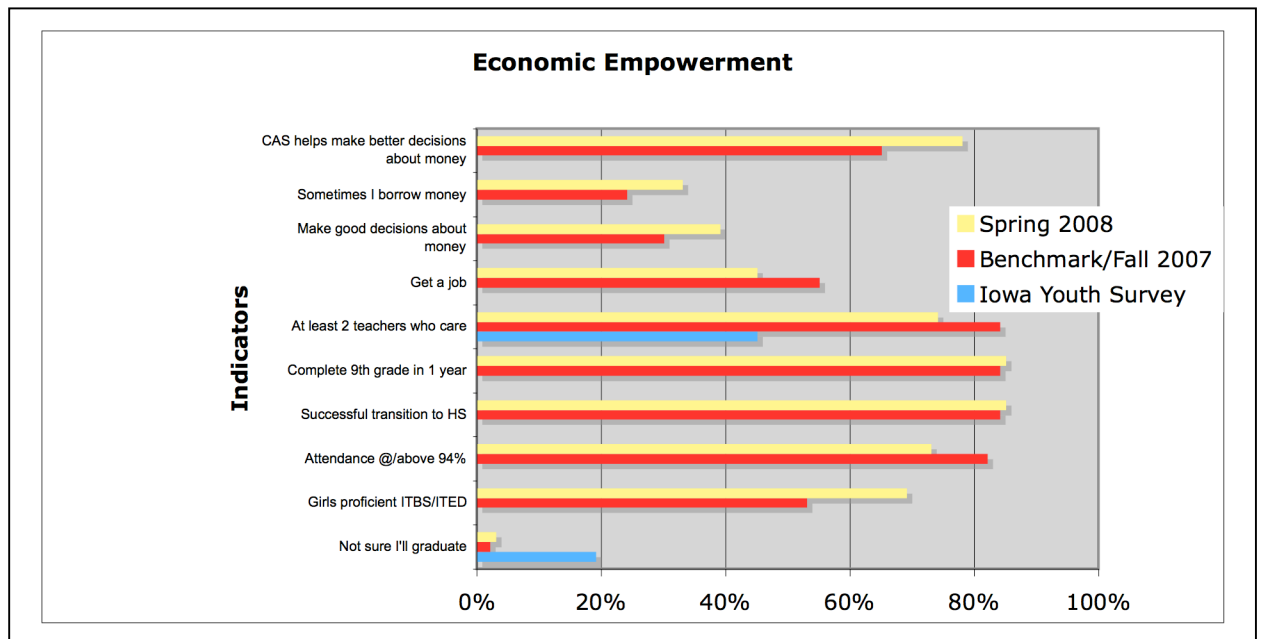
34 (85%)

Number and Percentage of girls who complete 9th grade in one year

34 (85%)⁵

Number and Percentage of girls proficient (at or above 40th percentile) on Iowa Test of Basic Skills

- 170 (69%)



⁵ Spring 2007 Data; not available spring 2008

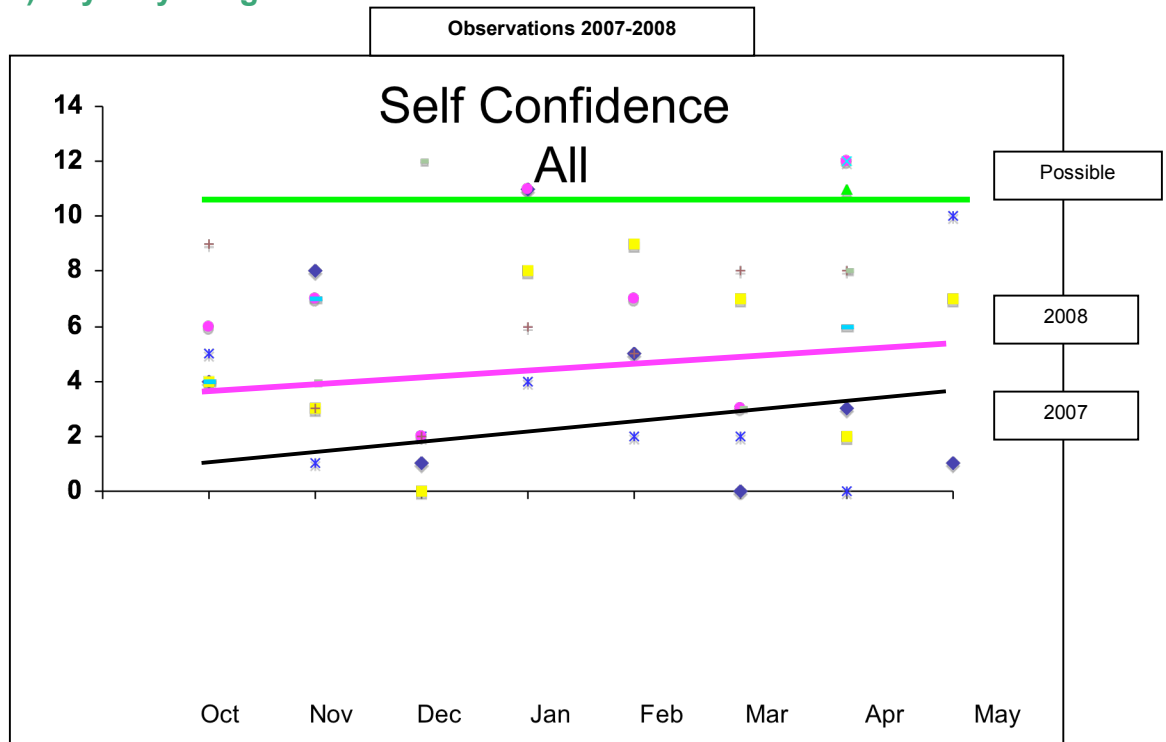
Resilience

Number and Percentage of girls whose parents perceive an increase in their daughter's self-confidence

- 37 (42%) of parents say their daughters stand up for what they believe in
- 36 (41%) say their daughters know when to stand up for themselves
- 29 (33%) of parents say their daughters would say they are good students
- 47 (54%) say their daughters believe in themselves, their goals and what they are doing
- 50 (58%) say their daughters would say they are “a lot more” hopeful about their future since joining CAS
- 43 (49%) say their daughters are better at making friends
- 49 (56%) say their daughters are more likely to see themselves as good friends since joining CAS

Number and Percentage of girls who report an increase in self-confidence

- **216 (88%) said CAS helped them become more self-confident**
- 197 (34%) say they do at least one thing really well
- 145 (63%) say they are good at making friends
- **185 (80%) say they are good friends**



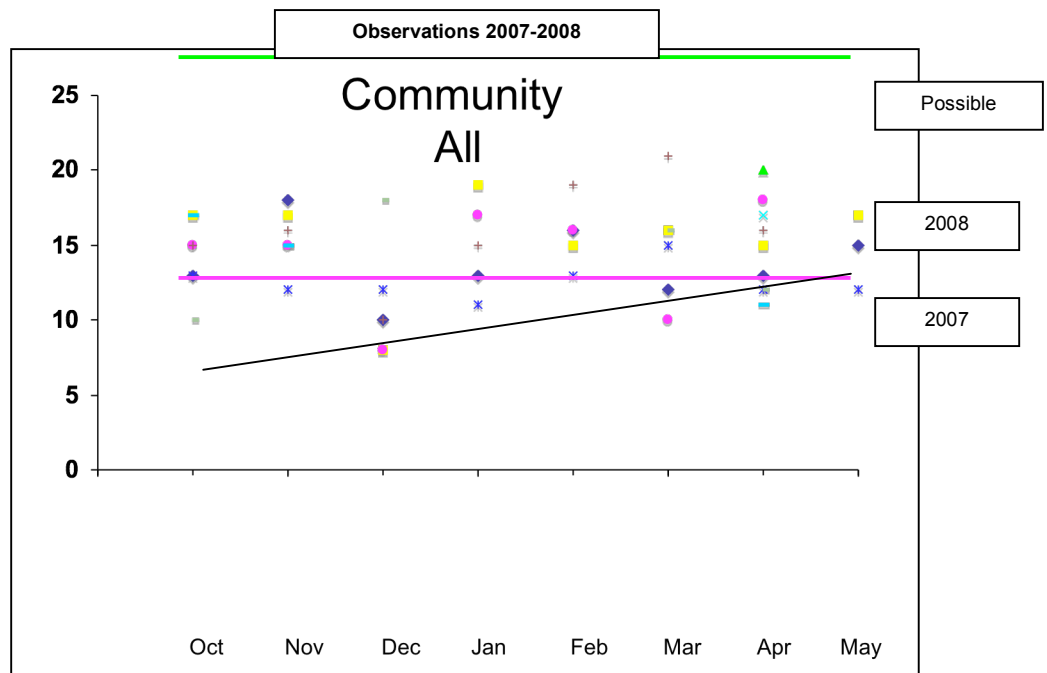
“*Sit Down For Justice, Stand Up for What is Right* was a project and event that went beyond expectation. All of the girls did a wonderful job working with the Latina Artist and developing a chair after a woman in history. The girls were assigned women based on common characteristics they might have with these women. They worked with poets to write a poem about their woman. Then they worked with Noemi

Oyarzabal, in her downtown studio. They created and decorated a chair in honor of their individual woman. We planned an event at the Botanical Center on March 31st where about 200 people showed up to see the girls' chairs and hear their poetry. Watching the girls grow in confidence, moving through their fears of presenting their ideas to a community audience was a gift. One 6th grader kept telling me she could not get up and read her poem to Maya Angelou. She came to the program one day and told me she had e-mailed Maya about how afraid she was and Maya had e-mailed her back and wrote about fear and overcoming it by stepping into it. So.....to the dismay of her grandma and aunt, she stood up and did a wonderful job reading her poetry and volunteering to introduce Nikki Giovanni's poem, Do the Rosa Parks."

--Whyld Girls at Children & Families Urban Ministries/Moulton Extended Learning Center

Number and Percentage of girls who self assess resilience in support, boundaries, safety, community

- 68 (29%) say they do NOT do what their friends say even though they'd rather do something else
- 106 (45%) say they do NOT do things they don't want to because their friends might tease them
- 106 (45%) DON'T change to fit in
- 168 (72%) stand up for what they believe in and know when to stand up for themselves
- 83 (36%) tell the truth even when it is not easy
- 143 (62%) believe they play important roles in their families
- 97 (42%) say they play an important part in their communities
- 181 (78%) feel safe at home
- 129 (55% say school is a caring, encouraging place
- 154 (66%) say school provides clear rules and consequences
- 141 (61%) feel safe at school
- 162 (70%) get lots of love and support from their families
- 89 (38%) handle anger in healthy, positive ways



Number and Percentage of girls whose parents perceive an increase in their daughter's communication at home

- **80% of parents say their daughters perceive better communication since joining CAS**

Number and Percentage of **girls** who report more **communication** with parents

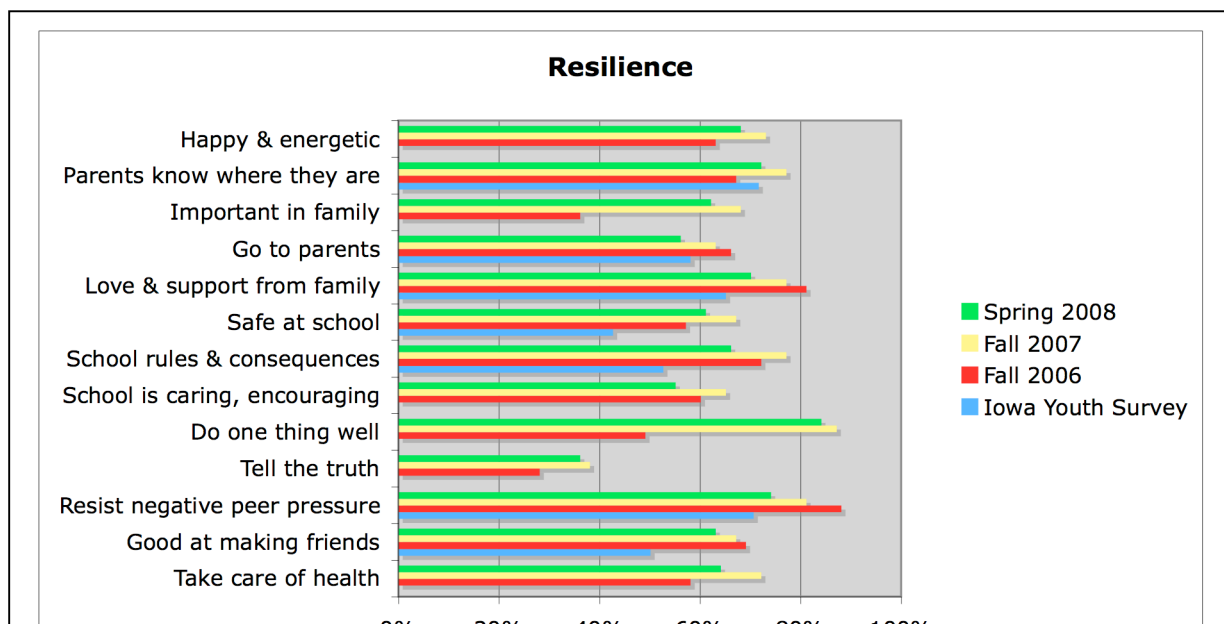
- 157 (64%) say CAS helped them communicate better with their parents
- 139 (61%) say their families provide clear rules and consequences
- 122 (53%) communicate well with their parents
- 78 (34%) say their families talk about feelings
- 62 (27%) say their families have meetings to talk about plans and discuss problems
- 128 (56%) can go to their parents for advice and help
- 168 (72%) say their parents almost always know where they are

Number and Percentage of **parents** reporting **more communication** with their daughters

- 31 (35%) say their daughters communicate better with them
- **70 (80%) of parents ask what their daughters are thinking and doing**
- 20 (23%) talk with their daughters about life goals, priorities and dreams
- 37 (42%) talk about feelings
- 60 (69%) pay attention to feelings
- 46 (52%) listen to their daughters' beliefs and talk to them about beliefs
- 9 (10%) have family meetings to talk about plans and discuss problems
- 54 (61%) let their daughters know they are proud of them

Number and Percentage of girls who demonstrate an understanding of how to take care of their health

- **202 (83%) said CAS helped them learn to take good care of their health**
- 150 (64%) take good care of their health
- **196 (83%) think it's important to postpone using alcohol, tobacco and other drugs**
- 76 (32%) believe they should wait to have a boyfriend
- 159 (68%) say there are almost always happy and energetic
- 139 (59%) are physically active every day for at least ½ hour
- 172 (74%) almost always resist negative peer pressure



Leadership

Number and Percentage of girls who report an increase in their leadership skills

- **209 (86%) say CAS helped them become leaders**
- 151 (65%) like taking on challenges
- 159 (69%) like to find new ways of doing things

Number and Percentage of girls who accept & respect cultural differences

Number and Percentage of girls who work well within a culturally diverse group

- **218 (91%) say CAS helped them get to know different kinds of people**
- 127 (55%) treat everyone the same whether they like them or not
- 176 (76%) respect people who are different from them

Number and Percentage of girls who identify themselves as trustworthy & responsible

- **214 (87%) say CAS helped them become more trustworthy**
- **212 (87%) say CAS helped them become more responsible**
- 92 (40%) lead games and ice breakers
- 82 (36%) do chores like taking attendance and handing out snack
- 143 (62%) say they do what they say they will do

Number and Percentage of girls who explore, discuss & debate important issues with their peers & adults

- 93 (40%) lead small group discussions
- 119 (51%) feel comfortable talking in front of groups
- 164 (71%) listen to others when they are talking

Number and Percentage of girls who work as a team

- **223 (91%) say CAS helped them work as part of a team**
- 119 (52%) say they work with other girls to solve problems
- 137 (59%) say they can organize a group to reach its goal
- 159 (69%) say they are good team members
- 148 (64%) sometimes lead and sometimes follow
- 167 (72%) say they have a good sense of humor

Number and Percentage of girls sharing program-planning responsibilities in the group

- **228 (96%) help plan for their groups**
- 87 (38%) plan the program "a lot"
- 76 (33%) plan the program "quite a bit"

Number and Percentage of groups that involve members in developing & implementing ground rules

- 85 (37%) help lead through enforcing rules and guidelines
- 12 (75%) of the groups involved girls in developing and implementing ground rules at least half the time

Number and Percentage of girls who resolve conflicts &/or solve problems in the group

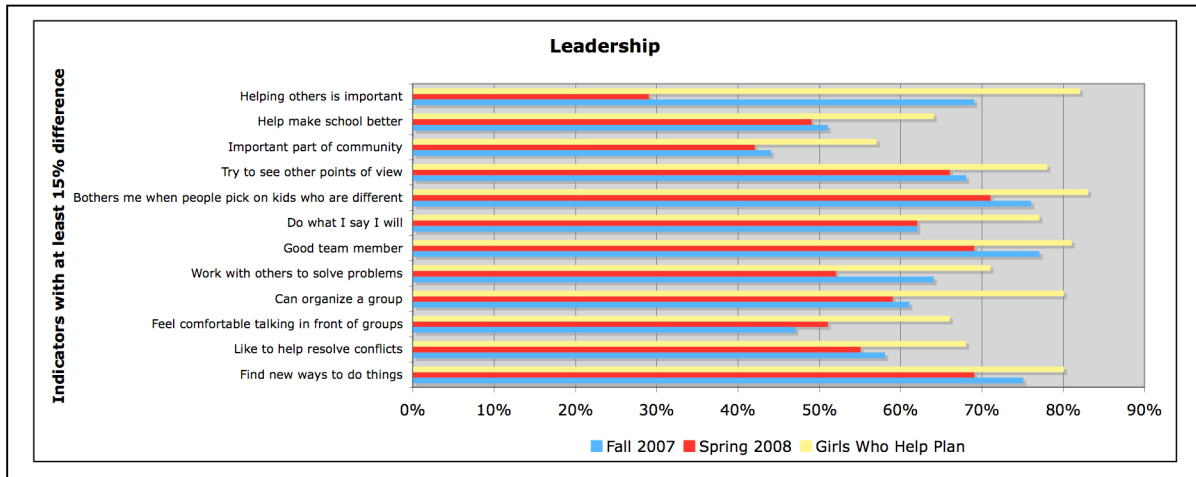
- 86 (37%) resolve conflicts in their groups
- 101 (44%) solve problems in the group
- 125 (55%) like to help resolve conflict
- 108 (47%) handle disagreements well
- 153 (66%) try to see the other person's point of view

Number and Percentage of girls who believe their actions & votes make a difference

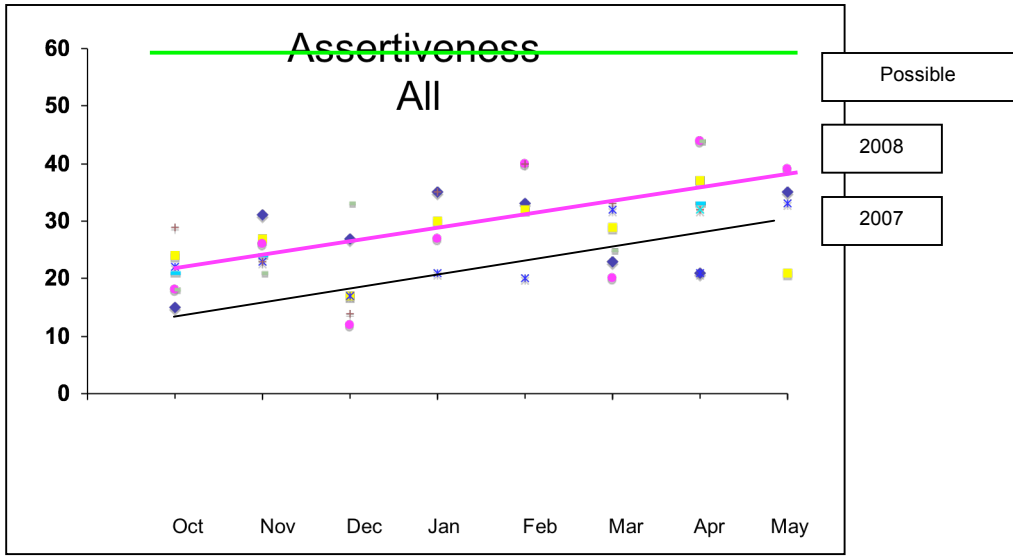
- **192 (80%) say facilitators are open to the views of all the girls**
- 171 (71%) say they can be themselves

Number and Percentage of girls expressing concern for injustice, discrimination or prejudice

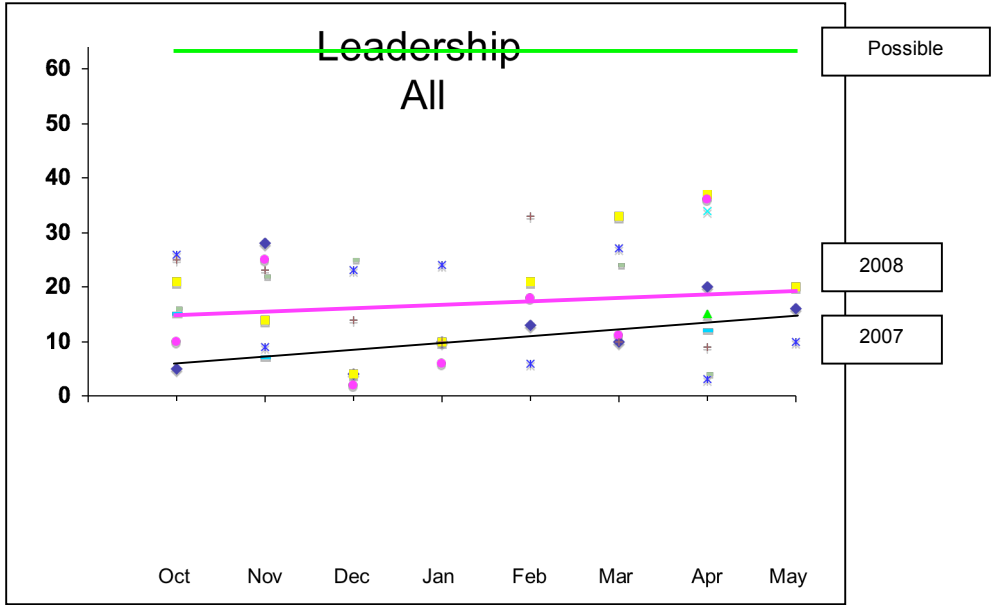
- 65 (28%) volunteer with their families in the community
- 131 (56%) care about their schools
- 115 (49%) help make their schools a better place
- 158 (69%) say helping others is important to them
- 163 (71%) say it bothers them when people pick on kids who look are act different



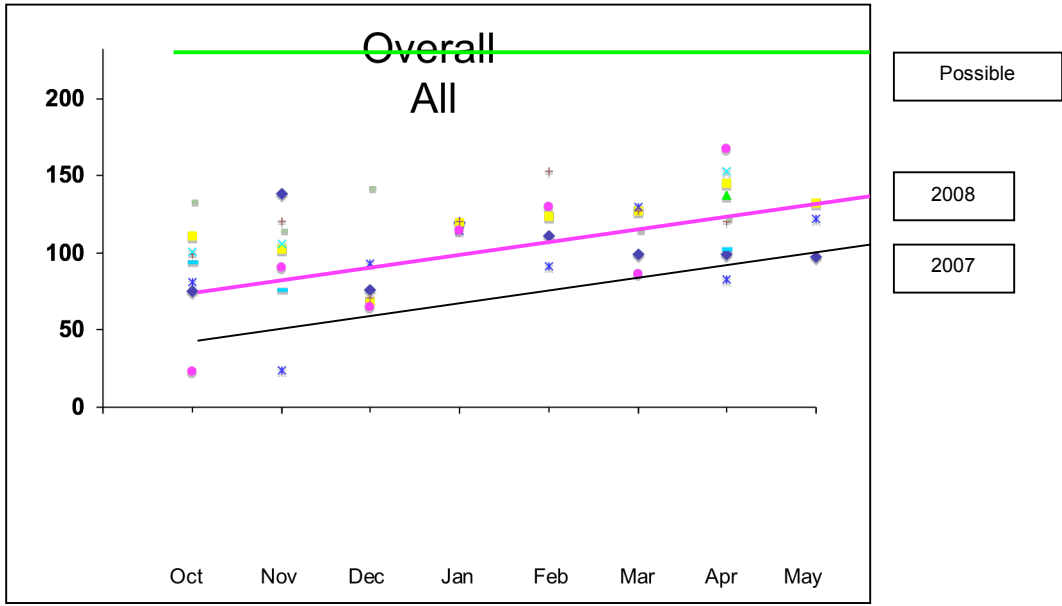
Observations 2007-2008



Observations 2007-2008



Observations 2007-2008



Evaluation Methods

| Action Steps | Timeframe | Number Completed |
|--|--------------|------------------|
| Observations | November-May | |
| Parent Surveys | November-May | 91 |
| Professional Development Log Results | November-May | 37 |
| Online post-surveys (members) | May | 274 |
| Annual Facilitator Surveys | May-June | 17 |
| Group End of Year Report | May-June | 15 |