

Chrysalis After-School Report Executive Summary, Middle School Program, August 2009

Because this was the third year of collecting similar information against the objectives, we can analyze cumulative data from 2007 through 2009. The results of this review are encouraging; they provide additional data that Chrysalis builds leadership, economic independence and resilience. The data also show program improvement over the three years in safety, staff training and girls' involvement in planning and leading the program.

Youth Program Quality Assessment and techniques that build safe, supportive, interactive engaging environments provided the focus of 2008-2009 facilitator training. During October, the 20 people trained in August, observed and scored the Chrysalis After-School groups on providing safe, supportive, interactive, engaging environments. Chrysalis After-School as a whole scored higher than the national average in every area except safety. The lower safety scores were attributed to the programs' use of borrowed spaces, without control of things such as posting emergency procedures, fire extinguishers and first aid kits. In November, facilitators set goals for improvements in all areas, including safety. Training also focused on retention, with the result that 82% of girls who enrolled in the program at some point in the year, completed the year in Chrysalis After-School.

The percentage of facilitators trained in youth development and teambuilding increased from 24% in 2006-2007 to 63% in 2008-2009. 2008 was the first year for the mandatory summer training and facilitator meetings. We expect these percentages to grow as the professional development system continues. A newsletter and the Good for Girls Program Guide are also expected to encourage continual growth in quality programming.

From 2006-2007, girls' responses reinforced the expectation that girls involved in planning and leading would have better outcomes. Training and planning have focused on developing groups that rely on the girls as resources, and the evidence shows that these changes are happening in groups, with only 8% of the girls saying they have not been involved in planning or leading their groups at all.

"The girls worked in small groups to begin planning and leading weekly meetings. The planning sessions went ... smoothly, with girls brainstorming and creating an agenda for a ... weekly meeting. Each group came up with a unique plan...It has been very rewarding to watch the girls organize and run the weekly meetings. The learning process ... is very important, as is gaining the respect of their peers through their chance to be in charge."

--Goodrell Clever Spirited Individuals Facilitator

In fall 2008, the Chrysalis Foundation established Enrichment Funding that groups could receive to supplement their basic Chrysalis funding. Girls had to be involved in putting together the applications. Groups applied for funding for a variety of projects, teambuilding, service, celebration among them. One outcome is described here--

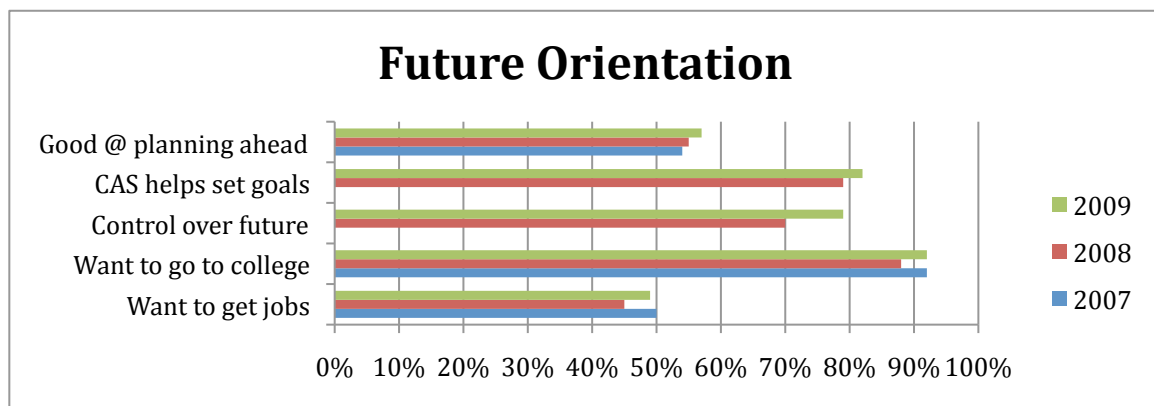
"In working ... for the enrichment application, we discovered a different side of one of our members. This particular young woman is a handful during group meetings and during the school day. On the ... day worked on the proposal...she opted to stay. I was a little apprehensive about this. She ended up providing a lot of insight to the direction of the proposal and the justification ... She was a different person—focused, attentive and on task... We now ...give her a specific task at each weekly meeting in hopes of keeping her actively engaged..."

--FBI Women, Woodside Middle School Facilitator

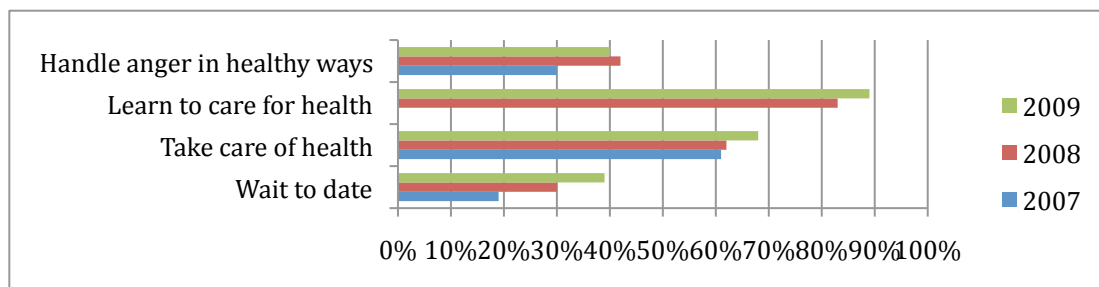
The three-year analysis of Chrysalis After-School provides even stronger evidence that the program builds leadership, economic independence and resilience. These indicators for assessing leadership were established in the summer of 2007; bullets indicate direction of results--

- ↑ Increase in leadership skills
- Acceptance and respect for cultural differences
- Work well within a culturally diverse group
- ↑ Trustworthiness and responsibility
- ↑ Teamwork
- ↑ Girls share program planning responsibilities in the group
- ↑ Girls are involved in developing and implementing ground rules
- ↑ Girls resolve conflicts and/or solve problems in the group
- Girls express concern for injustice, discrimination or prejudice

The three-year analysis continues to indicate that Chrysalis After-School empowers girls to become independent economically. According to Michael Carrera, Children’s Aid Society, hope and a vision for the future is the best pregnancy prevention strategy.¹ In every measure of future orientation, CAS girls are growing—



Up until we were able to assess results over a three-year period, we could not document any gains in the resilience of Chrysalis girls. The three-year analysis shows growth in confidence, knowing when to stand up for themselves, standing up for their beliefs, locus of control, anger management, telling the truth even when difficult and communication. The following health indicators also show improvement over the three years—



¹ <http://www.childrensaidsociety.org/youthdevelopment/carrera/bio>