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## Boys & Girls Clubs of Portland Targeted Outreach Program: Year One Evaluation Report of Program Participation and Outcomes

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**Boys & Girls Clubs of Portland  
Targeted Outreach Program**

**Year One Evaluation Report  
of Program Participation and Outcomes**

Prepared by:

Population Research Center

Portland State University

July 30, 2005

## **Purpose of the Report**

This is the first of two evaluation reports. It offers a preliminary evaluation of the Portland Metropolitan Area Boys & Girls Clubs Targeted Outreach program. It assesses whether program participation and outcome goals have been met in the first year of a 2-year review period. The review period covers the 2004-2005 and 2005-2006 school years. This report is intended to document the success of the program during the first year, and to suggest ways to improve the process of measuring and documenting the success of the program during the following year. The second and final report will be a fuller evaluation of the program and will be completed in 2006.

The evaluation is based on measuring two main items: 1) participation, which is the recruitment and retention of targeted youth in program activities; and 2) outcomes – the change in the targeted youth's school performance and developmental assets due to participation in program activities.

## **Project Staff**

The Population Research Center (PRC) staff of Portland State University are contracted to complete the evaluation of the Targeted Outreach program. The project team include:

Barry Edmonston, Director of the Population Research Center, is providing consultation for the evaluation effort.

Risa Proehl, Demographic Analyst, is acting as project manager, and is supervising the evaluation process.

Renée Ramey, Graduate Research Assistant, compiled and analyzed the data, documented the findings, and assisted with the preparation of the report.

Boys & Girls Clubs of Portland (BGCP) collected all the data to be analyzed for the evaluation. BGCP also outlined the scope of the evaluation.

## **Boys and Girls Club Program Sites being Evaluated**

This evaluation covers the targeted outreach program offered at three Boys and Girls Club of Portland sites:

- 1) Meyers Boys and Girls Club in Milwaukie, 7119 SE Milwaukie Avenue;
- 2) Wattles Boys and Girls Club in southeast Portland, 9330 SE Harold Street; and

3) Blazer's Boys and Girls Club in northeast Portland, 5250 NE MLK Jr. Boulevard.

The target outreach program offered at the three Boys and Girls Clubs are being treated as one program for this evaluation. The data from the three sites were collected separately, but were combined together for the analysis.

### **Description of the Targeted Outreach Program**

The Boys and Girls Clubs of America's Prevention through the Targeted Outreach program consists of comprehensive strategies and techniques that direct at-risk youth to constructive alternatives. These alternatives are designed to serve as a diversion from getting into serious trouble. The ultimate purpose of the program is to have a positive impact on the developmental and academic success of at-risk children by providing them and their families with the support and tools they need.

The Targeted Outreach program is designed to reach at-risk youth and encourage them to join the Boys and Girls Clubs. At-risk youth targeted and recruited by the Youth and Family Service Coordinators are in the 4<sup>th</sup> to 8<sup>th</sup> grade range. Youths are identified by both the Youth and Family Service Coordinators, and through referrals from probation officials, parents, school counselors, law enforcement officers, area recreation programs, and community organizations or agencies.

Once they are members, the targeted youths are encouraged to participate in educational programs, and to form close relationships with BGCP staff. They are introduced to Club programs, and are provided with case management services for a full year. The Youth and Family Services Coordinator and all other program staff monitor the youths' involvement in education and other programs and activities to ensure that programs offered will attract and maintain the interest of the targeted youth.

Studies have shown that targeted youth who participated and were engaged in the targeted outreach program at other Boys and Girls Clubs had positive developmental experiences and that the program had a positive effect on the youth's lives (Arbreton and McClanahan, 2001).

### **Goals of the Targeted Outreach Program**

There are three specific goals for this program. They pertain to the participation of targeted youth members in Boys and Girls Club activities and to the outcomes of their participation in the Club activities. The program's success depends on how well these goals are achieved.

- **Goal 1:** Fifty new members will be recruited into each of the three Boys and Girls Club sites (a total of 150 new members) and will participate in the program for at least 12 months. These new members (targeted youth members) will be in the 4<sup>th</sup> to 8<sup>th</sup> grade age range and identified as high-risk.
- **Goal 2:** The targeted youth members will show an increase in their developmental assets as measured by the Youth Development Outcome Measurement Tool Kit (the tool kit is described below).
- **Goal 3:** The targeted youth members will show an increase in school performance.

Four performance measures were created by the Boys and Girls Club to assess the achievement of the three program goals. The calculation of the measures depends on the data availability. Data requirements and availability are discussed in the section on methodology. The measures and their definitions are listed below.

- **Measure 1, Recruitment and Participation (corresponds to Goal 1):** The length and frequency of the participation of the targeted youth members enrolled in Boys and Girls Club's educational programs and program activities for the duration of at least 12 months.
- **Measure 2, Academic Improvement (corresponds to Goal 3):** The percentage of targeted youth members who demonstrate an improvement in core academic subjects; the change in their grade point average (GPA) after twelve months.
- **Measure 3, Increase in School Participation (corresponds to Goal 3):** The percentage of targeted youth members who have unexcused absences from school; the change in the percentage of targeted members after a period of time.
- **Measure 4, Increase in Developmental Assets (pertains to Goal 2):** The percentage of targeted youth members who demonstrate an increase in the number of developmental assets they possess after a period of time spent in the program.

## **Evaluation Process**

All the data needed to conduct this evaluation were collected by the Boys & Girls Club Youth and Family Service Coordinators. Targeted youth members' intake data were collected at the time they were recruited into the Club, and monthly follow up data was collected thereafter. Club attendance data was collected at each of the Clubs on a daily basis. Data from the Outcome Took Kit, a computer software program that contains surveys and other tools to measure outcomes of Boys and Girls Club members, was collected through a proprietary Boys & Girls Club website.

The data were submitted to PRC by the Boys and Girls Club for compilation and analysis. The record level data for each new targeted youth member were entered into SPSS (a statistical computer software program) for analysis. The data were initially analyzed to determine if it was possible to calculate each measure utilizing the submitted data. If the needed data were available, the measures were calculated and the results were reported in this evaluation. If the needed data were not available, recommendations are noted below for collecting the type of data that are required to calculate the measures that to assess the program goals and for improving the quality of the data collected.

An update to this report may be possible later in the summer or early fall when the missing data become available.

## **Methodology and Data Notes**

The data utilized in this study were obtained from Boys and Girls Club intake forms, attendance records, and surveys given to Club members including targeted members.

The calculation of the measures is dependent on the availability of the data. Some data that were needed to calculate the measures were not available. The data that were needed, the data that were actually available, and the methodology used to calculate each measure are described below.

### **Measure 1, Recruitment and Participation.**

**Data need to calculate the measure:** Targeted youth member records that include date of matriculation into program and date of attendance in educational programs and program activities.

**Data assessed:** Program in-take records containing information on the targeted youth members' entrance into the program and frequency of attendance at the Boys and Girls Club. Member records include date of matriculation into program and date of attendance in educational programs and program activities.

**Method to calculate the measure:** The length of membership, or the number of days each targeted youth member was involved with the Boys and Girls Club, was calculated using the intake date recorded for each new targeted youth member and June 1, 2005. To determine the frequency of attendance, a tally of the number of days each new member attended Boys and Girls Club programs and activities was made during the time between the onset of joining and June 1, 2005; the total number of attendance days for each new member was divided by the number of days the targeted youth has been a member Club and the number of days the Clubs were open (the Clubs are not open on Saturday and Sunday).

### **Measure 2, Academic Improvement.**

**Data needed to calculate the measure:** Student GPA data from the Portland Public Schools for two points in time, such as GPA prior to Boys and Girls Club membership and GPA after 12 months in the program or at the end of the school year.

**Data assessed:** No data were available at this time. There was a delay in obtaining student record data from Portland Public Schools.

**Method to calculate the measure:** We were unable to calculate this measure due to the unavailability of data.

### **Measure 3, Increase in School Participation**

**Data needed to calculate the measure:** Student attendance data from Portland Public Schools for two periods of time, such as prior to Boys and Girls Club membership and after 12 months in the program or at the end of the school year. The number of absences may be cumulative for 2 quarter term periods or for 2 entire school years.

**Data assessed:** No data were available at this time. There was a delay in obtaining student record data from Portland Public Schools.

**Method to calculate the measure:** We were unable to calculate this measure due to the unavailability of data.

### **Measure 4, Increase in Developmental Assets.**

**Data needed to calculate the measure:** The numbers of developmental assets are intended to be measured using data from the Boys and Girls Club's Youth Development Outcome Measurement Tool Kit (a description of the Tool Kit is below). Individual data records are needed for each targeted youth member.

**Data assessed:** Tool Kit Outcome results. The Tool Kit is a computer software program that contains surveys and other tools to measure outcomes, or developmental assets that Boys and Girls Club members possess. The tool kit generates outcome

indicators from the data obtained from the responses to survey questions given to the Club members. The questions are grouped together so that the responses produce 10 outcome indicators that pertain to the following developmental assets: Positive Self Identity; Educational Competence; Social Competence, Emotional Competence, and Cultural Competence; Community and Civic Involvement; Health and Well-being. The 10 outcome indicators that the Tool Kit produces help detect the presence of developmental assets. They are listed below.

Tool Kit Outcome Categories

Technology Skills	Relationships
Educational Commitment	Friendships and Relationships
Leadership	Club Benefits
My Actions with Others	Club Connections
Things I Do	Activities Participation

Each response to the Tool Kit’s survey questions is assigned a score of one, two or three, depending on how positive the response is. A score of three points reflects the most positive response. The Tool Kit then adds these individual question scores together for each group of questions, producing a total score for each of the ten outcome indicators. The score values are assigned to one of the 3 following categories depending on the sum of the score: ‘Doing Great’, ‘Doing Fine’, or ‘Room to Grow’. Members with responses that have a score of ‘Doing Great’ are likely to be able to provide leadership and peer mentoring. Those with responses scoring in the ‘Room to Grow’ category need additional support.

The Outcome Tool Kit software produces results for an aggregate of the all the members completing the survey and descriptive statistics (% of total members taking the survey that are in each Outcome category) are generated automatically. These statistics are the data that were submitted to PRC. The Outcome Tool Kit statistics were calculated for overlapping two time periods: September 1, 2004 through May 1, 2005 and March 1 through June 30, 2005 giving us two sets of data for this measure.

**Method to calculate the measure:** We are able to determine changes for each of the outcome indicators for all of the targeted members as a group between the two time periods. The change in the percentages of the total number of members in each outcome category was calculated, and an increase or decrease in the number or percentage of members in each category was determined.

We were unable to calculate the change in developmental assets the targeted members possess in relation to the amount time they have been in the program because the data generated by the Outcome Measurement Tool Kit is an aggregate of the data for all targeted members and not individuals. Each set of aggregated data include targeted members with varying lengths of membership so it is not possible to relate the change

in developmental assets to the duration of membership. Additionally, we do not have data on the number of developmental assets attributed to individual members so we cannot determine the number or percentage of members that experienced a change in the total number of developmental assets they possess during the two time periods.

**Results/Findings based on Available Data**

An assessment of the targeted outreach program participation and outcome goals for this evaluation is only partially possible. With the data that were available at the time of this evaluation, we were only able to calculate one measure – Measure 1, Recruitment and Participation. Data were not available to calculate and assess the two school performance measures (Measures 2, Academic Improvement and Measure 3, School Participation). Data for Measure 4, Developmental Assets were available in an aggregate of all targeted members and not for individuals, and they do not include data on the time that members have been in the program. With these data, findings on Measure 4, Developmental Assets may be made regarding overall group changes during two periods of time, but not on the change in assets as related to the length of membership.

The in-take data used to assess Measure 1 include some demographic and socio-economic characteristics about members. As background information, a summary about the demographics of the targeted youth members is included below.

Demographics of Targeted Youth Members

The ages of the new targeted youth members are between 10 and 15 years old, and the mean age is 12. Equal numbers of boys (66) and girls (65) have been recruited. Only 15 of the 133 members are taking medication. Most of the members live with both their mother and father (42 percent), though nearly thirty-nine percent live with only their mothers.

Who Targeted Youth Members Live With

	# of Members	Percent
Mother	51	38.9
Father	9	6.9
Mother and Father	55	42.0
Grandparent(s)	7	5.3
Foster Family	4	3.1
Other	5	3.8
Total	131	100.0

Most of the members speak English at home (88 percent), with only seven and a half percent speaking Spanish at home. The Clubs have recruited a diverse population. Almost

a third of the members are White (29.3 percent), and another quarter are African-American (24.8 percent). Just over ten percent are Hispanic. At one of the Clubs, many of the members' ethnicity or race was not identified, so another fifth of the members' ethnicity is unknown (21.1 percent).

Race/Ethnicity of Targeted Youth Members

	# Members	Percent
White	39	29.3
African-American	33	24.8
Hispanic	14	10.5
Asian	3	2.3
Native American	3	2.3
Two or more	10	7.5
Other	3	2.3
Unknown	28	21.1
Total	133	100.0

Measure 1, Recruitment and Participation

One hundred and thirty-three new targeted youth members were recruited between September 8, 2004 and May 20, 2005. They represent 89 percent of the 150 new member goal.

Of the new targeted members that joined the Boys and Girls Club during this school year, the length of membership time ranged between 11 days and 265 days. The median intake date was February 1, 2005, which means that half the new targeted members were recruited after February 1, 2005. The average amount of time in the program was 131 days, or almost four and a half months. At the end of the second year of this 2-year evaluation period it will be possible to determine how many new targeted members remained in the program for at least 12 months.

The average number of days members attended the Boys and Girls Clubs was 20 days. The average frequency of attendance was 20%, meaning that on average each youth attended one day a week. There is, however, a great deal of variation in the frequency of attendance. Seven new members were reported not to have attended any programs yet. The most number of days that a targeted youth member had attended Club programs 111 days since joining; seven targeted youth members attended Club more than 57 times since joining.

Recruitment and Participation in Program (133 targeted members)

	<b>Minimum Time Reported</b>	<b>Maximum Time Reported</b>	<b>Average</b>
Time in Program (days)	11	265	131
Total Attendance (days)	0	111	20
Attendance Frequency	0	3 days per week	1 day per week

Measure 2, Academic Improvement: No results.

Measure 3, Increase in School Participation: No results.

Measure 4, Increase in Developmental Assets

Although survey results from both time periods are very similar, there were distinctively fewer members in the ‘Room to Grow’ level in the second time period than in the first. There were fewer members in the ‘Room to Grow’ level in 8 of the 10 outcome categories, meaning that targeted members saw an overall increase in developmental assets during the two time periods. From the data it is not possible to determine how many assets were gained by the members.

At the ‘Doing Great’ level, there was an increase of targeted members also in 8 of the ten outcome categories between the two time periods. However, it is not possible to determine how many students experienced an overall increase in developmental assets because the same student with an increase in one outcome category could have a decrease in another category.

The two categories that reflect the largest increase in students scoring at the ‘Doing Great level’ are Leadership and Club Connections. The categories in which a few students moved out of the Doing Great level were ‘Technology Skills’ and ‘Things I Do’. However, in these same categories, there were fewer members in the ‘Room to Grow’ level, and movement up from ‘Room to Grow’ was greater than those moving down from ‘Doing Great’.

Tool Kit Outcome Results

	1st Time Period			2 <sup>nd</sup> Time Period		
	Room to grow	Doing fine	Doing Great	Doing fine	Room to grow	Doing Great
Technology Skills	76.4%	17.9%	5.7%	72.0%	22.7%	5.3%
Educational Commitment	30.2%	31.0%	38.9%	26.6%	34.4%	39.0%
Leadership	29.5%	57.4%	13.2%	26.6%	50.0%	23.4%
My actions with others	15.3%	34.4%	50.4%	14.4%	30.6%	55.0%
Things I do	23.6%	17.9%	58.6%	22.0%	20.2%	57.7%
Relationships	3.7%	34.0%	62.3%	7.4%	26.5%	66.2%
Friendships and Relationships	40.8%	36.6%	22.5%	35.1%	42.1%	22.8%
Club benefits	47.6%	31.3%	21.1%	43.5%	32.8%	23.7%
Club connections	43.3%	35.3%	21.3%	35.6%	34.4%	30.0%
Activities participation	91.5%	5.9%	2.6%	85.9%	10.9%	3.2%

**Recommendations**

Based on the evaluation of data and analyzing the results of measure calculations, we have made two types of recommendations. Some recommendations are specific to program goals and measuring the success of the targeted outreach program’s participation and outcomes. Other recommendations are suggestions that regard data needs, collection so that the measure may be properly calculated.

For Program Goals

1. Additional time and stronger efforts are needed in the recruitment of targeted youth to achieve the goal of 150 new targeted youth members.
2. In order for additional members to be included in the evaluation of school performance after 12 months, the evaluation period needs to be extended to include a third year unless the time period specified in the goal 1 and measure 2 is changed to a shorter period such as 6 months.

3. Since retention of the targeted members in the Boys and Girls Club is a variable for which other variables are dependent, monitoring which activities members are involved in, along with frequency of attendance in the activities, would help to identify the types of activities and programs are most attractive to the targeted members as an aid to make sure the most desired programs and activities are maintained so that new targeted members can be retained in the program and Goal 1 can be achieved.
4. In addition to finding the percentage of targeted members with unexcused absences during two time periods in Measure 3, include the *number* of unexcused absences so that the level of change can be detected. For each member record the *number* of unexcused absences and measure the change in the number during the two time periods. Adding this additional information will enable the detection of any change rather than detecting only an absolute change (the percentage of targeted members who saw a change in the number of unexcused absences versus the change in the percentage of members with unexcused absences).
5. Collect the same in-house data for a comparison group. Another way to demonstrate the effectiveness of the targeted outreach program would be by analyzing the same data for a comparison group consisting of other Boys and Girls Club members not part of the targeted outreach program and by comparing the difference in the measures of the two groups. In addition, if comparison group data were available, we would be in a better position to understand more about how the Targeted Outreach program is affecting member participation and outcomes. For example, do targeted youths come to the Clubs more often than other youths? Are their developmental assets scores significantly different? (To compare the school performance and participation measures would require the school district to supply some additional GPA and absence data which might be problematic).

#### For Data Collection

The following recommendations pertain to data needs and quality.

Pertaining to overall data collection:

1. In order to evaluate the targeted outreach program goals, the pertinent data need to be available in a timely manner.

2. To improve the consistency and usability of data, data collection the three Clubs should be coordinated so that the same data are being collected. A standardization of intake and attendance forms is suggested.
  
3. To determine the correspondence between a change in developmental assets, or school performance, and the duration time in the Targeted Outreach program, it is necessary to have individual records for each member that includes joining date.

Pertaining to specific measures:

**Measure 1, Recruitment and Participation:** Document targeted youth members that were recruited during the year but exited the program before the year's end. The data for the targeted members that quit the program need to be removed from the analysis if the duration of their membership is limited and does not meet the time period requirements set forth in the measurement criteria. For future evaluations and programs of this type, an excess of the targeted number of members may need to be recruited in order to ensure that particular recruitment and participation goals are met.

**Measure 2, Academic Improvement:** If it is possible to obtain data from Portland Public Schools, quarterly GPA data would be more useful to have than end of the year data because of the differences in the dates that targeted youth members joined the Boys and Girls Club and the differences in the duration of membership. In addition, data for more than one point in time are needed in order to measure a change in academic achievement.

**Measure 3, Increase in School Participation:** If it is possible to obtain data from Portland Public Schools, quarterly unexcused absence data would be more useful to have than end of the year data because of the differences in the dates that targeted youth members joined the Boys and Girls Club and the differences in the duration of membership. In addition, data for more than one point in time are needed in order to measure a change in school attendance.

**Measure 4, Increase in Developmental Assets:** Data from the Outcome Measurement Tool Kit for individual targeted youth members rather than for an aggregate of all members, would make an analysis of length of membership, or frequency of attendance in Club programs, in relation to a change in developmental assets possible. The two time periods for which the data are collected should not be overlapping and should be of the same length of time.

## **Conclusions**

During this first year of the 2-year evaluation period most efforts were concentrated on recruiting targeted youth members and working out the details of data collection. Given the short duration of most targeted youths' memberships, and the lack of data from Portland Public Schools, assessing most measures and goals was not possible.

In summary, during the first year, Goal 1 was partially achieved – 89 percent of the 150 members have been recruited. For Goal 2, although limited, there was some indication of an overall increase in developmental assets, however, we were not able to determine what the level of increase was and how many members experienced an increase. Goal 3 was not possible to assess at all.

With regard to the targeted outreach program goals reviewed in this evaluation, the most important tasks for the second year of the evaluation period are: a) to recruit the remaining 17 members to reach the 150 member goal; b) to retain membership of the new and existing members; and c) to obtain the data needed to calculate the all of the measures and assess all of the goals.

## **References**

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