

Youth Development Institute's Beacons Young Adolescent Initiative:

Cohort Study: Update Report, Cohort Survey 2

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1. INTRODUCTION

The New York City Beacon initiative has been operating since 1991, and today there are 80 Beacons in total - including at least one in every Borough of New York City. They are funded by and under the aegis of the New York City Department of Youth and Community Development (DYCD). The Youth Development Institute (YDI), a program of the Tides Center (formerly a project of the Fund for the City of New York) - has since the early years of its development assisted and supported Beacons. That support includes the development and administration of special projects like the Beacons Young Adolescent Initiative (BYA).

1.1 Background of the BYA Initiative and Cohort Study

BYA is a four-year initiative of the Youth Development Institute (YDI). Funded by Atlantic Philanthropies, the BYA initiative seeks to improve out-of-school-time program utilization for young adolescents (aged 9-14). Specifically, BYA is designed to promote structural and programmatic changes at Beacons that result in increased engagement, participation, and retention of young adolescents in high quality programming offered at Beacon centers.

Beacons are community centers located in public schools that are operated by community-based organizations, and offer a range of activities and services to K-12th grade participants during out-of-school-time (including weekends). Through national partnerships, YDI assists numerous cities throughout the country in strengthening Beacons and other out-of-school-time (OST) programs. YDI promotes best practices among the programs it serves through training, technical assistance, and the development of instructional materials.

Through the BYA Initiative, participating Beacons from New York City and San Francisco are expected to improve their practices and capacity to serve young adolescents. As outlined by YDI in its official BYA Initiative description, the objectives of the effort are to:

- Increase the knowledge of Beacons as to why some youth participate and why some do not;
- Increase the participation levels of youth and attract youth who are not currently participating;

- Retain youth for multiple years and increase their engagement in youth development-focused OST opportunities;
- Strengthen the capacity of YDI and SFBI (the San Francisco intermediary) to improve the quality of Beacon services to young adolescents;
- Apply and disseminate lessons learned from this work;
- Strengthen policies geared towards young adolescents in the initiative cities as well as nationally.

A total of 10 Beacons are participating in the BYA initiative, seven in New York City and three in San Francisco. These 10 Beacons are further classified as Documentation Beacons – those that work to disseminate information about practices they have used effectively with the target population, and Practice Development Beacons – which are/will be testing out new strategies including those informed by the Documentation Beacons. Of the seven New York City Beacons, four are classified as Documentation Beacons,¹ and three are Practice Development Beacons.² All of the San Francisco Beacons involved in the BYA initiative are Practice Development Beacons, but are expected to use their experiences to educate the other five non-BYA San Francisco Beacon programs. BYA is the subject of a comprehensive evaluation conducted by the OMG Center for Collaborative Learning that focuses on practice and participation changes at all 10 BYA Beacons.

The Cohort Study was designed as a complementary study to allow for direct data collection from Beacon participants and to answer key questions about relationships between youth characteristics and Beacon participation. Data are collected primarily through three surveys (spring 2008, fall 2008 and spring 2009), as well as review of DYCD-administered Beacons-online enrollment and attendance information for survey respondents, and in the fall of 2009, focus groups with participants. For the cohort study, all data will be collected from respondents affiliated with New York City Beacons - two Practice Development Beacons (East New York, Parsons Beacon), one Documentation Beacon (Sunset Park Beacon) and the Hybrid Beacon (Queens Community House). These Beacons (two of the three PD Beacons, and two of

¹ This includes the Beacons operated by the Center for Family Life (Sunset Park Beacon), Good Shepherd Services (the Red-Hook Community Center), Queens Community House Beacon), and the University Settlement Beacon.

² This includes the Beacon operated by Cypress Hill local Development Corporation (The Cypress Hills/East New York Beacon), the Beacon operated by St. Nicholas Neighborhood Preservation Corporation (Williamsburg Beacon Center), and the Beacon operated by Queens Child Guidance (the Parsons Beacon).

the four Beacons with Documentation responsibilities) were chosen for participation because they wanted to participate and they were fully prepared to do so. Results of the cohort study will be shared via three reports (Summer 2008, Winter 2009, Fall 2009) and two status updates (see section 2 for details).

1.2 About this Report

The remainder of this report presents cohort study details and comparative findings from the 2nd administration of the cohort survey. This includes information about key questions and the characteristics of cohort survey 2 respondents in Section 2. Section 3 presents survey data about why youth participate, what they think of the Beacons they attend, how involved participants and their peers are, and explanations for non-involvement. All data are reported for all cohort survey 1 and cohort survey 2 respondents (results for each of the four individual Beacons are reported in the appendix). Section 3 presents findings about relationships between gender and participation and explores differences related to respondents' future (spring 2009) Beacon participation expectations. Report 2 ends with a brief statement about cohort study next steps.

2. COHORT STUDY METHODOLOGY

The Cohort Study was designed to allow for direct data collection from Beacon participants and to answer key questions about relationships between youth characteristics and Beacon participation. As stated previously, data are collected primarily through three surveys (spring 2008, fall 2008 and spring 2009), as well as review of Beacon-online enrollment and attendance information for survey respondents, and in the fall of 2010, focus groups with participants. Additional details about the study follow.

2.1 Key Questions

The Cohort study is focused on bringing the voices of youth to answer three key questions. This includes the following.

1. What influences participants' decisions to join Beacons and stay connected? (see box)
2. Who leaves Beacons and why?
3. What strategies are most likely to successfully bring in formerly hard to reach youth, retain youth who are already connected to the Beacons and enhance engagement?

2.2. Study Overview

Given the questions about youth participation, and the need to obtain both quantitative and qualitative information, OMG designed a Cohort Study in consultation with staff of APS and YDI as part of the planned BYA program evaluation. The Cohort Study design incorporates survey, administrative data review and focus group methodologies, and includes data collected directly from youth involved at four different Beacons (two Practice Development Beacons and two Documentation Beacons, see previous).

The Cohort Study is designed to be a prospective follow-up study. The initial cohort was identified from participants at New York City BYA sites during the Spring of 2008. Additionally, other youth join the cohort as the remaining surveys are administered (Fall 2008, Spring 2009). All respondents will be followed through the Spring of 2009, and

Influences of Interest

Individual Characteristics such as school connectedness/progress, gender, age, participants' Beacon involvement intensity and history.

Beacon characteristics such as structure, specific staff members, and especially strategies and BYA-inspired practice changes

Other supporting, detracting and competing factors such as families and friends and other programming opportunities.

Characteristics of those who stay involved and those who leave the Beacon will be compared throughout.

The first and second surveys were fielded during the spring of 2008 and the fall of 2008 (results reported here). A local survey administrator was identified to spend substantial time at the actual Beacons during the survey periods to ensure that all survey administrations are successful. Additionally, incentives were provided to the Beacons to help defray the costs of staff time to assist with survey administration and to encourage youth participation. During late summer 2008 OMG initiated the first status update: Beacon officials were asked to report on the status of surveyed individuals (i.e., to clarify whether they remained enrolled, or disconnected at the end of the school year); and during Fall 2008, attendance records were also reviewed to determine re-enrollment status. Cohort survey 2 was administered to all initial respondents and to others who were Beacon participants Fall 2008 and cohort survey 3 will be administered Spring 2009. Most importantly, the characteristics and answers of those who stayed and left will be determined and follow-up answers will be added and assessed (especially for those who answered both cohort survey 2 and 3). Focus groups with a sample of youth (10-12 per Beacon) will also be conducted during the fall 2009 to obtain youth perceptions of result validity and to discuss implications of the findings. All available survey responses will be analyzed separately for those who maintained their enrollment and those who did not.

2.3 The Cohort Survey Instrument

Cohort survey 2 includes 30 questions designed to help answer the larger study questions. There are several questions collecting background information (age, grade, gender, race/ethnicity, school affinity, grades) and data about associations with the Beacon (history of attendance, plans for future attendance, sibling and other family member involvement, self-reported amount of attendance). These are followed by inquiries about reasons for coming to the Beacon, program satisfaction, staff and director interactions with participants, program practices, questions about peer involvement, and several questions focused on differences between 2007-08 and 2008-09 Beacon experiences. In addition there are opportunities for the respondents to rate Beacon activities, staff, youth workers, Director, space, and equipment, and to hypothesize about why others don't come to the Beacon. Most questions are forced choice or

likert scale items with opportunities to write in additional clarifying information (see attached copy of instrument).

2.4 Cohort Survey Respondents Characteristics

A total of 287 young adolescents from the four selected Beacons completed the second cohort survey. As shown in Tables 1 and 2 below, the respondents were diverse and broadly representative of participants from the targeted group. This included 133 females and 137 males; 164 respondents in the lower grades (4th – 6th) and 113 from the upper grades (7th and 8th), 10 who did not identify their grade status. About 14% of the respondents identified their racial/ethnic background as African American, 67% identified themselves as Latino/Hispanic and 20% identified themselves as Asian, White or “other.” A substantial majority (93%) of cohort survey 2 participants said they enjoy school *at least sometimes* and most (69%) have *some classes that are easy and some that are not*. Overall, most cohort survey 2 respondents reported earning passing grades in their language arts classes at school (89% reported earning mostly 70’s or even higher grades).

As expected, the background characteristics of respondents to cohort survey 2 were somewhat different than the background characteristics of respondents to cohort survey 1.³ Specifically, cohort survey 2 had proportionately more female respondents (49% in Fall 2008 compared to 36% Spring 2008) and slightly fewer older respondents (41% of cohort survey 2 respondents were in the 7th or 8th grades as compared to the 48% of those answering cohort survey 1). There were also more Latino respondents (54% for cohort survey 1 as compared to 67% for cohort survey 2). Their school characteristics were similar however, (e.g., 93% of cohort study 2 respondents and 94% of cohort study 1 respondents indicated they liked school at least sometimes), with the exception that somewhat fewer cohort study 2 respondents indicated none of their classes were hard (26% as compared to 35% of cohort study 1 respondents). Despite their differences, comparisons of some responses are still enlightening as they provide participant feedback as the BYA Beacons entered the implementation phase of their BYA efforts.

³ BYA Stakeholders are reminded not to use the cohort survey as an indication of the success of changed recruitment efforts. Beacons-on-Line enrollment and attendance statistics will show those changes for all Beacon 2008-09 participants, the survey includes only a sampling of participants in regular attendance at the time of survey administration.

Table 1: Background Characteristics of Cohort Survey Respondents

	Spring 08	Fall 08
	220	287
GENDER		
Female	36%	49%
Male	64%	51%
GRADE*		
4 th , 5 th , or 6 th	52%	59%
7 th or 8 th	48%	41%
RACE/ETHNICITY		
African American	19%	14%
Latino	54%	67%
Other**	27%	20%
LIKE SCHOOL		
Most of the time	40%	43%
Sometimes	54%	50%
Never	6%	7%
DIFFICULTY of SCHOOL		
Not hard at all	35%	26%
Some classes easy some not	62%	69%
GRADES at SCHOOL ***		
80s or better	62%	63%
Mostly 70's	28%	26%
Mostly 60's	8%	9%
Mostly < 60s	2%	3%

*Includes: * only youth aged 9 – 14; ** participants who identified their racial/ethnic background as Asian, Caucasian, and “other;” *** only self-reported “usual report card grades” in Language Arts.

Beacon Affiliation/History of Cohort Study Respondents

Responses to cohort study 2 again indicated strong prior affiliation and connections with the Beacons. Additionally, there is evidence of retention and, as in the past commitment to ongoing enrollment. Tables 2 and 3 present specifics findings including the following:

- The composition of the respondent group for cohort survey 2 was somewhat different from the group that responded to cohort survey 1. About one-third of respondents indicated they were younger than 8 when they first joined the Beacon (note this was especially common at the Sunset Park Beacon where there is a strong elementary program, but not a factor at all at Queens Community House which is focused solely on

Middle School students). Additionally, about one-third were 8 – 10 when they joined, and about one-third were older than 10. Most (52%) of the respondents to cohort survey 1 were older than 10 when they joined the Beacon.

- Many respondents to both surveys had siblings or other family members who also attended the Beacon. For example, of the youth who reported having at least one brother or sister, almost half (44% cohort survey 1, 49% of cohort survey 2) reported that the sibling attended the same Beacon. In addition, a total of 18% of the respondents to cohort survey 1 and 27% of respondents to cohort survey 2 reported that family members other than siblings take part in the Beacon. (Participation of family members tended to be higher for some sites than others, due to characteristics of Beacon adult programming as well as other external factors such as neighborhood safety, work schedules etc.)
- Many of the cohort survey respondents had already established connections with the Beacon before the year they answered the survey (45% of respondents to both cohort survey 1 and cohort survey 2 had attended the Beacon in the prior school year, and one-third or more of the respondents had been participants the prior summer).
- About half of the cohort survey 1 respondents (42%) and fully two-thirds of cohort survey 2 respondents (66%) plan to attend the Beacon during the next summer. Additionally about two-thirds of the respondents reported they were definitely or probably going to come to the Beacon in the next school-year. A total of three-fourths (76%) of the respondents to the fall 2008 cohort survey 2 indicated they would stay enrolled at the Beacon throughout the year.

Table 2: Beacon Affiliation/History of Cohort Survey Respondents

	Spring 08	Fall 08
	220	287
AGE AT FIRST ENROLLMENT		
Younger than 8	20%	33%
Between 8 and 10	28%	30%
Older than 10	52%	37%
FAMILY TIES		
Siblings Attend*	44%	49%
Other Family Attends	18%	27%

* only calculated for those with brothers or sisters

Table 3: Beacon History and Plans for Cohort Survey Respondents

	Spring 08	Fall 08
	220	287
BEACON CONNECTIONS		
Attended prior year	45%	45%
Attended prior summer	32%	40%
Plans to come next summer	42%	66%
Definite/Probable plant to come next year	68%	63%
Definite/Probable plant to come spring 2009		76%

Self Reported Attendance Change Over Years for Cohort Study Respondents

Most of the survey respondents, by study definition, were regular Beacon attendees at the time the survey was administered (see Table 4 following). However, self-reported differences in their attendance, suggested desired changes for the group specifically targeted by BYA. Note the following:

- The majority of both younger and older cohort survey 2 respondents reported they attend 4-5 days most weeks (including 83% of those in grades 4 – 6, and 72% of those in grades 7 and 8). (This was almost identical to reports in cohort survey 1.)
- For those older participants who were reportedly enrolled at the Beacon during the previous school year, there were interesting comparative differences: most (52%) cohort survey 1 7th/8th grade participants indicated they attended about the same in 2007-08 as they had in 2006-07, one third said they attended more. **Almost half (44%) of the cohort survey 2 7th and 8th graders indicated they attended more in 2008-09 than they had in 2007-08.**
- **Further, while the age-related decline in attendance was reported by cohort study 1 participants, the same was not true for cohort study 2 participants** (only 29% of 13 year olds in Spring 08 said they attended more than the prior year, and 23% said they attended less: a total of 46% of 13 year olds in Fall 2008 said they attended more than the prior year and 18% said they attended less).

Because the BYA evaluation includes access to actual attendance data as reported through Beacons-on-Line, true comparisons of attendance 2007-08 vs. attendance 2008-09 will be determined. Participants' internal sense of change however, is evident.

Table 4: Self-Reported Attendance of Respondents, by Age

	N	4 – 5 days	2 – 3 days	1/week or less
FREQUENCY OF ATTENDANCE Fall 08				
Younger respondents (grades 4 – 6)	160	83%	7%	11%
Older respondents (grades 7 & 8)	111	72%	23%	5%
COMPARISON Of CURRENT & PRIOR* ATTENDANCE		More	Same	Less
Older respondents (grades 7 & 8) Spring 08	54	32%	52%	17%
Older respondents (grades 7 & 8) Fall 08	36	44%	39%	17%
12 year olds Spring 08	18	28%	67%	6%
13 year olds Spring 08	31	29%	48%	23%
12 year olds Fall 08	11	46%	56%	0
13 year olds Fall 08	22	46%	36%	18%

*Includes only those who reported enrollment in the year before they answered the cohort survey

3. COMPARATIVE FINDINGS COHORT SURVEYS 1 AND 2

The findings described in sections 3.1 through 3.6 represent the second responses of Beacon participants. They provide some overall direct responses from the participants’ perspective about the Beacons as the first full BYA implementation year gets underway and they provide additional opportunities to look at and make some comparisons about relationships between youth characteristics and Beacon participation. Responses to the Fall 2008 survey continue to illuminate some important findings about Beacon participation and to provide insights about BYA progress.

3.1 Participant Reasons for Coming to the Beacon

In order for BYA Beacons to best hone their programs for young adolescents and contribute to overall system-building, it is helpful for Beacons and their stakeholders to know why participants attend. Both the first and 2nd cohort surveys asked respondents whether a variety of reasons for attending were true. The list was informed by both the literature and common perceptions/misperceptions (mis) perceptions regarding participation.. Respondents reflected on multiple inspirations for coming to Beacons. Respondents’ rationales for attending Beacons are summarized in Table 5. Though the group responding for cohort survey 2 is

somewhat different from the group responding to cohort survey 1, the proportions agreeing about reasons for attendance were very similar. This should further clarify for Beacon staff and stakeholders what is most important to focus on from participants' perspective, and is definitely reflected in BYA guidance strategies.

Table 5: Why Cohort Survey Respondents Come to the Beacon, as reported Fall 2008, Spring 2008

	<i>Spring 08</i>	Fall 08
	220	287
I like the staff here	82%	83%
My friends come here	78%	79%
I get help with homework	66%	76%
Beacon is a safe place to be	71%	74%
I want to	76%	67%
Learn about/do things I wouldn't otherwise	60%	61%
We get to go on cool trips	59%	54%
It's boring to just stay home	53%	49%
My parents make me	35%	41%

- Liking the Beacon staff, having friends who go to the Beacon, getting homework help, feeling the Beacon is a safe place, and desire to go – in that order - are among the most cited reasons as to why youth go to the Beacon (70% or more of the respondents identified these reasons). Many more cohort survey 2 respondents (than cohort survey 1 respondents) identified getting homework help as a reason to attend. There was both an obvious need for this assistance (more cohort survey 2 respondents indicated their classes were hard), and BYA Beacons have been working to maximize their use of this time with participants.
- The respondents are also aware of learning opportunities. A total of 61% of cohort survey 2 respondents (and 60% of those who answered cohort survey 1) said they come to the Beacon to learn about things they wouldn't otherwise. More than half of those who answered the surveys (59% for cohort survey 1 and 54% for cohort survey 2) reported it was true they came for the trips.
- About half of the respondents including 45% of 4th – 6th graders and 54% of the older respondents agree they come to the Beacon because it is boring to just stay home.
- Very few respondents overall (although this was substantially different from one Beacon site to another and mostly true for Beacons with more younger participants), indicated they came because their parents/guardians made them.

Information about attendance motivations is important to influence outreach, programming and overall approach. It will also be an area to continue watching for change as efforts to attract and retain young adolescents are enhanced.

3.2 Young Adolescent Feedback About Beacons

Table 6a below shows results of questions about satisfaction. Overall these data suggest that once youth are connected to the Beacons (remember, most respondents are regular attendees), they like participating and are satisfied with their experiences. Further, though changes in staffing, grouping and types of activities have been happening at the Beacons through BYA, satisfaction has remained consistent.

Table 6a: Satisfaction with the Beacon and Opportunities to Participate

	<i>Spring 08</i>	<i>Fall 08</i>
	220	287
OVERALL SATISFACTION		
I love coming here	44%	48%
I think it's okay	51%	42%
I don't like coming here	5%	10%
AMOUNT OF ACTIVITIES		
Wish I could do more	47%	48%
This is about right	47%	42%
Wish I could do less	7%	10%

- Most respondents are satisfied overall with their Beacon. About 44% of those who answered cohort survey 1 and 48% of those who answered cohort survey 2 indicated they “*love coming to the Beacon*,” most of the rest (51% of those from cohort survey 1 and 42% of those from cohort study 1) indicated it was at least okay (generally high praise from young adolescents). Very few respondents indicated they did not like coming to the Beacon.
- About half (48%) of the respondents to cohort survey 2 (including 57% of the younger respondents and 34% of the older respondents) wished they **could do more activities** at the Beacon; and about 42% indicated their **activity level was “about right”** (including 33% of the younger respondents and 57% of those in 7th and 8th grades). Responses to cohort survey 2 were almost identical to those from cohort survey 1 regarding overall satisfaction and activity level.

Cohort survey 2 included some new questions for respondents regarding activity opportunities. Answers to these questions are shown in Table 6b below. It can be seen in the table that both younger and older participants agree they have their own activities, are doing new things and are getting to be with their peers.

**Table 6b: Differences at the Beacon 2008-09,
According to Younger and Older Participants**

	<i>Beacon 1</i>	<i>Beacon 2</i>	<i>Beacon 3</i>	<i>Beacon 4</i>	TOTAL
FOR 4th AND 5th GRADERS 2008-09	38	33	6	87	164
Get chances to do more activities than those in 3 rd grade or younger	75%	59%		70%	70%
Doing activities new this year	80%	42%		71%	70%
There are activities just for 4 th & 5 th graders	42%	47%		42%	43%
Get to hang out/do activities w/ same age kids					
Sometimes	71%	47%		54%	57%
A lot	29%	35%		30%	31%
FOR 6th, 7th 8th GRADERS 2008-09	25	23	49	16	113
Get chances to do more activities than those in 5 th grade or younger	80%	91%	64%	93%	77%
Doing activities new this year	75%	61%	56%	69%	64%
There are activities just for 6 th , 7 th , 8 th graders	32%	68%	35%	43%	43%
Get to hang out/do activities w/ same age kids					
Sometimes	36%	43%	52%	36%	45%
A lot	52%	57%	41%	64%	50%

- The majority of both the elementary-aged (4th and 5th graders) and the middle school-aged (6th, 7th, and 8th grade) participants (70% and 77% respectively) indicated they get more chances to do things than the younger participants at their Beacons.
- Additionally 70% of the elementary-aged participants and 64% of the middle-school aged participants agreed they were doing activities that are new for them this year.
- A total of 43% of each group acknowledged there were activities just for them and their similarly aged peers, and almost everyone in both groups indicated they got to hang out/do activities together with kids their own age at least sometimes. Half (50%) of the older respondents reported they got to hang out with or do activities with their peers a lot.

Attention to overall satisfaction, especially as Beacons experiment with different structures, strategies and activities, will inform ongoing results. Changes in options for the target group (documented by the BYA evaluation) and the recognition of those changes will be critical indicators of BYA success. Like the others, this area will be closely followed.

3.3 Statements About Staff

Other indicators of youth satisfaction with Beacons and important connection building opportunities are studied via responses about staff. Tables 7 and 8 show feedback in this area.

Table 7: Percent of Cohort Survey Respondents Who Agreed* With the Following Statements About Staff, Spring 08 and Fall 08

	Spring 08	Fall 08
	220	287
STAFF		
want me to do my best	80%	81%
treat me with respect	77%	81%
tell me when I do a good job	72%	72%
listen to me	72%	78%
really care about me	70%	75%
believe I will be a success	62%	69%
notice when I'm out	61%	62%

* This includes *agreement and strong agreement*

- Overall, survey respondents think highly of their Beacon staff, emphasizing the staff's qualities such as having high expectations, being respectful, caring, and being attentive listeners among others. Although this was noticeably more true at some of the Cohort survey study Beacons at the time of the first cohort survey, it was very consistent at the time of the second (see appendix). Additionally, it is interesting to note that for the final three indicators, proportionally more Beacon cohort survey 2 respondents were in agreement.
- Only about two-thirds of the respondents think their absences are noticed and this was the one staff-related area quite different across the Beacons. A total of 75% of the respondents from Beacon 1 agreed staff notice when they are out. The same was true for only about 55% of those from Beacon 2 or 4, and 65% of those from Beacon 3. This is an area that likely invites continued attention.

Table 8: Percent of Cohort Survey Respondents Who Agreed* With the Following Statements about the Beacon Director and Staff, Spring 08 and Fall 08

	Spring 08	Fall 08
	220	287
The DIRECTOR		
treats youth with respect	83%	79%
listens to youth	79%	70%
cares about participants	75%	73%
The STAFF . . .		
treats youth with respect	77%	77%
cares about participants	73%	74%
work without yelling	73%	65%
Understand my culture	54%	68%

* This includes *agreement and strong agreement*

- As for staff, the overwhelming majority of respondents agreed that the Beacon director treated them with respect, listened to and cared about them. (Note that the numbers agreeing that the Director listens to youth were somewhat lower than in the previous year – though still at 70%). All of the responses about Director were slightly different for one of the four study Beacons.
- With the exception of working without yelling, most respondents indicated that Beacon Staff in general treat youth with respect, and care about participants. Responses from the 2nd cohort survey were very similar to the first.
- Interestingly, only about half of the survey participants from cohort survey 1, but more than two-thirds of those from cohort survey 2 thought the Beacon staff had an understanding of their cultures. Questions about culture and how staff interacts with youth will be further discussed in planned focus groups.

Again, these findings strongly suggest that once participants develop basic connections with Beacons (by attending regularly, as the respondents do), they are very likely to encounter staff they will acknowledge as caring about them and following youth development principles regarding youth/adult interactions.

The final area of satisfaction included overall ratings. As shown in Table 9, most participants were positive in their assessment of the Beacons, though again there were site variations (see appendix).

Table 9: Ratings of Beacons by Cohort Survey Respondents, Spring 08, Fall 08

	Spring 08	Fall 08
	220	287
PERCENT RATING "A OR B"		
Director	76%	79%
Staff	65%	69%
Youth Workers	67%	67%
Activities	58%	64%
Beacon Space	58%	62%
Equipment	52%	70%
OVERALL RATING		
Excellent	35%	37%
Very Good	19%	16%
Good	13%	18%
Okay	18%	18%
TOTAL	85%	89%
COMPARISON TO LAST YR*		
Better this Year		39%
Same this Year		47%
Worse this year		14%

*Comparisons analyzed only for those who reported enrollment 2007-08

- Beacon directors received the highest percentage of A or B ratings (76% of respondents from cohort study 1 and 79% of respondents from cohort survey 2 gave their directors a high rating).
- Almost 2/3 of participating youth gave the Beacon staff and youth workers an A or B rating. This was true on both surveys, although staff and staff roles had definitely changed.
- While there was still some variation regarding Beacon activities, space, and equipment, by site (see appendix), over 60% of respondents to cohort survey 2 gave those items high (A or B) ratings. There were noticeable increases in the proportions of youth who gave the Beacon space and equipment A or B ratings on cohort survey 2.
- Overall, 85% of cohort survey 1 respondents and 89% of cohort survey 2 respondents rated their Beacons positively, including more than half who rated it *very good or excellent*.
- As of the fall of the 2nd BYA year (as program changes were just starting to be implemented) more than one-third of the cohort study respondents who had been at the Beacon for at least two years indicated the Beacon was **better** in 2008-09. A few cohort survey respondents indicated the Beacon was **worse** in 2008-09 (14%), but the majority (47%) perceived it as the *same*.

Satisfaction and overall ratings should be carefully monitored throughout BYA to ensure that BYA experimentation does not have unintended effects.

3.4 How are Beacons Currently Involving Youth?

Beacons have a firm foundation on which to promote special efforts for BYA populations. Table 10 shows that critical basic standards are regularly met and apparent to youth. Table 10 also shows some important changes.

Table 10: Percent of Cohort Survey Respondents Who Reported the Following Happened at their Beacons At Least Sometimes, Spring 08, Fall 08

	Spring 08	Fall 08
	220	287
Activities are interesting	87%	85%
I get to learn new things	83%	81%
Kids treat others with respect	82%	80%
Rules about how to treat each other are enforced	77%	75%
Activities are challenging	72%	68%
I got to choose things I do		68%
Staff encouraged me to stay involved		65%
I got to do things to make my neighborhood a better place		63%
I was asked to help get other kids to come to the Beacon		49%

- A substantial majority of respondents (80% or more) from both cohort surveys reported that activities are interesting, they get to learn new things and youth treat each other with respect, *at least some of the time*.
- In addition, both survey respondent groups indicated the Beacon is largely perceived as a space where rules are enforced and activities are challenging.
- Finally, about two-thirds of the respondents to cohort survey 2 indicated they got to choose what they do during Beacons, were encouraged to stay involved by Beacon staff and had opportunities to make their neighborhoods better places. About half (49%) of the respondents reported that they were asked to help recruit other youths.

It is well documented in the literature that adolescents become increasingly connected to their peers. As shown in Table 11, the Beacons are a place where that can happen. Most respondents to either cohort survey had at least a few friends also participating at the Beacon.

Table 11: Peer Involvement at Beacons, Spring 08, Fall 08

	Spring 08	Fall 08
	220	287
HOW MANY FRIENDS AT BEACON?		
All	11%	11%
Some	41%	45%
A Few	41%	36%
None	7%	8%

This too provides a good platform for helping to achieve BYA goals. As BYA outreach efforts kick into gear, the numbers of participants with friends participating should be regularly monitored.

3.5 Why Don't Youth Come to the Beacons?

In the final area of inquiry on the first cohort study survey, respondents were asked to clarify whether they had friends who stopped coming. Most did. With that as a backdrop, respondents were asked to predict why there was non-attendance by some youth. Their responses are shown in Table 12.

Table 12 Cohort Study Respondents Explanations of Why Kids Don't Come to Beacons, Spring 08, Fall 08

	Spring 08	Fall 08
	220	287
Have friends who used to come but don't now	55%	45%
WHY OTHERS DON'T COME		
Just like to hang out	38%	41%
Play sports/teams afterschool	26%	32%
Other activities afterschool	29%	27%
Have to go to tutoring	21%	25%
Parents want them home	27%	24%
Don't like Beacon rules	15%	16%
Don't like Beacon activities	19%	15%
Friends stopped coming	14%	15%
Care for younger sibs/other	16%	13%
Don't like Beacon staff	12%	12%

Reports from cohort study respondents debunked some myths and helped to identify a clear challenge. Few respondents thought that youth didn't come because of Beacon rules, staff or

even activities. Few also indicated that they couldn't come because their parents/guardians wanted them home or that they had other obligations. This was a consistent finding each time the survey was administered. What was most frequently identified was the expected adolescent interest in just "hanging out." As Beacons become a place for this, for more youth, participation for individuals and their friends should change.

The final two following sections include results disaggregated by gender and predicted involvement. These data continue to answer important questions about relationships between youth characteristics and Beacon attendance.

3.6 How is Gender Related to Participation?

Table 13 shows background data for respondents, by gender and some important differences are apparent. First, the participants who join the Beacon as young adolescents (i.e., those older than 10 at first enrollment) were mostly male. So, an influx of male young adolescents should be expected each year. Additionally, the female participants, especially those who answered cohort survey 2 in the Fall of 2008, are the ones who plan to attend summer programming. Both males and females from the first cohort survey respondent group are planning to attend the Beacon in the spring 2009 especially and next year.

Table 13: Beacon Affiliation/History of Respondents by Gender, Spring 08, Fall 08

	Spring 2008		Fall 2008	
	Female	Male	Female	Male
	78	141	133	137
AGE AT FIRST ENR				
Younger than 8	28%	16%	39%	28%
8 – 10	31%	27%	34%	25%
Older than 10	41%	57%	28%	47%
BEACON INVOLVEMENT				
Attended Prior Year	48%	44%	59%	38%
Attended Prior Summer	37%	30%	46%	35%
Plans to Come Next Summer	49%	37%	69%	62%
Definite/probable plans to come next year	61%	71%	68%	59%
Definite/probable plans to come next Spring 09			78%	75%

Table 14: Self-Reported Attendance/Involvement by Gender

	<i>Spring 2008</i>		<i>Fall 2008</i>	
	Female	Male	Female	Male
	78	141	133	137
ATTENDANCE				
4 – 5 days/week	77%	79%	84%	74%
2 – 3 days/week	14%	16%	8%	19%
At least 1/week	5%	3%	4%	1%
Only once in a while	4%	2%	3%	7%

By their own reports, males and females who answered cohort survey 1 had very similar participation levels. As shown in Table 14, more than three-fourths of both male and female cohort survey 1 respondents indicated they participate in Beacon activities 4 – 5 days/week. This was also true for 74% of cohort survey 2 male participants and 84% of female cohort survey 2 participants.

Table 15: Satisfaction with the Beacon by Gender, Spring 2008, Fall 2008

	<i>Spring 2008</i>		<i>Fall 2008</i>	
	Female	Male	Female	Male
	78	141	133	137
OVERALL SATISFACTION				
I love coming here	46%	42%	50%	44%
I think it's okay	53%	51%	43%	43%
I don't like coming here	1%	7%	7%	13%
AMOUNT OF ACTIVITIES				
Wish I could do more	39%	51%	46%	49%
This is about right	51%	44%	47%	41%
Wish I could do less	10%	5%	8%	11%
PERCENT RATING "A OR B"				
Director	76%	76%	76%	81%
Staff	61%	67%	68%	66%
Youth Workers	73%	64%	70%	65%
Activities	47%	65%	62%	64%
Beacon Space	49%	62%	56%	69%
Equipment	42%	56%	67%	71%

Male and female cohort survey respondents in both years also reported similar levels of satisfaction overall, but there were obvious differences regarding activity options. On cohort survey 1, most males (51%) indicated they wanted to do more at the Beacons, whereas only 39%

of the females responded similarly. On cohort survey 2, the proportions were much more equivalent: about half of all males and half of all females indicated they wanted to do more and most of the rest indicated the amount of activity was about right. Slightly more males were favorable (gave an A or B rating) about the activities and equipment, but more males than females were happy with the space.

Although more males were positive on cohort survey 1, this was not true on cohort survey 2. As shown in Table 16, a total of 57% of the female respondents gave their Beacon an overall rating of *excellent or very good*, this was also true for 49% of the males.

Table 16: Satisfaction with the Beacon by Gender

	<i>Spring 2008</i>		<i>Fall 2008</i>	
	Female	Male	Female	Male
	78	141	133	137
OVERALL RATING				
Excellent	30%	37%	40%	35%
Very Good	18%	20%	17%	14%
Good	8%	17%	15%	20%
Okay	20%	17%	16%	21%
TOTAL	76%	91%	88%	90%

3.7 Differences Related to Future Expectations

Cohort survey 2 included two final questions regarding plans for ongoing participation.⁴ All respondents predicted whether they would *definitely*, *probably*, *definitely not* participate or whether they were unsure regarding continued enrollment throughout 2009-10. The responses of those who predicted they would participate were compared to those who indicated they would not participate combined with those not even sure enough to make a guess. Their responses provided some interesting food for thought regarding what motivates and discourages participants from building on or discontinuing their connections.

A total of 278 respondents answered the questions about expectations for continued enrollment through 2008-09. As shown in Table 17, this included 52 10-year olds, 51 youth who

⁴ Both cohort survey 1 and cohort survey 2 asked respondents to predict whether they would return to the Beacon in the following school year. However, results are not shown comparatively here because participants were asked to predict their next year's enrollment when they were at different points in the school year. Specifically cohort survey 1 respondents were at the end of the year being asked to predict enrollment for the following year, and cohort survey 2 respondents were at the beginning of the school year being asked to predict enrollment for the next semester, and also to predict enrollment for the following school year.

were 11, 49 youth who were 12 and 59 youth who were 13 years old. There was not a lot of variation by age, however, proportionately more 12 and 13 year-old respondents (compared to 10 or 11 year olds) were sure they would be returning Spring 2009. Race/ethnicity was also associated with expected departures. A total of 34 respondents to these questions were African American, 166 were Latino and the rest identified as “other.” Only 21% of those who identified as Latino or African American indicated they would not participate Spring 2009 (27% of “other” were not planning to return), and 32% to 39% respectively indicated they definitely would keep coming (only 29% of the “other group” was sure they would). Gender, however, did not seem to be a factor: roughly equal proportions of male and female respondents indicated they would definitely or probably be back for Spring 2009. Among this respondent group, those who started earlier (younger than 8) or as older pre-adolescents (10+) were more sure about their continued involvement than those who started later.: 83% of those who started when they were younger than 8 and 76% who started when they were older than 10 indicated they would definitely or probably continue; only 68% of those who started when they were 8, 9 or 10 indicated they would probably continue throughout SY 2008-09.

Table 17: Background Characteristics of Fall 2008 Respondents by Attendance Plans for Spring 2009

		Plans to Return Spring 2009		
	N	Definitely	Probably	Not Sure/No
AGE				
10 - 11 years old	103	30%	43%	27%
12 13 years old	108	36%	44%	19%
RACE/ETHNICITY				
African American	34	32%	47%	21%
Latino	166	39%	40%	21%
Other*	49	29%	44%	27%
GENDER				
Female	131	34%	44%	21%
Male	131	35%	40%	25%
AGE AT FIRST ENR				
Younger than 8	90	37%	47%	17%
8 – 10	78	24%	44%	32%
Older than 10	100	41%	35%	24%

*Other includes participants who identified their racial/ethnic background as Asian, Caucasian, and “other.”

Although respondents indicated whether they would *definitely*, *probably* or *definitely not* attend, or *weren't sure*, the most illuminating comparisons were available by looking at the group *definitely planning to attend*, and those who indicated they *definitely would not* (or were not even sure enough to say probably) attend Spring 2009. The remaining analyses in this section show relationships for these groups; **and there is a striking trend throughout.**

Table 18 presents response data including school-related characteristics, Beacon involvement and Beacon attendance. The group planning to continue coming to the Beacon has some varied characteristics.

Table 18: Background Characteristics of Fall 2008 Survey Respondents, by Attendance Plans for Next Year

	Definitely	Not Sure/No
	97	67
SCHOOL RELATED CHARACTERISTICS		
Like School Most of the time	52%	49%
School is Not hard at all	29%	27%
Language Arts Grades 80s or better	64%	60%
BEACON INVOLVEMENT		
Attended Previous School Year	60%	52%
Attended Previous Summer	40%	41%
Siblings Attend*	44%	48%
Other Family Attend	35%	16%
BEACON ATTENDANCE		
4 – 5 days/week	84%	72%

* Only analyzed for those with siblings

- A total of 59% of those who reported they are definitely staying through spring 2009, also indicated they like school most of the time. This was also true for 49% of those who were not committed to returning. Similar findings were seen regarding experiencing school as hard (29% of those who are staying said school is *NOT hard at all*, while 27% of those not committed said the same) and earning good grades. A total of 64% of those who are planning to stay through Spring 2009 and 60% of those who are not planning to stay indicated they made good grades). While initial cohort survey responses indicated that **those who are beginning to dissociate from school (i.e., not liking it, finding it harder) are also less likely to stay connected to the Beacons**, this did not seem to be the case in the Fall of the 2008-09 school year.

- Larger percentages of those who participated in the Beacon the prior year are planning to stay involved (60% of those who say they'll definitely keep coming had attended the year before, and 40% of them had been at the Beacon the previous summer). Fewer of those from the non-committed group had been at the Beacon during 2006-07 (52%) although about the same proportion had attended the prior summer.
- Almost half of all the cohort survey 2 respondents who answered these questions, regardless of their future plans, had siblings who attended the Beacon. It is noteworthy though that, among those who are planning to continue during the spring 2009, about 35% have other family members who come to the Beacon. This was only true for 16% of those who are not planning to keep coming to the Beacon, spring 2009. **Involvement of other relatives continues to be important to maintaining participation.**
- Almost all of those who are planning to stay on during spring 2009, attend very regularly (4 – 5 days/week). This was also true for many of those who were not planning to come back during the spring, but a far smaller proportion of those who think they'll discontinue were attending regularly (72% vs. 84%).

Table 19 shows some big differences, in this case in motivations to come to the Beacon, between those who plan to participate at the Beacon throughout spring 2009, and those who were not planning to do so.

Table 19: Why Fall 2008 Participants Come to the Beacon by Attendance Plans for Spring 2009

	Definitely	Not Sure/No
	97	67
I like the staff here	94%	72%
Beacon is a safe place to be	84%	63%
I get help with homework	80%	72%
I want to	79%	50%
My friends come here	79%	73%
Learn about/do things I wouldn't otherwise	72%	58%
We get to go on cool trips	69%	33%
It's boring to just stay home	54%	41%
My parents make me	37%	52%

- The vast majority (more than 75%) of those who are planning to return, like the staff, get help with their homework, independently want to, have friends at the Beacon and think it's a safe place to be. These things were true for less than 75% of those who are not planning to come back.

- Particularly striking were the differences related to choice about being at the Beacon, and getting to go on trips. A total of 79% of those who are planning to continue coming to the Beacon for spring 2009, *want to come*, this was only true for half of those who were not sure they'd be back. Similarly only about one-third of those respondents who indicated they would be back in the spring also report that their parents make them come to the Beacon. Among those not sure, more than half indicated their parents make them come.
- Getting to go on cool trips was noted by more than two-thirds of those who are planning to come back, but only about one-third of those who aren't. **Opportunities to learn and do special things should be readily available.**

Satisfaction is also important. As shown in Table 20, the two groups had some similarities and many differences in levels of satisfaction. Almost all of those who plan to stay on through spring 2009 described the Beacon as *at least okay*, but that was true for many fewer of those who were not planning to stay (77%). Additionally, those who are not planning to stay on through spring 2009 were clearly less aware that choices for young adolescents existed.

- Where 81% of the group expecting to stay through spring indicated they were able to do more now that they were older, only 60% of those who are not planning to stay through spring had that awareness. Similarly more than two-thirds of those who are planning to stay indicated they get to hang out and do stuff with their peers, that was true for only 26% of those who were not coming back.
- More than three-fourths of the respondents who are planning to stay through the spring gave A or B ratings to every single feature of the Beacons we asked about (i.e., the Director, staff, youth workers, activities, Beacon space, equipment). This was true for about half or less of the group that is not planning to come back. **Most notable was the ratings for ACTIVITIES. A total of 87% of those who are planning to stay through spring gave the activities A or B ratings, this was only true for 37% of those who were not planning to stay.**
- A total of 90% of those who are coming back gave positive overall ratings (*excellent, very good or good*), this was only true for 51% of those who are not planning to stay through the spring 2009.
- Almost all of those who are planning to return (91%) would recommend the Beacon to a friend, this was only true for about one-third of those who are not planning to return.

It remains unclear whether the lack of satisfaction influences participants' future plans, or the reverse. In other words, the survey does not clarify whether those who are unsatisfied plan not to return, or whether whatever causes participants not to want to return also results in their

being unsatisfied with the Beacon, but Beacon directors and staff are cautioned to stay mindful about satisfaction.

Table 21: Satisfaction with the Beacon by Attendance Plans for Spring 2009

	Definitely	Not Sure/No
	97	67
OVERALL SATISFACTION		
It's <i>at least okay</i>	97%	67%
THIS YEAR (2008-09)		
I get to do more than younger participants	81%	60%
I get to hang out with/do things with others my own age <i>A LOT</i>	68%	26%
PERCENT RATING "A OR B"		
Director	91%	68%
Staff	85%	50%
Youth Workers	80%	53%
Activities	87%	37%
Beacon Space	76%	54%
Equipment	84%	55%
OVERALL RATING		
Excellent	60%	26%
Very Good	21%	8%
Good	9%	17%
TOTAL	90%	51%

4. NEXT STEPS

This report is the third in a series presenting feedback and insights via the cohort study. A final follow-up survey and status updates check with the Beacons-on-line database will be conducted during the spring of the 2008-09 program year. The final report will include general responses and a more focused investigation of response differences by gender, status, attendance level and retention status and projected involvement. Additionally, the final report will include longitudinal data for some respondents and information disaggregated for those who disconnected from the Beacons. Beacon Directors and staff and their stakeholders at the YDI, DYCD and others in their network are encouraged to thoroughly review the feedback presented here and to request further inquiry where needed.

APPENDIX



BEACON YOUNG ADOLESCENT INITIATIVE STUDY
YOUTH SURVEY

Instructions: Please help us learn about your Beacon by answering the questions on this survey. We need to know what YOU think. Answering this survey tells us you agree to be a part of this study. If you don't agree, just don't answer ANY questions.

If you do agree to participate, we hope you will answer all the questions.
But YOU MAY SKIP ANY YOU DO NOT WISH TO ANSWER. Thanks for your help.

Please fill this in as instructed.

ID NUMBER

OTHER CODE

***** We only need to know your name so we can survey you again in the spring. When you're done with the survey, put it in the envelope and seal it. No one at the Beacon or your school will see your answers.

ABOUT YOU

1a. How old are you?

☐ 9

☐ 12

☐ 15

☐ 10

☐ 13

☐ 16

☐ 11

☐ 14

1b. What grade are you in?

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ OTHER

(write in please)

2. Are you female or male? ☐ female ☐ male

3. Which, if any, of these best describes you? (pick one)

☐ African American

☐ Latino/Hispanic

☐ Latino/Hispanic & African American

☐ Asian

☐ Caucasian (white)

☐ OTHER

(write in please)

☐ I don't wish to answer

4. What is the name of the school you attend during the day? (Please write neatly)

5a. Do you like school? (Pick One)

- ☐ Most of the time
- ☐ Sometimes
- ☐ No, never
- ☐ Can't say

5b. How hard is school for you? (Pick One)

- ☐ Not hard at all - most of my classes are easy
- ☐ Some classes are hard, some are easy
- ☐ Most of my classes are hard
- ☐ Not sure

6. What kind of report card grades do you usually get in your language arts classes (English, Reading) at school? (Pick one)

- ☐ 80's or better
- ☐ Mostly 70's
- ☐ Mostly 60's
- ☐ Mostly less than 60
- ☐ I'm not sure

ABOUT YOUR INVOLVEMENT IN YOUR BEACON PROGRAM

7. How old were you when you started coming to this BEACON Program? (Pick One)

- | | | | |
|---|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> younger than 8 | <input type="checkbox"/> 10 | <input type="checkbox"/> 13 | <input type="checkbox"/> 16 |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 11 | <input type="checkbox"/> 14 | |
| <input type="checkbox"/> 9 | <input type="checkbox"/> 12 | <input type="checkbox"/> 15 | |

8. Did you come to the Beacon last summer (summer 2008)? (Pick One)

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Don't Remember |
|------------------------------|-----------------------------|---|

9. Do you think you will come to the Beacon next summer (summer 2009)? (Pick One)

- | | | |
|------------------------------|-----------------------------|-----------------------------------|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> Not sure |
|------------------------------|-----------------------------|-----------------------------------|

10. Did you attend programs at the Beacon last school year (2007-08)? (Pick One)

- ☐ Yes, all the time
- ☐ Yes, once in a while
- ☐ No
- ☐ Don't Remember

11. Do any of your brothers or sisters come to the Beacon now? (Pick all that apply)

- ☐ Yes, younger brothers or sisters
- ☐ Yes, older brothers or sisters
- ☐ No, I have no brothers or sisters who come to the Beacon
- ☐ No, I don't have any brothers or sisters

12. Does anyone else from your family come to the Beacon (parents/guardians, cousins, etc.)

- ☐ No
- ☐ Yes

(Write in who else from your family comes to the Beacons)

13. Which of the following statements are true? (Pick one for each of the following)

	<i>I come to the Beacon because . . .</i>	True	False
a.	I want to	<input type="checkbox"/>	<input type="checkbox"/>
b.	some of my friends come here	<input type="checkbox"/>	<input type="checkbox"/>
c.	my mother/father/guardians <i>make</i> me	<input type="checkbox"/>	<input type="checkbox"/>
d.	my brothers and/or sisters come here	<input type="checkbox"/>	<input type="checkbox"/>
e.	it is boring to just stay home after school	<input type="checkbox"/>	<input type="checkbox"/>
f.	it is a safe place to be after school	<input type="checkbox"/>	<input type="checkbox"/>
g.	I like most of the staff here	<input type="checkbox"/>	<input type="checkbox"/>
h.	I get to learn about or do things I wouldn't get to otherwise	<input type="checkbox"/>	<input type="checkbox"/>
i.	I get help with my homework	<input type="checkbox"/>	<input type="checkbox"/>
j.	We get to go on cool trips	<input type="checkbox"/>	<input type="checkbox"/>

14. How many days do you come to the Beacon most weeks? (Pick One)

- ☐ 4 - 5 days
- ☐ 2 - 3 days
- ☐ At least 1 day most weeks
- ☐ I only come here once in a while

15. Are you satisfied with the amount of activities you participate in now? (Pick One)

- ☐ I wish I could do more
- ☐ This is about right
- ☐ I wish I could do less

16. Do you enjoy coming to this Beacon? (Pick One)

- ☐ I love coming here
- ☐ I think it's okay
- ☐ I don't like coming here
- ☐ No comment

CHANGES AT THE BEACON

17. Compare this year at the Beacon to last year at the Beacon

a.	I can't answer any of these because I did not come here last year SKIP DOWN TO QUESTION NUMBER 6	<input type="checkbox"/>	
----	---	--------------------------	--

IF YOU WERE HERE LAST YEAR, ANSWER THESE ↓↓↓↓↓				True	False
b.	I come here MORE than I did last year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
c.	I come here as often this year as I did last year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
d.	I come here LESS than I did last year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
e.	There are more things to do at the Beacon this year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
f.	I have more friends at the Beacon this year	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
g.	I come to the Beacon MORE this year than last year because I want to work here in the future	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
h.	I come to the Beacon MORE this year than last year because my parents or guardians make me	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
i.	I come the Beacons LESS this year because I just like to hang out with my friends after school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
j.	I come to the Beacon LESS this year because I have to go to tutoring or homework help at school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
k.	I come to the Beacon LESS this year because I have other things to do after school (like art, dram, or music lessons or clubs)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
l.	I come to the Beacon LESS this year because I don't like the activities that are available	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
m.	I come to the Beacon LESS because my friends stopped coming to the Beacon after school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
n.	I come to the Beacon LESS because my parents/guardians want me to come right home after school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
o.	I come to the Beacon LESS because I have to care for my younger brothers/sisters or cousins after school	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
p.	I come to the Beacon LESS because I don't like all the rules	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
q.	I come to the Beacon LESS because I don't like the staff	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
r.	I come to the Beacon LESS because I don't like the other kids here	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

18. Do you think the Beacon is better, worse or about the same as last year? (Pick One)

- ☐ I don't know, I wasn't here last year
- ☐ I think it's BETTER this year
- ☐ I think it's WORSE this year
- ☐ I think it's ABOUT THE SAME this year

Please tell us why you say the Beacon is Better, Worse or the same as last year

--

MORE QUESTIONS ABOUT CHANGES AT THE BEACON

FOR 4th and 5th Graders Only!!!!

19a. Now that you are in 4th or 5th grade, do you get to do more activities at the Beacon than kids who are in 3rd grade or younger?

☐ Yes ☐ No

19b. Are there activities just for kids in the 4th or 5th grade?

☐ Yes ☐ No

19c. Are you doing any activities this year that you didn't do last year?

☐ Yes ☐ No

19d. Now that you are in 4th or 5th grade, do you get to decide whether you come to the Beacon or not each day?

☐ Yes ☐ No

19e. How often do you get to hang out with or do activities at the Beacon with other kids in the 4th or 5th grade? (Pick one)

☐ Never or hardly ever
☐ Sometimes
☐ A lot

19f. How often do you get to hang out with or do activities at the Beacon with kids in the 6th, 7th or 8th grade?

☐ Never or hardly ever
☐ Sometimes
☐ A lot

FOR 6th, 7th or 8th Graders Only!!!!

19a. Now that you are in 6th, 7th or 8th grade, do you get to do more activities at the Beacon than kids who are in 5th grade or younger?

☐ Yes ☐ No

19b. Are there activities just for kids in the 6th, 7th or 8th grades?

☐ Yes ☐ No

19c. Are you doing any activities this year that you didn't do last year?

☐ Yes ☐ No

19d. Do you get to decide whether you come to the Beacon or not each day?

☐ Yes ☐ No

19e. How often do you get to hang out with or do activities at the Beacon with other kids in the 6th, 7th or 8th grades?

☐ Never or hardly ever
☐ Sometimes
☐ A lot

TELL US WHAT YOU THINK ABOUT YOUR BEACON PROGRAM

20. How much do you agree or disagree with the following? (Pick one answer for each row)

At my Beacon the director . . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Not sure
a. Cares about the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Treats young people with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Listens to young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At my Beacon MOST Staff . . .					
d. Care about the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Work with the participants without yelling at them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Treat participants with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Understand my culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How much do you agree or disagree with the following statements about your Beacon? (Pick one for each)

At my Beacon, MOST staff members . . .	Strongly Disagree	Disagree	Agree	Strongly Agree	Not sure
a. Really care about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tell me when I do a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Treat me with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Listen to me when I have something to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Believe I'll be a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Want me to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Notice when I'm not there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. How often do the following happen at your Beacon (Pick one answer for each)

At my Beacon . . .	Never	Sometimes	Most of the Time	Always	Not sure
a. The kids treat each other with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get to learn new things and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The activities are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The activities are challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Rules about how to treat each other are enforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. THIS YEAR, how often have the following happened at your Beacon? (Pick one answer for each row)

At my Beacon . . .	Never	Sometimes	Most of the Time	Always	Not sure
a. I got to choose the things I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I was asked to help get other kids my age to come to the Beacon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff encouraged me to stay involved at the Beacon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I got to do things to make my neighborhood or community a better place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Give an A, B, C, D, or F rating to each of the following (Pick one for each)

	A (Excellent)	B (Very Good)	C (Okay)	D (Not Good)	F (Awful)	Not sure
a. Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Youth Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Beacon Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Beacon space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Equipment (games, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. How many of your good friends go to your Beacon?

- ☐ None of my friends go here
- ☐ A few of my friends go here
- ☐ Some of my friends go here
- ☐ All of my friends go here

26. Do you have any friends who used to come, but don't anymore? (Pick One)

- ☐ No
- ☐ Yes

Why did they leave? (please write in)

27. What do you think are the two main reasons that some young people your age don't come to this Beacon? (Pick TWO Reasons from the choices below)

- ☐ They have to go to tutoring or homework help at school
- ☐ They play sports and/or are on teams after school
- ☐ They have other things to do after school (like art or music lessons or clubs)
- ☐ They just like to hang out after school
- ☐ They don't like the activities that are available at the Beacon
- ☐ Some of their other friends stopped coming to the Beacon after school
- ☐ Their parents/guardians want them to come right home after school
- ☐ They have to care for their younger brothers/sisters/cousins after school
- ☐ They don't like all the rules at the Beacon
- ☐ They don't like the staff at the Beacon

Other: _____
(Please write in why)

28. How good a job is this Beacon doing serving you and other kids your age?

- | | |
|------------------------------------|--------------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Not so Good |
| <input type="checkbox"/> Very Good | <input type="checkbox"/> Awful |
| <input type="checkbox"/> Good | <input type="checkbox"/> No Comment |
| <input type="checkbox"/> Okay | |

29a. Do you think you will keep participating in Beacon activities the rest of this year?

- ☐ Definitely ☐ Probably ☐ Not Sure ☐ Definitely Not

29b. Do you think you will participate in Beacon activities next year?

- ☐ Definitely ☐ Probably ☐ Not Sure ☐ Definitely Not

30. Would you recommend the Beacon to your friends or family members (like cousins) who don't already come here?

- ☐ Yes ☐ No



You're done!
Thank you so much for your participation!

Table 1: Background Characteristics of Respondents to the first Cohort Survey

	Beacon 1		Beacon 2		Beacon 3		Beacon 4		TOTAL	
	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08
	74	64	42	56	48	57	58	110	220	287
GENDER										
Female	33%	42%	36%	49%	33%	35%	41%	61%	36%	49%
Male	67%	58%	64%	51%	67%	65%	59%	39%	64%	51%
GRADE*										
4 th , 5 th , or 6 th	47%	60%	62%	59%	8%	11%	88%	85%	52%	59%
7 th or 8 th	53%	40%	38%	41%	92%	89%	13%	16%	48%	41%
RACE/ETHNICITY										
African American	28%	21%	19%	30%	23%	12%	4%	2%	19%	14%
Latino	57%	75%	45%	42%	40%	46%	70%	85%	54%	67%
Other**	15%	4%	36%	28%	38%	42%	27%	13%	27%	20%

*Includes only youth aged 9 – 14; **Includes participants who identified their racial/ethnic background as Asian, Caucasian, and “other.”

Table 2: School-Related Background Characteristics of Survey Respondents

	Beacon 1		Beacon 2		Beacon 3		Beacon 4		TOTAL	
	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08
	74	64	42	56	48	57	58	110	220	287
LIKE SCHOOL										
Most of the time	52%	42%	28%	47%	38%	32%	52%	48%	40%	43%
Sometimes	44%	54%	68%	43%	56%	59%	44%	45%	54%	50%
Never	4%	3%	5%	10%	4%	9%	4%	7%	6%	7%
DIFFICULTY of SCHOOL										
Not hard at all	39%	28%	38%	30%	31%	22%	34%	26%	35%	26%
Some classes easy some not	61%	72%	57%	70%	69%	76%	61%	63%	62%	69%
Most Classes hard	0	0	5%	0	0	2%	8%	11%	3%	4%
GRADES at SCHOOL *										
80s or better	56%	56%	59%	63%	75%	55%	62%	72%	62%	63%
Mostly 70's	33%	27%	34%	23%	21%	36%	24%	19%	28%	26%
Mostly 60's	11%	8%	2%	10%	5%	9%	12%	7%	8%	9%
Mostly < 60s	0	8%	5%	4%	0	0	2%	2%	2%	3%

* Includes only self-reported “usual report card grades” in Language Arts.

Table 3: Beacon Affiliation/History of Cohort Survey Respondents

	Beacon 1		Beacon 2		Beacon 3		Beacon 4		TOTAL	
	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08
	74	64	42	56	48	57	58	110	220	287
AGE AT FIRST ENR										
Younger than 8	21%	29%	10%	22%	0	2%	45%	38%	20%	33%
8 – 10	29%	32%	26%	35%	8%	5%	46%	39%	28%	30%
Older than 10	51%	40%	64%	42%	92%	93%	9%	3%	52%	37%
FAMILY TIES										
Siblings Attend*	45%	65%	32%	38%	25%	13%	64%	63%	44%	49%
Other Family Attends	24%	26%	5%	20%	4%	13%	34%	37%	18%	27%
BEACON CONNECTIONS										
Attended SY 2006-07	51%		30%		30%		65%		45%	
Attended Summer 07	34%		17%		17%		54%		32%	
Plans to Come Summer 08	54%		17%		29%		54%		42%	
Definitely Come 08-09	37%		7%		32%		31%		28%	
Probably Come 08-09	37%		52%		36%		36%		40%	
Attended SY 2007-08		56%		46%		22%		50%		45%
Attended Summer 08		53%		20%		18%		55%		40%
Plans to Come Summer 09		78%		53%		52%		71%		66%
Definitely Come Spring 09		47%		20%		44%		31%		35%
Probably Come Spring 09		33%		55%		33%		42%		41%
Definitely Come 09-10		39%		20%		30%		25%		28%
Probably Come 09-10		39%		34%		28%		36%		35%

Table 4: Self-Reported Attendance/Involvement of Cohort Survey Respondents

	Beacon 1		Beacon 2		Beacon 3		Beacon 4		TOTAL	
	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08	Spr 08	Fall 08
	74	64	42	56	48	57	58	110	220	287
ATTENDANCE										
4 – 5 days/week	70%	90%	85%	76%	75%	55%	85%	84%	78%	78%
2 – 3 days/week	20%	8%	7%	17%	23%	34%	9%	5%	15%	14%
Only 1/week or less	10%	2%	7%	7%	2%	11%	6%	11%	7%	8%
2007-08 vs. 2006-07* n →	43		18		18		35		114	
More than last year	23%		50%		50%		49%		40%	
About the same as last yr	65%		33%		44%		49%		52%	
Less than last year	12%		17%		6%		3%		9%	
2008-09 vs. 2007-08** n →		40		30		18		64		152
More than last year		39%		31%		33%		47%		40%
About the same as last yr		50%		50%		42%		40%		45%
Less than last year		11%		19%		25%		13%		16%

*Includes only those who reported enrollment 2006-07, ** Includes only those who reported enrollment 2007-08

Table 5: Why Participants Come to the Beacon, Spring 2008, Fall 2008

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
I like the staff here	89%	92%	90%	72%	82%	83%
My friends come here	66%	85%	91%	78%	78%	79%
I want to	61%	73%	90%	55%	76%	67%
Beacon is a safe place to be	78%	78%	67%	72%	71%	74%
I get help with homework	75%	79%	65%	80%	66%	76%
Learn about/do things I wouldn't otherwise	75%	56%	61%	56%	60%	61%
We get to go on cool trips	76%	37%	76%	37%	59%	54%
It's boring to just stay home	49%	52%	49%	48%	53%	49%
My parents make me	49%	45%	14%	47%	35%	41%

Table 6a: Satisfaction with the Beacon and Opportunities to Participate, Spring 08, Fall 08

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
OVERALL SATISFACTION						
I love coming here	61%	34%	52%	44%	44%	48%
I think it's okay	34%	60%	46%	37%	51%	42%
I don't like coming here	5%	6%	2%	19%	5%	10%
AMOUNT OF ACTIVITIES						
Wish I could do more	57%	48%	31%	51%	47%	48%
This is about right	37%	46%	60%	35%	47%	42%
Wish I could do less	6%	6%	9%	14%	7%	10%

* Only includes those respondents who indicated they had been to the Beacon before the current year (2007-08).

**Table 6b: Differences at the Beacon 2008-09,
According to Younger and Older Participants**

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL
FOR 4th AND 5th GRADERS 2008-09	38	33	6	87	164
Get chances to do more activities than those in 3 rd grade or younger	75%	59%		70%	70%
There are activities just for 4 th & 5 th graders	42%	47%		42%	43%
Doing activities new this year	80%	42%		71%	70%
Get to decide whether to come to Beacon	30%	47%		39%	38%
Get to hang out/do activities with 4 th /5 th graders					
Sometimes	71%	47%		54%	57%
A lot	29%	35%		30%	31%
FOR 6th, 7th 8th GRADERS 2008-09	25	23	49	16	113
Get chances to do more activities than those in 5 th grade or younger	80%	80%	80%	80%	80%
There are activities just for 6 th , 7 th , 8 th graders	32%	32%	32%	32%	32%
Doing activities new this year	75%	75%	75%	75%	75%
Get to decide whether to come to Beacon	58%	58%	58%	58%	58%
Get to hang out/do activities with same age kids					
Sometimes	36%	36%	36%	36%	36%
A lot	52%	52%	52%	52%	52%

**Table 7: Percent of Cohort Survey Respondents Who Agreed*
With the Following Statements About Staff, Spring 08, Fall 08**

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
STAFF						
want me to do my best	91%	85%	80%	74%	80%	81%
treat me with respect	84%	80%	84%	78%	77%	81%
tell me when I do a good job	81%	71%	73%	67%	72%	72%
listen to me	80%	70%	82%	79%	72%	78%
really care about me	76%	77%	78%	72%	70%	75%
believe I will be a success	78%	69%	71%	61%	62%	69%
notice when I'm out	75%	55%	65%	56%	61%	62%

* This includes *agreement* and *strong agreement*

Table 8: Percent of Cohort Survey Respondents Who Agreed* With the Following Statements about the Beacon Director and Staff

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
The DIRECTOR						
treats youth with respect	84%	78%	80%	75%	83%	79%
listens to youth	76%	72%	78%	59%	79%	70%
cares about participants	77%	82%	82%	63%	75%	73%
The STAFF . . .						
treats youth with respect	86%	76%	84%	70%	77%	77%
cares about participants	76%	78%	86%	63%	73%	74%
work without yelling	63%	67%	80%	57%	73%	65%
Understand my culture	73%	76%	76%	55%	54%	68%

* This includes agreement and strong agreement

Table 9: Ratings of Beacons by Cohort Survey Respondents, Spring 08, Fall 08

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
PERCENT RATING "A OR B"						
Director	88%	76%	91%	66%	76%	79%
Staff	79%	55%	84%	60%	65%	69%
Youth Workers	70%	57%	77%	64%	67%	67%
Activities	73%	51%	72%	60%	58%	64%
Beacon Space	68%	66%	73%	52%	58%	62%
Equipment	75%	73%	71%	66%	52%	70%
OVERALL RATING						
Excellent	53%	20%	38%	36%	35%	37%
Very Good	8%	21%	21%	15%	19%	16%
Good	20%	18%	19%	16%	13%	18%
Okay	6%	27%	17%	21%	18%	18%
TOTAL	87%	86%	95%	88%	85%	89%
COMPARISON TO LST YR*						
Better this Year	69%	25%	27%	33%		39%
Same this Year	31%	61%	55%	48%		47%
Worse this year	0	14%	18%	19%		14%

*Comparisons analyzed only for those who reported enrollment 2007-08

Table 10: Percent of Cohort Survey Respondents Who Reported the Following Happened at their Beacons At Least Sometimes, Spring 08, Fall 08

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
Activities are interesting	86%	91%	89%	78%	87%	85%
I get to learn new things	89%	89%	80%	72%	83%	81%
Kids treat others with respect	91%	89%	86%	67%	82%	80%
Rules about how to treat each other are enforced	79%	76%	84%	67%	77%	75%
Activities are challenging	73%	72%	69%	63%	72%	68%
I got to choose things I do	70%	76%	80%	52%		68%
I was asked to help get other kids to come to the Beacon	61%	44%	70%	33%		49%
Staff encouraged me to stay involved	78%	56%	80%	54%		65%
I got to do things to make my neighborhood a better place	73%	57%	60%	60%		63%

Table 11: Peer Involvement at Beacons, Spring 08, Fall 08

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
How many Friends at Beacon?						
All	11%	9%	9%	13%	11%	11%
Some	34%	51%	57%	42%	41%	45%
A Few	45%	32%	30%	35%	41%	36%
None	9%	8%	4%	10%	7%	8%

**Table 12 Cohort Study Respondents Explanations of
Why Kids Don't Come to Beacons, Spring 08, Fall 08**

	Beacon 1	Beacon 2	Beacon 3	Beacon 4	TOTAL	
	64	56	57	110	Spr 08	Fall 08
					220	287
Have friends who used to come but don't now	44%	54%	46%	40%	55%	45%
WHY OTHERS DON'T COME						
Just like to hang out	42%	52%	46%	33%	38%	41%
Parents want them home	23%	30%	19%	23%	27%	24%
Other activities afterschool	36%	11%	33%	27%	29%	27%
Play sports/teams afterschool	36%	27%	39%	29%	26%	32%
Have to go to tutoring	23%	14%	28%	30%	21%	25%
Don't like Beacon activities	13%	18%	7%	20%	19%	15%
Care for younger sibs/other	17%	14%	7%	13%	16%	13%
Don't like Beacon rules	11%	25%	9%	17%	15%	16%
Friends stopped coming	16%	11%	16%	16%	14%	15%
Don't like Beacon staff	13%	16%	5%	12%	12%	12%