

## Northwest Youth Empowerment Demonstration (YED) Grant Program: Preliminary Data

Tary J. Tobin, Ph.D.

University of Oregon

June 23, 2009

*Acknowledgements:* Project YED is funded by the Office of Minority Health of the United States Department of Health and Human Services (Grant Number: 1 YEPMP060015-01-00). No official endorsement should be assumed. Northwest Family Services (NWFS) Executive Director Rose Fuller; Iliana Fontal, the Latino Educator YED Coordinator; and Emilio Ortiz, Latino Youth Program Manager, provided leadership for the programs that are described in this report. We are grateful for the support provided by Ron Russell Middle School, H. B. Lee Middle School, and George Middle School and by the Schools Uniting Neighborhoods (SUN) program. The Youth Educators in charge of our *Poder Joven* Youth Centers based in the middle schools were Iliana Fontal, Carlos Romero, Silvia Magaña and their dedicated work made this project come to life. Professional guidance was provided by Dr. Jorge Preciado. More information on Project YED can be found online at:

**<http://www.nwfs.org/yed.htm>**

**<http://uoregon.edu/~ttobin>**

For additional information, contact Tary Tobin, 1235 University of Oregon, Eugene, OR 97402 (ttobin@uoregon.edu or 541-346-1423).

*The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the American Disabilities Act.*

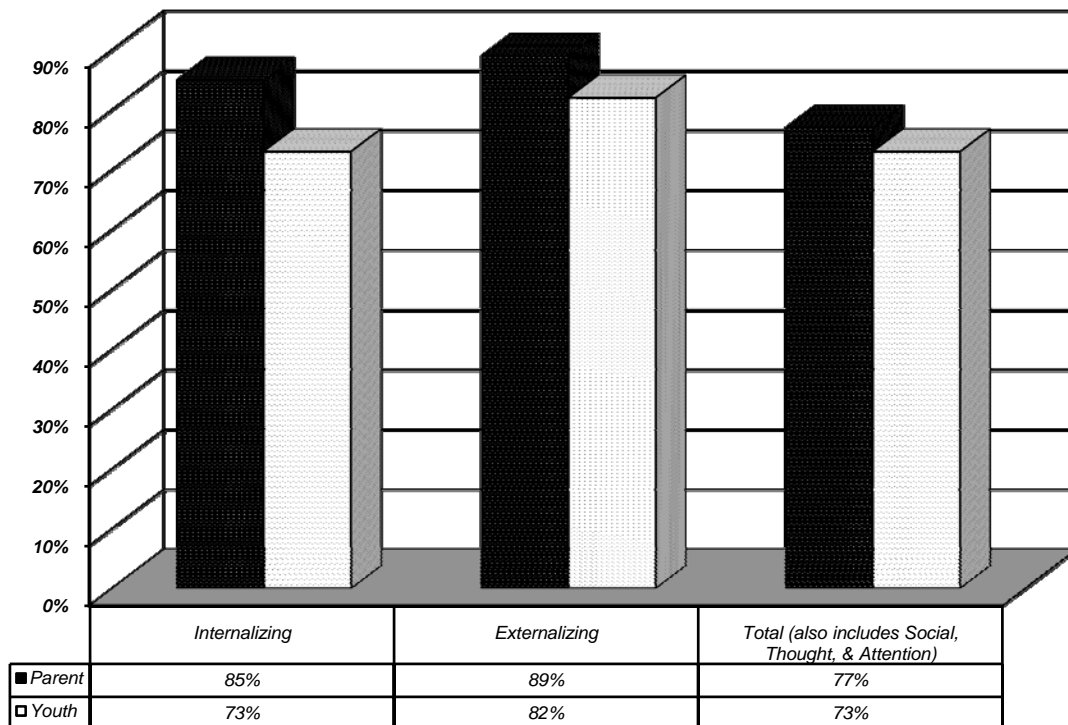
This report on preliminary data is from the first two years of the project. Data from the third year will soon be available. For academics (a protective/resiliency factor), we used the specific questions on the Youth Self-Report (YSR) and Child Behavior Checklist (CBCL) (Achenbach, 2001) that pertain to academic achievement. Personal development and wellness was measured using the Internalizing Problem Behavior Scale, the Externalizing Problem Behavior Scale, and Total Problem Behavior Scale of the YSR and CBCL. Personal assets associated with positive youth development were measured on the Developmental Assets Profile (DAP). The Search Institute, with Peter Benson, Ph.D., found that increasing the number of assets significantly reduces risk behavior and increases positive, healthful behavior such as abstinence among adolescents. Another instrument we used was the Cultural Enrichment Questionnaire, which was based on literature (e.g., see Chapter 1.6, “The Contribution of Culture to Quality of Life” (Galloway, 2006). For career exploration, we counted the number of items in the individualized career development portfolio (Lester & Perry, 1995) in which youth have saved materials and information related to self-knowledge and careers. Parent support was evaluated by responses to the Parent Satisfaction Survey, which was administered to parents who attended the workshops and classes. In accord with the University of Oregon’s Institutional Review Board (IRB) approved protocol, participation by parents, and by youth, was voluntary and confidential.

In this section, results for Year 2 are summarized. For youth continuing from the first year, the “pre” for the second year came from the first year assessments. For youth who joined

the program during the second year, and completed baseline measures at the time they joined the program, those baseline measures were their “pre” for this year. For all students, the “post” measures were given at the end of the academic 2007-2008 school year.

We measured progress in aspects of personal development and wellness using the Internalizing Problem Behavior Scale, the Externalizing Problem Behavior Scale, and Total Problem Behavior Scale of the YSR and CBCL. Internalizing Problems involve the areas called “Anxious / Depressed,” Withdrawn / Depressed,” and “Somatic Complaints” (e.g., nightmares, headaches). Externalizing Problems involve areas called “Rule-breaking Behavior” and “Aggressive Behavior.” Total Problem Behaviors include Internalizing and Externalizing plus four other types of problems: (a) Social Problems (e.g., lonely, jealous, gets teased); (b) Thought Problems (e.g., harms self, strange ideas); and (c) Attention Problems (e.g., can’t concentrate, inattentive, impulsive). The following chart illustrates how parent and youth responses on the specific scales differed, and shows that overall, the youth appear to have reduced their problem behaviors.

**Parent (Child Behavior Checklist) and Youth Self-Reports: Percent Improved (or Maintained Well)**



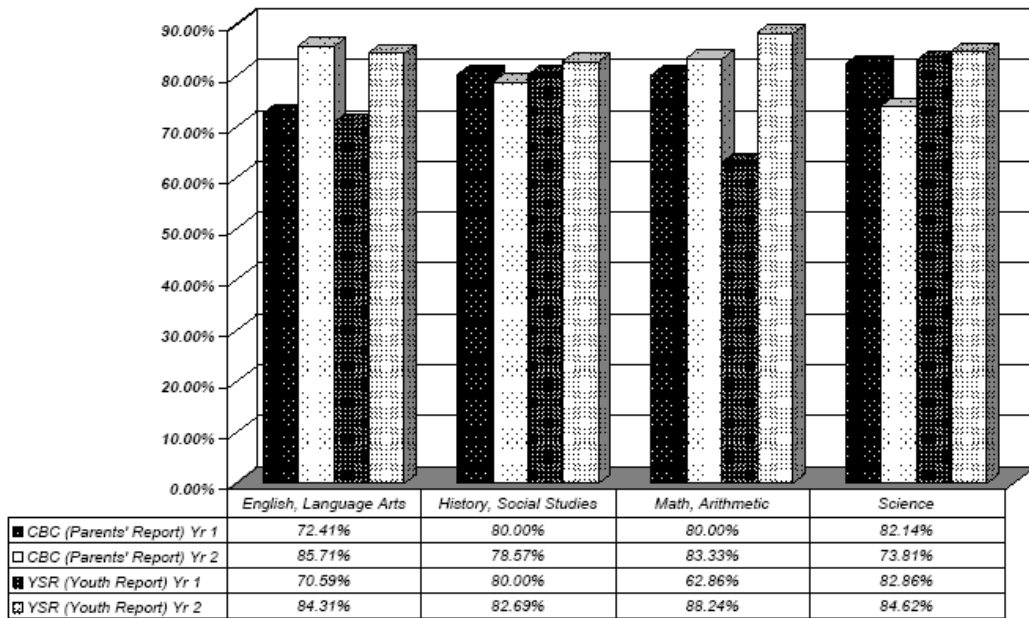
*Enhancing their Capacity to Make Healthier Life Choices:*

*Strengthening of Protective/Resiliency Factors*

Academic achievement, which is a protective/resiliency factor, and was measured by the specific questions on the YSR and CBCL that pertain to academic subjects. Of the 58 youth with

pre and post academic measures, 40 (69%) had higher scores on the post than on the pre. However, some youth did not “improve” because they already were doing well academically. To maintain high academic achievement over the years of middle school is, in itself, an achievement. Therefore, the following chart shows, for both years, the percentages of participating youth who (a) improved their academic performance combined with those who (b) maintained satisfactory performance if already doing well.

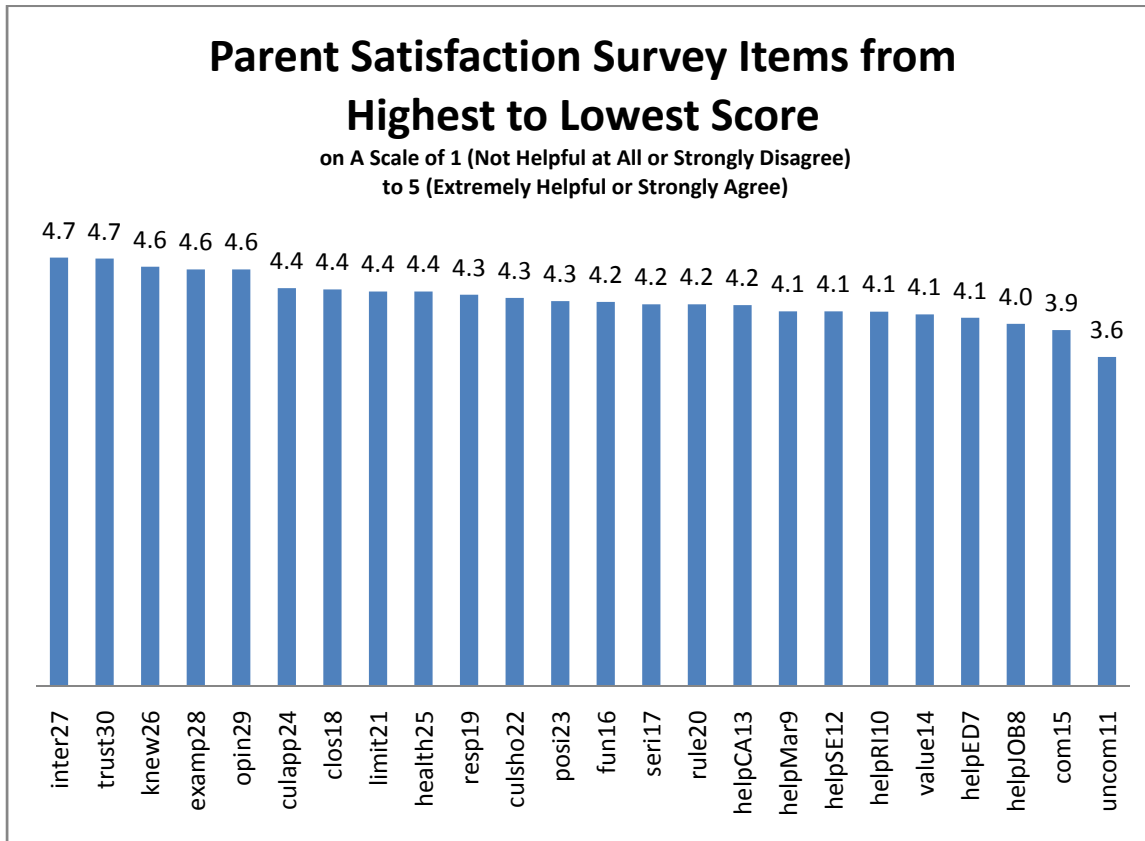
Parent and Youth Reports in Years 1 and 2: Percent Who Improved Grades or Maintained Above Average or Average Grades



Career development was assessed by the number of items in the individualized career development portfolio. Career exploration and preparing for possible careers by gather information is considered a protective/resiliency factor. Of the 59 youth who had pre and post measures on this, 49 (83%) had higher scores on the post for Year 2 than on the pre. The average number of items on the pre-test was 5 and on the post-test it was 8. The standard deviation (SD) both times was 3. (In this case, the concept of “maintaining” a high score does not apply, because one can always increase the number of items in the portfolio).

A strong family life is a protective factor. The parent support efforts to strengthen family life were assessed with the Parent Satisfaction Survey. The chart below shows that the parents indicated high satisfaction. All but two of the items had average responses of 4 or higher. The highest ratings were in response to questions about the Parent Educators. The parents clearly

found that the Parent Educators were helpful. For example, the average scores for making the sessions interesting and for being trustworthy were 4.7 on a five point scale.



*Providing Opportunities to Learn More Positive Lifestyles: Development of Skills and Behaviors that Lead to Healthier Lifestyle Choices*

The Developmental Assets Profile (DAP) and the Cultural Enrichment Questionnaire provided information useful for evaluation of how well the program provided for the development of skills and behaviors that lead to positive and healthy lifestyles. The Cultural Enrichment Questionnaire asks about different aspects of culture. The DAP asks questions that form eight scales. The questions and the scales are shown below, followed by information on results.

**DAP Scales and Items**

**I. Support Scale**

- I seek advice from my parents. (Q13)
- I have parent(s) who try to help me succeed. (Q47)
- I have good neighbors who care about me. (Q48)
- I have a school that cares about kids and encourages them. (Q49)
- I have support from adults other than my parents. (Q51)

I have a family that gives me love and support. (Q56)

## II. Empowerment Scale

I feel safe and secure at home. (Q17)

I feel valued and appreciated by others. (Q21)

I feel safe at school. (Q25)

I am included in family tasks and decisions. (Q29)

I am given useful roles and responsibilities. (Q36)

I have a safe neighborhood. (Q46)

## III. Boundaries and Expectations

I have friends who set good examples for me. (Q43)

I have a school that gives students clear rules. (Q44)

I have adults who are good role models for me. (Q45)

I have teachers who urge me to develop and achieve. (Q50)

I have a family that provides me with clear rules. (Q52)

I have parent(s) who urge me to do well in school. (Q53)

I have neighbors who help watch out for me. (Q55)

I have a school that enforces rules fairly. (Q57)

I have a family that knows where I am and what I am doing. (Q58)

## IV. Constructive Use of Time

I am involved in a religious group or activity. (Q31)

I am involved in a sport, club, or other group. (Q34)

I am involved in creative things such as music, theater, or art. (Q40)

I am spending quality time at home with my parent(s). (Q42)

## V. Commitment to Learning

I enjoy reading or being read to. (Q5)

I care about school. (Q7)

I do my homework. (Q8)

I enjoy learning. (Q10)

I am actively engaged in learning new things. (Q26)

I am encouraged to try things that might be good for me. (Q28)

I am eager to do well in school and other activities. (Q38)

## VI. Positive Values

I stand up for what I believe in. (Q1)

I stay away from tobacco, alcohol, and other drugs. (Q9)

I think it is important to help other people. (Q16)

I take responsibility for what I do. (Q22)

I tell the truth even when it is not easy. (Q23)

I am helping to make my community a better place. (Q30)

I am developing good health habits. (Q32)

I am encouraged to help others. (Q33)

I am trying to solve social problems. (Q35)  
I am developing respect for other people. (Q37)  
I am serving others in my community. (Q41)

#### VII. Social Competencies

I avoid things that are dangerous or unhealthy. (Q4)  
I build friendships with other people. (Q6)  
I express my feelings in proper ways. (Q11)  
I plan ahead and make good choices. (Q18)  
I resist bad influences. (Q19)  
I resolve conflicts without anyone getting hurt. (Q20)  
I accept people who are different from me. (Q24)  
I am sensitive to the needs and feelings of others. (Q39)

#### VIII. Positive Identity

I feel in control of my life and future. (Q2)  
I feel good about myself. (Q3)  
I feel good about my future. (Q12)  
I deal with frustration in positive ways. (Q14)  
I overcome challenges in positive ways. (Q15)  
I am developing a sense of purpose in my life. (Q27)

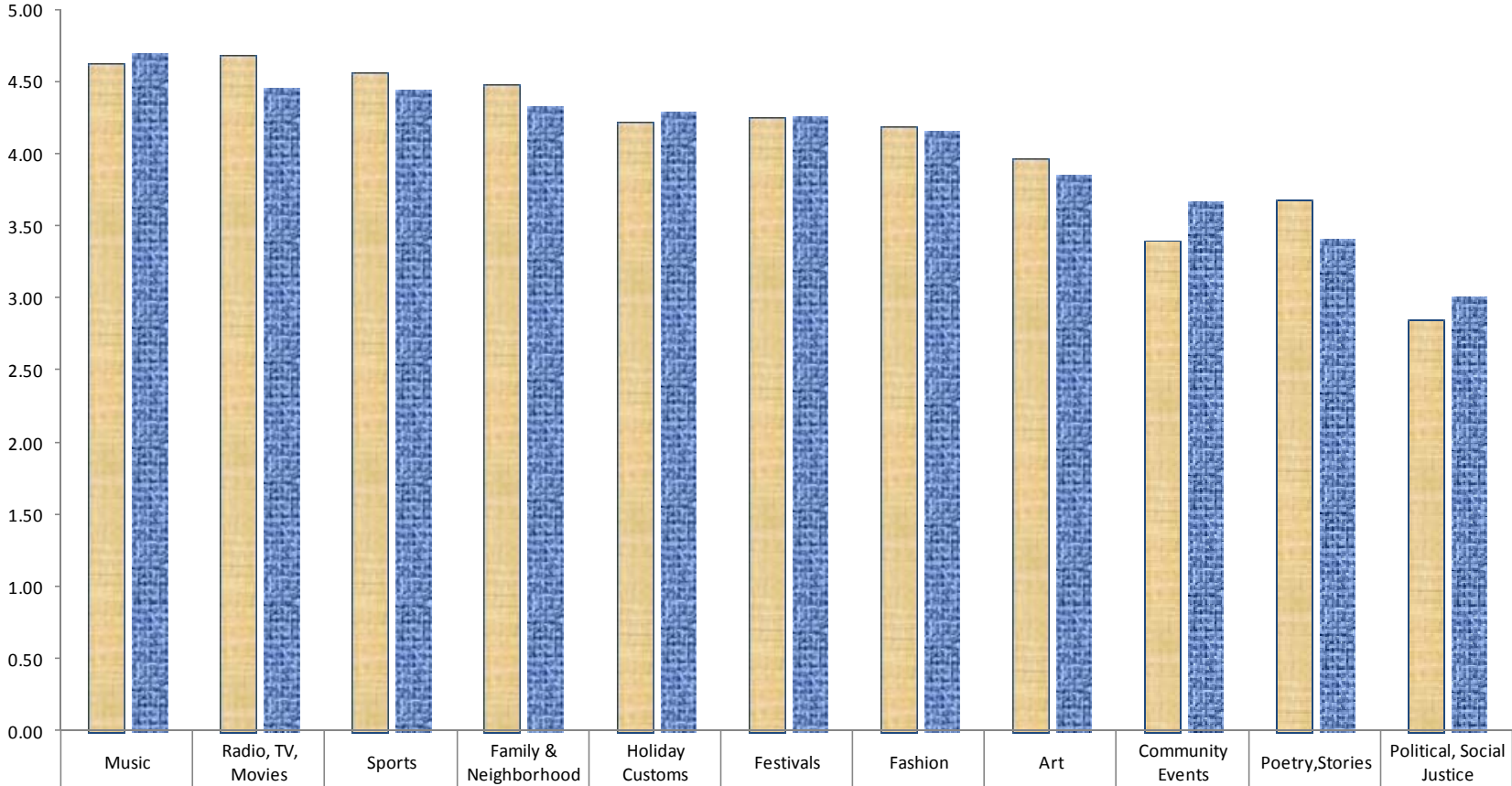
The table that follows summarizes results of the analysis of the Developmental Assets Profiles (DAP) for participants in Project YED who had pre and post data on this measure for Year 2.

Results for Respondents with Developmental Assets Profile (DAP) Pre- and Post-Intervention Data for Year 2: Percent Who Improved or Maintained Well ( $N = 52$ )

Scale Number	Scale Name	Alpha	Higher Score at Time 2 than at Time 1	Not Higher but Still Excellent (26-30)	Not Higher but Still Good (21-25)	Lower Score or No Change but Still Low (< 21)	Missing Items Needed for this Analysis	Total with All Items Needed for this Analysis	Total Improved or Maintained Well
1	Support	.78	17	14	7	20	4	48	38 (79%)
2	Empowerment	.85	22	3	0	23	4	48	25 (52%)
3	Boundaries and Expectations	.89	25	4	6	10	3	49	35 (71%)
4	Constructive Use of Time	.54	18	3	8	20	3	49	29 (59%)
5	Commitment to Learning	.90	15	5	9	20	3	49	29 (59%)
6	Positive Values	.89	20	3	9	16	4	48	32 (67%)
7	Social Competencies	.89	16	7	6	20	3	49	29 (59%)
8	Positive Identity	.87	22	5	4	15	6	46	31 (67%)

Of the students who participated the second year of the program, 42 had pre and post data on the Cultural Enrichment Questionnaire and, on average, 67% of these youth improved on this measure. The following chart illustrates how different aspects of Latino cultural appreciation were rated on a scale of 1 to 5, with 5 being high.

**Year 2: Aspects of Latino Culture Enjoyed ( 1 = Not at all, 5 = A lot)**



Pre	4.63	4.70	4.57	4.49	4.23	4.26	4.20	3.98	3.40	3.69	2.86
Post	4.70	4.47	4.45	4.34	4.30	4.27	4.16	3.86	3.68	3.42	3.02



## References

- Achenbach, T. M. (2001). *Child Behavior Checklist*. Burlington, VA: ASEBA.
- Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA school-age forms and profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.
- Galloway, S. (2006). Section 1. A literature review. In Scottish Executive Social Research (Eds.), *Quality of life and well-being: Measuring the benefits of culture and sport: Literature review and thinkpiece* (pp. 4-97). Victoria Quay, Edinburgh: Scottish Executive Education Department. Retrieved 10/28/2008 from <http://www.scotland.gov.uk/Publications/2006/01/13110743/6>
- Kim, J. (2004). Summer reading and the ethnic achievement gap. *Journal of Education for Students Placed at Risk*, 9, 169-188.
- Lester, J. N., & Perry, N. S. (1995). *Assessing career development with portfolios*. Greensboro, NC: ERIC Clearinghouse on Counseling and Student Services. ED391110. Retrieved 10/28/2008 from <http://www.ericdigests.org/1996-3/development.htm>
- Search Institute. (2004). *Developmental assets profile (DAP)*. Minneapolis, MN: Author.