The Circle Program

New Opportunities for New Hampshire Girls

Performance Analysis

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Acknowledgements

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Introduction

The Circle Program and the College of William and Mary Public Policy Program partnered together to provide a performance and benefits analysis of the New Hampshire-based non-profit organization’s effectiveness in promoting the 6 C’s of positive youth development (PYD) and positively impacting the lives of rural low-income New Hampshire girls. The analysis followed the philosophy and mission of the Circle Program which emphasizes the building of girl’s assets and skills using PYD. PYD is a research-based approach heavily contributed by Richard M. Lerner and focuses on promoting healthy developmental potential and outcomes. The 6 C’s of PYD are competence, confidence, connections, character, caring, and contribution.

There are two main goals of this project. First, our team wanted to provide an objective evaluation of how the Circle Program has impacted the lives of the girls that it currently serves and has previously served based on positive youth development (PYD). Secondly, our team aimed to develop tools for the Circle Program to use to better assess and clearly demonstrate their program’s impact on PYD measures to be used for future Circle Program promotion.

Summary

This project is a performance and benefits analysis of the Circle Program’s initiatives. The goal is that the results can be shared with stakeholders and potential donors to provide an update and evaluation of the program’s performance. This assessment is broken into five sections. The first section is a literature review that summarizes the current state of research on PYD and its effectiveness on promoting beneficial outcomes later in life. This literature review also reviews any gaps that may exist in the current literature. The second is a current performance analysis that looks at survey results from current participants of at least 3 years, and alumni of the program. The third section discusses the development of an entrance and exit survey to compile longitudinal data for the program. The fourth section is a strategic analysis of the Circle Program based upon the initial survey assessment that is meant to guide Circle Program staff and stakeholders in resource diversification. Lastly, the fifth section discusses recommendations from the William and Mary team for going forward. Appendices contain all four full length surveys.
Literature Review

Introduction

This literature review aims to provide the Circle Program with a current review on the background and status of positive youth development (PYD) research. This literature review begins with a brief overview of PYD and is provided for program stakeholders who may be less familiar with the background. Afterwards an in-depth examination of the effectiveness of PYD research is provided. This literature review concludes with an analysis of research-based evidence showing the effectiveness of mentoring programs and qualities that make mentoring more effective.

Positive youth development (PYD) is a body of research that looks at factors that can help young people succeed and help them deal with everyday life problems. While PYD principles are incorporated into many programs targeting youth, no uniform definition of positive youth development currently exists, however, a federal interagency working group on youth programs developed a working definition of PYD based on relevant research. The working group defines PYD as, “an intentional pro-social approach that engages youth within their communities…in a manner that is productive and constructive…recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths” (Positive Youth Development, n.d.).

There are many principles that undergird positive youth development (PYD) programming. Positive youth development is an intentional process that is about being proactive with young people. Secondly, PYD complements efforts to prevent risky behaviors and attitudes in youth. Youth assets are acknowledged and all youth have the capacity for positive growth and development. Moreover, PYD involves youth as active agents that are valued and encouraged to bring their assets to the table. Positive youth development involves civic involvement and engagement and it touches and engages every element of a youth’s community (Key Principles, n.d.). PYD is a prevention-based approach. By encouraging and strengthening the positive assets in youth, positive youth development approaches seek to reduce the amount of problematic behaviors, such as substance abuse (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).

Richard M. Lerner Research

One prominent researcher who has been conducting research into the efficacy of positive youth development is Richard M. Lerner. Based out of Tufts University, Richard M. Lerner has been conducting research on the efficacy of positive youth development. Lerner conceptualizes the key principles of positive youth development into the 5 C’s. The 5 C’s are: competence, confidence, character, connection, and caring. The nurture of these five characteristics lead to contribution, which is the involvement of youth in giving back to the community through service and community involvement (Lerner et al., 2005). Lerner’s conceptualization of the 5 C’s framework has led to many programs adopting this framework.
Empirical evidence for the 5 C’s framework suggests that the program is effective. A study of the national 4-H program was conducted by Lerner et al. in 2005. A longitudinal investigation of over 1,700 fifth graders and their parents for over five years, the 4-H study sought to empirically prove the case for the 5 C’s and its positive effects on youth. The study’s key findings are: 1) the 5 C’s are valid and reliable; 2) overall youth see both an increase and decrease in positive and problematic behaviors; 3) positive and negative changes across early adolescence vary across sex, socioeconomic status, race and ethnicity, and rural versus urban location. Moreover, 4-H youth were likely to have higher scores on contribution in comparison to other similar programs. Finally, sex differences exist between participation in activities; that is, girls seem to benefit more from involvement in activities on positive youth development characteristics in comparison to other similar programs when it comes to contribution (Lerner et al., 2005). Given this distinction, it is worth noting that the cause for this difference in benefit has not been empirically studied by Lerner. Rather, Lerner advised the national 4-H group to consider programmatic changes that could affect differences on this particular aspect.

Evaluation of Lerner’s Research by Other Researchers

In addition to the original research of Richard M. Lerner, additional researchers have examined the long-term impact of positive youth development on the youth in the 4-H study. A study by Geldhof et al., published in 2014, examined a sample of over 7,071 adolescents between grades 5-12 to examine the general stability of PYD across adolescence. An investigation by researchers across the length of Lerner’s research demonstrates that the 5 C’s are stable across adolescence (Geldhof et al, 2014). Moreover, researchers also demonstrated that as youth become older, PYD becomes more positively correlated with contribution but less strongly correlated with depressive symptoms. However, researchers note that additional research needs to be conducted to understand what factors moderate relationships among the 5 C’s and to also understand how important predictors of PYD, such as self-regulation, relate to the various aspects of PYD (Geldhof et al., 2014).

While the research for Lerner’s framework from the 4-H study provides significant evidence that the program is working, there are limitations inherent in the current research. A major caveat explored by researchers is that Lerner’s 4-H results are not generalizable across all PYD programs. That is, the findings in the 4-H study are not necessarily replicable across different PYD programs. A major feature that limits generalizability is the lack of diversity available among the sample in the 4-H study (Spencer & Spencer, 2014). Moreover, the authors note that the 4-H study sample includes adequate sex representation, but that minority representation in the sample is not adequate for within group analyses (Spencer & Spencer, 2014). Therefore, in order to be more representative, the sample would need to more adequately reflect the diversity across the national 4-H program. Additionally, it seems that diversity and location are correlated; that is some areas of the country are more diverse than others.

Catalano et al. Review of Positive Youth Development Program Efficacy

A major study into the efficacy of positive youth development programs was conducted by Catalano et al. in 2004. The team of researchers reviewed all relevant research studies that
incorporated the following characteristics: 1) addressed one or more of the positive youth development constructs; 2) involved youth between the ages of six and twenty; 3) involved at-risk youth (doesn’t review programs that are substance-abuse, delinquency, or mental health treatment); and 4) address at least one youth development construct in multiple socialization domains. Moreover, studies had to adhere to and incorporate proper guidelines for study design, research methodologies, description of the intervention and other important characteristics (Catalano et al., 2004). A review of youth development programs that targeted a single social domain (i.e. school or community) showed evidence for PYD program efficacy. Evaluations of the Big Brothers Big Sisters and Bicultural Competence Skills, both programs aimed at addressing healthy bonding relationships, largely had a positive impact. Both of these particular evaluations employed an experimental design. Both programs saw positive youth outcomes in greater self-control, assertiveness, and healthy coping strategies (Bicultural Skills Competence) while Big Brothers/Big Sisters saw improvement in school attendance, parental relations, academic performance, and peer emotional support. Substance use was lower in both interventions and hitting, truancy, and lying were reduced as a result of participation in Big Brothers/Big Sisters (Catalano et al., 2004). School-based program evaluations also saw significant reduction in children’s problem behavior and an increase in positive behaviors. Outcomes for these interventions included better health knowledge, increased assertiveness, and increased interpersonal skills and decision-making (Catalano et al., 2004).

In addition to PYD programs that engaged youth in one social domain, many other program studies engaged youth in two domains. For example, many studies that involved two social domains included school and family. PYD programs set in school and family domains promote competence in bonding within the family as well as promoting PYD constructs in the school setting. For example, these programs would include direct parent training at the school with implementation strategies that would be adopted within the home setting to enhance a child’s acquisition of new skills. Moreover, when children are engaged in developing new skills, parents are the focus of efforts to foster family competence and parental self-efficacy (e.g. getting parents involved in children’s homework). These types of programs produced evidence for significant changes in both positive and problematic behaviors. These programs saw increase in greater social acceptance, increased communication, and improved cognitive competence and mastery (Catalano et al, 2004).

Finally, Catalano et al. reviewed program studies that targeted positive youth development across family, school, and community domains. Family-school-community programs promoted positive youth development constructs and strategies across three domains, incorporated parent involvement, and used resources form the local communities in which the children lived. All evaluations of these types of programs utilized either an experimental or quasi-experimental design. These programs produced improvement in positive youth outcomes including higher levels of social skills learning, school attendance, improvement in race relations and perceptions of other in different cultural groups, greater self-efficacy with regards to substance abuse, and
higher cognitive competence. Programs reduced suspension/drop-out rates, decreased use in tobacco-based products, and higher college attendance.\textsuperscript{1}

\textit{Successful Characteristics of Positive Youth Development}

Catalano et al. also provided some insights into what characteristics are important for successful positive youth development programs. First of all, successful programs included at least five positive youth development constructs, particularly constructs including competence, self-efficacy, and prosocial norms. Moreover, all well-evaluated programs provided measurements of positive and problem outcomes. That is, these evaluations measured both increases in positive youth development constructs (e.g. self-efficacy) as well as reductions in problematic behaviors (e.g. substance use). Having a structured curriculum, programs longer than nine months or more, and including measures to assess the program efficacy objectively are important characteristics that are hallmarks of effective PYD programs (Catalano et al., 2004).

While positive youth development programs appear to be effective, it’s important to note that there are important limitations. First of all, the replicability of individual programs may not be replicable to other programs due to the fact that different programs may be measuring outcomes differently. Therefore, an important consideration from the research is that these programs should establish a common canon of youth outcomes that measure both positive and problematic behaviors. Finally, group consensus on experimental design and methods are important in establishing a baseline level of knowledge.

\textit{Other Evidence for Positive Youth Development Effectiveness}

While the Catalano et al. study took a comprehensive view of positive youth development, several studies have attempted to construct theoretical frameworks for how positive youth development programs affect specific fields. For example, researchers have attempted to study how positive youth development programs affect substance abuse and violence. A team of researchers at the University College of London reviewed theoretical studies from over 19 databases in order to synthesize how positive youth development programs might impact youth’s choices around substance abuse and engagement in violence or not. A major finding of the research of Bonell et al. is that positive youth development interventions provide youth with positive expectations, enduring relationships with adults, and diverse activities and settings. In turn, through these interactions, youth learn the skills of “intentional self-regulation”. That is, youth learn organically how to reflect on existing behavior, selecting personal goals to implement these, and using available goals and activities to pursue these. With the development of intentional self-regulation, positive youth development allows youth to build upon the 5 C assets. Then, when confronted with adversities in life, environmental factors are buffered by the accrual of developmental assets (Bonell et al., 2016). While this finding is suggested by the 16 studies reviewed, additional theoretical evidence is needed because not all theoretical models

\textsuperscript{1} More in-depth information regarding the evaluation of positive youth development programs can be found by consulting “Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs” by Richard Catalano, M. Lisa Berglund, Jean A.M. Ryan, Heather S. Lonczak, and J. David Hawkins.
used the same criteria (Bonell et al., 2016). Therefore, additional research could be done in this field to round out theoretical understandings of how positive youth development affects substance abuse.

Building off of theoretical models that examine the effectiveness of positive youth development as it relates to substance abuse, researchers have evaluated the effects of positive youth development programs that target substance abuse use. While Catalano et al. found evidence in their review of positive youth development programs that positive youth development can lower substance use, the results are dated and more recent reviews provide contrary evidence. A recent review by Melendez-Torres et al. reviewed 10 different evaluations of programs that included positive youth development and measured its effects on substance use. After converting different studies’ effects on substance abuse into a standardized measurement of mean difference, the research team found that the positive youth development methodologies employed in programs targeting substance abuse were not found to have a statistically significant effect on reducing substance abuse generally, irrespective of whether it was in the short-term or at different time points (Melendez-Torres et al, 2016). Due to methodology and significant differences in the study, these researchers caution that their findings may reflect the inadequacy of the evidence as opposed to the intervention itself (Melendez-Torres et al., 2016). Furthermore, given that some of the studies reviewed conflated positive youth development along with general risk reduction techniques, it is imperative that additional research studies be taken in order to assess whether or not positive youth development itself is changing the behaviors of youth.

Review of Effectiveness of Mentoring Programs

Given the Circle Program’s focus on mentoring as a key and integral component of programming, the literature review also focused on the effectiveness of youth mentoring programs. A key meta-analysis of the effectiveness of mentoring programs was conducted by Dubois, Holloway, Valentine, & Cooper in 2002. This meta-analysis reviewed 55 evaluations of youth mentoring programs. The study sought to a) assess objectively the effects of mentoring programs on youth; and b) investigate possible variation in program impact in association with factors associated with program design, youth characteristics, mentor-mentee relationships, and assessment of outcomes. The review of the results of a fixed-effects modeled revealed that overall, youth mentoring programs indicate a modest positive effect of program participation on youth outcomes. Most importantly, theory-based mentoring programs tended to enhance the magnitude of the positive effect on youth. Theory-based mentoring programs are those programs that provide ongoing training and direction to mentors in combination with structured activities that mentors and youth participate in jointly. Moreover, ongoing support for mentoring relationships is an important predictor for larger effect sizes. Finally, the intensity and quality of mentoring relationships is also an important influencer of effect sizes as well. Intensity of mentoring relationships refers to the frequency of mentoring between a mentor and mentee (Dubois et al., 2002).

The review of mentoring programs also had some important limitations. First of all, findings here do not necessarily explain causal effect of mentoring or other potential variables. Secondly, the methodologies of the experimental designs of studies reviewed varied in that some were
randomized control trials and others were quasi-experimental design. Due to programmatic differences in terms of population served and types of services offered, the findings of this particular study are not generalizable to other programs. Finally, it doesn’t include potential changes in intervention design that could impact the findings (Dubois et al., 2002).

Later research by Rhodes and Dubois also supports the view that mentoring effect sizes are small (2008). In a review of the effects of one mentoring program on youth outcomes, Dubois and Silverthorn found that youth that had a mentoring relationship during adolescence exhibited better outcomes on measures such as high school completion, college attendance, mental health, and problem behavior. However, the magnitude of these associations attributable to having a mentor are less than 10% (Rhodes & Dubois, 2008). Another recent research study of the impacts of a youth mentoring program on recidivism by youth offenders reported an even smaller effect size than a prior program (Jolliffe & Farrington, 2007). Similarly to the meta-analysis, Rhodes and Dubois found that mentoring relationships are more effective when the established relationship is longer in length in terms of length of engagement and the frequency of contact between mentor and mentee (Rhodes & Dubois, 2008).

Another study of mentoring relationships in youth examined not only the efficacy of mentoring relationships but also the overall effect that mentoring relationships have on youth when considering extenuating environmental factors. Moreover, this study looked at the impact of informal, unstructured mentoring relationships on the lives of youth. Using nationally representative data from Lerner’s 4-H study, Dubois and Silverthorn examined the impact of unstructured mentoring relationships on a number of different outcomes. Similar to other studies, respondents that reported having a mentoring relationship were more likely to exhibit favorable outcomes relating to education/work, reduced problem behavior, psychological well-being, and health. However, the effect sizes of exposure to individual and environmental risk factors were larger in magnitude than the protective effects associated with mentoring (Dubois & Silverthorn, 2005).

Research Gaps

Ample evidence exists that suggests positive youth development is an effective framework for programs targeting youth. The efficacy of positive youth development programs has been demonstrated in both evaluations of the research of Richard M. Lerner and other programs. While there is ample evidence for the efficacy of positive youth development programs, additional research should be conducted that explores the gaps inherent in the research. As explored earlier, the 4-H study in particular has received criticism for being too homogenous in that many researchers have critiqued the study because the sample is under-representative of minority groups. One recommendation for researchers is to focus on evaluating similar programs that are more representative in the sample size. Another area where additional research should be conducted is the use of positive youth development programming within the area of substance use curtailment. Although the Melendez-Torres review of substance abuse offered no firm conclusions regarding the efficacy of positive youth development on adolescent substance use, the evidence so far suggests that positive youth development programming has no effect on substance use of youth. Moreover, given research concerns from the prior study, it is imperative
that additional research be conducted to definitively determine the use of positive youth
development programming in this particular field.

The evidence for the efficacy of mentoring programs across a variety of specific domain contexts
(i.e. school, family, and community) is more mixed. The empirical evidence for the efficacy of
mentoring programs suggests that mentoring by itself largely has modest effects on a number of
different social and health outcomes. One research gap of particular concern is that many of the
mentoring programs reviewed varied in the approaches taken. In order to conduct a more
generalizable study, a common theoretical framework to be used across mentoring programs
would need to be developed.

Summary

Positive youth development as a framework is one that has been adopted by many youth
development organization. The Lerner positive youth development framework, or the 5 C’s, is
the subject of a longitudinal study of the national 4-H program. Empirical evidence from this
study suggests that Lerner’s framework demonstrate that the 5 C’s are valid and reliable
constructs of positive youth development programming and that positive youth development
seems to have a positive effect on the reduction of problematic behaviors as well as an increase
in the 5 C’s. Other research investigating the efficacy of Lerner’s framework established that the
5 C’s are stable across the duration of adolescence.

In addition to Lerner’s framework, a meta-analysis of other positive youth development
programs suggests that these programs are effective across a number of different social domains.
Because this study is older, an up-to-date review of positive youth development programs is
needed in order to reflect and incorporate any additional evaluations of positive youth
development programs. Due to the differences among programs, applying the findings of one
study to another is not advised due to differences in programming, populations served, location,
and other factors.

Finally, empirical evidence for the effects of mentoring programs on youth are mixed. A
thorough review of the research implies that, in general, mentoring programs have only a modest
effect on youth in terms of health, education, and psychosocial outcomes. Additional empirical
research is needed to yield more definitive conclusions.
### Table 1: Literature Review Summary²

<table>
<thead>
<tr>
<th>Study Name</th>
<th>Author(s)</th>
<th>Date of Publication</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Youth Development, Participation in Community Youth Development Programs, and Community Contributions of 5th Grade Adolescents: Findings from the First Wave of 4-H Study</td>
<td>Richard M. Lerner et al.</td>
<td>2005</td>
<td>5 C’s are valid construct of positive youth development and have positive effects on youth</td>
</tr>
<tr>
<td>Longitudinal Analysis of a Very Short Measure of Positive Youth Development</td>
<td>Geldhof et al.</td>
<td>2014</td>
<td>Suggests that PYD is generally stable across adolescence</td>
</tr>
<tr>
<td>Invited Commentary: Exploring the Promises, Intricacies, and Challenges to Positive Youth Development</td>
<td>Spencer &amp; Spencer</td>
<td>2014</td>
<td>4-H study is under-represented in diversity and suggests that future research be more representative</td>
</tr>
<tr>
<td>Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs</td>
<td>Catalano et al.</td>
<td>2002</td>
<td>Meta-analysis of 55 studies that provides evidence that suggests positive youth development programs are effective across a range of psychosocial, health, and other outcomes.</td>
</tr>
<tr>
<td>What is Positive Youth Development and How Might It Reduce Substance Abuse and Violence?</td>
<td>Bonell et al.</td>
<td>2016</td>
<td>Positive youth development aims to provide youth with affective relationships, which aids in the development of intentional self-regulation.</td>
</tr>
</tbody>
</table>

² See Bibliography for additional studies that may be referenced.
<table>
<thead>
<tr>
<th>Study Title</th>
<th>Authors</th>
<th>Year</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Youth Development Programmes to Reduce Substance Use in Young People: Systematic Review</td>
<td>Melendez-Torres et al.</td>
<td>2016</td>
<td>Evidence suggests that positive youth development programs are not effective at reducing substance use in youth. More definitive research needed.</td>
</tr>
<tr>
<td>Effectiveness of Mentoring Program for Youth: A Meta-Analytic Review</td>
<td>Dubois, Holloway, Valentine, &amp; Cooper</td>
<td>2002</td>
<td>Mentoring programs have a small to modest effect size on youth outcomes</td>
</tr>
<tr>
<td>Mentoring Relationships and Programs for Youth</td>
<td>Rhoades &amp; Dubois</td>
<td>2008</td>
<td>Additional evidence that mentoring effect sizes are small for adolescents</td>
</tr>
<tr>
<td>A Rapid Evidence Assessment of the Impact of Mentoring on Re-Offending: A Summary</td>
<td>Jolliffe &amp; Farinton</td>
<td>2007</td>
<td>Effect sizes of mentoring programs on youth are small</td>
</tr>
<tr>
<td>Natural Mentoring Relationships and Adolescent Health: Evidence from a National Study</td>
<td>Dubois &amp; Silverthorn</td>
<td>2005</td>
<td>Study examined data from 4-H Study. Effect sizes of exposure to environmental risks are larger than the protective effect sizes of mentoring relationships.</td>
</tr>
</tbody>
</table>
Current Performance Analysis

Two surveys were developed that aimed to measure the performance and efficacy of the circle program. The first, the teen survey, was for current participants who had been in the program a minimum of three years. The second was for alumni of the program.

Survey Design

The Circle Program’s mission is to provide girls from low-income New Hampshire families with new learning opportunities to develop skills and assets needed to handle adverse challenges in their lives (http://www.circleprogram.org/mission1). The Circle Program emphasizes the development of these assets and skills with Positive Youth Development, a research-based approach that promotes healthy development and outcomes (Lerner et. al, 2005). Lerner’s approach to measuring youth’s development focuses on 6 core principles: competence, confidence, connections, character, caring, and contribution. These principles are promoted through the Circle Program’s year-round mentoring and summer camp programs. They are the basis of the Circle Program and thus, they are what our surveys aimed to measure.

Both surveys were designed with the respondent in mind. They were meant to take approximately 10 minutes each. Binary and matrix questions were utilized whenever possible to condense and simplify questions. Likert scale questions were also utilized, primarily in the alumni survey than in the teen survey. Readability was also a concern. The teen survey was designed to a third-grade reading level and the alumni survey to a 10th grade reading level. Free response questions were asked in the alumni survey.

A major difference between the teen and alumni survey is related to recall bias. Teens were asked to think back before they were in the program and compare that to how they felt now. With alumni, this was not possible because the time period was simply too long. Instead they were asked only how they felt presently.

Survey Implementation

The teen survey was administered to current participants in person, with pencil and paper, on an individual basis by the participant’s mentor. Survey results took approximately one month. This method was chosen because it would ensure a high response rate and there would be guidance for the respondent if there was a question. Response rate was approximately 78%.

The alumni survey was administered online via Constant Contact. Alumni were notified of the survey via direct email or through the Circle Program Alumni Facebook page. The survey was incentivized with a drawing for a gift certificate to those who chose to participate. Response rate was approximately 24%.

Following is an analysis of key finding of both surveys. Complete survey questions are found in Appendices A and B.
Analysis of Circle Teen Survey Results

Our analysis of the Circle Teen Survey Results is divided into three categories based on the type of question. The analysis of Circle Teen Survey results is divided into three sections. The first section of this analysis overviews demographic information, such as, the age of respondents when they joined the Circle Program, their current grade level, and age. The second section of this analysis evaluates the potential impact that PYD has on the 6 C’s based on respondent’s answers to survey questions. The third section of this paper reviews program participation and involvement by girls by asking questions associated to the Circle Program’s year-round mentoring, annual Circle Program gatherings, and summer camp.

I. Demographic Information: Age & Grade

In total the number of Teen Circle girl respondents is 25, which is a survey response rate of 78% out of 32 possible respondents. The range of teen respondent’s age is scattered between 14 to 17 years, as stated previously as respondents were in the Circle Program for at least three years. Figure 1 below shows that 15.4% of respondents were 14 years old, 32% of respondents were 15 years old, 24% of respondents were 16 years old, and 28% of respondents were 17 years old.

Figure 1: Age

![Age Distribution](image-url)

*Circle Teen Survey: Question 1

The current grade level for Teen Circle Program participants is shown below in Figure 2. Figure 2 show the breakdown of Circle Teens by high school grade-level: 24% of respondents are...
Freshman in 9th grade, 28% of respondents are sophomores in 10th grade, 36% of respondents are juniors in 11th grade, and 12% of respondents are seniors in their final year of school.

Figure 2: Current Grade

Extra-curricular Activities:
In order to measure student’s involvement in activities outside of school that are not directly related to the Circle Program, our survey asked teens if they “participated in any other extra-curricular activities besides the Circle Program.” Teens had 8 response choices ranging from Sports to None of the Above. Figure 3 below shows survey responses for the number of extra-curricular activities that students are involved in. As shown below 12% (3 respondents) of girls are currently involved in no extra-curricular activities, 24% (6 respondents) of girls are involved in 1 extra-curricular activity, 36% (9 respondents) of girls are involved in 3 activities, 4% (1 respondent) of girls are involved in 4 activities, and 8% (2 respondents) are involved in five activities.
Race and Ethnicity:

In terms of race and/or ethnicity, a large number of the girls surveyed are white: 23 out of 25 girls identified as White, not Hispanic or Latino (92%), one girl identified as two or more races (4%), and another girl described herself as Native American (4%) [See Figure 4 below]. All of the girls surveyed responded that they were born in the United States and that their parents were also born in the United States. Survey responses also showed that most of the girls only spoke English at home (96%), whereas one participant noted speaking French and Spanish (4%) at home.

Figure 4: Race and/or Ethnicity
II. Positive Youth Development Measures: the 6 C’s

Competence

To measure changes in competence, three questions were developed to investigate changes in social, emotional, cognitive, and vocational ability. The first question evaluated cognitive ability and focus of respondents by if they felt that they “had trouble concentrating in school?” Both before the Circle Program and while in the Circle Program. Figure 5 below shows that before the Circle Program 64% of respondents self-reported that they had trouble focusing or concentrating. Since joining the Circle Program 54.2% reported having trouble focusing or concentrating, which is a positive difference of 9.8%.

Figure 5:

![Bar Chart]

The second question measuring competence, asked respondents if since they joined Circle Program do they currently “think more about what [they would] like to do after high school?” Since the Circle Program, 91.7% of teens surveyed responded “yes” to positively thinking about what they would like to do after high school, whereas only 8.3% of respondents responded “no.” Answering “yes” to this question shows an enhanced ability to look towards the future and plan accordingly.
The third and final question measuring competence, asked respondents if since they joined the Circle Program, “do you currently feel like you can ask for help with a problem.” Of the survey respondents 88% answered “Yes.” Our team admits that this question can potentially measure a few components of PYD. The reason this question is aligned with competence is because the question is situated to describe an individual’s ability to both feel comfortable to ask for help, and to know when and how they can ask for help with a problem.

Figure 6:

Figure 7:
Confidence

Six questions were developed to measure improvements in self-esteem, self-confidence, and self-efficacy in Circle girls. The first question evaluated change in confidence and whether they generally felt “proud of your accomplishments?” before and since the Circle Program. Figure 8 below shows that before the Circle Program, 92% of respondents self-reported feeling confident since joining the Circle Program, whereas only 40% reported feeling confident prior to joining the Circle program. This is a positive difference of 52% self-reported by Circle Program participants. Increases in girls’ sense of confidence can be attributed to a number of factors, including the activities, friendships, and how the mentoring relationship contributes to PYD.

Figure 8:

The second question measuring confidence, asked respondents if since the Circle Program do they currently “feel proud of your accomplishments?” Figure 9 shows differences in responses self-reported both before and since the Circle Program. Since the Circle Program, 96% of teens surveyed responded “yes” to feeling proud of their accomplishments while only 4% of respondents responded “no.” Before the Circle Program, 25% of respondents did not feel proud of their accomplishments which is a difference of 21% since Circle Program participation.
Figure 9:

![Figure 9](image_url)

Figure 10 shows “Before & Since the Circle Program: Do you feel like you didn’t want to go to school?” This third question measuring confidence is meant to represent a self-efficacy measure. Before the Circle Program, 45% of respondents said they didn’t feel like going to school, since the Circle Program only 28% said they did not want to go to school.

Figure 10:

![Figure 10](image_url)
The fourth question assessing confidence change asks before and since the Circle Program how they felt towards their friends. Before the Circle Program, 28% reported not wanting to play with friends. Since the Circle Program, only 13% reported that they did not want to play with friends. Figure 11 displays a positive increase in wanting to play with friends by 15% among survey respondents before and since the Circle Program.

Figure 11:

![Chart showing percentage of respondents before and since the Circle Program regarding their desire to play with friends. Before, 72% reported wanting to play with friends, and since, 88% did.]

Figure 12 displays the results from the fifth question evaluating confidence change, it asks participants “Since the Circle Program: Do you think more about what you’d like to do after High School?” Over 91% of Circle girls responded “Yes” and a little over 8% responded “No.” Figure 12 below shows the positive impact of the Circle Program on current surveyed girls.

Figure 12:

![Pie chart showing responses to the question. 91.7% responded “Yes,” and 8.3% responded “No.”]
The final measure of confidence asks respondents whether since Circle Program if they feel that they have become more confident in school. Figure 13 shows that of the 25 respondents 84% responded “Yes,” 8% “No” and 8% “Not Sure.” An overall improvement in feels towards school and growth in confidence is a goal of the Circle Program.

Figure 13:
Connections

Five questions were developed to assess the Circle Programs effectiveness on strengthening and building Circle Teen’s connection. Figure 14 shows differences in self-reported responses to questions asking before and since the Circle Program, “Did you generally feel that you had people you could talk to about your problems?” Before Circle Program 79% of respondents felt that they had someone to talk to about their problems, since the Circle Program 100% of respondents felt they had someone to talk to about their problems—an overall improvement of 21%.

Figure 14:

The second question developed to measure “connection” looked at whether the Circle Program provided teens with a stronger support group, specifically friends. The positive difference in the percent of girls that felt that they had friends before & since the Circle Program is 24%, as shown in Figure 15 below.

Figure 15:
Our third question measuring connection asked respondents before and since Circle Program, “did you generally feel that you were able to participate in activities outside of school.” The aim of this survey question was to measure whether girls felt that they had the opportunity to connect and participate in activities outside of school. Figure 16 shows that before the Circle Program only 72% of respondents felt that they were able to participate in activities outside of school, the positive difference since girls joined the Circle Program is 24%.

Figure 16:

Our fourth question measuring connection had a 100% response rate of “yes,” this question asked “Since the Circle Program, do you generally fell that you have a stronger support group?” This question directly asks Circle Teens whether the Circle Program improved their support group, an overwhelming number of respondents said “Yes.”

Our fifth and final question measuring connection, asked respondents, “Since Circle Program: Do you feel that you are developing skills and relationships that are valuable?” Figure 17 shows that more than a majority of survey respondents answered “Yes,” whereas only 4% responded “No” and 8% responded “Not sure.”
Seven questions were developed to measure the impact that Circle Program had on enhancing girls’ character development. The first question evaluated change in character by asking Circle girls’ both before and since the Circle Program, “Did you generally feel that you didn’t want to go to school?” Figure 18 below shows that before the Circle Program, 55% of respondents self-reported that they did not want to go school, after the Circle Program only 29% reported that they did not want to go school. This is a positive difference of 26% before and since the Circle Program in respondents.
An increase in girls’ character is measured by decreased involvement in risky behaviors and more respect for society’s rules. Figure 19 below shows that since the Circle Program 96% of girls felt like they had a better understanding of right and wrong. Whereas, only 4% reported that they did not have a better understanding of right and wrong.

Figure 19:

Since Circle Program: Did you generally feel like you have a better understanding of right and wrong?

![Pie chart showing 96% Yes and 4% No]

Finally, to measure for confidence our survey adopted a personal values survey promoted by Lerner and PYD to evaluate confidence levels. Below, Figure 19b displays girls’ responses to questions aiming to measure the strength of their personal values and confidence change since the Circle program. An overwhelming number of teen girls responded positively to questions measuring their personal values and confidence level, overall these results show that girls are on the right path towards developing confidence and resilience to overcome challenges.
Caring

The fifth measure of positive youth development is caring, in order to measure caring our team developed questions aimed to measure difference in girls’ empathy with friends and family. Figure 20 below shows that since the Circle Program all of our survey respondents felt that “they listened to and cared about other people.”

Caring is an important quality for individuals to have because it enables them to connect with others and build a support system. It also provides individuals with the ability to help, learn, and
growth from others. Figure 21 below asks respondents if they generally felt like they didn’t want to talk to their family. Since the Circle Program, 75% of teens surveyed felt like they wanted to talk to their family.

Figure 21:

Caring is also measured by asking girls if since the Circle Program, “do you feel like you care more about your friends in general?” In Figure 22, we found that 92% of respondents felt that they did care more about their friends in general, whereas 8% of respondents felt that “no” they did not.
Figure 22: Since the Circle Program: Do you feel like you care more about your friends in general?

Percent of Respondents

Yes: 92%
No: 8%

Since the Circle Program: Do you feel like you care more about your friends in general?
**Contribution**

Contribution is the final C measured by the Teen Survey. Our team developed one particular question aimed at measuring girls’ interest in contributing back to the Circle Program in the future. In the survey we asked respondents, “Have you served as a peer-mentor for other girls in summer camp?” Of 25 respondents, the majority (58%) of teens surveyed responded, “No, but I would like to in the future.” The next highest response (33%) is “Yes,” then “No” (8%). Our team believes that contribution may be measured in many ways; Circle Girls’ involvement in other organizations and extra-curricular activities represent the core principle of contribution: giving back to and participating in a community.

![Figure 23:](chart)

*Figure 23:*
III. Program Involvement and Participation Measures

In order to provide an evaluation of the mentoring component of the Circle Program, our survey asked respondents, “How often are you in contact with your Circle Program mentor?” An overwhelming number of respondents were in contact with their mentor “two or more times a month.” Whereas, only 4% of respondents were in contact with their mentor less than once per month.

Figure 24:

<table>
<thead>
<tr>
<th>How often are you in contact with your Circle Program mentor?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Respondents</td>
</tr>
<tr>
<td>More than once a week</td>
</tr>
<tr>
<td>25%</td>
</tr>
</tbody>
</table>

To gauge and evaluate Circle Program participation during the school year, the Teen Survey asked girls “how many Circle sponsored activities do you participate in throughout the school year?” The most common response was 1 to 3 activities per year (41%), 4 to 6 (32%), 7 to 9 (14%), and 10 or more (14%). Most Circle Teens are participating in numerous Circle-sponsored activities throughout the school year, which provide opportunities for girls to connect with one another and participate in learning skill-based activities.
How many Circle sponsored activities do you participate in throughout the school year?

- 41% participate 1 to 3 activities
- 32% participate 4 to 6 activities
- 14% participate 7 to 9 activities
- 14% participate 10 or more activities
Analysis of Alumni Survey Results

“The lessons learned in Circle have enabled me to go through day to day experiences and identify the positives from each day. Circle has taught me to trust others, to create friendships, to work hard, and to appreciate everything in life. Thank you.” – Circle Alumni

Our assessment of the Circle Program alumni measured (1) demographic information, (2) social well-being, (3) financial stability, (4) the effects of positive youth development, and (5) the personal opinions of alumni about the Circle Program.

I. Demographic Information:

Figure 26 shows the age of respondents were fairly evenly spread, the youngest 17, the oldest 35. Of the alumni who responded 100% identified as white (one white and Native American), 100% were natural born citizens and English was the only language spoken at home.

Figure 26:

Nearly all respondent’s generally felt their emotional and physical well-being was well. This question was asked to gauge if any negativity could be influencing answers.

Figure 27:
The grades when girls entered and exited the program are shown in the Figure 28 below. From this information, it is likely the majority of respondents were in the original 2-year program.

Figure 28:

The concept that most alumni respondents were in the original two-year program is reinforced by the number of times alumni attended summer camp.

Figure 29:
Figure 30 shows 50% of the 24 respondents had children. While ages of the alumni are unknown in relation to when their children were born, the rate of pregnancy and number of children is appropriate given the ages of respondents. Of the 12 women without children, 4 said they would like to have a family someday.

**Figure 30:**

The majority (approximately 71%) of respondents felt strongly that the program developed skills and relationships of value.

**The 6 C’s**

The majority (approximately 71%) of respondents felt strongly that the program developed skills and relationships of value.

**Figure 31:**
The following matrix question shows that alumni feel that the program was most helpful with competence and confidence.

**Figure 32:**

![Competence, Confidence, Caring](chart)

Lerner’s matrix question in **Figure 33** shows a strong development of character among Alumni.

**Figure 33:**

![Character: Lerner's Evaluation](chart)
Figures 34 and 35 show that the Circle Program appears to have developed a very strong sense of connection with the alumni surveyed, with nearly half in contact with a mentor from the program. An overwhelming majority are still in contact with friends made at camp.

**Figure 34:**

![Bar chart showing connection with mentors](chart_connection_mentors.png)

**Figure 35:**

![Bar chart showing connection with friends](chart_connection_friends.png)
A clear majority of respondents feel the Circle Program has improved their overall competence.

Figure 36:

Employment status of alumni can indicate the presence of many of the 6 C’s, including confidence and contribution, and financial stability. However, competence is arguably illustrated most strongly in Figure 37 with only 2 of the 24 women surveyed reporting being unemployed.

Figure 37:
A strong indicator of competence is education level shown in Figure 38. 95% of alumni surveyed have a H.S. diploma or GED. Additionally, 20.8% have a college degree and one respondent is pursuing a graduate degree. The average graduation rate in NH is 86%, low income students graduate at a rate of 72%.

Figure 38:

![Highest Level of Education](image)

The level of contribution in Alumni surveyed is strong, with a clear majority mentoring another person, Figure 39. It speaks very highly to the efficacy of the program that nearly half of the alumni surveyed are continuing their own growth process by seeking a mentor for themselves. Another measure of contribution not graphed is the 75% of alumni who are registered to vote.

Figure 39:

![Contribution](image)

---

**Well-Being**

Respondents overall felt that overall, they could deal well with life’s emotions, with anxiety and stress being the most difficult.

**Figure 40:**

![Bar chart showing the current ability to cope with various emotions.](chart)

The following question was asked to try and gauge respondents living conditions and to get an overall idea of their financial stability, which could be influencing them emotionally as well. It can be inferred from **Figure 41** that the majority of those surveyed are in stable living situations. It should be expected that several respondents have multiple roommates given their relatively young age.

**Figure 41:**

![Bar chart showing the number of adults living in each home.](chart)
Figure 42 shows that the majority of respondents are financially stable. Given the severity of winter in NH, it is not uncommon to worry over the heating bill a few times a year. However, a substantial minority appear to have a difficult financial situation.

![Figure 42: How often do you worry about paying your electric or gas bill?](image)

A measure of financial intelligence not graphed is the 70.8% of alumni who have savings accounts.
Developing and collecting data on our initial Circle Teen and Alumni surveys gave us an understanding of the efficacy and efficiency of our survey methods. In going forward, our team recommends that Circle Group staff discuss how best to use this report and data to promote the Circle Program’s effectiveness and sustainability. Circle Teen and Alumni data can be used to communicate with relevant stakeholders, donors, volunteers, and schools to show the impact that it has on youth development. In presenting these findings, the survey data and information on Circle Program should support each other by showing the potential relationship and benefits offered to youth.
Entrance & Exit Survey

(See Appendices C & D for full-length surveys)

After analyzing and assessing survey responses from Teen Circle girls, our team had a better understanding of how to correct and improve our survey methodology and questions. Our initial Teen Survey had three main sections: Demographics, Before the Circle Program and Since the Circle Program. The before and since Circle Program questions were created so that they were identical and could be compared to one another.

A primary concern in the development of the teen survey was that respondents would be unable to recall or remember in detail how they felt before they joined the Circle Program. This would have been three or more years ago for most of the Teen Circle girls surveyed. This problem of “recall bias” was difficult to get around in our original Teen Survey, since all of our respondents were already in the Circle Program for a few years. It was difficult to assess whether they remember clearly how they felt prior to joining the Circle Program. By implementing an entrance survey for girls prior to joining the Circle Program and exit survey for girls as they leave the program, we are able to overcome “recall bias”.

Another improvement to the Entrance & Exit Survey(s) is the usage of Likert scale responses to survey questions. Likert scale is the most widely used approach to scaling responses in survey research because it promotes accuracy by allowing respondents to, for example, agree or disagree on a symmetric agree-disagree scale (e.g. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). A Likert scale approach to scaling responses proved difficult to implement in the initial Teen Survey because of “recall bias,” which made it difficult to ask detailed questions relating to before girls joined the Circle Program.

To maintain records and provide quick analysis, our PRS team suggests that Circle Program staff provide the Entrance and Exit Surveys electronically. It is also recommended that the Entrance and Exit Surveys are taken with a mentor present to address potential questions.

Survey questions were developed based on PYD literature which focused on measuring assets and skills over risks and negative behavior (i.e. bad grades, absence from school). To make comparisons between Entrance and Exit Survey answers, the questions have been designed to be similar or identical when possible. Our team recommends that future surveys remain the same.

Open-ended survey questions are added to acquire anecdotal information and a more holistic understanding of the Circle Program impact on girls’ lives. In the teen survey, many girls had written in additional information.

In our survey development, we found that Likert scaling is a more thorough way of measuring individual’s responses than a binary scale. It allows for the respondent to describe themselves better. In the Teen Survey, sometimes we found that both yes and no would sometimes be checked; a check mark would be exactly between both answers, or “sometimes” would be
written in. These responses were not clear and, therefore, needed to be omitted. Likert scale solves this problem.

No one understand the girls better than the Circle staff, and we encourage you to add your own questions to the survey as you see fit. Through our initial survey assessment our team identified and corrected questions with double-negatives because they are confusing, particularly when it comes to survey analysis and interpretations of survey results. If questions are added, please avoid double negatives by using agreeable sentences over disagreeable sentences. (E.g. Use positive questions, such as, “I want to play with friends.” Not, “I don’t want to play with friends”).
**SWOT Analysis**

*Table 2: SWOT Analysis*

<table>
<thead>
<tr>
<th>Strength:</th>
<th>Weaknesses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of year long mentoring and residential summer camp</td>
<td>Lack of resource diversification</td>
</tr>
<tr>
<td>Survey analysis suggests program effectiveness</td>
<td>Anecdotal evidence for program effectiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity:</th>
<th>Threats:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance/Exit Survey Circle Program’s impact</td>
<td>Downturn in economy</td>
</tr>
<tr>
<td>Program expansion opportunities</td>
<td></td>
</tr>
</tbody>
</table>

Based upon the survey analysis, a SWOT analysis has been created to provide an assessment of the Circle Program by a third-party. The SWOT analysis provides an assessment of the organization’s internal situation and also allows the organization to consider internal and external factors. In a traditional business setting, the SWOT analysis is used to assess the current factors affecting the firm’s ability to either gain or retain a competitive advantage (Rothaermel, 2015). This analysis can be very useful for leaders of non-profit and governmental institutions as well.

Based upon interviews with program staff and survey analysis, a key organizational strength is the program delivery model that combines year-round mentoring and a residential summer camp experience for low-income girls in a rural area. In particular, this program feature is a competitive advantage in comparison with other positive youth development programs. The survey analysis conducted for both the current teens and alumni suggest that the program is positively impacting program participants’ attainment in multiple facets of the 5 C’s. While there are limitations to the survey analysis, these interim results suggest a source of strength for the organization.

Current organization weaknesses serve to impede or limit the mission of the Circle Program. The primary weakness identified from our analysis is the lack of resource diversification. According to the most recent financial report from the Circle Program, approximately 77% of the Circle Program’s revenue came from contributions and foundation grants. A reliance upon one or two funding streams could become problematic during an economic downturn. According to the Federal Reserve, Americans cumulatively lost $16 trillion in net worth during the recent
financial crisis. After adjusting for population growth and inflation, Americans have only recovered 45% of the net worth that was destroyed during the recession (Vo, 2013). Given recent market uncertainty, it is important to have multiple, diversified revenue streams coming from different sources proportionately. While the recent surveys provide initial insights into program effectiveness, prior evidence for program efficacy came from word-of-mouth testimonials from prior girls enrolled in the program. The only threat identified at this time is threat of an economic downturn. Given the recent market volatility and uncertainty surrounding the recent election, economic downtown is a concern.

The Circle Program will be able to leverage the entrance and exit survey instruments moving forward. These surveys, which can be measured at both program entrance and exit, will provide a long-term dataset in which the Circle Program can track program progress on the 5 C’s. The intent with these entrance and exit surveys is to build a robust dataset that will allow the Circle Program to apply for additional grant funding opportunities that may not be available due to lack of data. Finally, in the future, program expansion opportunities may be available in a franchise model or other similar model.
Final Recommendations

- Sustainable data documentation along with anecdotal evidence of the benefits of the Circle Program is important for diversifying the types of funding that the Circle Program can apply and qualify for. We recommend that the Circle Program considers internally measuring improvements related to school behavior (by getting permission from guardians and school), such as attendance and discipline (not necessarily grades). Along with self-reported survey responses and anecdotal information, these results could positively influence grant organizations and donors.

- We also recommend that the Circle Program staff considers a yearly survey to evaluate and record program involvement on a continuous basis, currently only the Exit Survey assesses questions, such as, “how often girls are in contact with their mentor?”

- The questions that our team has created are based off of PYD literature and programs similar to that of the Circle Program (Big Brothers, Big Sisters; 4H; Upward Bound; ACE Study). It is important for Circle Program staff and mentors to actively engage in discussing the questions that we our asking, and whether these survey questions are situationally useful for your program.

- It is also important that Circle Program staff can look at survey results and analyze them for themselves. In analyzing data results we recommend that the Circle Program considers the following:
  - What conclusion can we draw from this survey data? Is it consistent? Are there outliers? For example, we see that many girls are interested in becoming a peer mentor in the future. From this information, we can draw that girls wish to contribute.
  - The Circle Program should increase the opportunity for girls to give back by being mentor(s) for another girl, but what other ways can the program increase the opportunities for girls to give back?
  - Are there efforts in place now that will likely impact contribution in the future (e.g., an activity that is likely to succeed but will take time for results)?
  - Are there areas of the program that could be focused or improved upon to improve this outcome?

- Alumni reported an interest in participation in the Program. We recommend an alumni day at camp and one alumni event with Circle Girls during the year.

- Consider developing a mentor survey to evaluate their assessment of the program and ways to improve internal curriculum and fundraising endeavors.

- Recommend conducting alumni survey every 3-4 years.
References


Bonell, C., Hinds, K., Dickson, K., Thomas, J., Fletcher, A., Murphy, S., Campbell, R. (2016). What is positive youth development and how might it reduce substance use and violence? A systematic review and synthesis of theoretical literature. BMC Public Health, 16(1), 1.


Lam, V. (2013). All the wealth we lost and regained since the recession started. Retrieved from http://www.npr.org/sections/money/2013/05/31/187548260/all-the-wealth-we-lost-and-regained-since-recession-started


Appendix A

Thank you for taking a few minutes to share your thoughts about the Circle Program. Your responses are very important to us. Please try to answer every question. All information you share will be kept private and your identity will not be revealed to anyone.

Part I: General Questions

1. What is your age?
   - 13
   - 14
   - 15
   - 16
   - 17
   - 18
   - 19
   - 20

2. What grade are you currently in?
   - Freshman (9th Grade)
   - Sophomore (10th Grade)
   - Junior (11th Grade)
   - Senior (12th Grade)

3. Today, I would say I am happy and healthy.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. Do you participate in any other extra-curricular activities besides the Circle Program? Check all that apply.
   - Sports
   - Academic Clubs
   - Community service
   - Church youth group
   - Part-time job
   - Theater Arts or Music
   - Other (_______________________________________________________)
   - None of the Above
5. How many times have you participated in the Circle Program summer camps?
   - 3
   - 4
   - 5
   - 6 or more

Part II: Before Circle Program

Think back to the school year before you started the Circle Program. To the best of your ability answer these questions based on how you felt then.

6. How old were you when you started the Circle Program?
   - 9
   - 10
   - 11
   - 12
   - 13

7. Generally, I felt happy and healthy.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

8. Did you generally feel the following emotions?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud of your</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accomplishments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Did you generally feel that you...

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>had people you could talk to about problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listened to and cared about other people?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>had trouble focusing or concentrating?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn’t want to go to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn’t want to play with friends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like you had friends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>didn’t feel like talking to your family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>were able to participate in activities outside of school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Since Circle Program**

**Think about how you feel right now.**

10. Overall, I would say I am happy and healthy.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree
11. Do you currently...

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel more confident about your future?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>think more about what you’d like to do after high school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel that you have more friends or a stronger support group?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel like you care more about your friends in general?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel like you have a better understanding of right and wrong?</td>
<td></td>
<td></td>
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<tr>
<td>feel like you can ask for help with a problem?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Do you feel that you are developing skills and relationships that are valuable?
- Yes
- No
- Not sure

13. Do you feel that you have become more confident in school?
- Yes
- No
- Not sure
14. Do you generally feel the following emotions?

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud of your accomplishments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stressed</td>
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<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Do you generally feel that you...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>have people you can talk to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen and care about other people?</td>
<td></td>
<td></td>
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<tr>
<td>have trouble focusing or concentrating?</td>
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<tr>
<td>don’t want to go to school?</td>
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<tr>
<td>don’t want to play with friends?</td>
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<td></td>
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<tr>
<td>have friends?</td>
<td></td>
<td></td>
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<tr>
<td>don’t want to talk to your family?</td>
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<td></td>
</tr>
<tr>
<td>are able to participate in activities outside of school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what I believe is right, even if my friends make fun of me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing up for what I believe, even when it is unpopular for me to do so.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling the truth, even when it’s not easy.</td>
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<tr>
<td>Accepting responsibility for my actions when I make a mistake or get into trouble.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing my best, even when I have a job I do not like.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Are you still in contact with the friends you made at camp during the school year?
   - Yes
   - No

18. Have you served as a peer-mentor for younger girls at summer camp?
   - Yes
   - No
   - No, but I would like to in the future.
19. How often are you in contact with your mentor?
   - More than once a week
   - Once a week
   - Two or more times a month
   - Once a month
   - Less than once per month

20. How many Circle sponsored activities do you participate in throughout the year?
   - 1 to 3
   - 4 to 6
   - 7 to 9
   - 10 or more

Part IV: Almost done! Please take a minute to share a little bit about your background.

21. What is the highest level of education your parents or guardians have received?
   - Some High School
   - High school graduate or GED
   - Some College
   - College Degree
   - Unsure, Do not know

22. Who do you live with? Check all that apply.
   - Mother
   - Father
   - Grandmother
   - Grandfather
   - Aunt
   - Uncle
   - Foster parent(s) or Guardian
   - Other (___________)

23. Were you born in the United States?
   - Yes
   - No
   - Not sure
24. Were your parents born in the United States?
   - Yes
   - No
   - Not sure

25. Are any languages other than English spoken at home? (If “Yes,” what language?)
   - Yes (__________)
   - No

26. How would you describe your racial or ethnic identity? (Check all that apply)
   - White, not Hispanic or Latino
   - Two or more races
   - Hispanic or Latino
   - African-American or Black
   - Asian or Asian-American
   - Native American
   - Other ____________________

THANK YOU AGAIN FOR YOUR TIME!
Appendix B

Thank you for taking a few minutes to share your thoughts about the Circle Program. Your responses are very important to us, and will help us make sure the Circle Program continues to provide the best support and opportunities possible. Please try to answer every question. All the information you share will be kept private and your identity will not be revealed to anyone.

Part I: General Questions

1. What is your age?
   ________________

2. What grade were you when you began the Circle Program?
   ________________

3. What grade were you in when you left the Circle Program?
   ________________

4. Generally, I would say I am happy and healthy.
   ❏ Strongly Agree
   ❏ Agree
   ❏ Neither agree or disagree
   ❏ Disagree
   ❏ Strongly Disagree

5. How many summers did you attend Circle Camp?
   ❏ 3 or less
   ❏ 4
   ❏ 5
   ❏ 6 or more

6. Are you still friends with any of the girls you met from the Circle Program?
   ❏ Yes
   ❏ No
7. If yes, how often are you in contact with your friends from the Circle Program?
   - More than once a week
   - Once a week
   - Two or more times a month
   - Once a month
   - Less than once per month
   - Not applicable

8. Are you still in contact with any of your mentors from the Circle Program?
   - Yes
   - No

9. If yes, how often are you in contact with your mentor?
   - More than once a week
   - Once a week
   - Two or more times a month
   - Once a month
   - Less than once per month
   - Not applicable

**Part II: Please tell us a little bit about your connection to the Circle Program.**

10. Do you believe that you developed skills and relationships of value from the Circle Program?
   - Not at all
   - Slightly
   - Moderately
   - Quite a bit
   - Completely

11. Please answer the following questions to the best of your ability...

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you see yourself as a mentor to someone else (who is not in the program)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you currently have a mentor (in or out of the Circle Program)?

Based on your experience, would you recommend someone for the Circle Program?

12. Did participating in the Circle Program help you feel more capable of the following? (check all that apply)
   - Working with other people
   - Expressing my feelings
   - Understanding other people’s feelings
   - Being confident in a group of people
   - Being able to manage everyday life stressors better

13. Currently, do you feel that you cope well with the following emotions?

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Anger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncertainty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sadness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what I believe is right, even if my friends make fun of me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing up for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
what I believe, even when it is unpopular for me to do so.

Telling the truth, even when it’s not easy.

Accepting responsibility for my actions when I make a mistake or get into trouble.

Doing my best, even when I have a job I do not like.
15. Do you feel that your participation in the Circle Program has aided you in your personal and/or social achievements?
   - Not at all
   - Slightly
   - Moderately
   - Quite a bit
   - Completely

Part III: Almost done! Please take a minute to share a little bit about your background.

16. Are you currently employed? Check all that apply.
   - Full-time
   - Part-time
   - Seasonal
   - Work from home
   - Other (____________________________________________________)
   - None of the Above

17. What industry are you employed in and your position (Ex Nurse at local hospital; Hair Stylist at Salon)? ______________________

18. On a typical day, what activities take up most of your time? (Check up to three)
   - Working at a job
   - Looking for work
   - Exercising or outdoor activities
   - Taking care of housework (cleaning, shopping, cooking)
   - Studying or attending classes
   - Looking for a different place to live
   - Taking care of kids or others who need my help
   - Taking care of myself, just getting through the day
   - Pursuing personal interests or hobbies
   - Other (___________________)

19. How many adults (18 or older) live in your home?
   - Just me
   - One other adult
20. What is your marital status?
   - Single
   - Married
   - Separated
   - Divorced
   - Dating someone
   - Widowed

21. Do you have any children?
   - Yes
   - No
   If yes, how many? _____

22. If no, would you like to start a family?
   - Yes
   - No
   - I’m unsure

23. In total, how many children live in your household? ________

24. What is your highest level of education? (Check all that apply)
   - Some High School
   - High school graduate or GED
   - Some College
   - Associate’s Degree
   - Bachelor’s Degree
   - Vocational School
   - Currently Enrolled in School
   - Other (__________________)

25. Were you born in the United States?
26. Are any languages other than English spoken at home? (If “Yes,” what language?)
   - Yes (___________)
   - No

27. How would you describe your racial or ethnic identity? (Check all that apply)
   - White
   - Two or more races
   - Hispanic or Latino
   - Black or African-American
   - Asian or Asian-American
   - Native American
   - Other __________________

28. How often do you worry about paying your electric or gas bill?
   - Never
   - 1-2 times a year
   - 3-6 times a year
   - Almost every month

29. Do you have a savings account?
   - Yes
   - No

30. Are you registered to vote?
   - Yes
   - No

31. Have you ever served in the military?
   - Yes
   - No
If you are able to take just a few minutes more to share some thoughts in your own words we would greatly appreciate it! (Write as much or as little as you wish).

- Do you have any memories from your time in the Circle Program that you’d like to share?
- In what ways do you think participating in the Circle Program impacted your life?
- What parts of the Circle Program do you think were the most helpful?
- How could the Circle Program do a better job of helping prepare girls for life as an adult?

THANK YOU AGAIN FOR YOUR TIME!
Appendix C
Entrance Survey

Thank you for taking a few minutes to share your thoughts about the Circle Program. Your responses are very important to us. Please try to answer every question. All information you share will be kept private and your identity will not be revealed to anyone.

Part I: General Questions

1. What is your age? ___

2. What grade are you currently in? ___

3. Today, I would say I am happy and healthy.
   ❏ Strongly Agree
   ❏ Agree
   ❏ Neutral
   ❏ Disagree
   ❏ Strongly Disagree

4. Do you participate in any other extra-curricular activities besides the Circle Program? Check all that apply.
   ❏ Sports
   ❏ Academic Clubs
   ❏ Community service
   ❏ Church youth group
   ❏ Theater Arts or Music
   ❏ Other (____________________________________________________)
   ❏ None of the Above
Part II:

Think about how you feel now. To the best of your ability answer these questions based on how you feel.

5. How often do you feel the following emotions?

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud of your</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>accomplishments</td>
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<tr>
<td>Happy</td>
<td></td>
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<tr>
<td>Sad</td>
<td></td>
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<tr>
<td>Stressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. How much do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have people I can talk to about my problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I listen and care about other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I have trouble focusing or concentrating.

I want to go school.

I want to play with friends.

I feel like I have many friends.

I want to talk to my family.

I am able to participate in activities outside of school.

7. Do you currently...

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>feel confident about your future?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>think about what you’d like to do when you grow up?</td>
<td></td>
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<td></td>
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<tr>
<td>feel that you have friends or a strong support group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel like you care about your friend’s feelings?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel like you understand right and wrong?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feel like you can ask for help with a problem?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. How important is each of the following to you in your life?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
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<tbody>
<tr>
<td>Doing what I believe is right, even if my friends make fun of me.</td>
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<td>Standing up for what I believe, even when it is unpopular for me to do so.</td>
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<td>Doing my best, even when I have a job I do not like.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part IV: Almost done! Please take a minute to share a little bit about your background.

8. How many times in the past month were you absent from school due to not feeling well?
   - 0
   - 1
   - 2
   - 3
   - 4 or more

9. What is the highest level of education your parents or guardians have received?
   - Some High School
   - High school graduate or GED
   - Some College
   - College Degree
   - Unsure, Do not know

10. Who do you live with? Check all that apply.
    - Mother
    - Father
    - Grandmother
    - Grandfather
    - Aunt
    - Uncle
    - Foster parent(s) or Guardian
11. Were you born in the United States?
   - Yes
   - No
   - Not sure

12. Were your parents born in the United States?
   - Yes
   - No
   - Not sure

13. Are any languages other than English spoken at home? (If “Yes,” what language?)
   - Yes (___________)
   - No

14. How would you describe your racial or ethnic identity? (Check all that apply)
   - White, not Hispanic or Latino
   - Two or more races
   - Hispanic or Latino
   - African-American or Black
   - Asian or Asian-American
   - Native American
   - Other ______________________

15. In your own words, tell us why you joined the Circle Program?
16. What activities would you like to participate in at the Circle Program? What new things would you like to learn?

THANK YOU AGAIN FOR YOUR TIME!
Appendix D
Exit Survey

Thank you for taking a few minutes to share your thoughts about the Circle Program. Your responses are very important to us. Please try to answer every question. All information you share will be kept private and your identity will not be revealed to anyone.

Part I: General Questions

1. What is your age? (insert blank)

2. What grade are you currently in?
   - Freshman (9th Grade)
   - Sophomore (10th Grade)
   - Junior (11th Grade)
   - Senior (12th Grade)

3. Today, I would say I am happy and healthy.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. Do you participate in any other extra-curricular activities besides the Circle Program? Check all that apply.
   - Sports
   - Academic Clubs
   - Community service
   - Church youth group
   - Part-time job
   - Theater Arts or Music
   - Other (_____________________________________________________
   - None of the Above
5. How many times have you participated in the Circle Program summer camps?
   - 3
   - 4
   - 5
   - 6 or more

Part II: Since Circle Program

Think about how you feel about the Circle Program.

6. Do you currently...

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel confident about your future?</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>think about what you’d like to do after high school?</td>
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<tr>
<td>feel that you have friends or a strong support group?</td>
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7. How often do you feel the following emotions?

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<td>I have trouble focusing or concentrating.</td>
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<tr>
<td>I want to go to school</td>
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<tr>
<td>I am able to participate in activities outside of school.</td>
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9. How important is each of the following to you in your life?

<table>
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</tr>
<tr>
<td>Telling the truth, even when it’s not easy.</td>
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<td>Accepting responsibility for my actions when I make a mistake or get into trouble.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Have you served as a peer-mentor for younger girls at summer camp?
   - Yes
   - No

11. How often were you in contact with your mentor?
   - More than once a week
   - Once a week
   - Two or more times a month
   - Once a month
   - Less than once per month
12. How many Circle sponsored activities did you participate in the past year?
   - 1 to 3
   - 4 to 6
   - 7 to 9
   - 10 or more

Part IV: Almost done! Please take a minute to share a little bit about your background.

13. How many times in the past month were you absent from school due to not feeling well?
   - 0
   - 1
   - 2
   - 3
   - 4 or more

14. What is the highest level of education your parents or guardians have received?
   - Some High School
   - High school graduate or GED
   - Some College
   - College Degree
   - Unsure, Do not know

15. Who do you live with? Check all that apply.
   - Mother
   - Father
   - Grandmother
   - Grandfather
   - Aunt
   - Uncle
   - Foster parent(s) or Guardian
   - Other (___________)

16. Were you born in the United States?
   - Yes
   - No
17. Were your parents born in the United States?
   - Yes
   - No
   - Not sure

18. Are any languages other than English spoken at home? (If “Yes,” what language?)
   - Yes (___________)
   - No

19. How would you describe your racial or ethnic identity? (Check all that apply)
   - White, not Hispanic or Latino
   - Two or more races
   - Hispanic or Latino
   - African-American or Black
   - Asian or Asian-American
   - Native American
   - Other __________________

20. Please share your favorite memory (or several) from your time in the Circle Program.

21. How did the Circle Program impact your life?
22. Do you have any suggestions for improving the Circle Program?

THANK YOU AGAIN FOR YOUR TIME!