

1-1-2009

Sunday Friends: The Working Alternative to Charity

James D. Lee

San José State University, james.lee@sjsu.edu

Yoko Baba

San Jose State University

Claudio V. Sanchez

San Jose State University


Rebecca Wang

San Jose State University

Chelsey White

San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/justice_pub

 Part of the [Criminology Commons](#), [Educational Sociology Commons](#), [Gender and Sexuality Commons](#), [Social Control, Law, Crime, and Deviance Commons](#), and the [Social Psychology and Interaction Commons](#)

Recommended Citation

James D. Lee, Yoko Baba, Claudio V. Sanchez, Rebecca Wang, and Chelsey White. "Sunday Friends: The Working Alternative to Charity" *Faculty Publications* (2009): 1-54.

This Article is brought to you for free and open access by the Justice Studies at SJSU ScholarWorks. It has been accepted for inclusion in Faculty Publications by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

**SUNDAY FRIENDS:
THE WORKING ALTERNATIVE TO CHARITY**

Submitted to

Sunday Friends

Report prepared by

James Lee, Ph.D., Yoko Baba, Ph.D., Claudio Vera Sanchez, Ph.D.,
Rebecca Wang, and Chelsey White

Department of Sociology

San José State University

October, 2009

Table of Contents

	Page
Acknowledgements	iii
Executive Summary	iv
I. Introduction	1
II. Background Information	1
III. Past Studies	5
IV. Research Objectives	7
V. Methods	7
VI. Results	8
VI.1 Children and Youth	8
VI.2 Parents and Guardians	15
VI.3 Volunteers	35
VII. Discussion and Conclusions	47
VIII. References	50
Appendix A: Developmental Assets	52
Appendix B: Questionnaires	54

Acknowledgements

The authors wish to acknowledge the leading contribution to this evaluation report made by Dr. Anju Sahay. She evaluated the Sunday Friends Program previously, and she was the lead organizer for the data collection for the evaluation reported here. Michael Fallon, Associate Director of the Center for Community Learning and Leadership at San José State University, was instrumental in the coordination and planning of the evaluation. There were many volunteers who assisted with the data collection for this project. Their dedication, interviewing talent, and advice were of utmost value to this project. They are: Amber Busby, Arely Cardenas, Hannah Lazlo-Rath, Petrita Lipkin, Stephanie Lumauig, , Katie McDonough, Erika Navarro, Ayesha Ogunnupe, Heather Rhines, Katelyn Riley, Erika Santana, Fancesco Ventura, Ramon Vizcarra, and Erlinda Yanez. Finally, the evaluation project was supported by the Sociology Department and the College of Social Sciences at San José State University.

SUNDAY FRIENDS:
THE WORKING ALTERNATIVE TO CHARITY

James Lee, Ph.D., Yoko Baba, Ph.D., Claudio Vera Sanchez, Ph.D.,
Rebecca Wang, and Chelsey White

San José State University
October, 2009

Executive Summary

Sunday Friends is a non-profit organization in San José, California, that provides multiple activities for families who are in need of financial support. Given the particular location of the program, most families are Latino and bilingual. Participants and program volunteers form a community at an elementary school on a couple of scheduled Sundays each month. When family members participate in activities designed to educate, improve skills, and to give back to the larger community, they earn tickets that they can redeem for items that they need and want from the Sunday Friends store. Activities include healthy cooking projects, “Thank You Letter” writing, English-as-a-Second-Language programs, crafts, and education in nutrition and financial literacy. The program’s central focus is to empower families to break out of poverty. A specific guiding principal is the developmental assets approach promoted by the Search Institute in Minneapolis (<http://www.search-institute.org/>). This approach encourages individuals and organizations to work together toward a common goal of supporting the healthy development of all children and youth. Healthy development is conceptualized as consisting of the development of external assets (i.e., support, empowerment, boundaries and expectations, constructive activities) and internal assets (i.e., commitment to learning, positive values, social competencies, and positive identity).

The 2009 evaluation’s primary focus was on whether Sunday Friends was succeeding at fostering developmental assets for children. Other relevant indicators of success were perceptions of program effectiveness, regard for program activities, and nutrition and healthy eating habits. Data were gathered from family members (adults and minors) during program activities using written surveys administered by volunteers to the research team (most of whom were bilingual). The families were recruited in person by program staff onsite. The questionnaires were written in English and Spanish (with the choice made by respondents). Sunday Friends volunteers were recruited to the study via email by Sunday Friends staff. They completed questionnaires through an online survey platform. In all, 74 parents or guardians, 67 children or youth, and 45 volunteers participated in the data collection.

Across the three sets of surveys (parents or guardians, children or youth, and volunteers), there are fairly consistent results. The families and volunteers in the Sunday Friends program believe that Sunday Friends is effectively engaging them and meeting its goals. Overall, children and youth report positive experiences at Sunday Friends. On every

dimension of psychological well-being, connectedness with others, and self-efficacy, the answers provided by children and youth indicate that Sunday Friends is promoting developmental assets. In addition, parents and guardians report that Sunday Friends has positive influences on their lives. The majority of measures, whether questions about self-efficacy, the effect of Sunday Friends on their children, or improved nutrition for their family, indicate that Sunday Friends is meeting its goals. Finally, volunteers agree that the program makes an important contribution to the lives of both children and adults. They also feel that Sunday Friends enhances their awareness of the community and contributes to making their personal lives more meaningful.

The survey results presented here should be interpreted with caution because all persons surveyed were continuing participants in the program, and the cross-sectional data could not detect changes over time. Despite this caution, each group's data and triangulation across family and volunteer surveys reveal that milestones are accomplished at Sunday Friends. It is safe to conclude that Sunday Friends' community-based approach to empowering parents and youths is achieving its goals.

Sunday Friends: The Working Alternative to Charity

I. INTRODUCTION

Sunday Friends, a non-profit organization located in the City of San José, California, was founded by a former Silicon Valley engineer in 1997. She created what the organization calls “The Working Alternative to Charity” (<http://www.sundayfriends.org/>). As of 2008, this organization has served more than 9,000 children in the community with over 1,800 volunteers each year.

Specifically, Sunday Friends provides multiple activities for families who are in need of financial support. Through participating in activities that allow family members to give back to the larger community, participants earn tickets that they can redeem for items they need and want from the Sunday Friends store. The activities include, among other things, healthy cooking projects, “Thank You Letter” writing, English-as-a-Second-Language programs, crafts, and education in nutrition and financial literacy. One of the goals of these activities is to assist children and youth in expressing themselves fully, interacting with others positively, and improving their sense of self. Other goals include assistance for parents in achieving a sense of self-reliance and family unity. Sunday Friends depends heavily on donations to the organization (especially for items in the store) and the commitments of local volunteers (particularly for activities) to accomplish its work.

The objective of the present research is to assess the effectiveness of Sunday Friends at accomplishing its goals. In this paper, we will present the results of the 2009 program evaluation for Sunday Friends. The organization follows the developmental assets approach promoted by the Search Institute in Minneapolis (<http://www.search-institute.org/>) as a guiding framework to enable individuals and organizations to work together toward a common goal of supporting the healthy development of all children and youth. This developmental assets approach has been promoted by Santa Clara County’s Project Cornerstone which has partnerships with various other organizations in the area.

Our analysis was based on three sets of the questionnaires—for parents, youths and volunteers—whose questions were created to measure 35 developmental assets. These assets consist of external assets (i.e., support, empowerment, boundaries and expectations, constructive activities) and internal assets (i.e., commitment to learning, positive values, social competencies, and positive identity). In the following sections, we will present past studies, analyses and findings of our evaluation, and discussion and conclusions.

II. BACKGROUND INFORMATION

Seligman (1975) coined the term “learned helplessness” for the concept where individuals from marginalized neighborhoods appear to be unable to practice self-reliance. In the reformulation of learned helplessness theory, Abramson, Seligman, & Teasdale (1978) explain that persons who attribute negative experiences to internal, global, and stable causes are more likely to experience helplessness and depression. The model predicts that individuals entrapped within disadvantaged settings over long periods of time, who experience repeated failure to improve their conditions, are more likely to suffer helplessness and depression. Many inner city neighborhoods have intractable social and economic barriers that are not easily overcome. If immigrant families encounter a multitude of obstacles including language barriers, a lack of social capital, poverty,

immigration issues, limited employment opportunities, and other relevant factors and conditions, this perspective points out that their feeling of “learned helplessness” is an expected outcome.

On the other hand, financially strapped families often manage to survive with assistance of support networks such as friends, family members, church, government, and local non-profit organizations. Intervention that provides some success can modify the conditions that promote learned helplessness.

In the last decade, grassroots asset-building initiatives have emerged throughout the U.S. in order to strengthen community life for youths using the developmental assets framework (Mannes, Roehlkepartain and Benson 2005). In such a community-building movement, Sunday Friends was created to provide a nurturing environment for low-income parents and youths where they are expected to learn work ethics, manners, English language, money management and healthy living in their communities.

Developmental Assets

The “developmental assets” model of fostering success among children was developed by the Search Institute in Minneapolis. The Search Institute was initiated in 1958 by Merton Strommen who proposed a study to identify the concerns and needs of Lutheran youth with a survey of 520 items (<http://www.search-institute.org/about/history>). Strommen’s vision was to create a world where all young people are valued, and his mission was to provide leadership, knowledge, and resources to promote healthy children, youth and communities. Years later in 1990, the concept of developmental assets was developed to link together both the prevention of high-risk behaviors and the promotion of school success, caring and healthy communities for children and adolescents.

In 2003, the Developmental Assets Profile was released as a new measure of developmental assets for young people aged 11 to 18, which consisted of 40 developmental assets including external and internal assets (see Appendix A), some of which were adopted by Sunday Friends as goals and to be used for evaluation purposes. The Search Institute’s framework of developmental assets represents the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive (<http://www.search-institute.org/>). Mannes et al. (2005) claimed that the Search Institute’s emphasis on positive human development and community-building resulted in reduced high risk behaviors (e.g., alcohol and illicit drug use, school problems, etc.) and increased thriving behaviors (e.g., danger resistance, impulse control, school success, etc.).

Project Cornerstone

Project Cornerstone, which was created in Santa Clara County in 1998, partnered with 9 school districts and the County Office of Education to conduct Search Institute’s survey of attitudes and behaviors of 7,000 7-12 graders throughout the county in 1999 (<http://www.projectcornerstone.org/html/about/index.htm>). The implementation of developmental assets was validated by the Search Institute and promoted by Project Cornerstone. Developmental assets are “the positive relationships, opportunities, values and skills that young people need to grow up caring and responsible” (<http://www.sundayfriends.org/programevaluation.html>). Project Cornerstone added a 41st asset “positive cultural identity” to existing 40 developmental assets, which was viewed as “the essential building blocks of healthy child and youth development—including adult role models,

positive peer influence, caring school climates and a sense that community values youth” (<http://www.sundayfriends.org/programevaluation.html>).

Sunday Friends Mission

An overarching goal of Sunday Friends is to guide very low-income families to become self-empowered and self-reliant. A guiding principle of Sunday Friends is to not treat participants as charity cases, but rather as agents of community and social change. Their tagline, “a working alternative to charity,” highlights the principles of Sunday Friends.

This is the Sunday Friends mission statement:

Sunday Friends empowers families in need to break the cycle of poverty. Children and parents earn basic necessities while they contribute to their community, learn life skills and develop self-sufficiency.

To achieve their mission, Sunday Friends attempts to foster the growth of developmental assets in children through its activities. Parents are included so that positive influences will be practiced throughout the week in children’s home setting. The efforts to improve developmental assets are rewarded with economic assistance, an opportunity to purchase, using earned tickets, necessities and other desired items.

The Program

Two Sundays each month, the participants in Sunday Friends (about 300 persons including children, adults, and volunteers) gather at Lowell Elementary School in San José. The activities begin at noon, when parents and guardians attend classes on money management, parenting effectiveness or health and nutrition, and children work with volunteers on craft projects that serve others (such as gifts for persons in convalescent homes) and are typically seasonally appropriate (such as patriotic crafts for Independence Day).

The day progresses with children preparing and serving healthy foods. Adults and older children attend ESL classes. Other activities may include piano lessons, gardening, cleaning the school grounds, and other academic activities.

Participants earn “tickets” as they engage in various activities. These may be redeemed in the “Treasure Chest” at the end of the day. Families take turns at the store with the assistance of volunteers who help them shop responsibly. The shop remains open until all families have been served. The program typically closes around 7 PM.

At this time, Sunday Friends provides services for predominantly Mexican descendants, including first- and second-generation immigrants from Mexico. This ethnic make-up of participants is largely the result of Sunday Friends’ location in a particular neighborhood in a city with a substantial number of this ethnic group. For example, San José’s racial/ethnic characteristics in 2000 were as follows: 24% Hispanic/Latino; 26% Asian; 44% White; 3% African American; and 3% Other ([http://www.censuscope.org/us/m7400/print_chart_race.html](http://www.censusscope.org/us/m7400/print_chart_race.html)).

As demonstrated in past research, a large number of immigrants face multiple obstacles in the host society. In particular, however, Karcher (2008: 100) noted that Latino youths are “the one

most at-risk ethnic group for underachievement and drop-out.” Karcher’s view was supported by Rodriguez and Morrobel (2004) who stated that “Latino youths . . . have high rates of developmental deficits” (p. 107). Rodriguez and Morrobel (2004) further stressed that “attention to youth development is potentially our greatest strategy in building communities” (p.107).

Sunday Friends and Academic Activities

The value of an education, at Sunday Friends, is consistently underscored. Children and adults often participate in educational activities. Adults take English classes, usually directed by a volunteer from the community who teaches speaking, reading, and writing. Children’s educational activities center on writing, reading, and so forth. For example, adults and children alike, as part of their activities, write letters to the donors who support Sunday Friends. Children, often accompanied by adults and volunteers, write letters to donors conveying how Sunday Friends has changed their lives. The letters are decorated (e.g., with stickers), sometimes colored, and sealed. In this way, educational goals are incorporated into the majority of activities at Sunday Friends.

Sunday Friends and Economy

Sunday Friends designed an economic infrastructure to enhance self-efficacy. One component of this is a banking system, which parallels the structure of banks characteristic with contemporary systems. One assumption is that low-income and immigrant families could benefit from this system because they do not heavily rely on U.S. banking systems. Several arguments support this claim: (1) low-income persons and immigrants may be concerned with immediacy due to hardships and may be less able to save money at a bank, (2) low-income persons and immigrants may not possess the skills to balance a checkbook or account, and (3) immigrant families may distrust banks since such institutions may be unreliable or corrupt in their respective countries or lack the safeguards of U.S. systems (e.g., FDIC).

Through Sunday Friends’ banking system, participants learn how to balance accounts, save and withdraw tickets, and become socialized to banking. In addition, workshops are offered at Sunday Friends to teach individuals about the process of opening checking accounts and how to manage them (e.g., how to keep them from over drafting).

The banking system, in many ways, structures the activities and behaviors at Sunday Friends. Although the principles of the organization are humanitarian, participants learn capitalist work ethics and responsibilities. Both parents and children earn tickets as a result of their hard work and are able to purchase goods and everyday necessities, such as daily supplies (e.g., soap, toothbrush and toothpaste, diapers, etc.), clothes, school supplies, toys, and bicycles by cashing in earned tickets. However, children are unable to purchase candy and sweets, since a competing goal of this organization is to promote healthy eating habits.

Sunday Friends and Healthy Eating

The Sunday Friends organization promotes healthy eating habits for both adults and children. First, every Sunday, adults participate in a potluck, with some on-site cooking and food preparation. The food offered to the participants is routinely screened. Food believed to be high on fat or sugar content is removed from the menu for the day. Food screening reinforces the importance of healthy eating.

Other activities also center on the preparation of healthy food. An adult or volunteer will lead cooking sessions. For instance, during one of our visits, children were preparing yogurt cups with granola and fruit. One objective of these cooking activities is for adults and children to collectively practice healthy eating habits via fun, exciting, and tasty food preparation.

In addition, Sunday Friends offers classes for parents and teens in nutrition while children and volunteers play board games designed to promote healthy eating. The ticket-reward system also applies this and other health education projects.

III. PAST STUDIES

The Developmental Assets approach fits within a broader framework called “positive youth development” (Damon 2004; Catalano et al. 2002) that seeks understanding of how to foster healthy development and avoid negative outcomes for children and youth. This approach focuses on the resiliency and potential that resides in each young person, and asserts that the experiences that promote success are very often those that prevent failure; initiating supportive engagement with children and youth can simultaneously promote the positive and prevent the negative. It also asserts that intervention for children and youth should be multifaceted, not focused on a particular problem or crisis.

While positive youth development has been fairly recently promulgated (Damon 2004; Catalano et al. 2002), albeit thoroughly substantiated, it can be linked conceptually to, and supported by, earlier efforts to explain what factors help youths and adolescents develop a positive sense of self and become responsible adults. Reckless and Dinitz (Reckless et al. 1956; Reckless 1967) developed the concepts of inner containment (e.g., positive sense of self) and outer containment (e.g., supervision and discipline) to explain why most kids in bad environments do not become delinquent. They argued that a combination of internal psychological containment, which is developed in the family, and external social containment, which is a reflection of social relationships with teachers and conventional people in the community, are important sources of preventing youths from becoming rule-breakers.

The containment framework suggests that sources of deviation from social norms include, but are not limited to, discontent with living conditions and family conflicts, aggressiveness and hostility, and frustration and boredom which may stem from lack of employment or interests in school, or from a minority group membership. Internal containments, such as a positive self-image, are a necessary determinant for a law-abiding behavior in a complex society like ours (Akers and Sellers 2008). Containment ideas are clearly reflected in the theoretical framework of positive youth development and developmental assets, suggesting that by building “external assets in families, schools, and communities, the chances should increase that adolescents will develop internal assets to guide them . . .” (Scales 1997: 613). Catalano, Berglund, Ryan, Lonczak and Hawkins (2002) found that effective positive youth development interventions typically promoted (1) personal and social competencies, (2) self-efficacy, (3) social norms for youth, (4) social bonds with various others, (5) increased opportunities, and (6) recognition for accomplishments.

There are a number of studies that examined the well-being of youths using the Search Institute’s developmental model. Ersing (2009) is one of the researchers who examined the roles that community cultural arts play in empowering marginalized youths to become confident adults and

leaders of the community. His cultural arts program aimed to strengthen “. . . the resilience of young people struggling with emotional stressors that may lead to risk-taking behavior” (p. 26). Ersing maintained that “. . . the disparity found among the necessary opportunities and supports within communities that poses a significant threat to a positive youth development” (p.30). He concluded that in order to mitigate low-income youths’ obstacles, the communities have to offer resources (e.g., community art programs) to support their developmental process as they reach adulthood.

Other researchers, such as Edington and Randall (2005), maintained that agencies in which families and youth are actively involved enhance their learning and development and make their bonds stronger. Catalano et al. (2002) reiterated that bonding or emotional attachment between youths and their family, peer group, school, community or culture is crucial in establishing self-motivation and trust in others. Scales (1997) also stressed that parents play “important, continuing roles as sources of support, caring, control, and values for youth . . . especially young adolescents . . . need continued attachment and connection to their parents . . .” (p.612). Similarly, youths who felt connected to their parents and receive the appropriate types and amounts of discipline and moral guidance demonstrated higher levels of self-control, conflict resolution, peer resistance and overall psychosocial adjustment (Nandeau, Cunningham, Lundberg and McGinnia 2008).

Conversely, lack of strong bonds and of positive social relationships were found to lead to greater feelings of insecurity and self-doubt in one’s abilities (Cantalano et al. 2002). Furthermore, programs such as job training were found to have a positive effect in both the relationship between youths and their parents including both the fathers and mothers (Anderson, Kohler and Lateicq 2002). Additionally, past studies documented that structured programs, such as after-school programs were correlated to better social skills and academic performance in children, compared to informal adult supervision (Wright, John, Alaggia and Sheel 2006; Posner and Lowe 1994). Scales (1997) maintained that young people need supportive connections and competencies in the family, in schools and in communities, which become a part of their developmental assets, thereby reducing risks of dropping out of school and/or becoming rule-breakers.

Supporting the Search Institute’s developmental assets model, Mannes et al. (2005) found that youths, regardless of their levels of assets (i.e., the number of assets out of a total of 40 assets), who lived in low-income families were twice as likely as other youths to engage in rule-breaking behavior. By contrast, low-asset youths, regardless of their family economic status, were at least four times as likely to engage in such rule-breaking behavior (Mannes et al. 2005). In particular, Latino/a youths who reported that they had 0 to 10 of the 40 developmental assets engaged in an average of 2.7 of the 8 thriving behaviors, while those with 31 to 40 assets engaged in 6.1 of the 8 thriving behaviors (Mannes 2005).

Likewise, using the developmental assets model, Quane and Rankin (2006) examined African-American youth participation in local organizations and found that their participation is greater in more disadvantaged neighborhoods and that such participation has positive effects on their self-concept and academic and educational expectations. Specifically, they reiterated that if youths participate in organized and challenging leisure activities that require perseverance and dedicated efforts, their free time had a positive impact on their social development.

In order to have successful outcomes at community organizations, the involvement of volunteers is necessary. Thus, studying the effect of volunteers is also critical, suggesting that they play a large role in the program. Research showed that adolescents often look to volunteers in a parental fashion (de Anda 2001). Especially if youths' experiences are supplemented with adults, whom they consider to be trustworthy and role models, the role of volunteers is more beneficial. It is also important to note that not only program participants, but also volunteers themselves experience feelings of empowerment (Bell and Carrillo 2007). Furthermore, volunteers are critical in promoting relationships among youths, but the former mediate and foster positive relationships between parents and youths as well (Barron-McKeahagney, Woody and D'Souza 2001).

Past research indicates that the developmental assets approach to intervention with children and youth is an effective way to foster healthy outcomes. The Sunday Friends model has a solid foundation. In the next section, we evaluate whether the program is effective in terms of fostering developmental assets among participants.

IV. RESEARCH OBJECTIVES

This evaluation is intended to determine the effects that Sunday Friends is having on the low-income families that it serves, especially in terms of whether developmental assets are being promoted among the children and youth who attend the program. In addition, this evaluation will examine youths' experiences through, and reactions to, Sunday Friends' activities. It will also determine parents', guardians', and Sunday Friends volunteers' satisfaction with Sunday Friends activities.

V. METHODS

Subjects

Families (children, youth, parents and guardians) and volunteers at Sunday Friends participated in this research. Surveys were completed by families over four Sundays (in February and March, 2009) during regular program hours. The families were recruited in person by program staff onsite. The questionnaires were written in English and Spanish (with the choice made by respondents), and participants were assisted by interviewers, most of whom were bilingual.

Sunday Friends volunteers were recruited to the study via email from the person who oversees the Sunday Friends program. Their questionnaire was administered online, via the platform, surveymonkey.com.

After the researchers received approval from their university's Institutional Review Board, they followed standard consent procedures where respondents were informed that participation was voluntary and that they could withdraw from the study at any time without consequences. Even though the survey questions did not center on sensitive topics, the participants were informed that they could skip any question or questions that created discomfort. Children and youth were paid 100 points for filling out their survey, while adults were paid 150 points for filling out their much longer survey. The points are currency in the Sunday Friends economy that participants could exchange for goods at the Sunday Friends store or bank for future purposes. Points are the standard way that Sunday Friends compensates families, and the compensation rate for this project was typical.

Questionnaire

Families answered questions about Sunday Friends and themselves, and parents or guardians also answered questions about their children. In general, the questions can be classified as (1) reports about demographic information, (2) indicators of developmental assets, (3) reports about healthy living, and (4) reports about the influence of and satisfaction with Sunday Friends. Each person answered their questionnaire with the assistance of an interviewer and away from other family members in relative privacy. There were two versions of the questionnaire: English and Spanish (with translation from English, with professional verification of translation accuracy). The survey items are included in APPENDIX B. Families marked answers to questions on the questionnaire form, and answers were later entered into a data file. Sunday Friends volunteers answered questions about themselves and Sunday Friends activities (see Appendix B), and their answers were automatically entered into a database by surveymonkey.com.

VI. RESULTS

Our research will determine whether children are achieving growth through programming and whether the effects of Sunday Friends continue throughout at home. It will also determine participants' and volunteers' views of Sunday Friends activities. To preview the findings, children and youth, parents and guardians, and volunteers all report positive impressions of the program, and by all measures, developmental assets are fostered by Sunday Friends.

The results of the survey of Sunday Friends families and volunteers will be presented in three sections: Youth, Parents, and Volunteers. Because children and youth are the focus of Sunday Friends' activities, their results are critical for understanding whether Sunday Friends is achieving its stated goals.

VI.1 Children and Youth

Demographics

Children and youth participating in the evaluation of Sunday Friends ranged in age from seven to 17 (Table 1), with a mean age of 10.6 years old. They were in grades two through 12 in school (Table 2), and two-thirds of them were girls (Table 3). Overwhelmingly, the ethnicity reported by the children and youth (Table 4) was Hispanic (63.4 percent). Other common responses were African American (11.1 percent) and Other (20.6 percent). The race/ethnicity data should be interpreted with caution, however, since these results do not match those reported by parents and guardians.

Children and youth were also asked to report with whom they attend Sunday Friends. About half of the respondents reported attending with their family (Table 5). While about a quarter of the respondents attend only with their mothers, very few youth (three percent) attend with only their fathers. After family and only mom, "other" is the third-most-common response (nine percent). In terms of living arrangements, over two-thirds live with both their mother and father (Table 6). The families that attend Sunday Friends, therefore, as reported by children and youth, are typically traditional in their structure.

Table 1. Children and Youth Ages

Age	Frequency	Percent
7	2	3%
8	17	25.8%
9	10	15.2%
10	9	13.6%
11	7	10.6%
12	7	10.6%
13	4	6.1%
14	2	3.0%
15	5	7.6%
16	0	0%
17	3	4.5%

Table 2. Grade-level of Children and Youth

Grade	Frequency	Percent
2	7	10.6%
3	17	25.8%
4	6	9.1%
5	11	16.7%
6	8	12.1%
7	6	9.1%
8	3	4.5%
9	3	4.5%
10	2	3.0%
11	0	0.0%
12	3	4.5%

Table 3. Children and Youth Sex

Sex	Frequency	Percent
Boy	23	34.8%
Girl	43	65.2%

Table 4. Race/Ethnicity Reported by Children and Youth

Race/Ethnicity	Frequency	Percent
American Indian/Alaskan Native	0	0.0%
Asian	0	0.0%
Black/African American	7	11.1%
Hispanic	40	63.4%
White (not of Hispanic origin)	2	3.1%
Pacific Islander	0	0%
Multiethnic/Mixed race	1	1.5%
Other	13	20.6%

Table 5. Persons with Whom Children and Youth Attend Sunday Friends

Relationship	Frequency	Percent
Only Mom	16	24.2%
Only Dad	2	3.0%
Both mom and Dad	3	4.5%
Your Family	33	50.0%
Brother(s) or Sister(s)	1	1.5%
Relatives (grandparents, Aunt, Uncle, Cousin)	5	7.5%
Other	6	9.0%

Table 6. Persons with Whom Children and Youth Live

Category	Frequency	Percent
Only Mom	9	13.6%
Only Dad	0	0.0%
Both Mom and Dad	45	68.1%
Relatives (Grandparents, Aunt, Uncle, Cousin)	7	10.6%
Other	5	7.5%

Reactions to Sunday Friends

The next section reveals the feelings that the children and youth had about their experiences with Sunday Friends. Children were asked to rate their emotions, motivations, reactions to programming and so forth. As will be seen below, most of the children indicated that they were fairly pleased with Sunday Friends, and they reported the kinds of behaviors that are desired by Sunday Friends programming. Charts 1-6 show the children and youth's responses to questions about specific feelings/emotions they experience, both positive and negative, while they are at Sunday Friends.

When asked to report their feelings while at Sunday Friends, the overwhelming majority of children and youth reported feeling fairly or very safe, happy, proud of themselves, and successful (Chart 1). 64.2 percent reported feeling very safe at Sunday Friends.

Children and youth were also asked to report on negative feelings while at Sunday Friends. Consistent with the highly positive emotions reported, over two-thirds of the children and youth reported feeling not at all or little negative emotions (Chart 2). They were not lonely, bored, excluded, sad, or unnoticed while at Sunday Friends.

Children and youth also responded to questions about the degree to which they feel eager to participate, motivated, respected, and responsible. In all items except for "feeling motivated" (42.3 percent), over 50 percent of the youth reported (Chart 3) feeling very eager to participate (56.1 percent), very respected (59.7 percent), and responsible (55.2 percent).

Children and youth were also asked the degree to which they feel close to family, confident that they can earn what they want from the store, that they want to learn new things, and feeling that people appreciate them while they are at Sunday Friends. For all four items, a large proportion of the respondents (Chart 4) reported feeling very close to family (68.7 percent), very confident that they can earn that they wants from the store (65.7 percent), very much that they want to learn new things (68.7 percent), and feeling that people appreciate them very much while at Sunday Friends (55.2 percent).

Chart 1. Children and Youth Reports of Feeling Safe, Happy, Proud of Themselves, and Successful while at Sunday Friends.

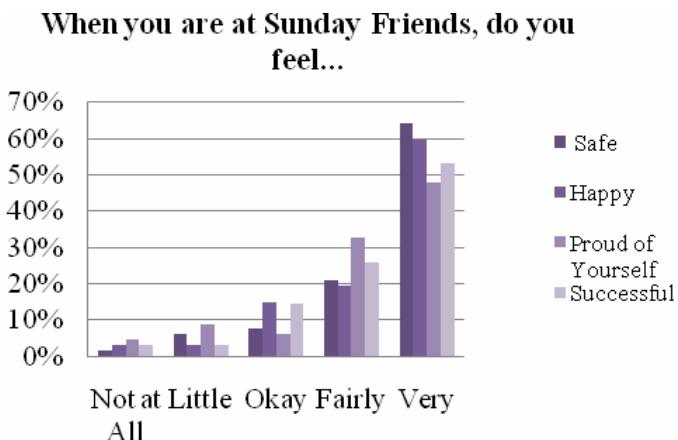


Chart 2. Children and Youth Reports of Feeling Lonely, Bored, Excluded, Sad, and Unnoticed while at Sunday Friends.

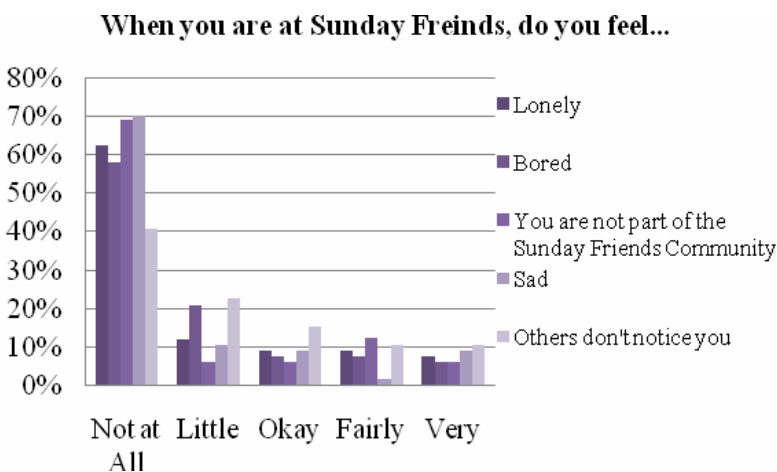


Chart 3. Children and Youth Reports of Feeling Eager to Participate, Motivated, Respected, and Responsible while at Sunday Friends.

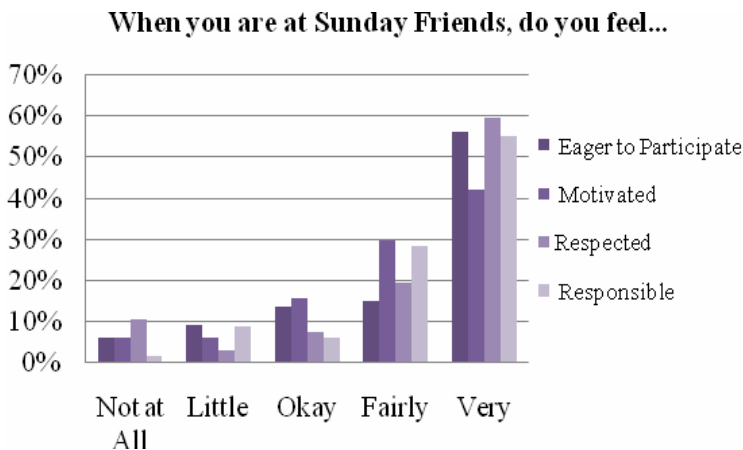


Chart 4. Children and Youth Reports of Feeling Close to Family, Confident That They Could Earn Items from the Store, Wanting to Learn New Things, and Appreciated while at Sunday Friends.

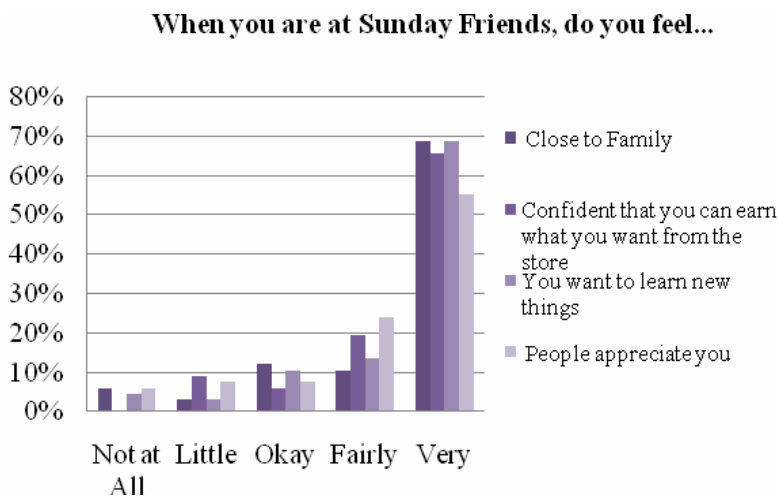
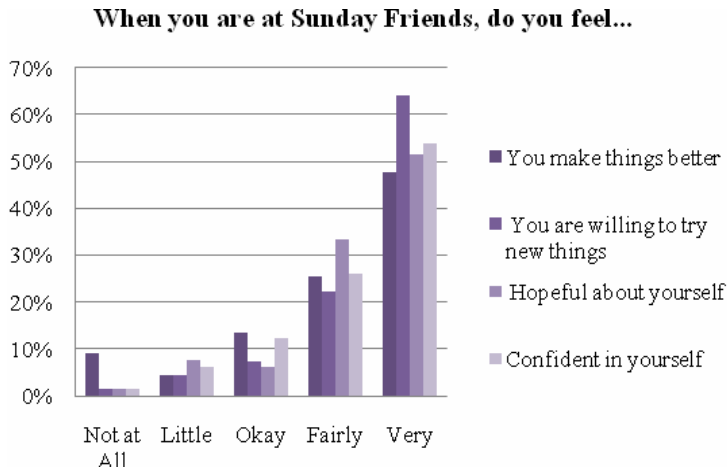


Chart 5 shows the degree to which children and youth feel that they makes things better, are willing to try new things, are hopeful about themselves, and are confident in themselves while at Sunday Friends. For all items, a sizeable majority responded with “fairly” or “very.” In all, 47.8 percent felt very much like they make things better, 64.2 percent are very willing to try new things, 51.5 percent are very hopeful about themselves, and 53.8 percent are very confident in themselves.

Chart 5. Children and Youth Reports of Feeling That They Make Things Better, Are Willing to Try New Things, Hopeful About Themselves, and Confident in Themselves while at Sunday Friends.



Continuing with the degree of positive feelings while at Sunday Friends, Chart 6 shows the responses by children and youth for the items, “they want to do their best,” “they belong to the Sunday Friends community,” and that “people are glad that they are there at Sunday Friends.” All three items had extremely positive responses. 74.6 percent very much want to do their best, 68.7 percent feel that they very much belong to the Sunday Friends community, and 64.6 percent feel that people are very glad that they are there at Sunday Friends.

Chart 6. Children and Youth Reports of Feeling That They Want to Do Their Best, Belong to the Sunday Friends Community, and Feel That People Are Glad to See Them at Sunday Friends.



Experiences at Sunday Friends Compared with Other Places

Children and youth were asked to compare their feelings at Sunday Friends with those they have when at other places during the week. Results of these questions also point to positive benefits of Sunday Friends. On all items, responses strongly indicate that children and youth have better manners and behaviors while they are involved in Sunday Friends activities. For children who do not have many positive experiences, engagement with Sunday Friends could make a critical difference in whether they develop positive habits that will serve them in the broader society.

Children and youth were asked, “Compared to other times during the week, when you are at Sunday Friends, do you...” followed by several individual item choices with responses ranging from “not at all” to “very.” Items such as appreciating their family more (Chart 7), enjoying learning more (Chart 7), making better decisions (Chart 8), and showing more respect for people (Chart 8), all had over 70 percent of the responses in the “very” column.

Other items are also highly positive. Chart 7 shows that over 60 percent of all children and youth respondents used better manners and participated more in activities. Chart 8 demonstrates that over 60 percent of children and youth very much try harder to do the best that they can and very much show more respect for things around them.

Finally, Chart 9 reveals that compared with other places, while at Sunday Friends around two-thirds of children and youth “fairly” or “very” much feel that they like themselves better, get help with English, feel like life can be good, and pay more attention. Indeed, times spent at Sunday Friends help the youth act and feel in more positive, pro-social ways.

Chart 7. Children and Youth Reports of Various Feelings and Behaviors while at Sunday Friends Compared with Other Places.

Compared to other times during the week, when you are at Sunday Friends, do you...

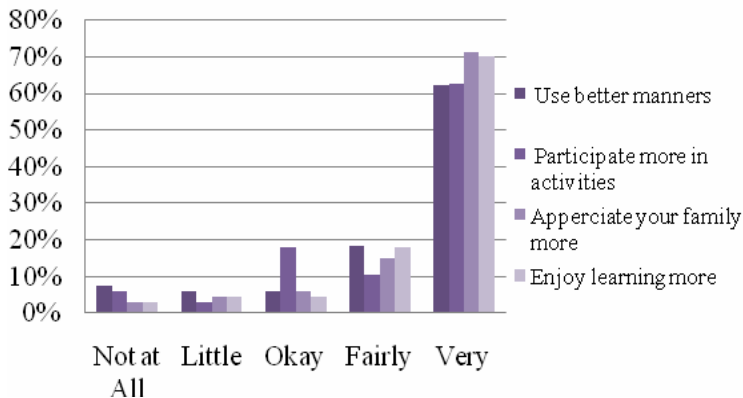


Chart 8. Children and Youth Reports of Various Feelings and Behaviors while at Sunday Friends Compared with Other Places.

Compared to other times during the week, when you are at Sunday Friends, do you...

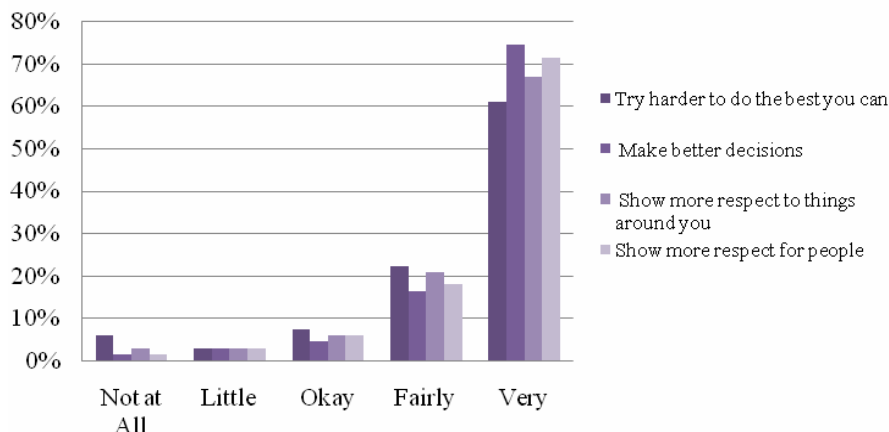
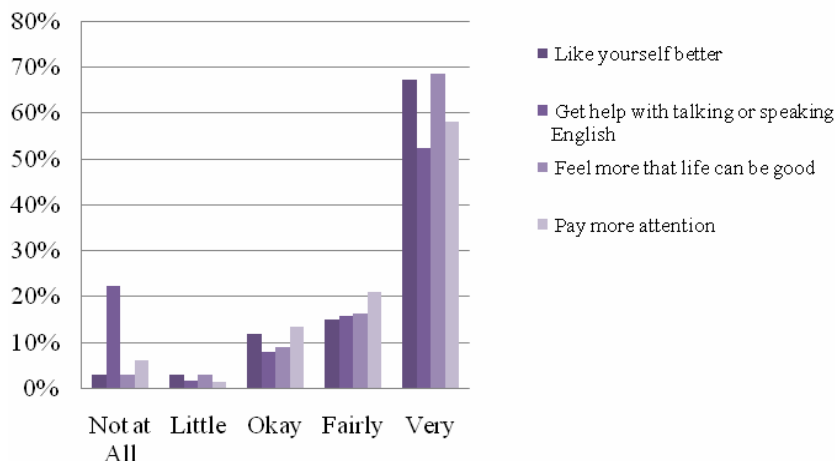


Chart 9. Children and Youth Reports of Various Feelings and Behaviors while at Sunday Friends Compared with Other Places.

Compared to other times during the week, when you are at Sunday Friends, do you....



In all, children and youths’ self-reports indicate that Sunday Friends is achieving its goals. The results show that developmental assets are being promoted and that the respondents are satisfied with Sunday Friends.

VI.2 Parents and Guardians

Adults, mostly parents, who participate in the program with their children, were also asked to respond to questions about the Sunday Friends program. The results of these questionnaires are presented below, beginning with a demographic description of this group, followed by impressions of the ways the program affects their children, and then by the ways the program affects them.

Demographics

The following section presents a demographic profile of the Sunday Friends parents and guardians. The parent and guardian group was comprised of 85 percent women and 15 percent men (Table 7). The average age of the parents or guardians is 38 years old, with ages ranging from 21 years old to 78. The large majority of the parents or guardians attending Sunday Friends are in their 30s (Table 8).

Table 7. Sex of Parents and Guardians at Sunday Friends.

Sex	Frequency	Percent
Male	11	14.8%
Female	63	85.1%

The families participating in Sunday Friends are overwhelmingly Hispanic or Latino. Almost all reported Hispanic (98.7 percent, Table 9) as their ethnicity. The only other race reported was African American (by one respondent). Reflecting this ethnic profile, adults overwhelmingly speak Spanish at home (95 percent, Table 10) and 90.5 percent responded to questions using the Spanish-language questionnaire (Table 11). The language results are largely a product of the immigrant status of the participants in Sunday Friends. However, 86 percent of the parents or guardians have been living in the United States for more than six years (Chart 10).

Table 8. Age of Parents and Guardians at Sunday Friends.

Age	Frequency	Percent
21 – 30	17	23.3%
31 – 40	37	50.7%
41 – 50	8	11.0%
51 – 60	8	11.0%
61 – 70	1	1.4%
71 – 78	2	2.7%

Table 9. Race/Ethnicity of Parents and Guardians at Sunday Friends.

Race/Ethnicity	Frequency	Percent
American Indian/Alaskan Native	0	0.00%
Asian	0	0.00%
Black/African American	1	1.35%
Hispanic	73	98.65%
White (not of Hispanic origin)	0	0.00%
Pacific Islander	0	0.00%
Multiethnic/Mixed race	0	0.00%
Other	0	0.00%

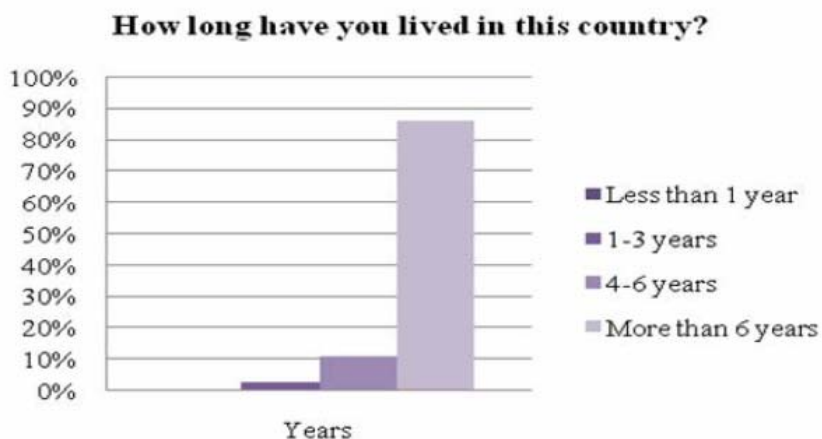
Table 10. Home Language of Parents and Guardians at Sunday Friends.

Home Language	Frequency	Percent
English	1	4.05%
Spanish	2	94.59%
Vietnamese	3	0.00%
Chinese	4	0.00%
Other	5	1.35%

Table 11. Parents and Guardians at Sunday Friends Who Responded Using Spanish Language Questionnaire.

Questionnaire	Frequency	Percent
English	7	9.40%
Spanish	67	90.54%

Chart 10. Amount of Time in the US for Parents and Guardians.



Income data show that 93% of respondents made less than \$50,000 a year, indicating that they are not financially well off (Table 12). The families generally have a working parent or guardian, although most respondents are neither working full-time nor part-time (Chart 11). The fact that typically *not* both respondent and partner are working is reflected in the incomes for the respondents. Consistent with the income and employment data, educational achievement in this group is low. Only a little over half of the parents or guardians attending Sunday Friends and their spouses/significant others have either completed elementary school (23 and 31.8 percent, for self and partner respectively) or completed high school (31.1 and 42.2 percent, for self and partner respectively, Chart 12).

Table 12. Reported Income of Parents and Guardians at Sunday Friends.

Income Category	Frequency	Percent
Less than \$50,000	63	92.65%
\$50,000/year	5	7.35%
More than \$50,000	0	0.00%

Chart 11. Employment Status of Parents or Guardians and Their Spouses or Significant Others.

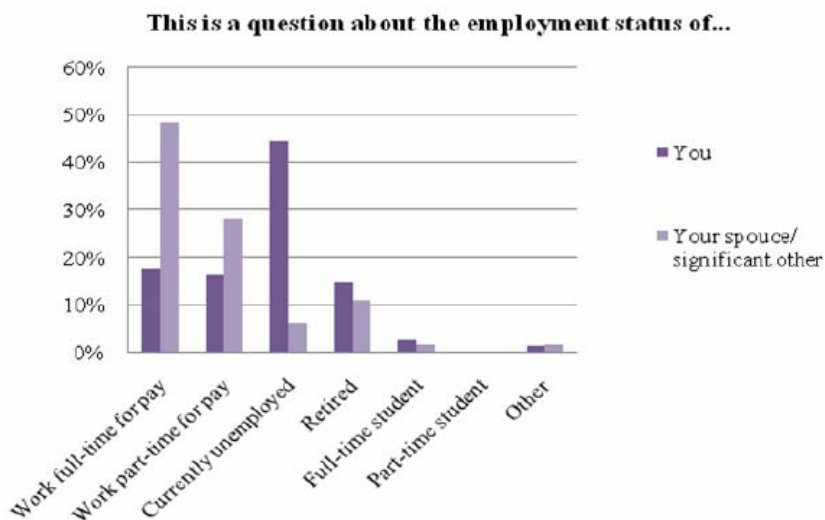
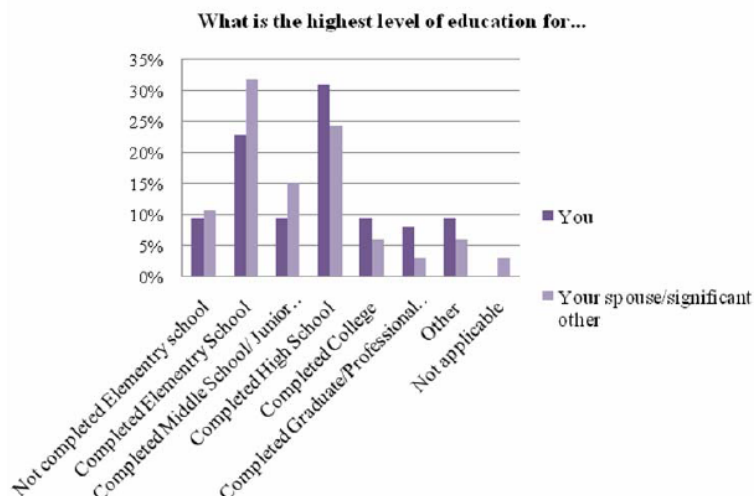


Chart 12. Education Levels of Parents and Guardians at Sunday Friends and Their Spouses or Significant Others.



When asked with whom their children normally live, 62 percent reported that they live with both their mom and dad (Chart 13). About a third (34 percent) live only with mom, and few children (two percent) live only with dad. These findings reflect those of the children and youth (Table 6) where dual parent families were the norm.

Almost all of the families (93 percent) live in a rented apartment or house (Chart 14), and about 65 percent have been living in the same place for three or more years (Chart 15). This latter finding indicates that the housing for the Sunday Friends participants is fairly stable.

Chart 13. Parents and Guardians' Reports of with Whom Their Children Live.



Chart 14. Parents and Guardians' Reports of Housing Situation.

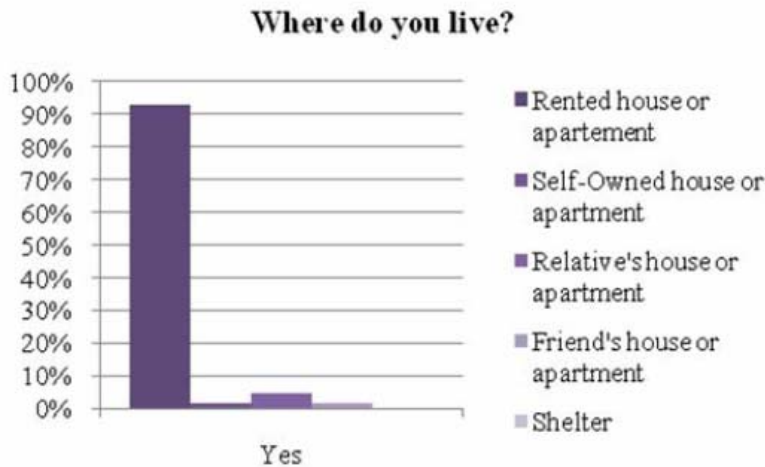
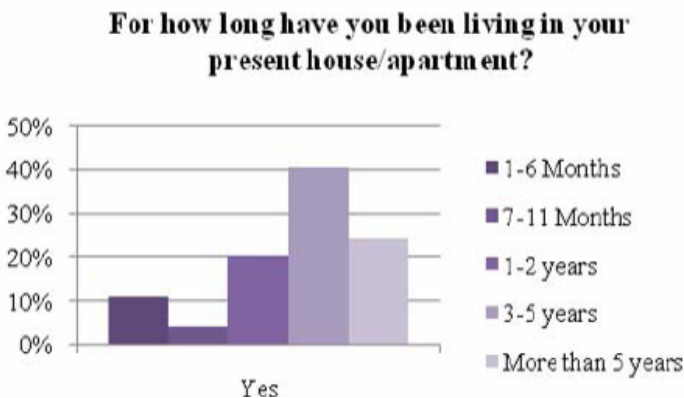
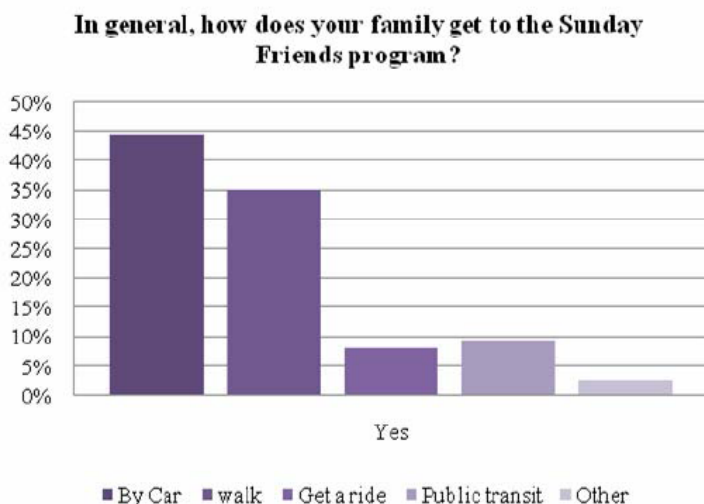


Chart 15. Duration of Parents and Guardians' Current Housing Situation.



Sunday Friends families are generally from the surrounding neighborhoods of Lowell Elementary School. This is reflected in the high percentage (seen in Chart 16) of those who walk (35 percent). However, the most common means of getting to Sunday Friends is by automobile (nearly 45 percent).

Chart 16. Parents and Guardians’ Mode of Transportation to Sunday Friends.



In general, the demographic data point out a few important facts about the Sunday Friends participants. They are generally from dual parent families that are near the socioeconomic margins. This group consists of working poor and lower class persons who are perhaps working to maintain or improve their disadvantaged standard of living.

Attendance at Sunday Friends

When asked about their family’s attendance in the past 12 months, about 42 percent reported having come to 21-26 programs (chart not shown), which was the maximum number of programs offered for the year. Nineteen percent of the parents have only attended one to five programs in the past 12 months. Most of the families have been attending Sunday Friends since 2006 (approximately 80 percent) with the mode at 36.5 percent attending since 2008 (Table 13).

Language Skills

One objective of Sunday Friends is to improve the competencies or skills of its families. One such competency is the ability to read, write, and speak in English. This objective is clearly relevant to participants’ lives given the results regarding parents and guardians’ language experiences reported above. The results show an overwhelmingly positive impact of the Sunday Friends program. About 86 percent of the respondents reported having their English language skills improved as a result of attending Sunday Friends. Those saying that their language improved were asked how much each language program/experience at Sunday Friends (ESL Class, letter writing, conversation, reading publications in both English and Spanish, and other) helped their English language skills. Over 50 percent of the parents or guardians reported that each language program/experience was very helpful in their English improvement (Chart 17). In particular, letter writing and “other” unspecified programs had the highest percentage of “very helpful” responses at 64.8 and 78.6 percent, respectively. Also noteworthy is that the letter-writing was also the program that received the highest percentage in the “not at all”

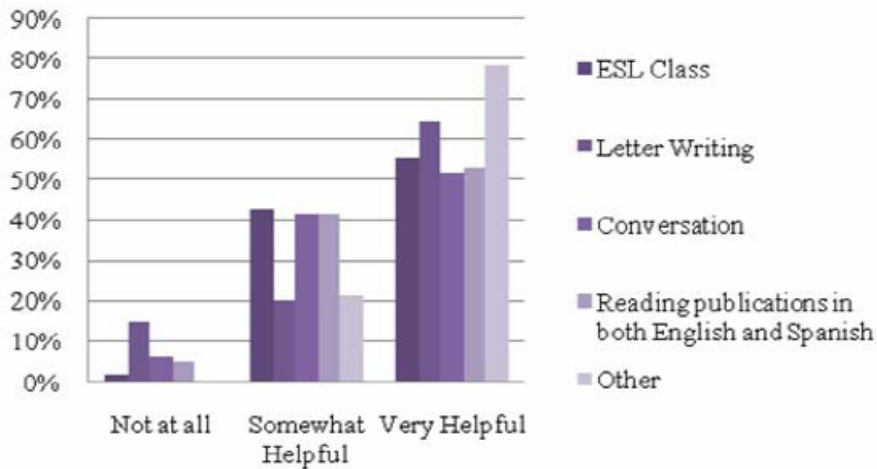
column. Over 14 percent of the parents and guardians reported that letter-writing had not at all helped them with their English language skills.

Table 13. Year of First Attendance at Sunday Friends Reported by Parents or Guardians.

Year	Frequency	Percent
1997	2	2.7%
1998	1	1.4%
1999	0	0.0%
2000	1	1.4%
2001	0	0.0%
2002	2	2.7%
2003	1	1.4%
2004	3	4.1%
2005	3	4.1%
2006	15	20.3%
2007	10	13.5%
2008	27	36.5%
2009	9	12.2%

Chart 17. Amount that Various Activities Improve English Language Skills as Reported by Parents and Guardians.

How much does each of the following help you with English



Reports of Children’s Feelings

Parents and guardians were asked to report about children’s positive experiences as a result of Sunday Friends activities. Charts 18 – 22 display the parent or guardian responses to how they think their children feel while they are at Sunday Friends. Over 50 percent of the parents strongly agreed that their children were having positive experiences at Sunday Friends. In fact, almost all parents or guardians agree or strongly agree that their children are having positive experiences. Put another way, very few items prompted respondents to mark “strongly disagree” or “disagree” responses. Over 70 percent of the parents and guardians strongly agreed with the statements that

their children were happy (73.6 percent), motivated (77.5 percent), felt close to the family (73.6 percent), and that people are glad that they are at Sunday Friends (72.2 percent). The weakest items among the list are that the children feel “hopeful about themselves” and “responsible.” However, even for these two items, over 50 percent of the parents and guardians strongly agreed that their children felt that way.

Chart 18. Parents and Guardians’ Perceptions of How Their Children Feel While at Sunday Friends.

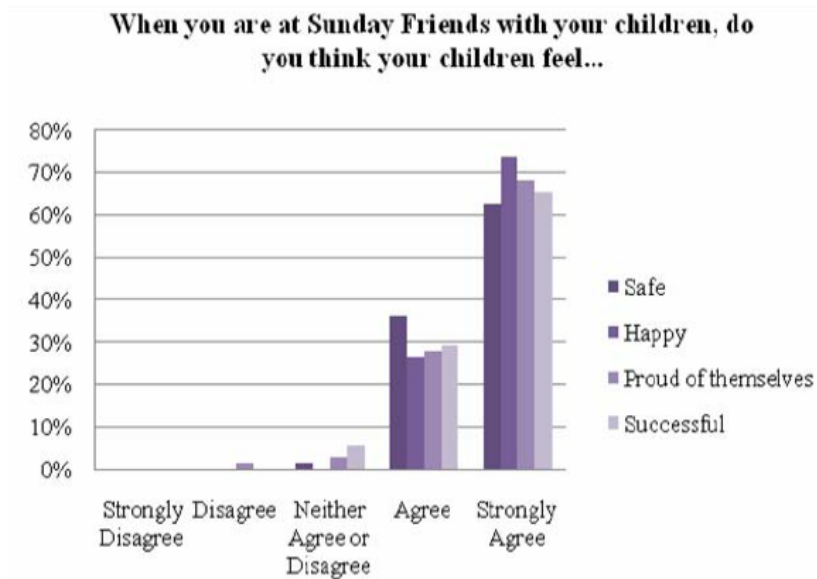


Chart 19. Parents and Guardians’ Perceptions of How Their Children Feel While at Sunday Friends.

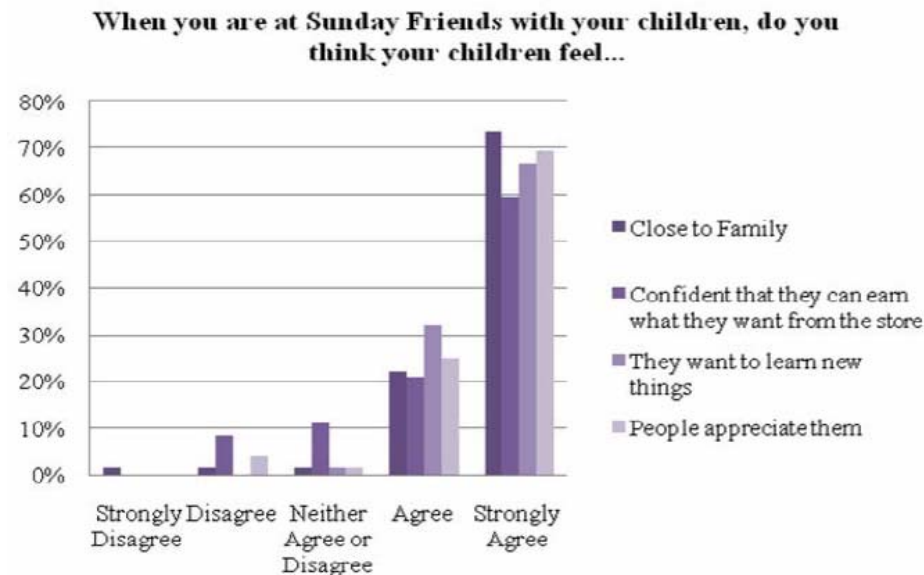


Chart 20. Parents and Guardians' Perceptions of How Their Children Feel While at Sunday Friends.

When you are at Sunday Friends with your children, do you think your children feel...

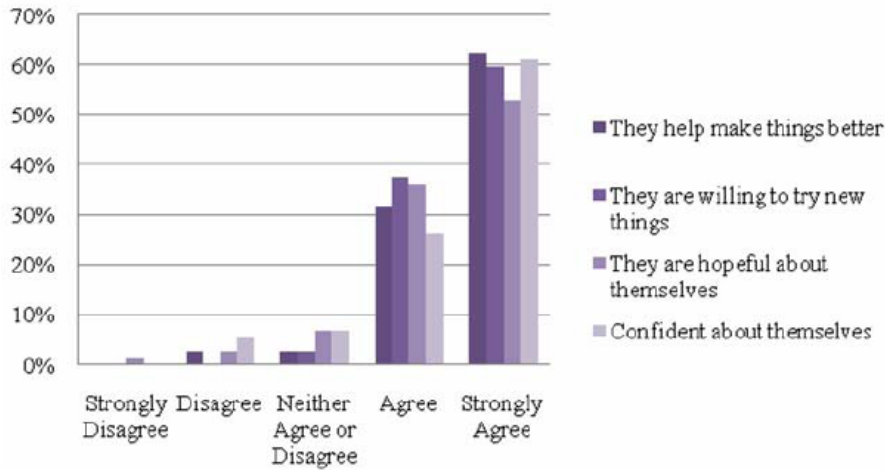


Chart 21. Parents and Guardians' Perceptions of How Their Children Feel While at Sunday Friends.

When you are at Sunday Friends with your children, do you think your children feel...

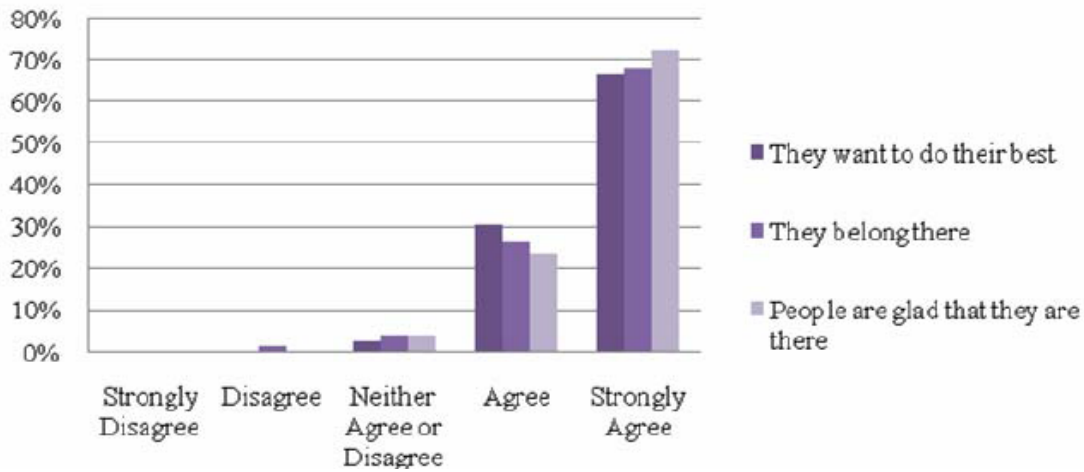
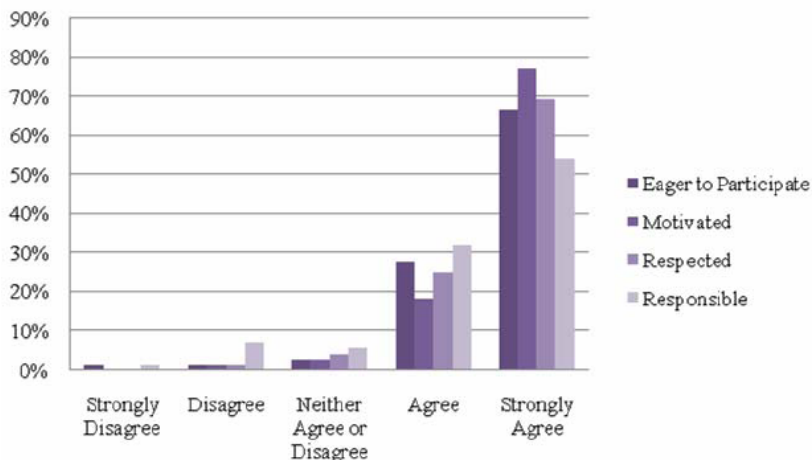


Chart 22. Parents and Guardians’ Perceptions of How Their Children Feel While at Sunday Friends.

When you are at Sunday Friends with your children, do you think your children feel...

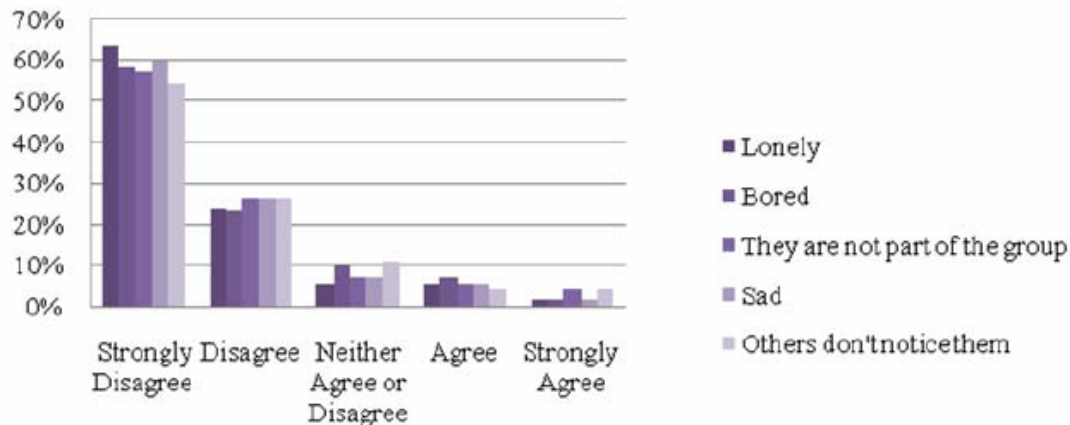


The responses to the questions about children’s positive feelings reported by parents and guardians add validity to the results reported by the children and youth themselves. Recall that children and youth were overwhelmingly positive in their assessments of their behaviors and feelings while at Sunday Friends and when comparing Sunday Friends to other contexts.

Parents and guardians were also asked to report on a few negative feelings that their children might experience while at Sunday Friends. Chart 23 displays the results of the parent and guardian responses to whether their children feel “lonely,” “bored,” “that they are not part of the group,” “sad,” and “that others do not notice them while at Sunday Friends.” Over three-fourths strongly disagree or disagree to each item. Over 50 percent of the parents and guardians strongly disagreed with every item, with the largest percentage strongly disagreeing that their children felt lonely at Sunday Friends.

Chart 23. Parents and Guardians’ Perceptions of How Their Children Feel While at Sunday Friends.

When you are at Sunday Friends with your children, do you think your children feel...



The findings about negative feelings further suggest that Sunday Friends programs are perceived as creating only positive outcomes for children. These findings also support the findings among children and youth above, who reported low levels of negative feelings.

Perceived Influence of Sunday Friends on Children

Parents and guardians were asked to report on the ways that Sunday Friends may affect their children’s behaviors at home, away from Sunday Friends programming. Positive results to these items could indicate that Sunday Friends is having a lasting influence on the children and not just temporarily altering feelings and behaviors.

Charts 24 – 26 show that across all but one item over 50 percent of the parents strongly agree that Sunday Friends has directly influenced their children’s behavior at home.

Conversely, disagreement that Sunday Friends is influential is very rare. Only one item showed substantial disagreement; 20 percent of parents and guardians strongly disagreed that Sunday Friends has helped their children with getting help with talking or speaking English (Chart 24). On the other hand, over 60 percent of parents agreed that their children were positively affected in terms of getting help with English.

Parents overwhelmingly agreed that their children like themselves better, feel more that life can be good, pay more attention, try to do the best they can, make better decisions, show more respect for things around them and for people, use better manners, participate more in activities, appreciate their family more, and enjoy learning more.

Chart 24. Parents and Guardians’ Reports of Sunday Friends’ Influence on Children.

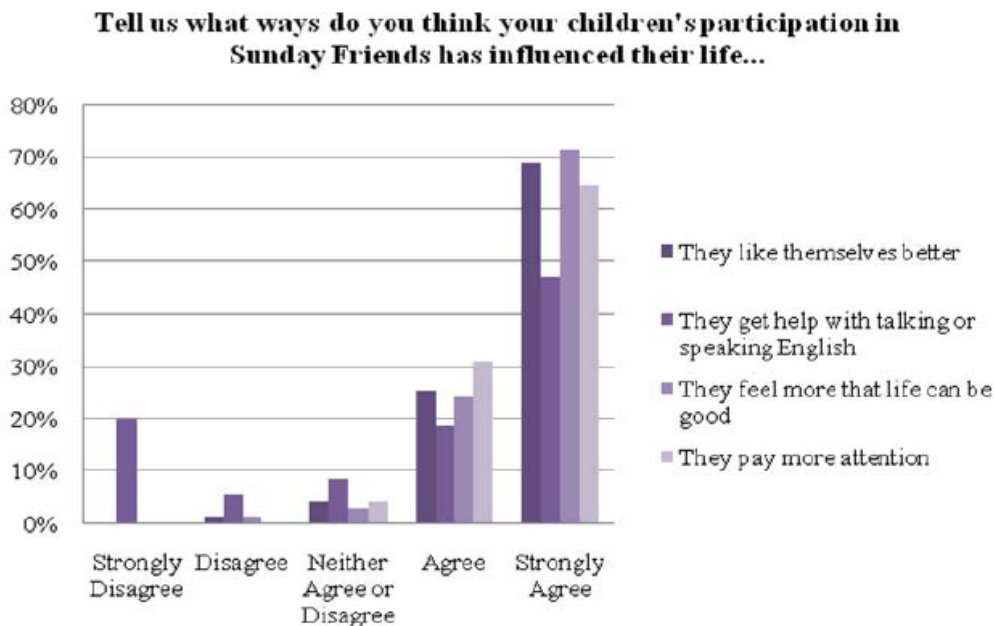


Chart 25. Parents and Guardians' Reports of Sunday Friends' Influence on Children.

Tell us what ways do you think your children's participation in Sunday Friends has influenced their life...

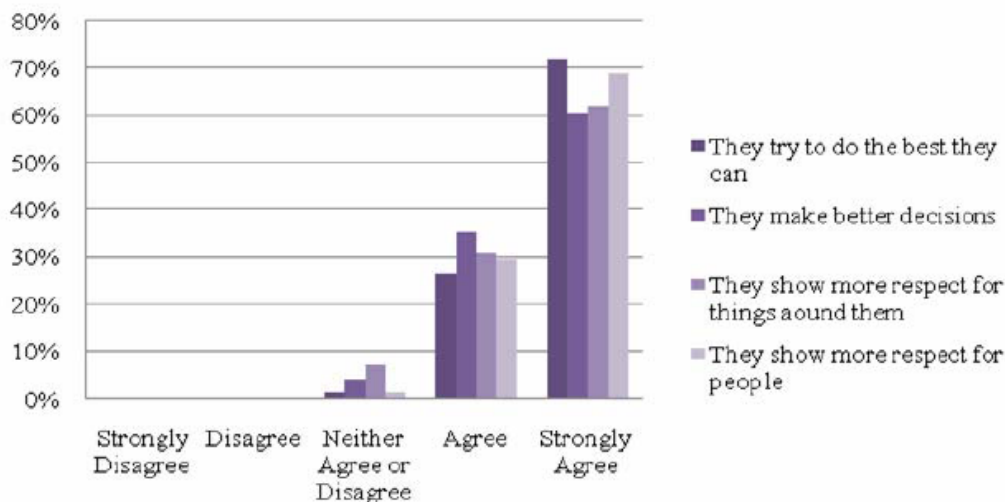
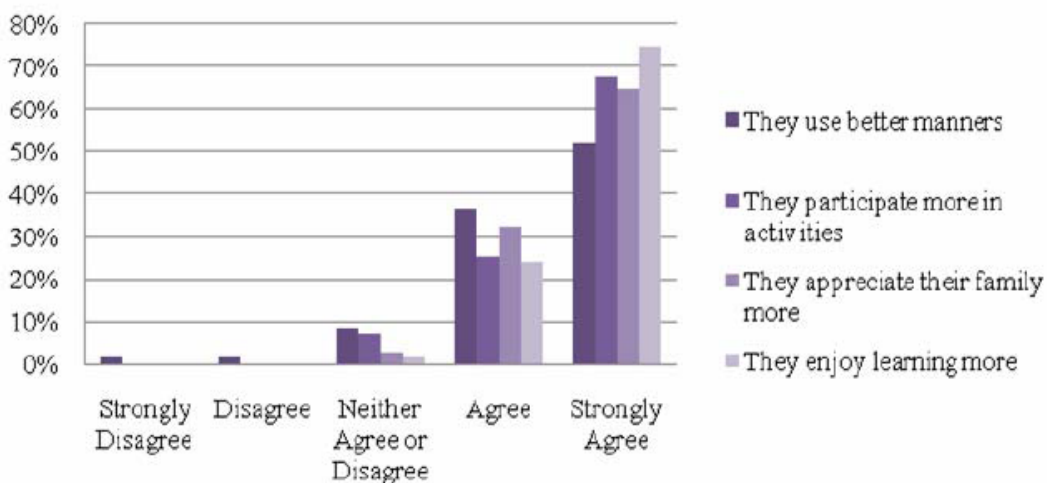


Chart 26. Parents and Guardians' Reports of Sunday Friends' Influence on Children.

Tell us what ways do you think your children's participation in Sunday Friends has influenced their life...



Nutrition

Another major objective of the Sunday Friends program is to teach and reinforce good nutrition habits. One rule, for example, is that no junk food is allowed in the Sunday Friends area. To the degree that the program can teach families to eat nutritiously, they may improve the well-being of the children well into the future. Because of this emphasis, several questions about eating habits and attitudes were asked of parents and guardians.

The first set of results reported here pertains to the eating habits and attitudes of the parents and guardians. The second set focuses on the nutritional experiences of the children and youth as reported by the parents and guardians. The final set of nutrition results centers on general eating habits and attitudes.

Nutrition for Parents and Guardians

Most parents and guardians appear to be eating healthy. Forty-nine percent of them reported having been consciously eating at least four servings of fruits and vegetables for more than two months (Chart 27). A little more than a third (35 percent) do it from time to time, but other times do not, indicating some concern about eating healthy. Sixty-five percent has included whole grains in their diet (Chart 28), and 54 percent have been controlling the amount of sugar consumed for more than two months (Chart 29).

The one problem area in the diets of the parents and guardians is with the consumption of unhealthy foods such as fast food. As seen on Chart 30, when asked about consuming unhealthy foods, the majority of the parents split their answers between the choices of “From time to time I do it, but other times I go back to not doing it” (37 percent) and “I have been consciously doing it for more than two months” (37 percent). While many have some concern about eating unhealthy, this item indicates that unhealthy food is part of most Sunday Friends participants’ lifestyles.

Chart 27. Parents and Guardians’ Reports of Eating Fruits and Vegetables.

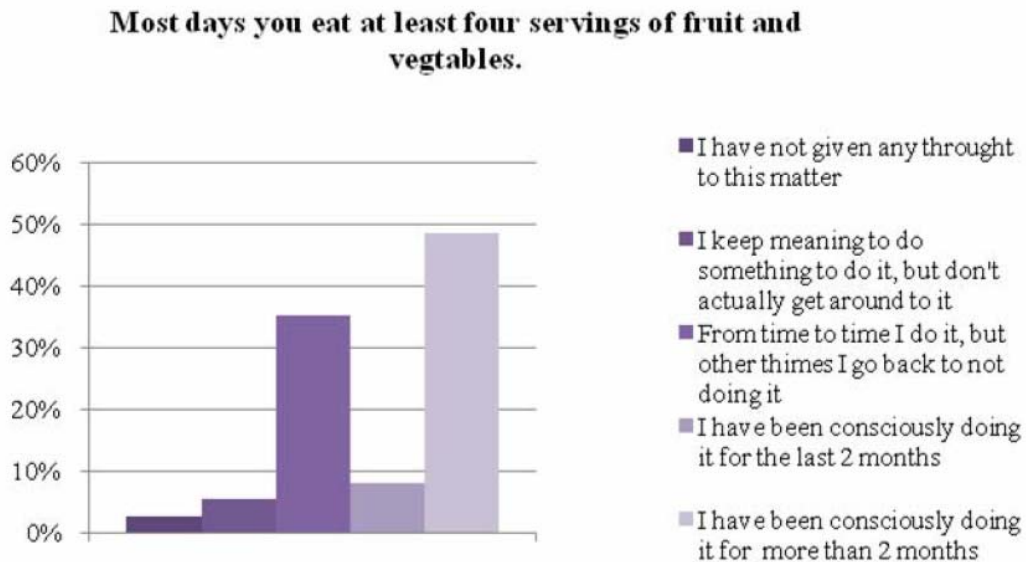


Chart 28. Parents and Guardians' Reports of Eating Whole Grains.

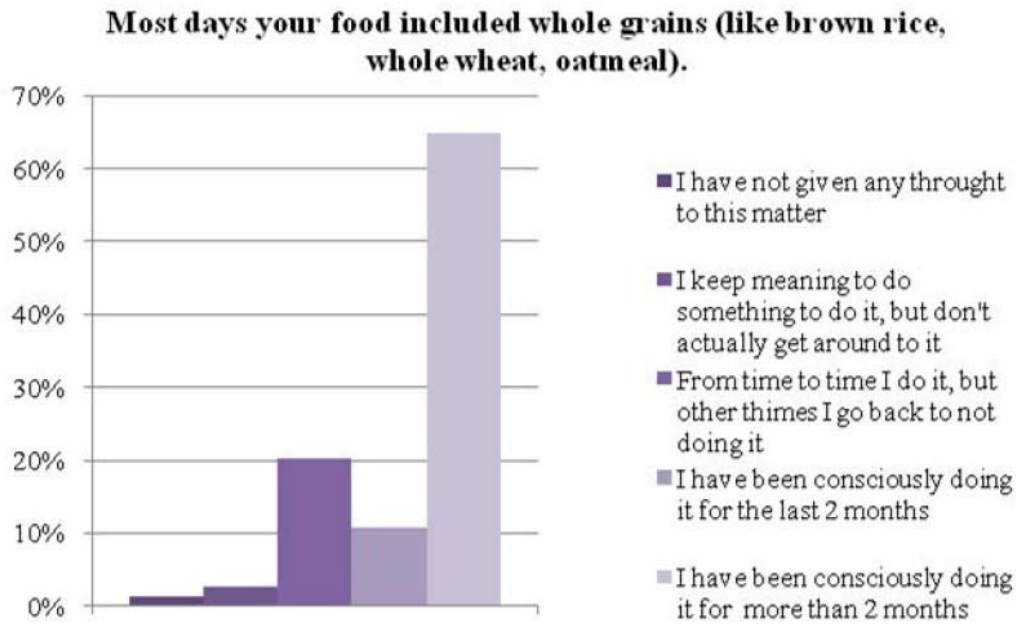


Chart 29. Parents and Guardians' Reports of Consuming Sugar.

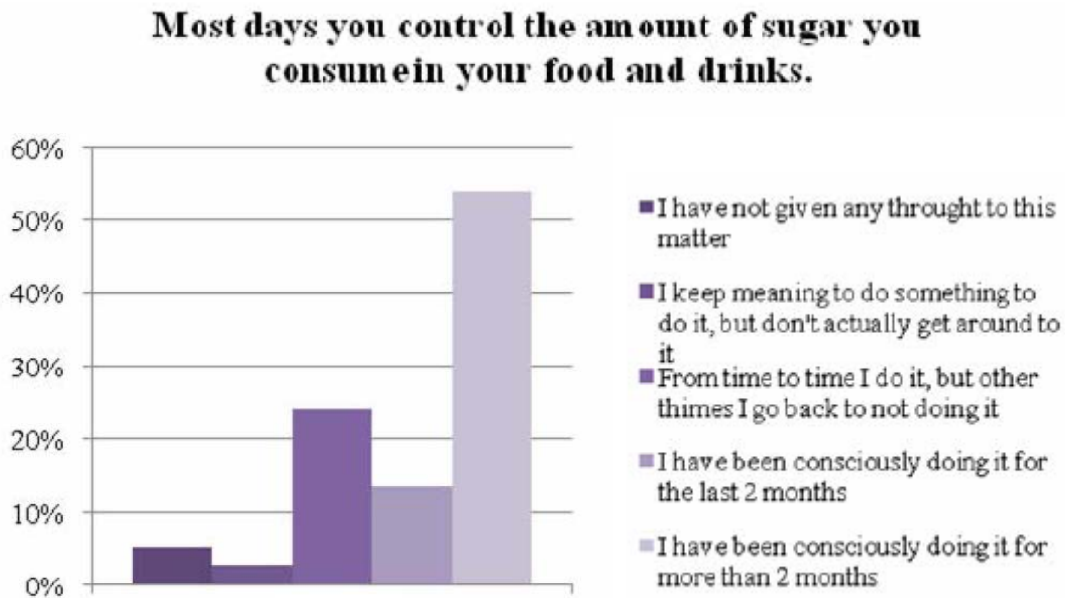
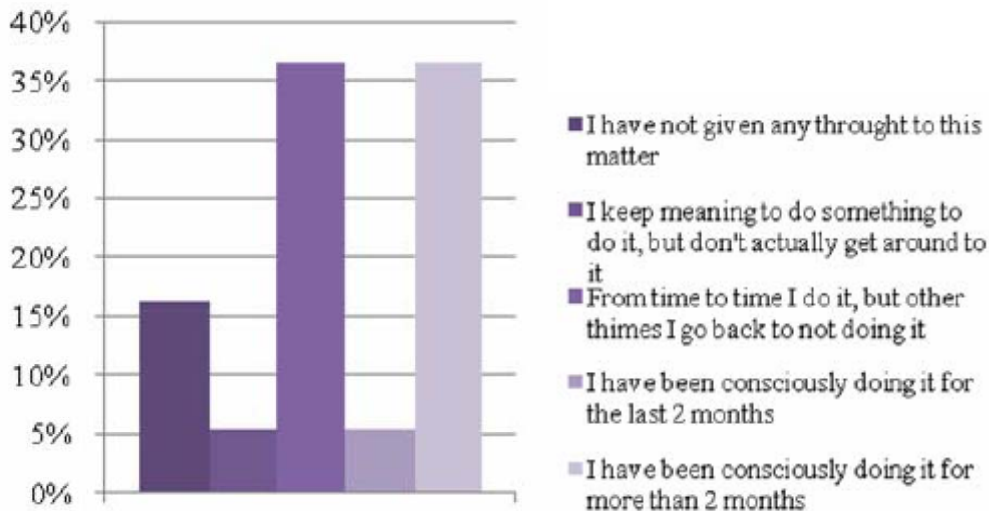


Chart 30. Parents and Guardians' Reports of Eating Unhealthy Foods.

You eat unhealthy foods (Fried fast food, chips, etc).



Nutrition for Children

Parents and guardians were also asked to report on how they monitor their children's nutrition and diet. Sixty percent have been consciously monitoring for more than two months the amount of unhealthy foods their children eat (Chart 31), while 62 percent have been monitoring the amount of sugar consumed by their children for more than two months (Chart 32). These figures indicate that healthy eating among their children is quite important to the adult participants of Sunday Friends.

Chart 31. Parents and Guardians' Reports of Monitoring Unhealthy Foods for Children.

Most days you monitor the amount of unhealthy foods(fried fast food, chips, ect) that your children eat.

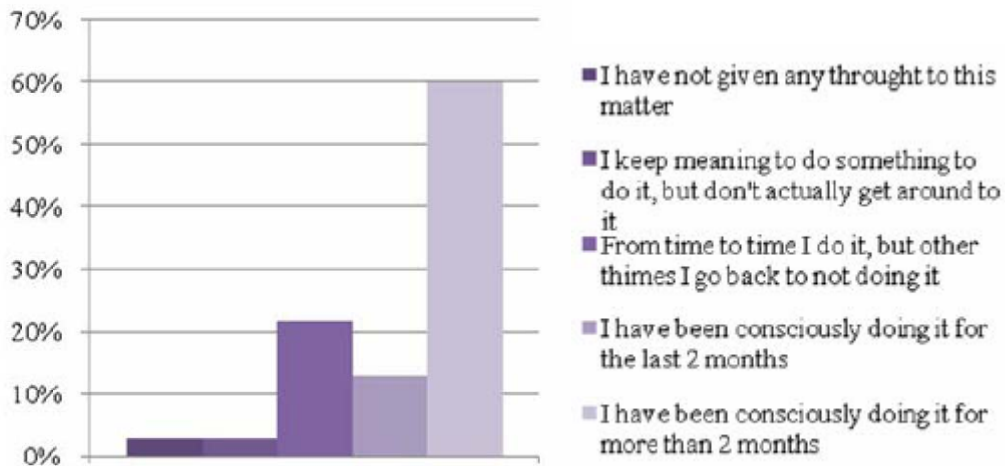
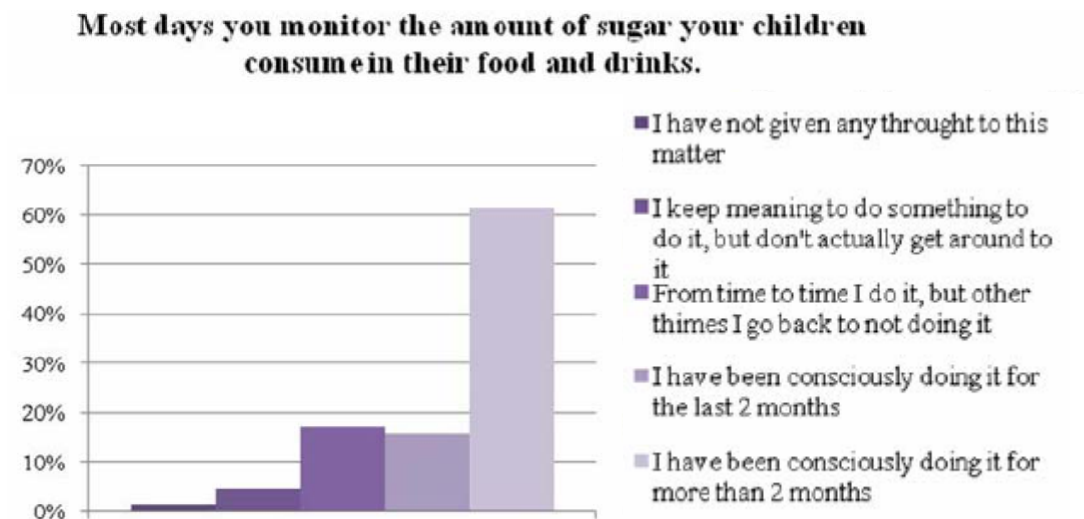


Chart 32. Parents and Guardians' Reports of Monitoring Sugar for Children.



General Nutrition

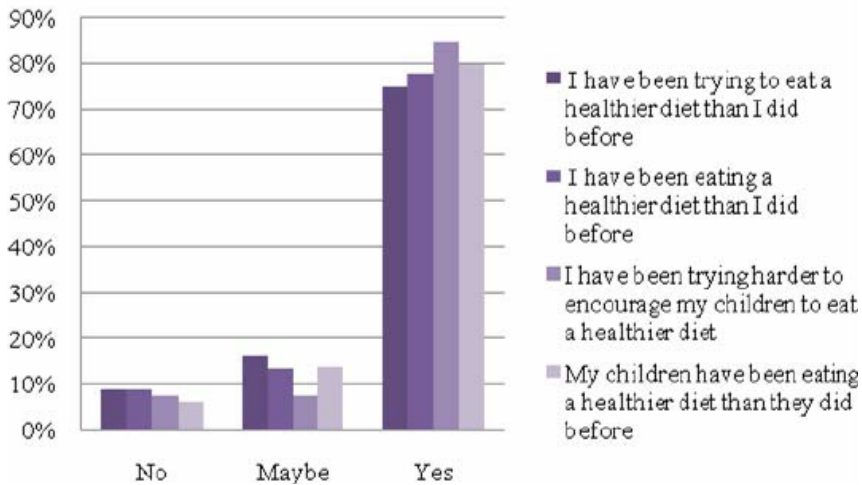
The indicators measured for this evaluation point to parents and guardians having healthy nutritional attitudes and behaviors. To further test whether Sunday Friends may have positive influence over nutritional habits, parents who have been attending Sunday Friends for more than two months were asked a set of four questions regarding their own overall diets and their children’s diets as well.

These items, with responses, are presented below in Chart 33. Seventy-five percent have been trying to eat a healthier diet, while 77.9 percent have been eating a healthier diet than before. Similarly, most of the parents have also been either trying harder to encourage their children to eat a healthier diet (84.8 percent) and actually have had their children eating a healthier diet (80 percent).

The results concerning diet and nutrition indicate that the participants take such issues seriously. There is evidence that Sunday Friends is having an impact on the diet and nutrition choices of their member families.

Chart 33. Parents and Guardians' Reports of Eating Habits for Four Items.

Please answer the questions below if you have been attending Sunday Friends for more than 2 months.



Impact of Sunday Friends on Parents and Guardians

On a series of items, parents and guardians were asked to indicate whether Sunday Friends has had particular positive influences on them; they marked each item that applied to them. Overall, parents and guardians reported that Sunday Friends is having a positive influence on their lives. As Chart 34 indicates, most believe that Sunday Friends has helped them become more involved in helping their children succeed in school (89.2 Percent), and even more are more willing to be more active in the community (97.3 percent), have more confidence that they can care for their family (98.6 percent), and have more confidence that their children will be able to care for themselves (93.2 percent).

Chart 34. Parents and Guardians' Reports of Positive Influences of Sunday Friends.

Tell us what ways do you think your participation in Sunday Friends has made a positive change in your life...

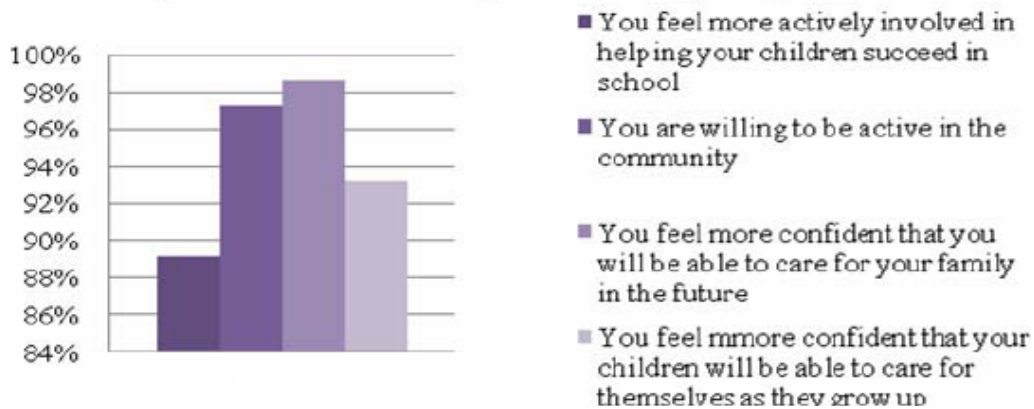


Chart 35 shows that all parent or guardian respondents (100 percent) felt that their participation in Sunday Friends has made them more hopeful. Other positive effects on parents or guardians

include their feeling of a sense of belonging (90.5 percent) and of being more successful (98.6 percent). Chart 36 shows that parents or guardians reported interacting better with their children (97.3 percent), feel that they are a better parent (93.2 percent), and feel more self-confident (93.2 percent).

In general, response choices involving English language skills were selected far less often in this set of questions. For example, only a minority of parents or guardians could say that Sunday Friends had made them more comfortable writing English (45.9 percent, Chart 35). In addition, only 55.4 percent indicated that they are more comfortable speaking English (Chart 36). Regarding language in general, 77 percent feel more confident in their writing ability (not shown). Given that Sunday friends has an objective of improving the language skills of the member families, this area of programming may need some revision to improve skills among parents and guardians.

Chart 35. Parents and Guardians’ Reports of Positive Influences of Sunday Friends.

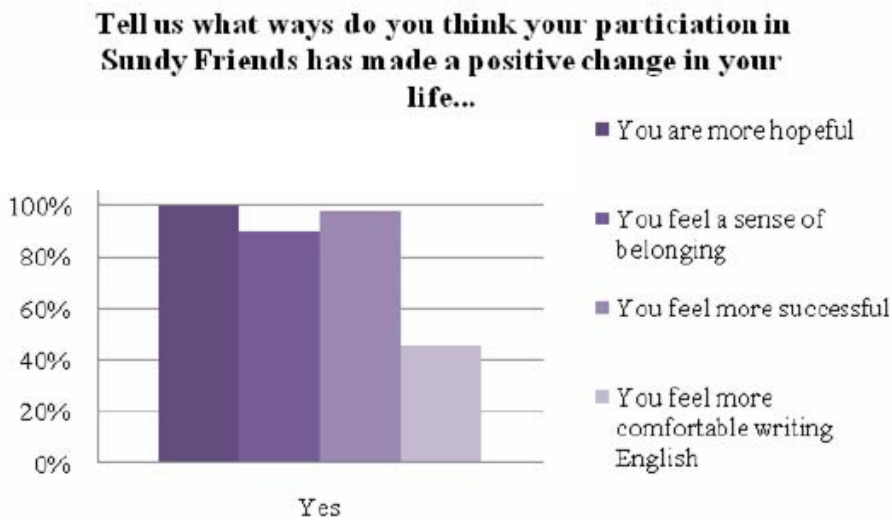
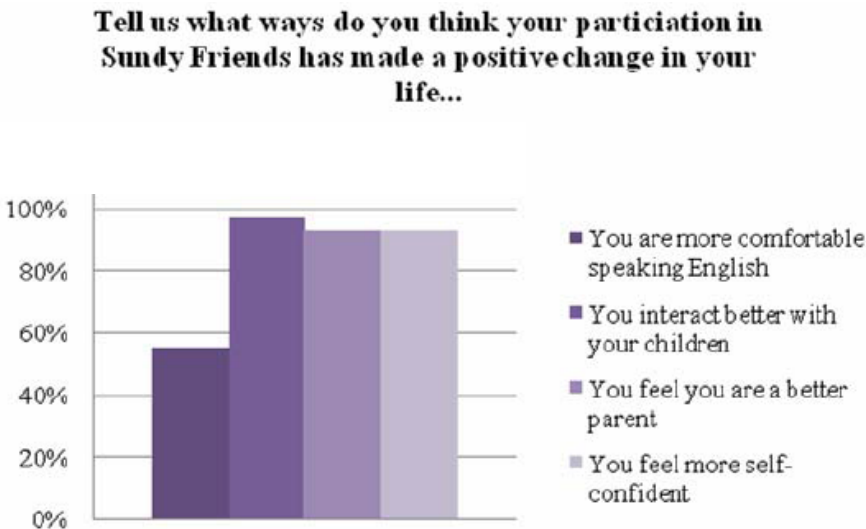


Chart 36. Parents and Guardians’ Reports of Positive Influences of Sunday Friends.



Factors Important for Participating in a Program

Finally, parents and guardians were asked to report the importance of particular reasons for participating in a program like Sunday Friends (choosing from “not at all important,” “fairly important,” or “very important”). Most of the reasons parents or guardians were presented with were reported by them as very important. Chart 37 shows that parents or guardians thought that it was very important for a program like Sunday Friends to have a safe environment (91.9 percent), offer positive role models (95.9 percent), allow suggestions for improvement (89.2 percent), and have free participation (93.2 percent). Chart 38 shows that it was very important to parents or guardians that a program bring together persons from diverse backgrounds (86.5 percent), create a feeling of being part of a community (91.9 percent), have a system to earn tickets and use them to buy items (90.5 percent), and have opportunities for families to participate together (97.3 percent). In Chart 39, one can see that parents or guardians feel that it is very important for a program to offer chances to prepare and serve nutritious food (85.1 percent), practice writing (93.2 percent), do crafts (78.4 percent), and give back to the community (93.2 percent). Finally, Chart 40 shows that parents and guardians felt that it was very important to be treated with dignity and respect (90.5 percent), have learning opportunities for children (95.9 percent), have learning opportunities for parents (95.9 percent), and have opportunities to practice the English language (95.9 percent).

Chart 37. Parents and Guardians’ Reports of Reasons for Participating in A Program Like Sunday Friends.

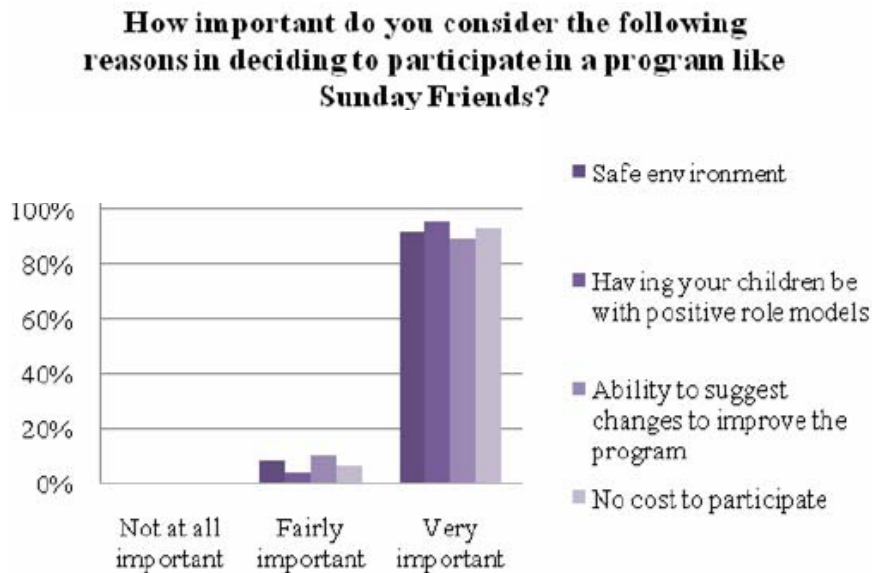


Chart 38. Parents and Guardians' Reports of Reasons for Participating in A Program Like Sunday Friends.

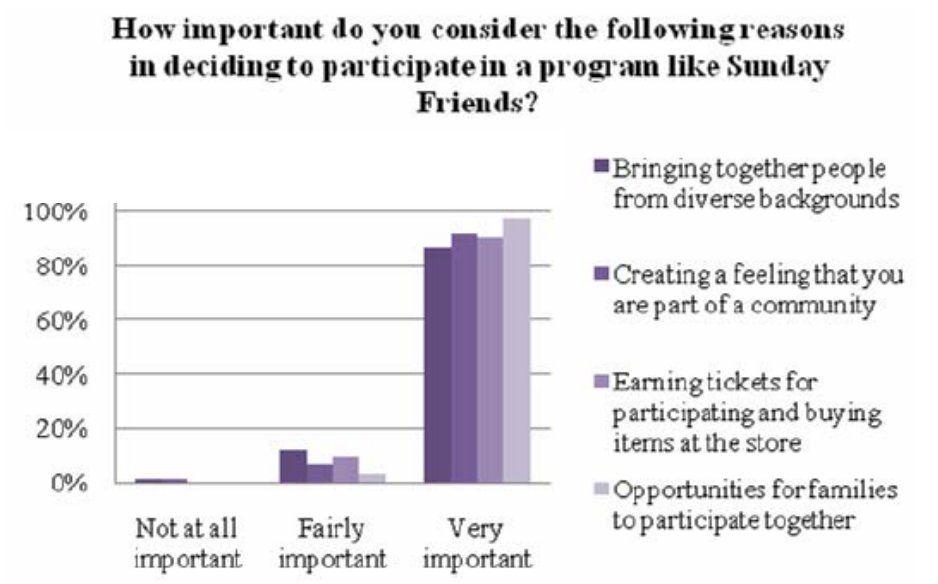


Chart 39. Parents and Guardians' Reports of Reasons for Participating in A Program Like Sunday Friends.

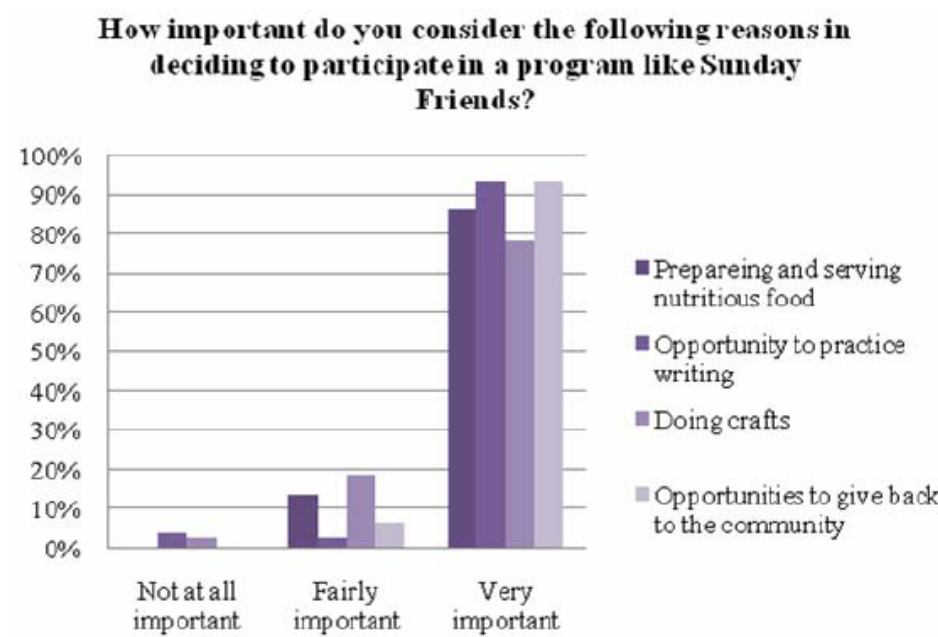
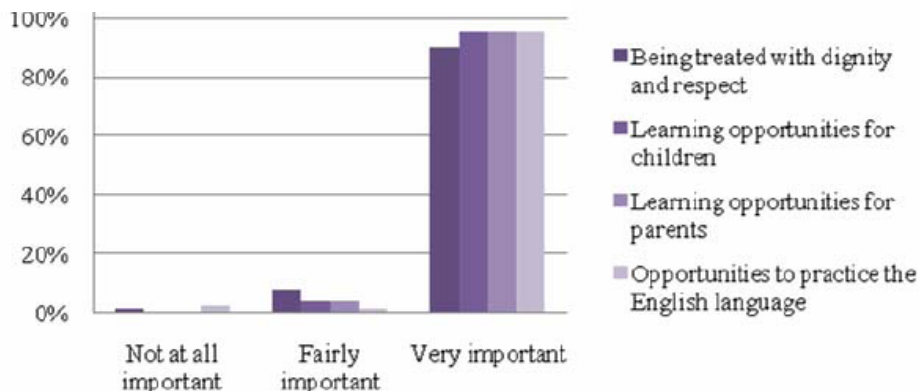


Chart 40. Parents and Guardians’ Reports of Reasons for Participating in A Program Like Sunday Friends.

How important do you consider the following reasons in deciding to participate in a program like Sunday Friends?



In responding to factors important for program participation, the parents or guardians indicated that they thought the various dimensions asked about were very important. Since most of the items are things that Sunday Friends ostensibly provides, it is reasonable to conclude that the parents or guardians who attend Sunday Friends are pleased with the programming that is offered there.

Overall, the parents and guardians indicated that Sunday friends was promoting developmental assets among their children, and was improving their healthy living. The program was also influential over them, and they were satisfied with it. As reported by parents and guardians, Sunday Friends is meeting its goals.

VI.3 Volunteers

Volunteers for Sunday Friends were also asked to give their perspective on the Sunday Friends programming. Below is information on involvement of volunteers and demographic information on the volunteers. This is followed by their thoughts on the effectiveness of Sunday Friends and reports of their own experiences at Sunday Friends.

Volunteer Experience

Volunteers predominantly work hours during the Sunday programming (Chart 41). A little more than one fourth (27 percent) of the volunteers who responded to the survey have been volunteering at Sunday Friends for less than one year (Table 14). More than half (52 percent) have been volunteering between one to three years. This indicates that many volunteers have considerable experience working with Sunday Friends.

Chart 41. Volunteers’ Work Experience with Sunday Friends.

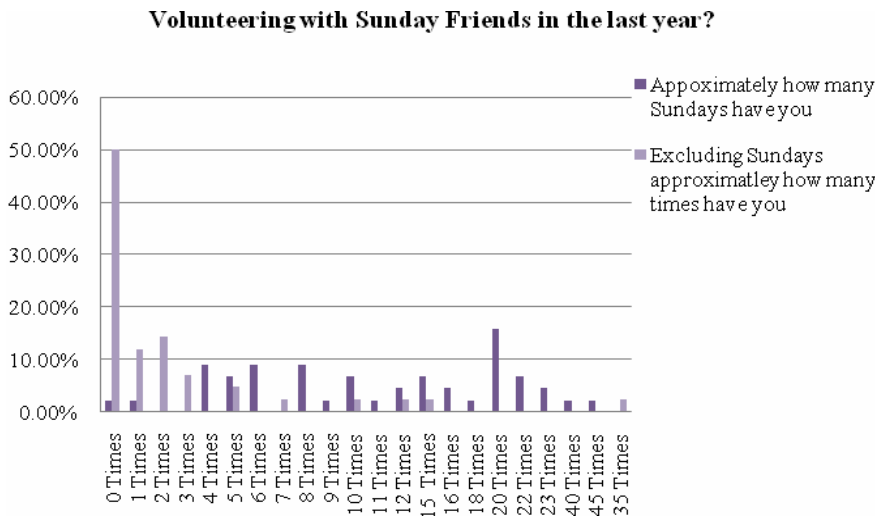


Table 14. Duration of Volunteers’ Involvement.

Years	Frequency	Percent
less than 1	12	27.2%
1-2	17	38.6%
2-3	6	13.6%
3-4	6	13.6%
4-5	0	0.0%
5-6	3	6.8%
more than 6	0	0.0%

Demographics

The sample of volunteers was comprised of 73 percent females and 27 percent males. The age of the volunteers ranges from 13 to 75, with over a third of the volunteers under age 18 and over half being under 30 (Table 15). Fifty-eight percent of the volunteers are single, never married and 35 percent are married (Table 16). The high rate of unmarried, single volunteers may be a function of the young age of the majority of the volunteers. Over 50 percent of the volunteers have either completed middle school/junior high or have completed college (not shown). This is consistent with the age distribution of the volunteers.

The racial/ethnic background of the volunteers is somewhat different from that of the families. The volunteers are mainly white, non-Hispanic (40 percent) and Asian (37 percent) persons (Table 17). Hispanics make up only 12 percent of the volunteers even though the families are almost all Hispanic persons. This mismatch between families and volunteers may be something that recruiters for volunteers may want to address.

Chart 42 shows that the largest category of the volunteers responding to the survey was students. The next largest category was full-time employed persons. The volunteers have fairly high incomes. Table 18 shows that 64 percent of the volunteers have a total annual household income of more than \$75,000. Only 16 percent of the volunteers have a total annual household income of under \$45,000. This is another way in which Sunday Friends' volunteers are not similar to the families that attend programs.

Table 15. Volunteers' Ages.

Age	Frequency	Percent
13 – 18	17	39.5%
19 – 30	8	18.6%
31 – 44	4	9.3%
45 – 60	11	25.6%
61 - 75	4	9.3%

Table 16. Volunteers' Marital Status.

Marital Status	Frequency	Percent
Single, Never Married	25	58.1%
Married and/or living with partner	15	34.8%
Separated/Divorced	2	4.6%
Widowed	1	2.3%

Table 17. Volunteers' Race or Ethnicity.

Race/Ethnicity	Frequency	Percent
American Indian/Alaskan Native	0	0.0%
Asian	16	37.2%
Black/African American	0	0.0%
Hispanic	5	11.6%
White (not of Hispanic origin)	17	39.5%
Pacific Islander	1	2.3%
Multiethnic/Mixed race	4	9.3%
Other	0	0.0%

Chart 42. Volunteers' Employment Status.

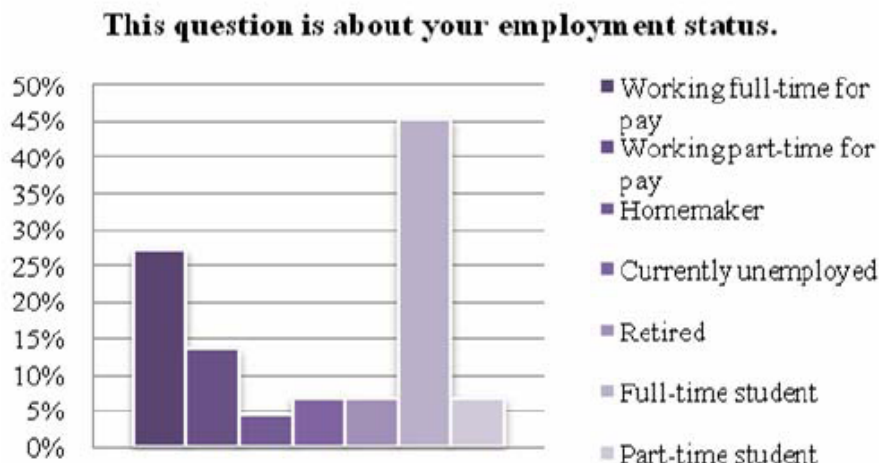


Table 18. Volunteers' Annual Income.

Income	Frequency	Percent
Less than \$15,000	1	2.7%
\$15,000-\$30,000	3	8.3%
\$31,000-\$45,000	2	5.5%
\$46,000-\$60,000	6	16.6%
\$61,000-\$75,000	1	2.7%
More than \$75,000	23	63.8%

Perceptions of Effectiveness of Sunday Friends

Volunteers were asked to report whether they agreed or disagreed with statements concerning the effectiveness of Sunday Friends in teaching the children who participate in the programs certain positive, pro-social traits. Charts 43 and 44 show that over three-quarters of the volunteers either agree or strongly agree that Sunday Friends is effective in teaching children these specific traits. Responses range from 76.8 percent agreeing or strongly agreeing Sunday Friends effectively teaches language skills to 88.6 percent agreeing or strongly agreeing Sunday Friends effectively teaches manners. Likewise, 76.8 percent to 88.6 percent of the volunteers agree with the statement that Sunday Friends also teaches self-expression, money management, responsibility, satisfaction in contributing to community, respect, and cooperation. According to these results, the volunteers believe that Sunday Friends is teaching positive lessons to children.

Chart 43. Volunteers' Perceptions that Sunday Friends Teaches Various Skills and Attitudes.

To what extent do you agree or disagree that Sunday Friends is effective in teaching the children the following:

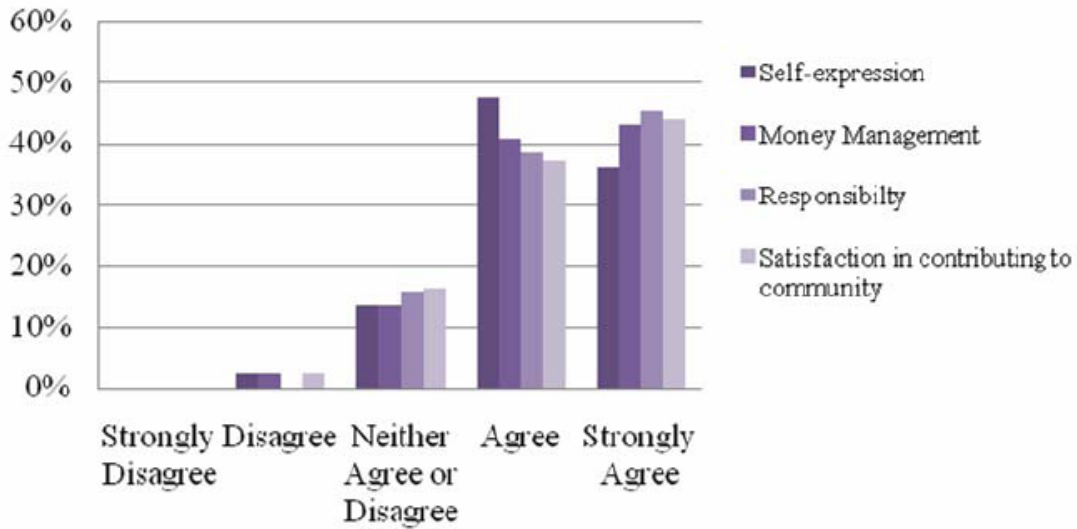
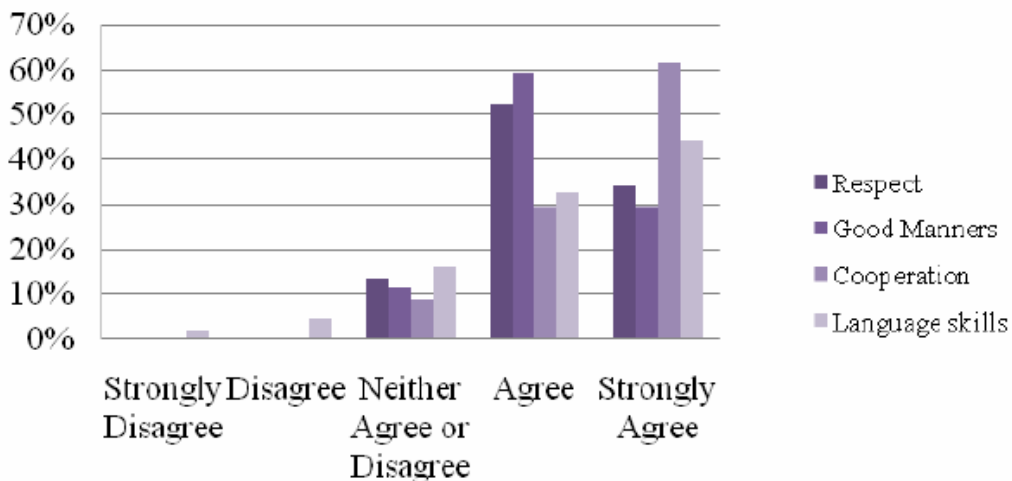


Chart 44. Volunteers' Perceptions that Sunday Friends Teaches Various Skills and Attitudes.

To what extent do you agree or disagree that Sunday Friends is effective in teaching the children the following:



Volunteers were also asked to report the extent to which they believe that through Sunday Friends, children gain various positive feelings such as a sense of security, a sense of community, a healthy outlook on life, belief that they can succeed, hope, self-worth, and self-confidence. Overwhelmingly, the volunteers agreed (Charts 45 and 46); over three quarters either agree or strongly agree that the children attending Sunday Friends gain these traits. Agree or strongly agree percentages range from 76.8 percent for sense of security to 97.7 percent for self-confidence.

Chart 45. Volunteers’ Perceptions that Children Gain Various Feelings from Their Involvement at Sunday Friends.

To what extent do you agree or disagree that through Sunday Friends the children gain:

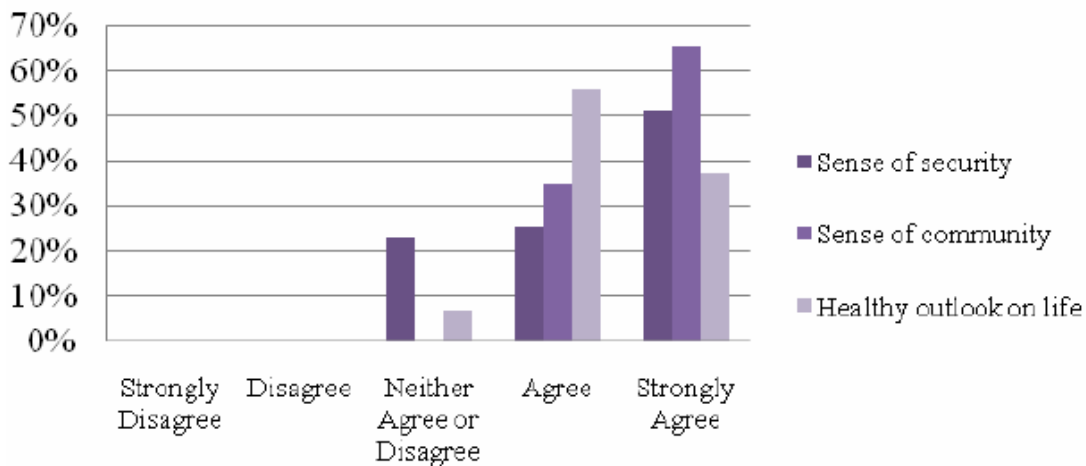
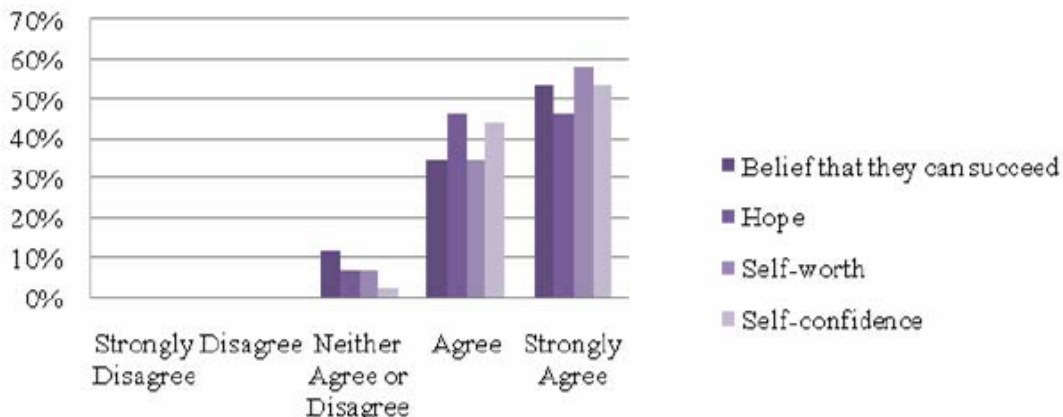


Chart 46. Volunteers’ Perceptions that Children Gain Various Feelings from Their Involvement at Sunday Friends.

To what extent do you agree or disagree that through Sunday Friends the children gain:



Volunteers also reported their perceptions of the effectiveness of Sunday Friends in teaching the parents the following traits: self-confidence, a sense of opportunity, healthy interaction with children, mentoring of children, and nurturing of children. Again, volunteers showed strong belief in the effectiveness of Sunday Friends. Charts 47 and 48 show that over three-quarters of the volunteers either agree or strongly agree that Sunday Friends is effective at teaching parents the listed traits. Responses range from 76.2 percent (mentoring of children) to 97.6 percent (sense of opportunity).

Chart 47. Volunteers’ Perceptions that Sunday Friends Teaches Parents Various Traits.

To what extent do you agree or disagree that Sunday Friends is effective in teaching the parents the following:

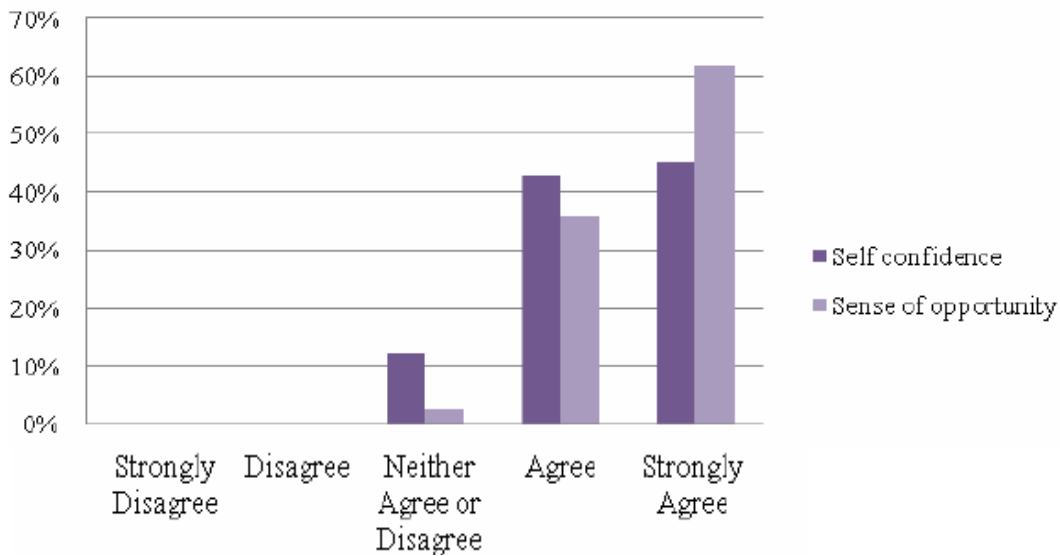
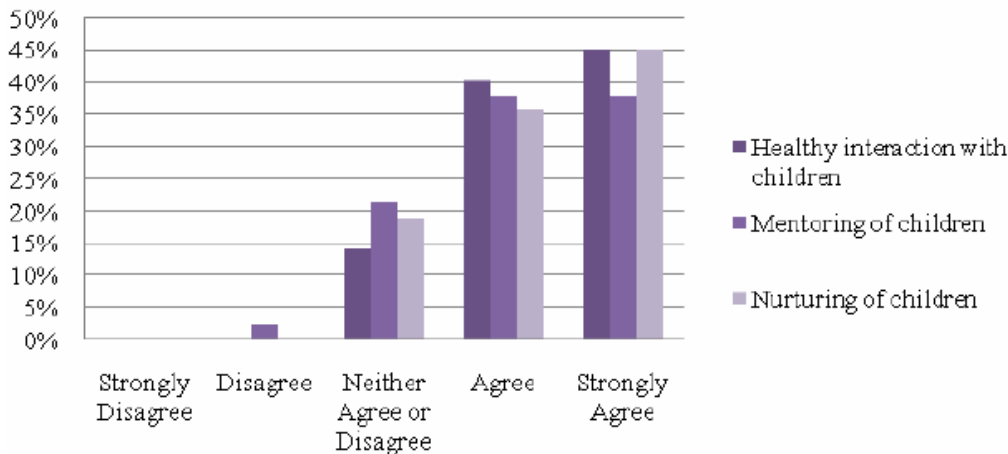


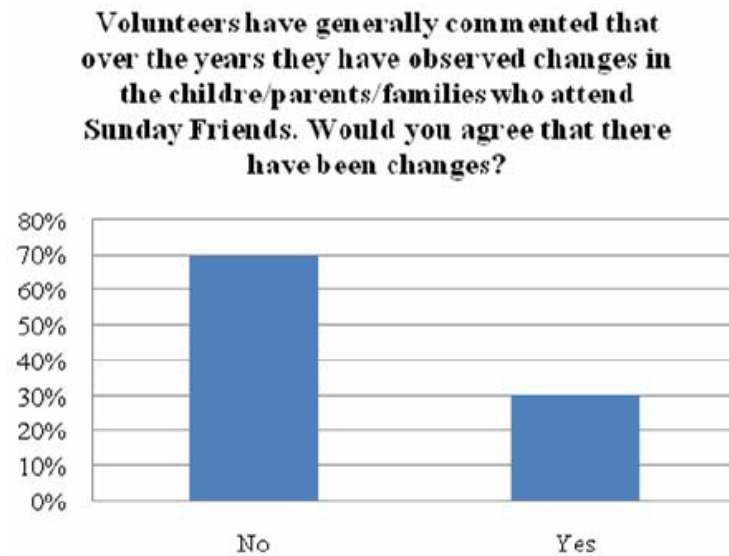
Chart 48. Volunteers’ Perceptions that Sunday Friends Teaches Parents Various Traits.

To what extent do you agree or disagree that Sunday Friends is effective in teaching the parents the following:



Finally, the volunteers were asked to report whether they see changes in the families that attend Sunday Friends. Interestingly, even though the question asking this was introduced with the following line, “volunteers have generally commented that over the years they have observed changes in the children/parents/families who attend Sunday Friends,” 69.7 percent of the volunteers in this sample *do not agree* that there have been changes (Chart 49). This finding is at odds with the responses to other items, and may be a reflection on the ways the families and activities over time appear similar to each other. Families that are served (new and old alike) are typically of similar backgrounds and in similarly difficult social-structural situations that do not change much over time. Plus, activities are fairly similar each programming session. It is likely that each program seems the same, making volunteers think of the families as being the same from week to week. Clearly, when asked about interpersonal experiences with the families, the volunteers believe that the families are learning lessons.

Chart 49. Volunteers’ Assessment of Whether Families Have Changed.



Volunteer Experience

Volunteers were asked to report why they volunteer by selecting from a limited set of reasons. Charts 50 and 51 show that of all the listed reasons, most volunteers selected “desire to serve community” (88.9 percent) as a reason they volunteer at Sunday Friends. The next two most selected reasons were “part of requirement for a degree/class” (31.1 percent) and for “college application” (31.1 percent). The volunteers, therefore, are primarily motivated by the values of service.

Chart 50. Volunteers' Reasons for Volunteering.

People often volunteer for several reasons. Which reasons would you say are true for you?

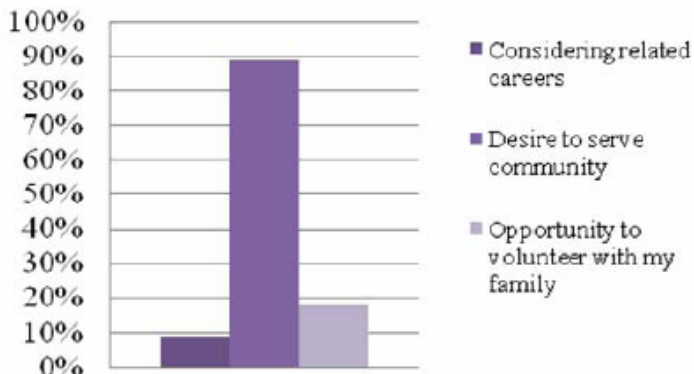
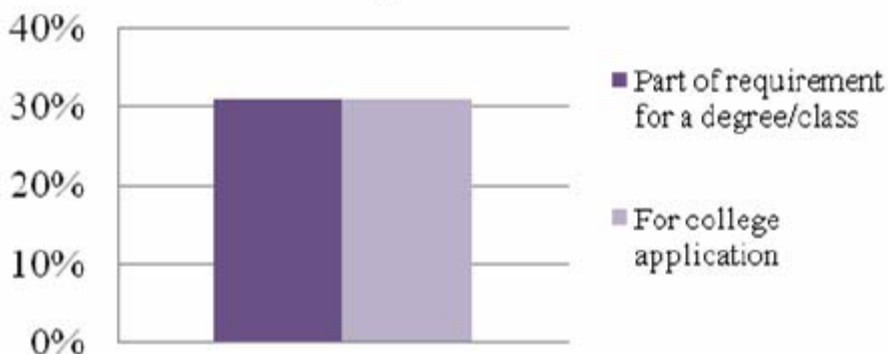


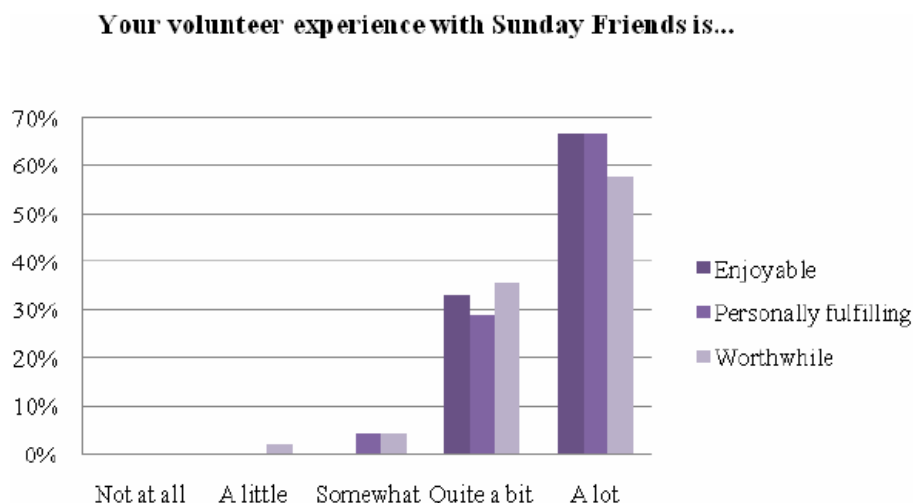
Chart 51. Volunteers' Reasons for Volunteering.

People often volunteer for several reasons. Which reasons would you say are true for you?



Asked whether their experience with Sunday Friends has been rewarding, the volunteers indicated that it has been. Chart 52 shows that well over half of the volunteers have found their experiences at Sunday Friends very (“a lot”) enjoyable, personally fulfilling, and worthwhile. No volunteers responded “not at all” to the questions. The next largest group was those who said “quite a bit.”

Chart 52. Volunteers' Satisfaction with Volunteering.



The last set of items is used to determine whether there have been positive changes in the volunteers at Sunday Friends. Volunteers were asked the extent that they agreed or disagreed with statements about how their Sunday Friends experiences changed them in various ways. Charts 53 through 56 show the results of these items. Over three quarters of the volunteers have been positively affected by their experiences at Sunday Friends. The most strongly felt positive result is that Sunday Friends gives a better understanding of others' life circumstances. Also, almost all volunteer respondents strongly agreed that volunteering has made their lives more meaningful and that they are more likely to volunteer in the future. Volunteers also agreed or strongly agreed that they have gained a greater awareness of the community in which they live, felt well about themselves, gained self-confidence, had opportunities to build leadership skills, had a positive influence on the families in the program, and become aware of themselves as a role model.

Volunteers also reported that they are more comfortable with those participants from other cultures, more sensitive to the needs of low-income families, more understanding of others' life circumstances, and better mentors. Finally, volunteers agree that they have learned to handle more responsibility, and that they are valued by the children, parents, and other volunteers in the program.

Chart 53. Volunteers' Changes as a Result of Their Sunday Friends Experiences.

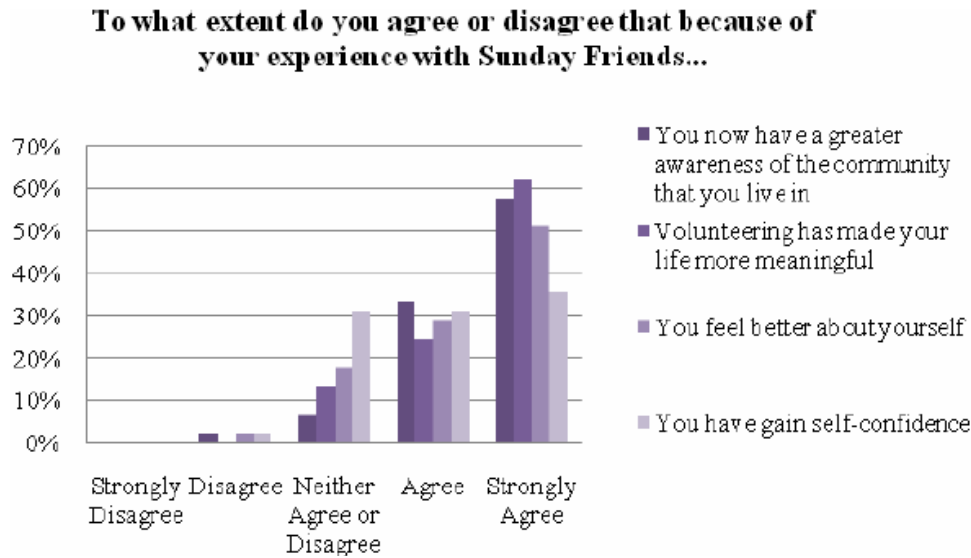


Chart 54. Volunteers' Changes as a Result of Their Sunday Friends Experiences.

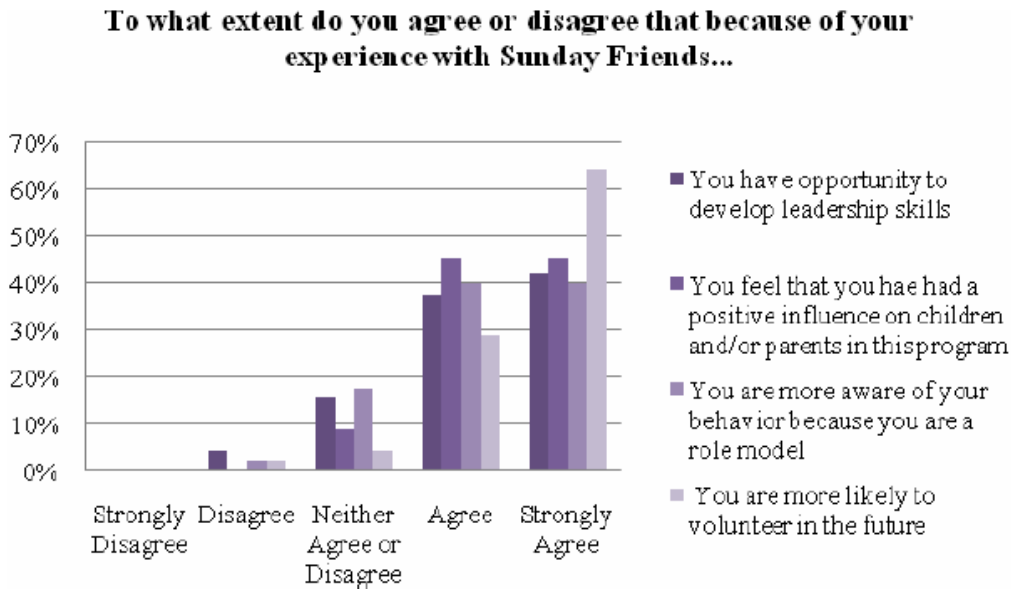


Chart 55. Volunteers’ Changes as a Result of Their Sunday Friends Experiences.

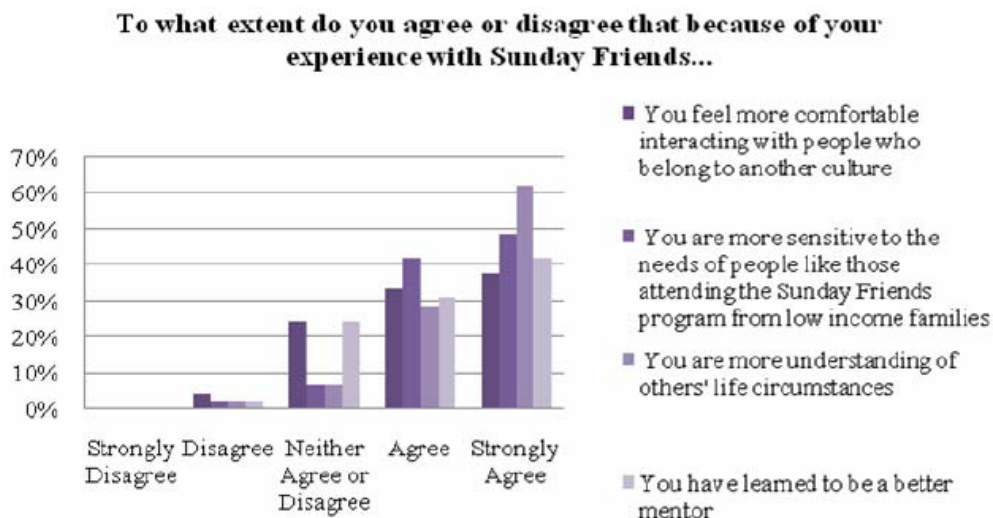
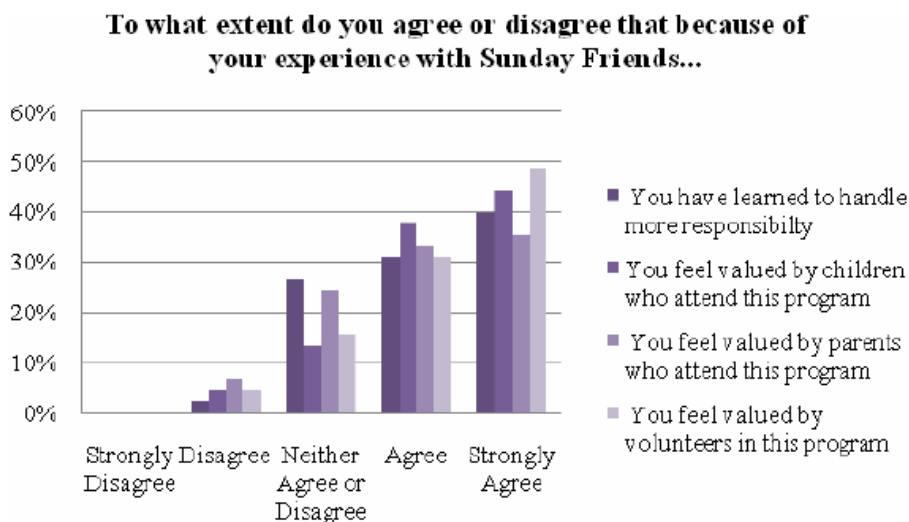


Chart 56. Volunteers’ Changes as a Result of Their Sunday Friends Experiences.



Overall, the volunteers perceive Sunday Friends as fostering developmental assets among children and successfully promoting healthier living among families. The volunteers also believe that Sunday Friends has had a positive influence on their own lives.

A cumulative review of the data collected from the Sunday Friends participants—children and youth, parents and guardians, and volunteers—shows an overall tendency to report that Sunday Friends provides positive experiences in a positive atmosphere. Indeed, it appears that children are learning developmental assets, parents and guardians are learning skills that make them better equipped to prepare children for success, families are learning better nutrition habits, participants are satisfied with the program, and volunteers also gain from their involvement.

VII. DISCUSSION AND CONCLUSIONS

Children's Attitudes and Effectiveness of Sunday Friends

The most compelling evidence for the effectiveness of Sunday Friends, arguably, originates from the responses of children and youth; they have little conception of a “stake” when it comes to showcasing the effectiveness of the Sunday Friends program. All positive items measuring aspects of psychological well-being support the notion that Sunday Friends is effective at accomplishing its mission and goals. At least 50% or more of the children and youth report the strongest agreement for many positive items. For example, 59% of the sample selected very happy when asked, “When you are at Sunday Friends, do you feel happy?” An argument can be made, however, that most children are reasonably happy and that the question may not measure increased happiness at Sunday Friends. Other items measuring psychological wellness (e.g., feeling safe), however, are clustered around the most positive categories (e.g., very safe).

In order to introduce counterfactual evidence, as a basis of comparison, opposite direction items were also included in the questionnaire. This safeguard allows the determination, to a certain extent, of whether children are: (1) paying attention, and (2) not thoughtlessly answering yes to all items. For example, 60 percent of the children and youth indicated “not at all” when asked, “When you are at Sunday Friends, do you feel lonely.” A similar skew is found for other items measuring psychological wellness (e.g., feeling sad). All in all, opposite direction items are distributed in the expected direction. Children voice strong disagreement about having negative feelings as a result of, or when participating at, Sunday Friends.

For measures highlighting connectedness with others, the direction of the data is also centered on positive responses. Fifty-five percent of children agree “very much” when asked, “When you are at Sunday Friends, do you feel people appreciate you?” Appreciation from others is also reported for their own families (68.7%). Overall, children and youth report feeling connected to their families and other participants at Sunday Friends.

Young people report high agreement on items measuring self-efficacy. Self-efficacy is difficult to measure, but items such as feeling confident of themselves (53.8%), being motivated (42.3%), and making better decisions (70%) at Sunday Friends incorporate dimensions of this concept. In addition, young people often report that when they are at Sunday Friends they feel motivated, self-reliant, and have the ability to be successful.

Overall, children and youth report positive experiences at Sunday Friends. On every dimension of psychological well-being, connectedness with others, and self-efficacy, the distribution of the responses is clustered in the high categories. Again, contrasting items remain skewed in the opposite direction.

Parental Attitudes and Effectiveness of Sunday Friends

Parents and guardians report that Sunday Friends has had a positive influence in their lives. The majority of measures, whether questions about self-efficacy, the effect of Sunday Friends on their children, or improved nutrition for their family, indicate that Sunday Friends is meeting its goals.

Parents and guardians suggest that Sunday Friends has helped them enhance self-efficacy. Approximately 94% of parents and guardians indicate that they speak Spanish as a primary language at home. Alternatively, when asked if Sunday Friends improves their English, they agree that ESL classes are very helpful (at least 50%) and improve their reading of both English and Spanish (at least 70%). Learning how to read English, for many immigrant families, is a great accomplishment. And overall, the participants indicate that the classes at Sunday Friends stress basic yet important skills.

Parents and guardians also report that Sunday Friends has a positive influence on their children. For example, approximately 60% of parents strongly agree when asked whether their children use better manners after their experiences at Sunday Friends. And approximately 70% of parents strongly agree that their children enjoy learning more after becoming involved with Sunday Friends. To avoid agreement bias with survey items, opposite direction items were included. Items measuring negative experiences reveal that approximately 50% of parents strongly disagree that their children feel lonely, bored or sad, that they are not part of a group, and that others do not notice them at Sunday Friends. All in all, parents report that their children's participation in Sunday Friends improves their behavior both in the program and at home.

Parents and guardians also agree that Sunday Friends enhances the nutritional habits of their families. Hispanic/Latino people have one of the highest diabetes rates in the nation, 25-30%, for individuals over the age of fifty (National Council of La Raza, 2005). NCLR (2008) also revealed that over a quarter (27.5%) of Mexican boys, ages 6-11, are overweight (<http://www.nclr.org/content/publications/download/52523>). Given these diabetes and obesity rates, it is helpful that Sunday Friends emphasizes the importance of nutrition. Respondents demonstrate remarkable agreement about how Sunday Friends shapes their nutritional choices. For example, 77.9% of respondents answered "yes," when asked, "my children have been eating a healthier diet than they did before." Sunday Friends, according to respondents, has an effect on structuring nutritional decisions, attitudes, and behaviors.

Finally, parents and guardians report that Sunday Friends improves their personal lives. Approximately 80% indicate, as a result of Sunday Friends, that they feel more successful, feel hopeful, feel like better parents, and have a sense of belonging. All in all, parents and guardians suggest that Sunday Friends improves many aspects of their personal, their family, and children's lives.

Volunteer Attitudes and Effectiveness of Sunday Friends

Volunteers were asked if they believe that Sunday Friends is effective at assisting families meet their goals. Generally, volunteers agree that the program makes an important contribution to the lives of both children and adults.

Volunteers report, although not as strongly as the participants themselves, that Sunday Friends has a powerful effect on children. Approximately 40% of the volunteers strongly agree that the program improved children's self worth, confidence, and language skills. At least 40% of the volunteers also strongly agree that children gain a sense of belonging, responsibility, and security by participating in the program.

Volunteers also voice positive feelings for parent and guardian outcomes. Volunteers indicate that the program boosted parents' self-confidence and healthy interactions with children.

Finally, volunteers report that Sunday Friends is a source of self-fulfillment. At least 50% of the volunteers strongly agree that the organization enhances awareness of the community, and their struggles, as well as contributes to making their personal lives more meaningful. Although the perspectives of the volunteers are not as polarized as those of the children and adults, they remain distributed in the positive categories.

Limitations

One limitation, critics may argue, is self-selection bias. Persons who attend Sunday Friends once and fail to continue the program may be different from those with consistent attendance. Attrition from this program is multifaceted. Many families relocate due to instability of their economic conditions. Others may prefer to not return since work is associated with receiving tangible and intangible benefits. This research did not collect data from those who ceased attending the program. Therefore, self-selection remains an artifact of the data. If self-selection is a factor, those who continue to participate in Sunday Friends may have a different philosophy about work and achievement than those who fail to return.

Another limitation is related to participants' motivational factor. Those participants who continue the program may be more motivated to improve their lives than those who discontinue. Arguably, those who cease attending may need the program more than those who stay. Such factors are not controlled for in this evaluation.

Final Remarks

The cycle of poverty is difficult to break and Seligman (1975) finds that "learned helplessness" occurs for individuals situated in extreme and dire economic and social conditions. The results of this evaluation shows that the Sunday Friends intervention may help marginalized individuals prevail against their social conditions, practice agency and resistance, and avoid "helplessness." Overall, the survey findings support the effectiveness of Sunday Friend's philosophy, based on Search Institute's developmental assets, which provides low-income families with the tools to empower themselves. Adults, children, and volunteers echo similar sentiments when it comes to the positive impact of the program in their lives.

It is safe to conclude that the community-based approach to empowering parents and youths has great promise. As other research suggested (e.g., Mannes et al. 2005), youths who gain developmental assets are able to strengthen their lives in the communities, allowing them to maintain a good relationship with parents, other youths and volunteers and to develop a good sense of self-esteem. Although the survey results presented here should be interpreted with caution, overwhelming data and triangulation via various sources reveal that milestones are accomplished at Sunday Friends.

VIII. REFERENCES

- Abramson, L. Y., Seligman, M. E., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology*, 87, 49-74.
- Akers, Ronald A. and Christine S. Sellers (2008) *Criminological Theories: Introduction, Evaluation, and Application*. New York: NY, Oxford University Press.
- Anderson, Elaine, Julie Kohler, and Bethany Letiecq. 2002. "Low-Income Fathers and 'Responsible Fatherhood' Programs: A Qualitative Investigation of Participants' Experiences." *Family Relations* 51(2):148-155.
- Barron-McKeageny, Theresa, Jane Woody and Henry D'Souza. 2001. "Mentoring at-risk Latino children and their parents: Impact on social skills and problem behaviors" *Child and Adolescent Social Work Journal* 18(2):119-136.
- Bell, Susan and Natalie Carrillo. 2007. "Characteristics of Effective Summer Learning Programs in Practice." *New Distributions for Youth Development* 114:45-63.
- Catalano, Richard, M. Lisa Berglund, Jean Ryan, Heather Lonczak, and J. David Hawkins. 2002. "Positive youth development in the United States: Research findings on evaluations of positive youth development programs" *Prevention & Treatment* 5: Article 15.
- Damon, William. 2004. "What is Positive Youth Development?" *The Annals of the American Academy of Political and Social Science* 591:13-24.
- De Anda, Diana. 2001. "A Qualitative Evaluation of a Mentor Program for At-Risk Youth: The Participants' Perspective." *Child and Adolescent Social Work Journal*, 18(2):97-117.
- De Wil, David, Ellen Lipman, Maria Manzano-Munguia, Jeffrey Bisanz, Kathryn Raham, Davvid Offord, Elizabeth O'Neill, Deborah Pepler, and Karen Shaver. 2006. "Feasibility of a Randomized Controlled Trial for Evaluating the Effectiveness of the Big Brothers and Big Sisters Community Match Program at the National Level." *Children and Youth Services Review* 29:383-404.
- Edington, C., and Randall, S. 2005. "Youth services: Strategies for programming" *JOPERD (what journal is this?)*, 76(9), 19-24.
- Ersing, R. L. (2009). Building the Capacity of Youths through Community Cultural Arts: A Positive Youth Development Perspectives. *Best Practices in Mental Health* 5 (1), p. 26-43.
- Karcher, Michael. 2008. "The Study of Mentoring in the Learning Environment (SMILE): A Randomized Evaluation of the Effectiveness of School-Based Mentoring." *Society of Prevention Research* 9:99-113.

- Mannes Marc, Eugene C. Roehlkepartain, and Peter L. Benson. 2005. "Unleashing the Power of Community to Strengthen the Well-Being of Children, Youth, and Families: An Asset-Building Approach." *Child Welfare League of America* 84 (2) 233-250.
- Nandeau, S., Wendy Cunningham, Mattias Lundberg, and Linda McGinnia. 2008. "Programs and Policies That Promote Positive Youth Development and Prevent Risky Behaviors: An International Perspective." *New Directions for Child and Adolescent Development* 122:75-87.
- Posner, Jill and Deborah Lowe Vandell. 1994. "Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs?" *Child Development* 65(2):440-456.
- Quane, James M. and Bruce H. Rankin. 2006. "Does it pay to participate? Neighborhood-based organizations and the social development of urban adolescents." *Children and Youth Services Review* 28: 1229-1250.
- Reckless, Walter C. 1967. *The Crime Problem*, 4th ed. New York: Appleton-Century-Crofts.
- Reckless, Walter C., Simon Dinitz, and Ellen Murray. 1956. "Self Concept as an Insulator against Delinquency." *American Sociological Review* 21:744-746.
- Rodriguez, Michael C. and Diana Morrobel. 2004. "A Review of Latino Youth Development Research and a Call for an Asset Orientation." *Hispanic Journal of Behavioral Sciences* 26 (2): 107-127.
- Scales, P. C. (1997). The role of family support programs in building developmental assets among young adolescents: a national survey of services and staff training needs. *Child welfare* 76, p. 611-635.
- Seligman, Martin E.P. (1975). *Helplessness: on Depression, Development, and Death*. San Francisco, CA: W.H. Freeman.
- Wright, Robin and Lindsay John, Ramona Alaggia, and Julia Sheel. 2006. "Community-based Art Program for Youth in Low-Income Communities: A Multi-Method Evaluation." *Child and Adolescent Social Work Journal*. 23(5):635-52.

Websites:

- http://www.censusscope.org/us/m7400/print_chart_race.html
- <http://www.nclr.org/content/publications/download/52523>
- <http://www.projectcornerstone.org/html/about/index.htm>
- <http://www.search-institute.org/>
- <http://www.search-institute.org/about/history>
- <http://www.sundayfriends.org/>
- <http://www.sundayfriends.org/programevaluation.html>

APPENDIX A

Developmental Assets

Among the 41 Developmental Assets, Sunday Friends focused on 35 of them. There are 16 external assets, which have four subcategories including Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. There are also 19 internal assets, which have four subcategories including Commitment to Learning, Positive Values, Social Competencies and Positive Identity.

External Assets

Support

1. Family Support: Family Life provides high levels of love and support.
2. Positive Family Communication: Young person and her/his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. Other Adult Relationships: Young person receives support from three or more non-parent adults.
4. Caring Neighborhood: Young person experiences caring neighbors.
5. Parent Involvement in Schooling: Parent(s) are actively involved in helping young person succeed in school.

Empowerment

6. Community Values Youth: Young person perceives that adults in the community value youth.
7. Youth as Resources: Young people are given useful roles in the community.
8. Service to Others: Young person serves in the community one hour or more per week.
9. Safety: Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations

10. Family Boundaries: Family has clear rules and consequences and monitors the young person's behavior.
11. Neighborhood Boundaries: Neighbors take responsibility for monitoring young people's behavior.
12. Adult Role Models: Parent(s) and other adults model positive, responsible behavior.
13. Positive Peer Influence: Young person's best friends-model responsible behavior.
14. High Expectations: Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

15. Creative Activities: Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
16. Youth Programs: Young person spends three or more hours per week in sports, clubs, or organizations at school and/or the community.

Internal Assets

Commitment to Learning

17. Achievement Motivation: Young person is motivated to do well in school.
18. School Engagement: Young person is actively engaged in learning.
19. Reading for Pleasure: Young person reads for pleasure three or more hours per week.

Positive Values

20. Caring: Young person places high value on helping other people.
21. Equality and Social Justice: Young person places high value on promoting equality and reducing hunger and poverty.
22. Integrity: Young person acts on convictions and stands up for her or his beliefs.
23. Honesty: Young person tells the truth even when it is not easy.
24. Responsibility: Young person believes accepts and takes personal responsibility.
25. Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

26. Planning and Decision Making: Young person knows how to plan ahead and make choices.
27. Interpersonal Competence: Young person has empathy, sensitivity and friendship skills.
28. Cultural Competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
29. Resistance Skills: Young person can resist negative peer pressure and dangerous situations.
30. Peaceful Conflict Resolution: Young person seeks to resolve conflict nonviolently.

Positive Identity

31. Personal Power: Young person feels he or she has control over “things that happen to me.”
32. Self- Esteem: Young person reports having a high self-esteem.
33. Sense of Purpose: Young person reports that “my life has a purpose.”
34. Positive View of Personal Future: Young person is optimistic about her/his personal future.
35. Positive Cultural Identity: Young person feels proud of her/his cultural background.

APPENDIX B
Questionnaires

YOUTH SURVEY

--	--	--

We are very interested in knowing how children like you who come to SUNDAY FRIENDS feel about this program. We would like to improve this program so your answers will be very helpful. I will read out each question. **There are no right or wrong answers.** Please choose ONE answer that you think is **best** for you.

A. About you and SUNDAY FRIENDS:



2

Not at all



3

Little



4

Okay



5

Fairly

Very

A1. When you are at SUNDAY FRIENDS, do you feel...

<input type="checkbox"/>	Safe
<input type="checkbox"/>	Happy
<input type="checkbox"/>	Proud of yourself
<input type="checkbox"/>	Successful
<input type="checkbox"/>	Lonely
<input type="checkbox"/>	Eager to participate
<input type="checkbox"/>	Motivated
<input type="checkbox"/>	Respected
<input type="checkbox"/>	Responsible
<input type="checkbox"/>	Close to your family
<input type="checkbox"/>	Bored
<input type="checkbox"/>	Confident that you can earn what you want from the store

<input type="checkbox"/>	You want to learn new things
<input type="checkbox"/>	You are not part of the Sunday Friends community
<input type="checkbox"/>	People appreciate you
<input type="checkbox"/>	You help make things better
<input type="checkbox"/>	You feel sad
<input type="checkbox"/>	You are willing to try new things
<input type="checkbox"/>	Hopeful about yourself
<input type="checkbox"/>	Confident of yourself
<input type="checkbox"/>	Others don't notice you
<input type="checkbox"/>	You want to do your best
<input type="checkbox"/>	You belong to the Sunday Friends community
<input type="checkbox"/>	People are glad that you are here at the Sunday Friends program

A2. Compared to other times during the week, when you are at SUNDAY FRIENDS, do you...

<input type="checkbox"/>	Use better manners
<input type="checkbox"/>	Participate more in activities
<input type="checkbox"/>	Appreciate your family more
<input type="checkbox"/>	Enjoy learning more
<input type="checkbox"/>	Try harder to do best you can
<input type="checkbox"/>	Make better decisions

<input type="checkbox"/>	Show more respect for things around you
<input type="checkbox"/>	Show more respect for people
<input type="checkbox"/>	Like yourself better
<input type="checkbox"/>	Get help with talking or speaking English
<input type="checkbox"/>	Feel more that life can be good
<input type="checkbox"/>	Pay more attention

B. Now a few questions about you and your family:

B 1. How old are you? _____ (years)

B2. Are you: ₁ Boy
 ₂ Girl

B3. In what grade are you in? _____ (grade)

B4. How would you describe yourself? Check ONE.

- ₁ American Indian/Alaskan Native
- ₂ Asian
- ₃ Black/African American (not of Hispanic origin)
- ₄ Hispanic
- ₅ White (not of Hispanic origin)
- ₆ Pacific Islander
- ₇ Multiethnic/Mixed Race
- ₈ Other (please specify) _____

B5. Most of the times, with whom do you come to SUNDAY FRIENDS? Check ONE.

- ₁ Only Mom
- ₂ Only Dad
- ₃ Both Mom and Dad
- ₄ Your family
- ₅ Brother(s) or sister(s)
- ₆ Relatives (grandparents, aunt, uncle, cousin)
- ₇ Other (specify) _____

B6. Most of the times, with whom do you live? Check ONE.

- ₁ Only Mom
- ₂ Only Dad
- ₃ Both Mom and Dad
- ₄ Relatives (grandparents, aunt, uncle, cousin)
- ₅ Other (specify) _____

Thank You for Completing the Survey!

PARENT SURVEY

--	--	--

Form ID

We are very keen to know how parents like you who come to SUNDAY FRIENDS feel about this program. We would like to improve this program so your answers will be very helpful. I will read out each question. **There are no right or wrong answers.** Please choose ONE answer that you think is **best** for you.

A. ABOUT ENGLISH LANGUAGE:

A1. What language do you use most? Check ONE.

- ₁ English
- ₂ Spanish
- ₃ Vietnamese
- ₄ Chinese
- ₅ Other: _____

A2. By attending SUNDAY FRIENDS have you improved your English language skills?

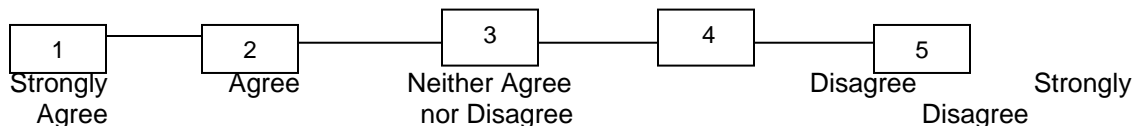
- NO (SKIP TO NEXT SECTION)
- YES (CONTINUE)

A3. How much does each of the following help you with learning English?

	Not at all	Somewhat helpful	Very helpful	Don't participate
ESL class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter-writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications in both English and Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. ABOUT YOUR CHILDREN AND SUNDAY FRIENDS:

B1. When you are at SUNDAY FRIENDS with your children, do you think your children feel...



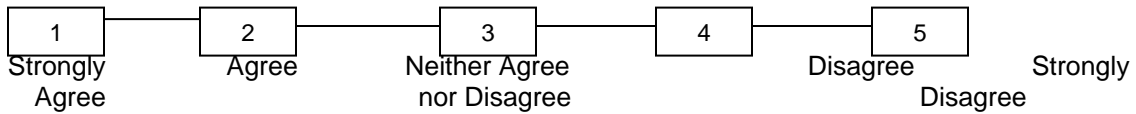
- Safe
- Happy
- Proud of themselves
- Successful
- Eager to participate
- Motivated

- They want to learn
- They want to do their best
- People appreciate them
- They make things better
- They are willing to try new things
- They are hopeful about themselves

- Respected
- Responsible
- Close to their family
- Confident that they can earn what they want from the store

- They are confident of themselves
- They have value
- They feel they belong

B2. Compared to other times during the week, when you are at SUNDAY FRIENDS with your children, do you think your children...



- Use better manners
- Participate more in activities
- Appreciate their family more
- Enjoy learning more
- Try harder to give their best

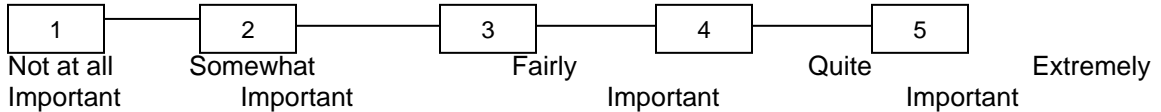
- Show more respect for things around them
- Show more respect for people
- Like themselves better
- Get help with talking or speaking English
- Feel more that life can be good

C. YOU AND SUNDAY FRIENDS:

C.1. On days when you are **not** attending the SUNDAY FRIENDS program, in what ways do you think your participation in SUNDAY FRIENDS has had a positive effect on your daily life? Check ALL that apply.

- Your children use better manners
- You are more comfortable speaking English
- Your children are doing better in school
- You interact with your children differently
- You feel more self-confident
- Your children are more helpful around the home
- You feel less stressed in meeting needs of your family
- You are more hopeful
- You feel a sense of belonging
- You feel more successful
- Your children are more respectful
- You feel more confident in your writing ability
- You feel more confident that you will be able to care for your family in the future
- You feel more confident that your children will be able care for themselves as they grow up
- Other: _____
- Other: _____

C2. If you are currently participating or considering participating in a program similar to SUNDAY FRIENDS, how important would each of the following factors be in your decision to participate in that program?



Important

- Being treated with dignity and respect
- Learning opportunities for children
- Learning opportunities for parents
- Opportunities to practice the English language
- Preparing and serving nutritious food
- Opportunity to practice writing
- Doing crafts
- Opportunities to give back to the community
- Bringing together people from diverse backgrounds
- Creating a feeling that you are part of a community
- Earning tickets for participating and buying items from the store
- Opportunities for families to participate together
- Safe environment
- Ability to suggest changes to improve the program
- No cost to participate
- Other: _____
- Other: _____

D. ABOUT COMING TO SUNDAY FRIENDS:

D1. In general, how does your family get to the SUNDAY FRIENDS program? Check ONE.

- By car
- Walk
- Get a ride
- Public transportation (like bus, train)
- Other

(specify): _____

D2. Have you ever invited your relatives or friends to attend the SUNDAY FRIENDS program?

- NO (IF NO, SKIP TO QUESTION # 3)
- YES

D2a. If YES, what did you tell them about the SUNDAY FRIENDS program?

D3. Is there anything else you want to tell us about the SUNDAY FRIENDS program?

E. ABOUT ATTENDING OTHER PROGRAMS:

E1. Besides SUNDAY FRIENDS where else do you go for free (or nearly free) programs, services or products?

1.

2.

3.

4.

F. ABOUT YOUR EATING HABITS:

F1. We are interested in knowing about your efforts to **IMPROVE YOUR EATING HABITS**. In each row below, please check the box that best applies to you. "Consuming" means eating and/or drinking.

	I don't really think about consuming	I often wish I could consume	I'm trying to consume	I've started consuming	I'm actively consuming
More fruits & vegetables.....					
More whole grains.....					
Less sugar.....					
Fewer soft drinks.....					
Healthier fats.....					
Dairy products lower in fat.....					
Foods prepared in a healthier method.....					

F2. Certain reasons can make it difficult to eat healthier. For each of the reasons listed below, please tell us to what extent it is a problem for YOU.

Never a problem	Sometimes a problem	Often a problem	Always a problem
--------------------	------------------------	--------------------	---------------------

Healthy food is TOO EXPENSIVE.....

Not enough time to BUY healthy foods

Not enough time to PREPARE healthy
foods.....

I need to know more about WHY and HOW to
eat healthy foods

I DON'T LIVE CLOSE to a grocery store that
sells healthy foods

My family has always done it differently so IT'S
DIFFICULT TO CHANGE MY EATING
HABITS.....

Healthy food DOESN'T TASTE GOOD
.....

OTHER REASON for not eating more
healthfully – SPECIFY: _____

G. ABOUT YOUR CHILDREN'S EATING HABITS: We are interested in knowing about your efforts to improve **YOUR CHILDREN'S** eating habits.

G1. About encouraging **YOUR CHILDREN** to eat healthier foods (Check ONE):

- I don't really think about how to encourage them
- I often wish I could start encouraging them
- I'm trying to encourage them
- I've actively started to encourage them
- As a regular practice, I encourage them

G2. About controlling how much junk food and sugar **YOUR CHILDREN** eat (Check ONE):

- I don't really think about how to control it
- I often wish I could start controlling it
- I'm trying to control it
- I've actively started to control it
- As a regular practice, I control it

G3. Certain reasons can make it difficult to help your children eat healthier. For each of the reasons listed below, please tell us to what extent it is a problem for YOU.

Never a problem	Sometimes a problem	Often a problem	Always a problem
--------------------	------------------------	--------------------	---------------------

My CHILDREN WON'T COOPERATE with eating healthy foods

The other adults in my home (spouse, parent, housemate, etc.) DON'T SUPPORT MY EFFORTS

in encouraging healthy eating habits.....

There's TOO MUCH JUNK FOOD AND SUGAR at school.....

OTHER DIFFICULTIES with helping children to eat more healthy - SPECIFY: _____

H. SOME QUESTIONS ABOUT YOU AND YOUR FAMILY:

H1. Are you:

- ₁ Male
- ₂ Female

H2. Approximately when was the first time you came to the SUNDAY FRIENDS program?

_____ (month) _____ (year)

H4. How often do you come TO SUNDAY FRIENDS?

- ₁ Almost every time
- ₂ About half the time
- ₃ Less than half the time

H3. Most of the times, with whom do your children come to SUNDAY FRIENDS? Check ONE.

- ₁ Only Mom
- ₂ Only Dad
- ₃ Both Mom and Dad
- ₄ Your Family
- ₅ Brother(s) or sister(s)
- ₆ Grandparent(s)
- ₇ Other relatives (aunt, uncle, cousin)
- ₈ Other (specify)_____

- H5. Most of the times, with whom do your children live? Check ONE.
- ₁ Only Mom
 - ₂ Only Dad
 - ₃ Both Mom and Dad
 - ₄ Grandparents
 - ₅ Other relatives (aunt, uncle, cousin)
 - ₆ Other (specify) _____

- H6. Where do you live? Check ONE.
- ₁ Rented home or apartment
 - ₂ Self-owned or leased home or apartment
 - ₃ Relative's home or apartment
 - ₄ Friend's home or apartment
 - ₅ Shelter
 - ₆ Other (specify) _____

- H7. For how long have you been living in your present house/apartment? Check ONE.
- ₁ Less than 3 months
 - ₂ 3-6 months
 - ₃ 7-11 months
 - ₄ 1-2 years
 - ₅ 2-3 years
 - ₆ More than 3 years

H8. Right now, including you, how many people live in your home or apartment?
 _____ (# of persons)

- H9. How long have you lived in this country(US)?
- ₁ All my life
 - ₂ More than 5 years
 - ₃ 5 years or less

H10. In what city and country were you born?
 _____ (city) _____
 (country)

- H11. How would you describe yourself? Check ONE.
- ₁ American Indian/Alaskan Native
 - ₂ Asian
 - ₃ Black/African American (not of Hispanic origin)
 - ₄ Hispanic
 - ₅ White (not of Hispanic origin)
 - ₆ Pacific Islander
 - ₇ Multiethnic/Mixed Race
 - ₈ Other (please specify) _____

H12. What is the highest level of education for you and your spouse/significant other? Check ONE.

	You	Spouse/ Significant Other
Not completed Elementary School	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Completed Elementary School.....	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
Completed Middle School/Junior High..	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
Completed High School.....	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
Completed College.....	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
Completed Graduate/Professional School.....	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆
Other (write in) _____	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇
Not applicable.....	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈

H13. This question is about the employment status for you and your spouse/significant other. Check ALL that apply.

	You	Spouse/ Significant Other
Work full-time for pay.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Work part-time for pay	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
Home-maker	<input type="checkbox"/> ₃	<input type="checkbox"/> ₃
Currently unemployed	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄
Retired	<input type="checkbox"/> ₅	<input type="checkbox"/> ₅
Full-time student	<input type="checkbox"/> ₆	<input type="checkbox"/> ₆
Part-time student	<input type="checkbox"/> ₇	<input type="checkbox"/> ₇
Other (specify) _____	<input type="checkbox"/> ₈	<input type="checkbox"/> ₈
Not applicable.....	<input type="checkbox"/> ₉	<input type="checkbox"/> ₉

Thank You for Completing the Survey!

VOLUNTEER SURVEY

Form ID

SECTION A: About being with SUNDAY FRIENDS

A1. Approximately **how long** have you been volunteering with SUNDAY FRIENDS?

- ₁ Less than 1 year
- ₂ **1 - 2 years**
- ₃ 3 - 4 years
- ₄ **4 - 5 years**
- ₅ 5 - 6 years
- ₆ More than 6 years

A2. During the **past year** (or 52 weeks) approximately **how many Sundays** have you spent volunteering with SUNDAY FRIENDS? _____ (# of Sundays)

A3. During the **past year** (or 52 weeks) **excluding Sundays** approximately **how many times** have you volunteered with SUNDAY FRIENDS? _____ (# of times excluding Sunday)

A4. People often volunteer for several reasons. Which of these reasons would you say are true for you.
CHECK ALL THAT APPLY

- ₁ Part of requirement for a degree/class
- ₂ **Court ordered programs (e.g., Sentencing Alternatives Program, Restorative Justice Program, etc.)**
- ₃ **For college application**
- ₄ Considering related careers
- ₅ **Desire to serve community**
- ₆ Opportunity to volunteer with my family
- ₇ Other (write in) _____

SECTION B: Views about SUNDAY FRIENDS and the community it serves (by “community” we mean children, parents and volunteers who attend this program)

B1. To what extent do you agree or disagree that SUNDAY FRIENDS is **effective in teaching** the **children** the following:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. Respect.....	1	2	3	4	5
b. Good manners.....	1	2	3	4	5
c. Cooperation.....	1	2	3	4	5
d. Language skills	1	2	3	4	5
e. Self-expression.....	1	2	3	4	5
f. Money management.....	1	2	3	4	5
g. Responsibility.....	1	2	3	4	5
h. Satisfaction in contributing to community.....	1	2	3	4	5

B2. What **else** is SUNDAY FRIENDS effectively teaching the children? It attempts to break the cycle of expecting handouts and gives them the experience of working toward a purpose and the satisfaction of achieving it with their own initiative and hard work.

B3. To what extent do you agree or disagree that through SUNDAY FRIENDS **the children gain**:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. Belief that they can succeed.....	1	2	3	4	5
b. Hope.....	1	2	3	4	5
c. Self-worth.....	1	2	3	4	5
d. Self-confidence.....	1	2	3	4	5
e. Sense of security.....	1	2	3	4	5
f. Sense of community.....	1	2	3	4	5
g. Healthy outlook on life.....	1	2	3	4	5

B4. What **else** do the children gain through SUNDAY FRIENDS?
It allows the interaction of young volunteers who encourage and inspire hope in the participants.

B5. To what extent do you agree or disagree that SUNDAY FRIENDS is **effective in teaching the parents** the following:

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
a. Healthy interactions with children.....	1	2	3	4	5
b. Mentoring of children.....	1	2	3	4	5
c. Nurturing of children.....	1	2	3	4	5
d. Self confidence.....	1	2	3	4	5
e. Sense of opportunity.....	1	2	3	4	5

B6. What **else** is SUNDAY FRIENDS effectively teaching the parents?

SECTION C: Your experience as a volunteer with SUNDAY FRIENDS

C1. How much do you enjoy your volunteer experience with SUNDAY FRIENDS?

<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
Not at all	A little	Somewhat
A lot		Quite a bit

C2. How personally fulfilling is your volunteer experience with SUNDAY FRIENDS?

<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
Not at all	A little	Somewhat
A lot		Quite a bit

C3. To what extent do you accomplish some “good” through your work with SUNDAY FRIENDS?

<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	
Not at all	A little	Somewhat
A lot		Quite a bit

C4. To what extent do you agree or disagree that because of **your experience** with SUNDAY FRIENDS...

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. You feel more comfortable interacting with people who belong to another culture	1	2	3	4	5
b. You are more sensitive to the needs of people like those attending the Sunday Friends program from low income families.....	1	2	3	4	5
c. You are more understanding of others' life circumstances.....	1	2	3	4	5
d. You have learned to be a better mentor	1	2	3	4	5
e. You have had the opportunity to develop leadership skills.....	1	2	3	4	5
f. You feel that you have had a positive influence on children and/or parents in this program	1	2	3	4	5
g. You are more aware of your behaviors because you are a role model.....	1	2	3	4	5
h. You are more likely to do volunteer work in the future	1	2	3	4	5
i. You now have a greater awareness of the community that you live in.....	1	2	3	4	5
j. Volunteering has made your life more meaningful.....	1	2	3	4	5

k. You feel better about yourself.....	1	2	3	4	5
l. You have gained self-confidence.....	1	2	3	4	5
m. You have learned to handle more responsibility.....	1	2	3	4	5
n. You feel valued by children who attend this program.....	1	2	3	4	5
o. You feel valued by parents who attend this program.	1	2	3	4	5
p. You feel valued by volunteers in this program.....	1	2	3	4	5

SECTION E: Your views regarding SUNDAY FRIENDS

E1. What have you liked MOST about SUNDAY FRIENDS? The feeling of making a difference and making new friends in the program both through the participants and the volunteers. _____

E2. What have you liked LEAST about SUNDAY FRIENDS? The sadness I feel toward the families in the program and circumstances that places them and their children in such a vulnerable position. It is very sad to realize some are living out of their cars and in shelters that have very little to offer them. As well as the difficult prospects of finding work. _____

E3. Compared to other places you have volunteered, what do you think is different about SUNDAY FRIENDS? Please describe. I like Sunday Friends because you feel part of the community. The other organization never allows the opportunity to socialize and meet the participants. _____

E3. Volunteers have generally commented that over the years they have observed changes in the children/parents/families who attend SUNDAY FRIENDS. Would you agree that there have been any changes?

₁ No (**SKIP TO SECTION F**)

₂ Yes (**CONTINUE**)

E3.1. If yes, list 3 changes and specify in whom you have seen those changes.

Change #1: ₁ Children ₂ Parents ₃ Families (CHECK ALL THAT APPLY)

The children are more responsive and become more attached to the program and the volunteers. You begin to see them grow in confidence and self sufficiency. _____

Change #2: ₁ Children ₂ Parents ₃ Families (CHECK ALL THAT APPLY)

The parents become more involved in the program and feel they have a purpose. They often open-up and share some of their problems and we then can tell them they are not alone and give them support. _____

Change #3: ₁ Children ₂ Parents ₃ Families (CHECK ALL THAT APPLY)

The families feel more connected to their communities and begin to see the benefits of the program in themselves and their children. _____

SECTION F: Lastly, about yourself

F1. Are you:

- ₁ Male
- ₂ Female

F2. How old are you? _____ (years)

F3. What is your current marital status? CHECK ONE

- ₁ Single, never married
- ₂ Married and/or living with partner
- ₃ Separated/Divorced
- ₄ Widowed

F4. Would you describe yourself as: CHECK ONE

- ₁ American Indian/Alaskan Native
- ₂ Asian
- ₃ Black/African American (not of Hispanic origin)
- ₄ Hispanic
- ₅ White (not of Hispanic origin)
- ₆ Pacific Islander
- ₇ Multiethnic/Mixed Race
- ₈ Other (please specify) _____

F5. What is your highest level of education? CHECK ONE

- ₁ Completed Elementary School
- ₂ Completed Middle School/Junior High
- ₃ Completed High School
- ₄ Completed College
- ₅ Completed graduate or professional school
- ₆ Other (write in) _____

F6. This question is about your employment status. CHECK ALL THAT APPLY

- ₁ Work full-time for pay
- ₂ Work part-time for pay
- ₃ Homemaker
- ₄ Currently unemployed
- ₅ Retired
- ₆ Full-time student
- ₇ Part-time student
- ₈ Other (specify) _____

F7. We need to make sure our study represents all income groups. What is your approximate total annual household income? CHECK ONE

- ₁ Less than \$15,000
- ₂ \$15,000 to \$30,000
- ₃ \$31,000 to \$45,000
- ₄ \$46,000 to \$60,000
- ₅ \$61,000 to \$75,000
- ₆ More than \$75,000

THANK YOU FOR COMPLETING THE SURVEY!