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A CONSTRUCTIVE APPROACH OF THE EVALUATION OF  
A COMMUNITY BASED PROGRAM

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

---

by  
Melinda Vera Corral

June 2003

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A CONSTRUCTIVE APPROACH OF THE EVALUATION OF  
A COMMUNITY BASED PROGRAM

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Presented to the  
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Melinda Vera Corral

June 2003

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## ABSTRACT

This project is a qualitative program evaluation of a community - based project, the "decafé." The decafé is a preventative program in Redlands, California toward serving teens of the East Valley. The researcher hoped to identify any issues that may have been or are preventing the project from meeting its objectives. A constructivist paradigm was used. This approach evaluated the decafé by having gained different perspectives from each stakeholder and coming to a consensus through negotiation as to whether the decafé was serving its purpose. Gaps of service were identified, solutions were offered and an "action plan" was formulated. This study hopes to contribute to the social work practice by ensuring that vulnerable populations are provided with the necessary essentials to thrive.

## ACKNOWLEDGMENTS

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DEDICATION

Dedicated to my wonderful parents

Ernest and Frances Corral.

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## CHAPTER ONE

### INTRODUCTION

For a number of years, youth programs have been implemented to serve the needs of high-risk youth. These adolescents are considered to more likely abuse drugs and alcohol, have an early pregnancy, or commit crime than the average population. In recent years, approaches have moved towards a preventative strategy of reaching youth before they are at risk of these problems in their lives.

One such teen program the decafé, is the subject of this research study. It is designed to build on the following assets: leadership, business, and socialization skills. This project has been initiated in Redlands, California which also is the site for this research study.

#### Focus of Inquiry

##### Description of the Teen Program

The decafé is a teen project that is carried out by a collaborative of community-based organizations and volunteers of Redlands, California. Community leaders envisioned this program setting as a place that would enhance youth opportunities in the community. This opportunity would provide teens with a safe and stimulating environment while serving its purpose of

building on the teenagers' assets, including leadership skills, business skills, and socialization.

The collaborators viewed this project as a solution to the needs of high school students in the East Valley for business, management, computer, and leadership instruction. Before the decafé opened in May of 2002, students from two East Valley high schools were only able to receive business skills training as an elective course. If time did not permit, the students would not be able to enroll in the business class. Also, there are still teens in the East Valley who do not own a computer. Therefore, community leaders saw this as a great opportunity to build a place that would provide after-school opportunities to engage in mentoring, business and computer instruction, and leadership training. Thus creating successful young leaders in the community (Building A Generation, 2001b).

With the assistance of several organizations and a collaboration of committed young adults, it is designed by teens, run by teens, and for teens. It gives students access not only to skills of leadership and teamwork but opportunities to contribute to their community by connecting with local businesses and mentors (Heiss, 2002).

### Purpose of the Study

The program's mission to build upon business, leadership, and socialization skills is a positive approach to building healthier lives in youth. Evaluation is needed to assess whether the program is accomplishing what it has set out to do, which is to build on teenager's assets. Using a constructivist approach this project clarified and evaluated stakeholder's perceptions as to whether the program is serving its purpose. The researcher attempted to discover any gaps in the program and identify any issues that could possibly be a threat to its future. The research identified these gaps and offered solutions to these perceived problems.

### Significance of the Project for Social Work

Social justice is present when all people have their basic needs met, are psychologically and physically safe, able to develop to their full abilities, and capable of interacting with others. The core of social justice lies in equal worth of all persons. In order for social justice to prevail, social change must work toward creating a world where every person is valued and provided with the conditions they need in order to develop to their fullest potential (Wade, 2001, p. 26).

A group of community members of Redlands, California saw needs not being met among young adults. Knowing that youth are a resource for a better community, this group wanted to provide teens with a place of their own and a positive sense of community while building on their developmental assets. The decafé is a place that has been built with the mission to provide for these needs of the youth of Redlands, California.

The mission of the social work profession is to enhance the well-being of humans and help them meet basic needs. In regards to social work practice, this study is needed to evaluate the implementation of the decafé and assess whether the program is serving the needs of those that the program's mission intends to address. Hence, the research question is: Does the decafé provide services that accomplish its objectives? It was anticipated that each stakeholder would have different perceptions of the decafé and gaps would be identified. This project was intended to assist in identifying those gaps and finding solutions.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

There is considerable literature available on the inclusion of youth in community-based and leadership programs. This chapter focuses on literature related to (1) building upon youth assets, (2) the communities that care approach, and (3) youth as a valuable resource.

#### Building upon Youth Assets

Past research claims that building on a teen's developmental assets is essential for promoting healthy development as well as reducing risky behavior. Positive youth development can be illustrated as an ongoing process in which basic needs for encouraging relationships, safety, and connections to community are in existence as youth build skills in academics, socialization, self, and vocation (Quinn, 1999).

One study from the Journal of School Health tested and discussed a framework that supports the assumption of building upon these developmental assets and how they are a component of a healthier community, reduced of risk behaviors, and treatment strategies (Scales, 1999).

The framework identifies forty developmental assets that are essential for young adults to be successful. The model proposes that the more assets young people possess, the less chance they will engage in problematic behavior. They also are most likely to experience positive outcomes such as maintaining good health, academic success, and practicing philanthropic behavior. In other words, they are a positive asset to the community. This model stresses that informal daily acts of relationships in the community, as well as structured programs, have a significant impact on a youth's assets.

The forty developmental assets are divided into two main categories, external and internal. The "external" assets are considered relationships and opportunities that adults provide to young people. Such assets are support, empowerment, boundaries, expectations, and constructive use of time (Scales, 1999).

"Internal" are those assets that can be described as the values, competencies, and skills that young people develop to guide themselves, to become self-regulating. Examples of "internal" assets are: commitment to learning, positive values, social competencies, and positive identity (Scales, 1999).

This particular study also revealed that youth felt unvalued by society in general. "Only 20% of the youth surveyed felt that their community valued them" (Scales, 1999, p. 113). This would suggest that communities should give more attention and support to adolescents. One way of accomplishing this is to ensure that there is a sufficient number of after-school programs that provide youth with opportunities to feel connected and a part of their community such as the attempt of the decafé (Scales, 1999).

Referring to providing support, youth - serving organizations are second in their importance to student development to the public schools. National youth-serving organizations include Boy Scouts, Boys and Girls Clubs, YMCA and Big Brothers/Big Sisters. All programs are dedicated to promoting leadership, problem solving, and other developmental assets (Quinn, 1999).

#### Communities that Care Approach

The communities that care approach recognizes the importance of building on a youth's assets by emphasizing the value of communities supporting healthy youth development. In efforts to deter delinquent behavior, a preventive model is used which requests that communities



ensure that youth feel bonded to their community (Hawkins, 1995).

This suggests that in order for communities to be effective in this approach, focus must be centered on known risk factors and applied to a prevention program that reduces those particular factors. Protective factors must also be reinforced, such as: positive relationships with adults, individual characteristics (positive social orientation), positive beliefs and standards for success in school, and the ability to establish rules that help to manage behavior. In order for these programs or services to be successful, commitment must be made by community. This would involve various stakeholders in the community coming together and following through with tasks that supports this model (Hawkins, 1995).

A user of this approach is the Office of Juvenile Justice and Delinquency Prevention. The juvenile justice system applies this prevention model by coordinating community efforts that promote healthy development in youth. The strategy here is to alleviate juvenile crime by advocating that communities emphasize preventative efforts instead of focusing on youth problems (Barton, 1997).

## Maintaining a Positive Environment for Youth

The decafé attempts to provide and maintain a positive environment for youth in that it seeks to give attention to the resiliency of teens rather than focusing on risk factors. The focus is primarily on strengthening their resiliency and providing opportunities that will enhance teenagers' protective factors by involving them in community life.

A study of the comprehensive strategies for youth development provided insight toward positive involvement by communities. It also stressed maintaining a safe and nurturing environment for the development of youth that includes a sense of safety and structure as well as a sense of belonging, membership, and self-worth (Barton, 1997). A series of focus groups conducted near Washington D.C. revealed that teens want a safe place to go after school to prepare them for their futures, but they also desire safe places to just "hang out." For example, half of all public library users are young people. These youth go to libraries not only to read books; in troubled communities they provide a safe haven (Quinn, 1999).

Community - wide collaboration is imperative so that youth can obtain these critical components. Comprehensive

initiative is needed by the community as a whole to recognize that youth need a safe and growth - promoting environment in order to make a successful transition from adolescence into adulthood. This particular study discussed that the availability of an appropriate environment for youth to thrive should include the following: a clear vision, leadership, inclusiveness, long-term commitment of resources, planning, action, evaluation, and patience (Barton, 1997).

#### Youth as a Valuable Resource

In the early 1990s the Carnegie Council on Adolescent Development illustrated how many teen programs targeted at positive development such as Girl Scouts, Boy Scouts and Little League. These mentoring programs focus on promoting normal development, building their competencies, and treating them as valuable resources (Quinn, 1999).

Public commitment to the vital requirements needed for healthy development suggest that youth are indeed viewed as a valuable resource. A 1997 study conducted by Hoan Schine reveals that when the respondents of the study were given the opportunity to contribute and participate in the community, they felt empowered by the attention and respect they received from their peers. This supports the

assumption that a young person's contribution to their community benefits not only the youth but also the community as a whole (Schine, 1997).

A successful program created by the National Crime Prevention Council is Youth as Resources (YAR). In addition to adult participation, YAR utilizes youth as resources to help identify, create, and implement solutions to community problems. Evaluations of YAR have found that youth who participate in YAR showed an increase in positive behavior, community connection, and improved life skills (Calhoun, 1997).

Understanding that certain behavior is a reflection of their community is an important concept for youth to grasp so that they can comprehend the effects and consequences of delinquent behavior. A competent perception of this principle should also encourage preventive behavior (Schine, 1997).

Programs and services geared toward young adults fortify critical developmental assets while underscoring worth within the group. Teenagers will then come to positive terms with themselves and the community.

## Summary

The literature important to the project was presented in Chapter Two. Research on building on youth's assets, communities that care approach, maintaining a positive environment for youth, and youth as valuable resources supports the impact of community on youth and the importance of community attachment in a teen's developmental period.

## CHAPTER THREE

### METHODS

#### Introduction

Chapter Three documents the steps used in developing the project, specifically, fit of the paradigm to the research focus, instrumentation, and data collection. Also illustrated are the successive phases of inquiry.

#### Fit of the Paradigm to the Research Focus

This qualitative study used a constructive approach as its paradigm. This method allowed stakeholders of the program to contribute their perspectives. Contribution of the stakeholder's perceptions as well as the researcher's perceptions constructed the interpretation of the study's findings.

In other types of research, data collection and analysis are used to simply answer questions or test hypothesis. This tends to be a deductive process that produces an objective reality generalized across people, places, and contexts. "Data presented are separate from the participants who provided them" (Grinnell, 2001, p. 89).

On the other hand, constructivist research explores subjective realities that are perceptions of the participants who provided them. This qualitative method is carried out through an intensive investigation process of contrasting, comparing, replicating, cataloguing, and classifying what is being studied (Wholey, 1994).

A qualitative approach will best accomplish the strategy of evaluating progress and developing an action plan to eliminate problem areas. This approach provided a more comprehensive understanding of the decafé through exploration of different perspectives. It also gave the stakeholders the opportunity to contribute their interpretation of the program.

The stakeholders have certain personal observations, resulting from their own contact with the decafé. These opinions, in conjunction with the researcher's, provide an in-depth analytical look at the program. Using different perspectives of the program allows the opportunity for gaps in service delivery to be identified. As a result, solutions can be identified for improving services.

#### Social Constructivism

The coherence of one's consciousness is derived from one's own construct system. Construction of reality is created through discourse with others. Social

constructivism is based on the assumption that reality is socially constructed and that language is the means through which new experiences are interpreted (DeLamater, 1998) .

Using this theory, the researcher assumed that each participant's interpretation of the program would be affected by the other participant's realities. Thus, straightforward accumulation of data was not possible. For that reason, opportunity was given for stakeholders to arrive at mutually agreeable solutions.

#### Participants

In order to maximize the identification of heterogeneous patterns and problems, purposive sampling was used to gather data. This selective process allowed the researcher to choose participants who would contribute their perspectives to the development of understanding and insight into the phenomenon (Erlandson, 1993) .

Each participant was a key contributor to the existence of the program. Stakeholders were chosen in accordance with the researcher's knowledge of their status in the program. By choosing various stakeholders from different arenas of the program, an attempt was made to obtain as many perspectives as possible.



## Hermeneutic Circle

The phenomenology of hermeneutics is a method of research that provides a basis for "understanding of a phenomenon to emerge." This approach was based on the method of Hans - Georg Gadamer. Its goal is to get a foretaste of the phenomenon by studying experience as it occurs in consciousness, before explanations blanket the consciousness (Wilcke, 2002, p. 2).

The hermeneutic circle can be defined as an ever-expanding circle of understanding and interpretation. As Wilcke explains, this dynamic circular movement approaches a topic without pre - conceived notions. This prediction is then examined and further explored by "going beyond what is directly given." This is done through the cycle of interpretation (Wilcke, 2002, p. 4).

The proposed hermeneutic dialectic circle included fourteen stakeholders. It was initially planned that there would be two participants from seven arenas of stakeholders. After consideration the researcher constructed that certain proposed stakeholders would not have enough knowledge of the program in order to contribute to the study.

There were some instances where the researcher felt that one stakeholder from a particular arena did not

supply enough information to develop themes or did not seem to provide much insight on a particular area of the decafé. When this occurred, the researcher brought in an additional person from that arena so that multiple perspectives were allowed to emerge.

When the researcher felt that there was enough information to study, the circle was closed and no further members were added into the study. The researcher based her decision on an assessment that significant themes had emerged that were relative to the study.

The refined sample of seven participants consisted of those representing the following: administrative staff from Building A Generation (BG), administrative staff from the YMCA of Redlands, administrative staff of Redlands Police, management of the decafé, and teen volunteers (see Appendix A).

Also included in the hermeneutic circle were the researcher's own constructions, researched literature, and faculty advisors.

#### Protection of Human Subjects

All participants in the study were required to read and sign an informed consent form (see Appendix B). Parental consent was obtained for those participants that were under the age of 18 (see Appendix C). The consent

form explained the purpose, methods, and confidentiality of their participation in study. This included an overview of participant's right to discontinue participation at any time during duration of study.

A debriefing statement was also given to each participant. This statement provided contact information in case questions pertaining to research arose (see Appendix D).

### Instrumentation

According to a constructivist paradigm, the primary purpose of collecting data is to gain the ability to construct a reality that is congruent with the constructed reality of the participants. The researcher was the instrument used to gather this data. Through data collection the researcher processed what information was given to her (Erlandson, 1993).

So that meaningful data can be obtained and sensitivity is shown to the participants, the research applied the concept of theoretical sensitivity as preparation for collecting data. Theoretical sensitivity can be defined as "maintaining a concept of having insight, ability to give meaning to data, competency to comprehend, and capability to distinguish the pertinent from such which is not" (Strauss, 1990, p. 42). The

researcher attempted to achieve this quality through readings of literature, professional and personal experiences, and analytic processes.

Modest literature on the decafé was available when conducting the study since the decafé had not yet been in operation for a year. Any available literature was studied prior to interviews. Researched literature included materials on constructive paradigms, Building A Generation (one of the active collaborators of the decafé), the implementation of the decafé including organizational characteristics such as decision - making structures and standard operating procedures, and the population that the program targets.

As an intern at Building A Generation, professional and personal experiences enabled the researcher to familiarize herself with the decafé. Building A Generation is an organization that serves as a catalyst: to advocate, coordinate, and connect services to make a healthier community. Through such programs and services, the organization hopes for a healthier community that builds resiliency in youth and hope for the future. The agency's goal is to successfully network, collaborate, and support organizations in ways that promote healthy, happy, and productive outcomes in the lives of children and families

in the East Valley of San Bernardino (Building A Generation, 2001a).

By physically surrounding the researcher in everyday situational occurrences of the decafé, better understanding of "how" and "why" was acquired. This included getting information relative to the various positions of each stakeholder. It was believed that both the researcher's previous exposure to the program and familiarity with the culture and language inherent therein would ease participant apprehension during interviews.

#### Data Collection

Data was collected by individual face-to-face interviews with each participant. Due to participant time constraints, the seven interviews took a month and a half to complete. Each interview lasted approximately forty-five minutes to an hour.

Contributing to collecting data that was "credible", interviews were audio taped. Participants consented to the interviews being taped (see Appendix E). Tapes were reviewed in order to obtain additional data that may have been missed during initial interview. This type of triangulation method "enhances meaning through multiple sources and provides for thick description of relevant

information (Erlandson, 1993, p. 115). Tapes were destroyed after review.

During each interview, participants supplied their perceptions and knowledge of the decafé. They also listened and were able to add to the feedback provided by other stakeholders who were anonymous at that point.

### Successive Phases of Inquiry

#### Orientation and Overview

Before the interviews commenced, participants were informed about the nature of the study. They were given an overview of the study's purpose and the research approach. This was provided to them in written form as well as verbally. Participants were also informed that their perceptions would be shared with other participants and vice versa.

During this phase, general question pertaining to the decafé were used during the beginning of the interviews (see Appendix F). Any major themes that came up during discussions of these questions were folded into the major topic of discussion of the interview. At the end of each interview the researcher reaffirmed that stakeholders would be asked to participate in the roundtable meeting that was to take place after all interviews were conducted

and preliminary data was analyzed. Attendance to the roundtable meeting was emphasized so that discussion of issues could take place and consensus to identified solutions could be made.

#### Member Checks

Since reality is constructed differently by each individual, it was anticipated that misinterpretation of data by participants may be collected. So that presentation of collected data was presented accurately, each participant, individually, was contacted a second time. After each interview the researcher e-mailed the interview a written copy of the collected information. The interview was then asked to reflect and clarify upon the given information.

The researcher's plan was to get feedback from each interviewee before moving on to next interview. However, there were some instances when the researcher received no response from participants about their presented information. In order to continue the process participants were contacted a third time and given a time limit to respond. They were informed that if verification was not within that time frame, the researcher would assume that gathered information was correct.

### Roundtable Meeting

A meeting was held for all stakeholders who participated in the study. The purpose of this phase of inquiry was to discuss collected data, come to a consensus on proposed solutions for areas that needed improvement and generate an "action plan" for these issues.

All members were provided with the data that the researcher collected before the meeting took place. Each member was to review the information and bring to the table any suggestions, comments, or questions pertaining to the information that was given to them.

Five of the seven stakeholders attended the meeting at a library near the decafé in Redlands. An agenda was given to each stakeholder in attendance of what was planned for the meeting. Also present was the researcher and a faculty advisor from California State University San Bernardino who was overseeing the project. Due to time constraints, the executive director of Building A Generation and the Chief of Police were unable to attend.

### Data Analysis

Technique of data reduction began early on when questions were being formed and sample of participants was being approached. Ongoing process of data reduction was



utilized, employing data reduction selecting, focusing, simplifying, abstracting, and transforming raw data from audiotapes and other sources (Wholey, 1994, p. 76).

After data was simplified, a second round to further condense data was attempted. The researcher accomplished this by inputting all units of data at this point into a computer. Each unit represented statements of interviewees. All statements were color coded to determine the number of participants that agreed or disagreed about certain issues. Content was analyzed after each interview and again after data collection was completed. Next, the researcher used a "cut" and "paste" procedure that resulted in all units of data being categorized. Using what is often referred to as the constant comparison method this procedure generated recurring themes to emerge (Strauss, 1990).

Following this inductive analysis allowed these themes as well as patterns and categories to emerge out of the data rather than being imposed prior to data collection and analysis" (Patton, 1990, p. 390). These themes became the results of the researcher's findings.

## Summary

This description of the methods used in this study explained why this approach was appropriate and how it contributed to the findings of this study.

## CHAPTER FOUR

### RESULTS

#### Introduction

Included in Chapter Four is the discussed presentation of the results. The results are divided into two areas: patterns of agreement and patterns of disagreement. Each of these areas is divided into themes. After each of the two sections, proposed solutions that stakeholders contributed are illustrated. Highlighted are the areas that the researcher felt were important. After these two areas are discussed, the results from the roundtable meeting are provided.

#### Patterns of Agreement

The following is a summary of the discussion of issues that were identified by all interviewed. "Strengths" and "Areas of Improvement" are the two themes. "Strengths" discusses the positive opinions of the decafé and what the stakeholders felt was working. Issues encompassing "Areas of Improvement" were communication, structural, and fiscal.

Proposed solutions that stakeholders supplied during the interviews are also presented. Categories are in order of importance based on the volume of content.

## Strengths

### Positive Opinions of the Decafé

All stakeholders who participated in the study had something positive to say about the decafé. Everyone agreed that the purpose behind the implementation of the decafé was a positive one which was to offer the teens of the city of Redlands more after - school opportunities. Every adult stakeholder who participated agreed that it was of great importance to provide a safe and positive place such as the decafé, so that the teens would feel that their community valued them. These adult stakeholders also viewed youth as an asset to their community. They felt that it was the responsibility of community leaders such as themselves to assess the needs of the youth in their community. All adult stakeholders felt that the community lacked sufficient places for teens, thus agreeing that the existence of the decafé was essential to the city of Redlands.

Also, all were in agreement that the decafé gives ✓ teens a place to go to instead of loitering the neighborhood or getting into trouble. One stakeholder stated that "Many teens were getting into trouble because they were bored and there was nothing fun to do in Redlands." The decafé gives teens something fun to do.

In regards to the purpose of the decafé all agreed that it was providing opportunities for obtaining experience and knowledge in business and leadership skills. They revealed that the decafé offers valuable job skills to the youth who manage and maintain it that can be utilized in their future careers.

#### What is Working

The majority of the stakeholders interviewed perceived that the events held at the decafé on Monday, Thursday, and Friday are a success to the teen community of Redlands. All three events seem to bring in a reasonable number of youth and have a good outcome. The stakeholders directly involved with these events agreed that they were working well due to the following reasons: incentive for being there, good organization, and that there is something to be accomplished at these events.

Stakeholders agreed that the events give teens an incentive for being there. For instance, Monday is "communication day." Any teen is welcomed to come and join the manager of the decafé to assist and offer input in the planning of future events as well as overall standing. This includes but is not limited to: marketing, creating policy, meeting with community leaders, or just voicing their opinion.

All events have an agenda and give a variety of opportunities for teens to participate. For example, every Friday bands perform at the decafé. This gives teens ability to show off their talent in a band. It gives another group of teens the opportunity to make use of their business skills and help to manage the event from booking and marketing the band, to making sure that everything goes smoothly. It also allows another group of teens an opportunity to "hang out" and see a band playing at a place where teens congregate.

These events were recognized by the stakeholders as well organized. For instance, "Friday band night" does not happen overnight. In order to be successful these events are structured and administered by the manager along with a group of teens dedicating many hours of their time.

Stakeholders also believed that teens were eager to participate in these special activities because they gained a sense of accomplishment by contributing to the outcome.

#### Areas for Improvement

##### Communication

All stakeholders agreed that communication issues were a frustrating experience at the decafé. One frequent

complaint was that participants were not certain to whom problems should be addressed. Major stakeholders were unknown to them, and some of the respondents were even doubtful about their own role in the organization.

Decision-making is usually done without informing all stakeholders. Changes such as role changes or change of bands do not seem to funnel to the teens causing frustration and confusion. Stakeholders felt that it was important to give feedback to teens regarding questions or concerns but stated that responses are not given in a timely manner.

Another obstacle was a reluctance to bring up certain issues due to emerging tensions. Yet, stakeholders conveyed that by no one bringing forth communication issues, frustration was increasing and gaps in communication are widening. This issue pointed to a lack of collaboration. Collaboration was unsuccessful due to inability to communicate effectively causing a tendency for relationships to strain.

### Structural Integrity

The structure of the decafé presented itself as the second area that needed improvement. All agreed that there was disorganization. For instance, the reporting structure was undefined as well as awareness of who was working,

especially at the teen level. It was hard to differentiate whether a teen was at the decafé working or just "hanging out."

Structure of staff was also an issue. At the time of study only one manager played a directive role with teens, which was producing setbacks and difficulty with the program. It was perceived that there was too much work for one person to manage the decafé when the program seemed to contain many components. These components included food service, teen volunteers, programming, technology, and community outreach.

This programmatic issue also ties into teens not being trained properly. Many teens who work at the decafé are not consistent with policies and procedures due to improper training. However, the majority of stakeholders stated that this was due to lack of staff.

The cause of this structural breakdown was perceived as insufficient time taken to plan and implement the decafé. As well, shortly after the opening of the decafé, certain stakeholders shifted from a directive role to an indirect role. Many stakeholders felt abandoned by their collaborators due to early "stepping out."



### Fiscal Issues

Participants agreed that there needed to be some changes with the budget. One area of concern was the need for additional funding. It has been difficult for the decafé to carry out its program without meeting financial needs.

Informing all stakeholders of the budget was also an area that most saw as a problem. For instance, at the time of data collection many stakeholders were unsure of how that day's profit would be used. No one seemed to know what funds were available for particular expenses. The process of finding out was time consuming since there seemed to be many persons to go through in order to make a purchase.

### Proposed Solutions

Everyone possessed desire to improve the existing status of the decafé. A range of solutions were given to assist in the areas of improvement. These proposed solutions are as follows:

### Communication Issues

The majority of stakeholders mentioned that meeting together on a set basis would increase communication and assist in maintaining it. Some stakeholders offered that

it would be a good idea to include teens in these meetings.

Another suggestion to alleviate gaps of communication was to have current postings of all events and any changes of personnel whether it is a shift change or role change. Newsletter, reports, or other written documents was also proposed.

Other stakeholders recommended that there should be a place to make suggestions, questions, or comments pertaining to the decafé. However, it should be ensured that there is follow through upon these requests.

### Structure

At the teen volunteer level suggestions were as follows: properly train teens who are working at the decafé, have set shifts for those teens who volunteer their hours, and conduct scheduled training workshops for specific learning experiences such as marketing and leadership. One stakeholder brought in the idea of establishing an executive committee of teens to help direct decafé and thus when a new group of teens come in to work, they can be trained by the executive committees.

Suggestions at the administrative level were to bring in more staff managers, increase administrative support to management and teen levels, and to increase utilization

from other businesses from the community to contribute to the training of the teens.

#### Fiscal Issues

Many stakeholders conveyed that stakeholders Knowledge of the funding process of the decafé would alleviate any uncertainties. This suggestion included teens being informed about the budget and its functions. This would also allow stakeholders to know how much was in the account an any given time.

In addition, there were suggestions to increase funding. One idea was to solicit monies from businesses within the community, while another was to request additional funds through grants.

#### Patterns of Disagreement

The section describes a pattern of disagreement in certain themes such as relationship/commitment to teens, decafé not attracting enough teens, adult issues, and structure/roles. After themes are discussed proposed solutions that stakeholders offered are given.

#### Relationships and Level of Commitment of Teens and Adults

The relationship between the adult stakeholders and the teen stakeholders did not seem to be the same as what the participants perceived when the decafé initially was

being implemented. For instance, teens are not feeling that the adult stakeholders value their input. Many changes or meetings seem to be held without giving opportunity for teens to be included. This gave the impression that the adult stakeholders were not listening to what the teens want. Some teens felt that they were not included because adults feel that teens are "just kids." Other perceptions by teens to this reference was that adults were "too busy to interact with the teens." One participant commented, "Teens are probably the best experts on what teens want and need yet adults seem to be making all the decisions."

With this perception some stakeholders several decisions were being made out of the lens of an adult instead of teens. Teens also felt that that the adult stakeholders were preventing teens from learning how to run a business when they were not included in decision making. There was discourse on this comment that some felt that it was not in certain adult stakeholder's role to interact with teens who worked at the decafé on a regular basis. Those that did feel that adult stakeholders should interact more with teens conveyed that it was difficult due to time constraints.

Failure to include teens in administrative decisions and/or follow through with their ideas has contributed to a lessening of commitment by the teens. However, it was clear from other teens that a selected group of stakeholders did listen to and was interested in their opinions of the program. These adults were seen as supportive and could be approached in a comfortable manner.

#### Reasons Why decafé Is Not Attracting Enough Teens

There was a variety of input regarding why the decafé was not attracting enough teens. Many remarked that the decafé lacked appeal, however reasons varied. There were stakeholders who mentioned that since the decafé is in a residential area that traffic flow is minimal and it takes away from attempting to replicate a business. Conversely, some stakeholders were content on the location because they felt that it "screened out loiters."

Other constructions of participants were that the decafé does not offer on a daily basis what other places offered such as: a variety of coffee and food to choose from, comfortable furniture, or entertainment. An additional comment was that the decafé's appearance was not appealing to the teen population. For instance, teens felt that the entrance and lighting of the decafé should

be more sophisticated and less juvenile. However some teens felt content with the appearance of the decafé.

Additional perceptions was that it was due to programming issues such as technology. Another programmatic issues were that stakeholders felt that they may not have a real grasp of what young people think. For instance, some commented that the decafé only appeals to certain groups of teens. There are no incentives for teens that just want to go to "hang out."

From another standpoint teens who come to work in the decafé lose interest because the long term benefits of working at the decafé is, "just too long." Teens who volunteer their time to assist in managing and maintaining the decafé need short term incentives. Others say that it is just tough to keep teens interested in certain projects overall. "There is such a high turnover because teens lose interest quickly if something does not appeal to them anymore and move on to other venues for a new experience."

Another reason that teens lose interest is because they are not experiencing ownership of the decafé. They are not feeling that it is "their place", but instead the "adult's place" for teens to go to. Other views were that teens stop coming because they were frustrated with the

length of time that it took for changes or ideas to occur as well as feeling of disorganization from staff.

On the other hand there are teens that take pleasure in what the decafé offers, but other obligations come about such as: participating in after - school activities such as sports or clubs, hobbies, other volunteer commitment or family responsibilities. Transportation also came up as a reason. Although there are teens who walk or ride their bike to the decafé, some teens do not have a means of transportation.

#### Adult Stakeholder Issues

There was concerns with the adults involved surrounding the program. One issue was the disagreement of the decafé in general. There were different viewpoints and agendas on how the decafé should be as well as how it should be operating. Also absent was a consensus of what type of young people the stakeholders were trying to attract.

The adult stakeholders perceived some of their partners to have less "buy in" to the decafé overall. In addition to feelings of lack of participation of certain partners, stakeholders felt that the program was lacking leadership and responsibility and that no one was taking

charge. However, most seemed to have different opinions as to who should be and was in charge.

Meetings seemed to be an issue also and comments were made that scheduled encounters should be more structured. At the time of the study, meetings between adult stakeholders did not involve tasks, such as review of last meeting, old business/new business, or minutes taken. There was even confusion about which stakeholders should attend these meetings.

Another issue amongst the adult stakeholders was an unclear vision of the decafé. Some stakeholders felt that it was originally set out to be a computer - serving program whereas others felt that the decafé was intended to be a coffeehouse for teens. Yet, one stakeholder mentioned that the decafé was not projected to be a coffeehouse, but later evolved into a place to "hang out" and listen to music. However, another stakeholder stated that a place for teens to just "hang out" was the initial mission of the decafé.

#### Structure and Roles of Governance

There were stakeholders with ambiguity about the roles that each adult stakeholder was to be carrying out. Still, there were stakeholders who felt as though they were functioning according to their role but did not feel



as though others were doing the same. Others were feeling that they were never really 100% sure of what their expectations were. Overall, roles were not defined at the teen or adult level.

Lacking clarity of each stakeholder's role was causing an issue for production of planning and operation. One commented, "You never know who to direct a question to because you are unsure of who is responsible for knowing or obtaining the answer." The majority of the stakeholders felt the necessity to regroup but there was uncertainty of who should be included in this grouping.

#### Proposed Solutions

Proposed Solutions were given from Stakeholders in the area of disagreement as follows:

##### Building Relationship and Commitment of Teens and Adults

Many recommendations were given to build a better connection with the adults and teens involved. One suggestion was to have adults take a more directive role with the teens. This included consulting with teens on a regular basis, assisting teens in their ideas and attempting to help them make it happen, and to include them in any decisions regarding the decafé, such as appointing a teen to assist the manager at meetings

amongst adult stakeholders. One stakeholder pointed out if time does not permit adult stakeholders to play a more directive role with the teens, then a representative should be appointed. Another stakeholder suggested that more staff who "connect" with teens should be brought in.

Suggestions proposed to lessen any frustrations that teens were experiencing included a suggestion box to voice comments and questions. Establishing a teen board was also proposed.

#### Attracting More Teens

Creating an atmosphere that is comparable to other café's was suggested. Many stakeholders felt that if the decafé improved lighting and furniture so that it replicated other coffee shops in the area then more teens would frequent the decafé.

Other solutions were to broaden marketing strategies, implement short term incentives, and refine already existing opportunities. Yet other stakeholders suggested that if teens were better informed and if time was shortened for results to take place, then teens would commit more time to the program.

#### Adult Issues

It was recommended by the majority of the stakeholders that one highly visible person should be

delegated to oversee the decafé. Administration and management should meet regularly and all meetings should be structured. Other resolutions to address adult issues were to establish better communication and hire more staff.

#### Increase Clarity of Roles and Governance, and Vision of Decafé

Stakeholders should regroup to define and inform roles, expectations, and responsibilities of each stakeholder whether it be directly or indirectly. A hard copy should also be available at all times, defining each stakeholder's responsibilities, role, and expectations to alleviate disagreements.

The majority of the stakeholders suggested that the vision of the decafé needed to be firmly established. Many felt that by regrouping, questions and concerns of what the program was trying to accomplish could be answered.

#### Roundtable Findings

The gathering at the roundtable meeting was considered successful in that attempts were made to create an "action plan" to address the "Areas of Improvement" and "Areas of Disagreement." The meeting ended with many stakeholders feeling more involved and informed with

matters surrounding the decafé. A considerable amount of confusion and frustration was also aired.

One issue that came up during the meeting was that a stakeholder was feeling that the data given to him before the meeting was not direct enough and issues were handled too "delicately." This opened discussion to issues surrounding the decafé.

All stakeholders actively participated in providing input as to why the decafé existed. It was agreed upon at the meeting that the decafé had been upholding different meanings as to its purpose amongst various stakeholders. During the meeting it was clarified that the decafé exists to provide after - school opportunities to the teens of Redlands, such as learning the skills to run a business, a place to earn community service hours, and somewhere to go to just "hang out."

Also accomplished at this time was a clear definition of roles amongst those at the administrative level. It was determined that the YMCA was the operator of the program, as well as the landlord. The executive director of the YMCA was established as the person designated to answer any suggestions, concerns or questions when other stakeholders felt unequipped. Building A Generation was defined as the organization in charge of allocating

alternate funding and resources for the decafé. The manager of the decafé was in charge of supervising the decafé, directing programs, and being designated as the "bridge" that connects administrative and the teen volunteers.

Structure of communication was also clarified to increase and improve gaps of communication. This also included an approach to increase the involvement of teens in the decision - making process. With participation from all attendees the proposed arrangement would be as follows: two teens would be elected to join the board that was managed by the YMCA. Teens would be able to offer input to ideas and decisions pertaining to the decafé on a regular basis. More time would also be given for discussion at these meetings. It was also established that the manager would meet regular with personnel from the YMCA instead of waiting until issues arose.

Stakeholders who were uncertain about issues pertaining to the budget were better informed of its procedures, functions, and funding streams as a result of the gathering. Plans to offer teens more short term benefits were also established, such as offering them something tangible for their services. It was not determined whether these incentives would be money or a

type of certificate that can be redeemed for items such as: compact disks, tickets to amusements parks, or restaurant vouchers. Overall the group was very active and all stakeholders who attended seemed to have a better understanding of areas surrounding the decafé.

#### Summary

Chapter Four reviewed the results extracted from the project. Discussed were the areas of agreement and areas of disagreement along with solutions to these issues. Also presented was the outcome of the roundtable meeting.

## CHAPTER FIVE

### DISCUSSION

Included in Chapter Five is a presentation of conclusions as a result of this project. Further, limitations of the study and recommendations for social work and future recommendations are presented.

#### Researcher's Own Constructions

Change occurs when a group carries out a vision. A vision emerged to provide the teens of Redlands with more opportunities. A collaboration was arranged among various organizations and volunteers to overtake this vision. Although there was commitment at the beginning, continuing commitment curtailed once the decafé was implemented and issues arose.

Since the community's organization, rules, and provision for growth development dictate much of the shape and functions of an adolescent's social systems, it is a major factor that influences a youth's development (McCandless, 1970, p. 177-178). This is where the theory of ecological systems comes into play. This theory focuses on the perspective that functioning human beings are engaged in continuous transaction with other systems in their environment, and that various persons and systems

reciprocally influence each other. This theory supports the concept that youth are a product of the multiple systems that surround them, affecting and impacting them, whether positive or negative (Hepworth, 2002). This theory can be related to the findings of this study. Youth from the decafé were being affected by the matters surrounding the decafé. Issues at the administrative level and the loose structure of the decafé impacted their perceptions of adults in their community and the decafé. Their abilities and potential to run a business and obtain leadership skills were influenced by those surrounding them. Included is also the impact of the connection or lack thereof that teens felt with the adult stakeholders and the perception of the amount of support that the community of Redlands offered to the teens in Redlands.

In reference to the research question: Does the decafé provide services that accomplish its objectives, there was agreement that on one hand the decafé was accomplishing its objective by providing the teens of Redlands with a safe place to "hang out" after school. On another hand, stakeholders felt the decafé was not being as successful as they hoped in other areas such as: providing leadership and business skills and giving them a feeling that adults listened to the needs of the teens.



The feeling of inadequacy was mainly due to miscommunication, and lack of leadership and ownership.

Communication seemed to be a key issue. Establishing a communication strategy would decrease confusion of responsibilities or changes in structure or roles. It is important that persons within any group are informed so that a feeling of "what is going on" and "being a part of" can take place. This is regardless of amount of involvement. This type of communication strategy strengthens the organized persons and interdependence is established (Kahn, 1991).

In reference to the shortage of funding and staff, challenges to alleviate insufficient funding and a scarce resource of staff is a problem in youth development programs overall (Quinn, 1999).

However, even though these issues emerged during data collection, the study allowed for a proactive approach. This type of social change approach looks ahead and sees what is possible. Stakeholders were able to contribute issues that they were experiencing to other stakeholders and vice versa, and then arrive at a strategy to problem solve these issues. This made it possible for any stakeholder who was feeling isolated and helpless about issues surrounding the decafé to join together with others

who were feeling the same. What seemed like an array of various problematic issues turned into a process of stakeholders team building to address issues so the decafé delivered their services more effectively to the youth of Redlands (Brueggemann, 2002).

Evaluation of such programs such as this particular study should be conducted so that results establish whether the program is having a positive impact in the youth that they serve. This offers assurance that youth are exposed to after-school programs that will have a positive impact in their development.

#### Limitations of the Study

The following limitations apply to the project: The sample size in this study was relatively small even though the researcher interviewed those that would best provide knowledge about the decafé. Gathering data from other stakeholders could have resulted in a different outcome and other experiences would have been shared.

Time was also a limitation. Difficulty in arranging interviews due to time constraints prevented the researcher from interviewing the participants twice. A constructivist approach attempts to have a second round of

interviews either with the same participants or a similar set of stakeholders (Erlandson, 1993).

Major limitation was that not all stakeholders attended the roundtable meeting. Despite the attempt to have all participants regroup, not all were able to attend the roundtable meeting. The participation of those not in attendance could have greatly affected the outcome of the meeting. Also, these stakeholders may have allowed the meeting to be even more successful by possibly solving any uncertainties that other stakeholders were unable to develop answers for.

#### Implications for Social Work Practice, Policy and Future Research

It is within the realm of work for a social worker to ensure that a youth is provided with the necessary tools to develop to their fullest potential. Practicing this advocacy for youth challenges, enhances, and empowers the quality and quantity of service that the community provides to its youth. With that in mind, social service programs designed to support youth's development should be evaluated so that services are or can be delivered effectively.

Future research is needed in order to re-evaluate the program and distinguish whether the stakeholders

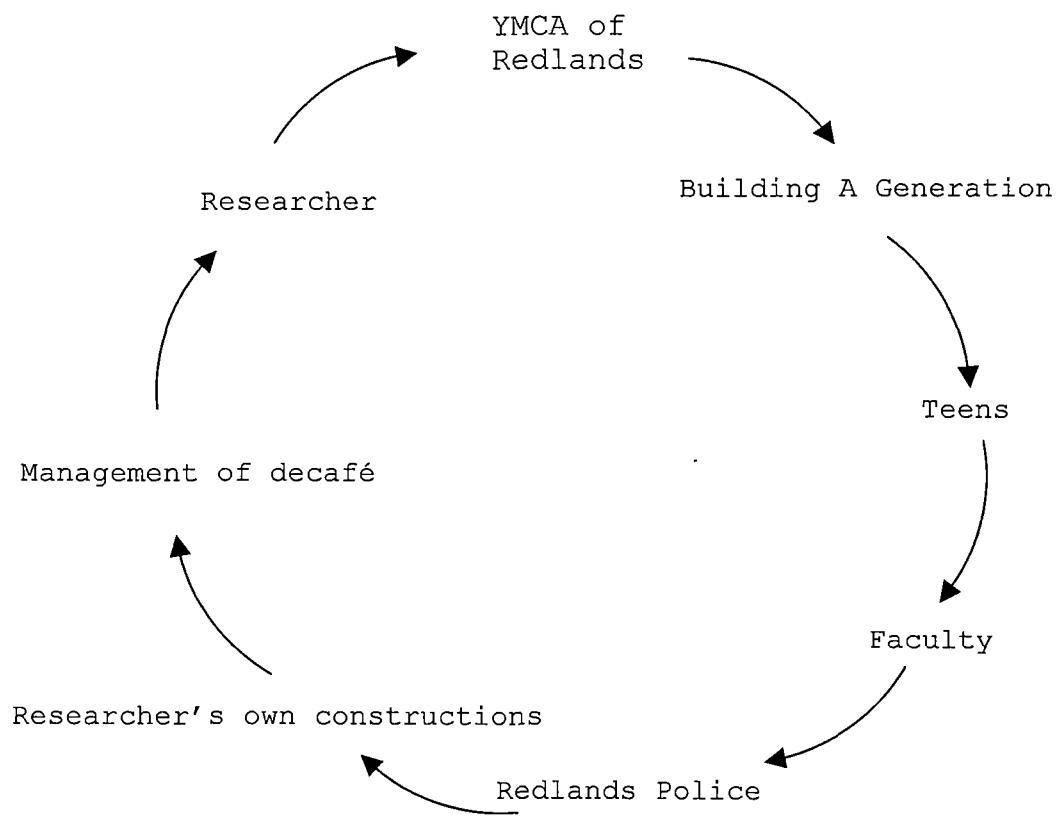
implemented their proposed plan and if so, that the plan was successful. A recommendation for a future approach for further evaluating the program's effectiveness is conducting an outcome evaluation after the youth's involvement with the decafé and transitioned into adulthood. This would seek to find if the decafé had a positive effect in their development. It is recommended that research on youth's development, familiarity with program of study, and knowledge on the attempted approaches of research be learned.

As well, research on these kinds of collaborations is needed to see if some of the problems are common across other programs.

### Conclusions

The purpose of this research was to identify any issues that were preventing the decafé from meeting its objectives, coming to a consensus through negotiation as to whether the decafé was serving its purpose, and identifying and offering solutions. Thus concluding the project was successful in that a discussion for an "action plan" was created to improve any areas of the program that were prohibiting the decafé from having a positive impact in the youth that it serves.

APPENDIX A  
HERMENEUTIC CIRCLE



APPENDIX B  
INFORMED CONSENT

## **INFORMED CONSENT**

This study in which you are going to be asked to participate is designed to evaluate the decafé, coming to a consensus through negotiation as to whether the program is serving its purpose and if not, identifying and offering solutions. This study is being conducted by Melinda Corral, a Master of Social Work student at California State University of San Bernardino under the supervision of Dr. Nancy Mary, a Social Work Professor at California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino. The University requires that you give your consent before participating in this study.

The benefit of this study is an opportunity for improvement in the service delivery of the decafé in which you are a part. There are no foreseeable risks from participating in this study.

In this study you will be asked to contribute your knowledge and perceptions regarding the decafé. After the initial interview, you will be contacted to ensure that the researcher accurately presents your knowledge and perceptions of the program. Other participants will also be interviewed individually in order to generate different perspectives, of which yours may be one. All interviews and discussions will be audio taped. However, the researcher will be the only person who will at any time listen to the tapes. After the study is completed, tapes will be destroyed.

After all interviews have been conducted individually, everyone will be asked to join together for a meeting to discuss areas of agreement and disagreement, as well as to formulate an action plan for improving the decafé's services if needed. The process of interviewing participants will begin in January and the meeting is planned to take place shortly after all interviews are conducted. Your name, age, and ethnicity will be withheld from any published written material that is presented by the researcher.

In order to ensure success in this process all participants must be committed to the process and agree to participate within the following guidelines:

1. All participants must maintain a position of honesty, meaning no deliberate attempts to lie, deceive, or mislead information.
2. All participants must be willing to make a commitment of dedicating a total of approximately three hours of time and energy to the study.
3. All participants must be willing to be open to change if needed.



4. All participants must be respectful of other persons' contributions to the study.

Please be advised that since this research project is designed for participants to understand each other's perspectives on the decafé, your knowledge and perspectives will be shared with other participants of this study. This will be done only after the researcher has clarified the understanding of you presented information. Your participation in this study is entirely voluntary and you are free to withdraw at any time during this study without penalty. Such withdraw will include omission of any information provided by you.

When your participation in this study is completed, you will receive a debriefing statement including contact information in case questions or concerns arise after the study is completed. If you have any questions or concerns about this study, please feel free to contact Dr. Nancy Mary at 909.880.5560 or the Social Work Department at California State University, San Bernardino (phone number: 909.880.5501).

I have been informed of and understand the purpose and process of this study. My signature below indicates that I freely consent to participation in this research project.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

I am at least 18 years of age. \_\_\_\_\_  
(please check)

APPENDIX C  
PARENT/GUARDIAN PERMISSION  
FORM

## **Parent/Guardian Permission Form**

Your child has been asked to participate in the study, "A Constructive Evaluation of A Community Based Program." This study is being conducted by Melinda Corral, a Master of Social Work student at California State University of San Bernardino under the supervision of Dr. Nancy Mary, a Social Work Professor at California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino. The University requires that you give consent before your child participates.

The benefit of this study is an opportunity for improvement in the service delivery of the decafé in which your child is currently involved.

On consenting to your child's participation, your child will be contacted so that the interview can be conducted. Interviewing will take place either at the Y Alliance or at the site of the decafé. Your child will be asked to contribute their knowledge and perceptions regarding the decafé. After the initial interview, your child will be contacted for clarity of their statements. This is to ensure that the researcher accurately presents your child's knowledge and perceptions of the program.

Other participants will also be interviewed individually in order to generate different perspectives, of which your child may be one. Since this research project is designed for participants to understand each other's perspectives on the decafé, your child's knowledge and perspectives will be shared with other participants of this study. Information that your child provides will be audio taped. However, the researcher is the only person who will listen to the tapes. Tapes will be destroyed following the study.

To protect the identity of your child his/her name, age, or ethnicity will not be used by the researcher under any circumstances in any published written material that is presented by the researcher. There are no foreseeable risks from participating in this study.

After all interviews have been conducted individually, everyone will be asked to join together to discuss areas of agreement and disagreement, as well as to formulate an action plan for improving the decafé's services if needed. The process of interviewing participants will begin in January and the meeting is planned to take place shortly after all interviews are conducted.

Your child's participation is strictly voluntary and at any time he/she wants to discontinue his/her participation, it can be done without penalty. Such withdrawal will include omission of any information provided by your child.

When your child's participation in this study is completed, he/she will receive a debriefing statement including contact information in case questions or concerns arise after the study is completed. You may contact Dr. Nancy Mary at 909.880-5560 or the Social Work Department at California State University, San Bernardino (phone number: 909.880-5501) if any questions or concerns arise.

I acknowledge that my child has been informed about and understand the purpose of the "A Constructive Evaluation of A Community Based Program" study. I freely consent to allow my child to participate and acknowledge that I am the parent/guardian.

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

APPENDIX D  
DEBRIEFING STATEMENT

## **Debriefing Statement**

Thank you for your participation. This study you have just completed was designed to evaluate services of the decafé. Through your contribution, the researcher will attempt to accurately represent these findings to ensure accurate presentation of your information.

The benefit of this study was an opportunity for improvement in the service delivery of the decafé in which you are a part. There are no foreseeable risks from participating in this study.

Your ideas have been shared with other participants just as your knowledge and perceptions were shared with them. The major goal of this study is to gain various views, in order to evaluate the decafé and reach consensus through negotiation as to whether a program is serving its purpose and if not, identify and offer solutions.

This research study has been conducted by Melinda Corral, a Master of Social Work student at California State University, San Bernardino and supervised by Dr. Nancy Mary (880-5560), a Social Work Professor at California State University, San Bernardino. Please contact Dr. Nancy Mary if at any time you have any question or concerns about the study. At the end of the Summer Quarter of 2003, a copy of the results will be made available at John M. Pfau Library at California State University, San Bernardino and the decafé.

APPENDIX E  
AUDIO USE INFORMED  
CONSENT FORM

### **Audio Use Informed Consent Form**

As part of this research project, the researcher will be making an audiotape recording of your information. This is to ensure accuracy of your presented information. The researcher will not audiotape record without your consent. Your name will not be recorded at any time and the researcher is the only person who will listen to the audiotapes. Audiotapes will be destroyed shortly after the study is completed. Please sign below to indicate your consent. If you do not sign below, your information will not be recorded. Your response will in no way affect your credit for participation.

I have read the above description and give my consent for my information to be audiotape recorded for use in this research project on agreement that tapes will be destroyed shortly after the study.

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

I am at least 18 years of age. \_\_\_\_\_  
(please check)



APPENDIX F  
PROPOSED INTERVIEW QUESTIONS

## PROPOSED INTERVIEW QUESTIONS

1. What types of services does the decafé provide?
2. What is the program trying to accomplish?
3. What do you like best about the concept of the decafé?
4. What aspects of the decafé are working?
5. Are there any issues that you may forecast as a future problem for the decafé?
6. What should be done for improvement of the decafé?

## APPENDIX G

### AGENDA

## Round Table Meeting

### Decafé Evaluation

Thursday, May 1, 2003/3p.m.

- 
- Welcome and Introduction Group  
Name and length of time you have been with decafé
  - Description of the Research Process Melinda  
Feedback from stakeholders
  - Findings of Study Melinda  
Strenghts of program  
Areas of improvement
  - Responses Group  
Are efforts currently taking place to address these issues?  
What are the strengths and weaknesses of these efforts?  
What else can be done to address these issues?
  - Future of this Group Group  
How do we use this information?  
What next?

APPENDIX H  
AGENCY LETTER

# Building a Generation

November 18, 2002

Social Work Department  
California State University, San Bernardino  
5500 University Pkwy  
San Bernardino, CA 92407

To Whom It May Concern:


This letter is to endorse the research project of Melinda Corral, and intern with Building A Generation.

Melinda has described the research project to me and I feel that it would be of special interest to our organization. As the executive director, I grant permission for her to conduct this research project with the following conditions:

- 1) Participation by Building A Generation personnel is to be strictly voluntary.
- 2) Researcher is responsible for informing participants regarding the project.
- 3) The Researcher will obtain parental consent from youth participants.
- 4) The Researcher will inform their participants that Building A Generation has no involvement other than providing this opportunity for the Research.

If you have any questions regarding the above authorization, please feel free to contact me at (909) 793-4160.

Sincerely,

  
Maureen O'Keefe Hodge, LCSW  
Executive Director

16 E. Olive Avenue • Redlands, CA 92373  
Phone: 909-793-4160 • Fax: 909-747-0401 • bigbrightidea@yahoo.com

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