

Kauai Summer Enrichment Program Child and Parent Satisfaction Insights

A Master's Level Project Presented to
Fuller Theological Seminary, Graduate School of Psychology
Pasadena, California

As a Requirement in
Completing the Degree of
Doctor of Philosophy in Psychology

by

Erika A. Sy

November 2016

Pamela Ebstyne King, PhD
Advisor

Tina R. Armstrong, PhD
Program Director

Mari L. Clements, PhD
Dean, Graduate School of Psychology

Kauai Summer Enrichment Program Child and Parent Satisfaction Insights

Erika A. Sy

Fuller Theological Seminary

Abstract

As the most utilized summer program for youth on the island of Kauai, the Summer Enrichment Program (SEP) is well positioned to have a meaningful impact on youth development. The SEP has great potential to effect positive changes in youth by promoting Positive Youth Development (PYD) external assets through adult relationships as well as helping youth who participate in the SEP to gain internal assets through social experiences with their local community. The current evaluation was designed to assess two post-summer perspectives on the program experience: the enjoyment of activities from the children's perspective (ages 4-12 years old) and the quality of the program from parental perspectives. A significant inverse relationship was found between a child's age and his or her reported enjoyment of crafts, Storybook Theater, lunch, and the SEP overall. That is, younger children were more likely to rate the above activities as more satisfactory than older children. A parent's perception of whether the location was safe and clean, the creativity of the curriculum, and whether the program staff interacted positively with the children were indicators that predicted parent evaluations of their children's enjoyment of the program. Implications for practice and future directions for research are discussed.

Keywords: Positive youth development, summer enrichment program, youth program evaluation, Kauai youth

Kauai Summer Enrichment Program Child and Parent Satisfaction Insights

Steinunn and Lerner (2007) suggested that participation in community-based Positive Youth Development (PYD) programs provides a context for youth to grow in their capacity to contribute to their own lives and to their surroundings. Youth need access to environments where they feel safe, challenged, and cared for (Zeldin, 1995). Participation in youth programs is a key developmental asset linked to thriving for American youth (Roth & Brooks-Gunn, 2003; Scales, Benson, Leffert, & Blyth, 2010). Youth who participate in summer learning activities, whether community-based, camp-based, or with family members, score higher on fall achievement tests than youth who do not engage in enrichment activities (Alexander, Entwisle, & Olsen, 2007 as cited in Drain & Hasan, 2014). Although most studies on PYD have been conducted with adolescents, current research suggests that children benefit from participation in extracurricular activities, later exhibiting higher levels of social competence, positive achievement, and emotional adjustment (Mahoney, Larson, & Eccles, 2005). Given the evidence of the potential benefits of participation in summer youth programs, the current study was designed to investigate the potential benefits of a summer program on the island of Kauai through evaluating consumer satisfaction.

Although youth programs have the potential to be developmental resources for children and youth, some programs are more effective than others (Lerner, Lerner, Almerigi, Theokas, et al., 2005; Roth & Brooks-Gunn, 2003). For example, findings from a longitudinal study of a diverse sample of 1,700 fifth graders and 1,117 of their parents suggest that effective programs promote youth contribution by providing youth with a sustained relationship with at least one committed adult who provides skill-building opportunities and enhances active engagement with the community (Lerner, 2004;

Lerner, Lerner, Almerigi, Theokas, et al., 2005). Roth and Brooks-Gunn (2003) examined highly regarded youth programs and found that program goals, atmosphere, and activities were key factors to be explored in these esteemed youth programs. Drawing on notions of consumer satisfaction, this study is designed to examine the levels of satisfaction of child participants and their parents as a means of rating potential engagement and therefore effectiveness of the SEP. In addition, in order to investigate the processes or mechanisms by which the SEP 2013 program was effective, PYD serves as the conceptual framework to explain how specific environments are effective for promoting positive development in children and youth. In summary, I attempt to evaluate the various levels of satisfaction and enjoyment through participant ratings of several aspects of the County of Kauai Summer Enrichment Program (SEP). Explorations of the child and parental perspectives of the environment and the activities involved in the 2013 SEP are used to assess the consumer satisfaction of the participants.

In this section, I provide background information on the island of Kauai and an overview of the mission of SEP, describe the PYD conceptual framework, and discuss the benefits associated with PYD. Next, I discuss the application of PYD to youth development programs and how the existence of parks and recreations programs serves communities as a potential youth development resource. I then describe consumer satisfaction as a construct for analysis of youth program effectiveness and provide a brief overview of the SEP. The methodology and results are then described, followed by a discussion of the findings in light of their application to creating positive developmental settings for youth.

Background of Kauai & Overview of the Summer Enrichment Program

Kauai is one of the eight major Hawaiian islands; the entire island is designated as Kauai County, which has a population of 58,463 (Oliveira et al., 2006). Of Kauai's total population, 22.3% are under the age of 18 years and 6.4% are under the age of 5 years (Department of Business, Economic Development, & Tourism, 2014). In 2011, there were approximately 4,752 students enrolled in the nine public elementary schools throughout Kauai (Civil Rights Data Collection, 2015).

The mission of the County of Kauai's (2015) SEP is "to enrich the lives of Kauai's children by providing safe and fun activities that enhance the physical, intellectual, and social skills that are essential to child growth and development" (para. 1). The SEP is offered to residents of Kauai ages 5 to 11 years old and is a multisite summer program held at neighborhood centers and/or schools located in nine towns throughout the island.

The provision of youth programs is generally less in isolated rural areas and as a smaller, rural island, Kauai offers relatively few summer youth programs (Mahoney et al., 2005). A search of available youth programs serving school-age youth island-wide through the summer months produced only two: the Boys and Girls Club of Hawaii and the County of Kauai Parks and Recreation SEP (Kauai Summer Fun Guide, 2015). The Boys and Girls Club of Hawaii provides services similar to the SEP but only in three locations on the island. In 2013, the Kauai SEP served 588 participants, nearly triple the number of youth served by the Boys and Girls Club, which reported an approximate annual enrollment of 220 participants for the same year (Boys and Girls Club of Hawaii, 2013; J. Kealalio, personal communication, October 10, 2014).

Other programs for youth were 1-2 week camps that focused on specific aspects of a youth's background or interests, such as a Christian camp, a camp for girls, a camp for creative arts, and camps devoted to learning how to sail, golf, or work with animals (Kauai Summer Fun Guide, 2015). Often, these specialized camps were not affordable for the general population and the availability and affordability of youth programs have the largest impact on participation (Mahoney et al., 2005). Kauai County's median yearly household income is \$62,052 (U.S. Census Bureau, 2013). As an illustration of the relative affordability, the Kauai Academy of Creative Arts Summer Program costs \$5,000, and a Kauai youth sailing program costs \$400 for a 2-week session (Island School, 2015; Kauai Sailing Youth Summer Program, 2014). By contrast, the Kauai SEP costs \$75 for an entire 6-week session including meals (County of Kauai, 2015).

The longer timespan of the SEP compared to most other youth programs on the island (6 weeks vs. the 2 weeks of other programs) and its nine locations on the island allow the SEP to be more accessible for youth on Kauai. As the most highly utilized summer youth program on the island, the SEP has a potentially large impact on school-age youth. In 2013, 12% of the Kauaian youth enrolled in public schools were served by the Kauai SEP.

In 2013, the SEP provided physical, educational, and social activities for youth 5 days a week for a 6-week period during the months of June and July. Daily activities included physical activities, such as swimming, team-building games, and sports, educational components, such as a 1-hour daily classroom session, arts, and crafts, and social activities with peers, such as field trips to the beach, museums, and other culturally important sites. Two snacks, a lunch, and drinks were provided daily. Additionally, a

parent/family/community event, designated "Ohana Day" (Family Day), was organized by each of the nine sites to showcase the work that the youth completed during the summer program. The event included performances by youth, volunteers, and staff.

The County of Kauai Parks and Recreation SEP is one among many government-sponsored programs implemented by park and recreation departments in communities throughout the US. Recreation programs, including summer youth programs, are uniquely positioned to be a primary community resource due to their wide distribution in communities throughout the US (Witt & Crompton, 1996). These programs can provide youth with ways to use their time constructively, and recreation personnel have the ability to establish empathic relationships with their clients. Recreation personnel also have the potential to serve as positive adult role models for youth, an asset linked to thriving. Additionally, recreation activities provide a means of assessing and encouraging pro-social behavior (Witt & Crompton, 1996). Team-building activities and sports provide youth the opportunity to engage with peers and increase social capital.

Community members, such as the SEP staff, can potentially assist youth to develop or enhance their skills and increase their confidence. Connection to others is engendered by participation in skill-building opportunities with peers during the SEP. As a potentially rich resource for youth on Kauai, the functioning of the SEP as an effective youth program is crucial to its ability to make a positive impact on building up youth to become contributing members of society.

One way to ascertain the quality of a youth program is to conduct an evaluation from the participants' —that is to say the consumers'—perspective. In this paper I

explore the capacity of consumer satisfaction as a measure of quality of an effective youth program, which I describe based on a PYD approach.

Positive Youth Development

Durlak, Mahoney, Bohnert, and Parente (2010) have concluded that quality PYD programs can cultivate positive academic and life trajectories for adolescents. Due to its evolving status, the definition of youth development program success can be somewhat elusive (Roth & Brooks-Gunn, 2003). PYD offers a helpful framework with which to conceptualize youth programs, as it seeks to define how programs can provide opportunities to promote social, emotional, cognitive, and behavioral development for youth (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). In a study of various summer programs, the Center for Summer Learning at Johns Hopkins University found that summer programs that demonstrated evidence of quality programming were more likely to support a PYD approach (Bell & Carrillo, 2007). Given the effectiveness of programs that aligned with a PYD framework, I am using PYD to understand the potential influence of the SEP. PYD offers a framework for evaluating effective practices that lead to positive results for youth. Specifically, PYD explains why enjoying and engaging in constructive youth programs is a potentially important developmental resource for children and youth.

PYD arose out of the philosophy that youth are resources rather than problems and that the path towards healthy outcomes involves exposing youth to developmental supports (Roth, Brooks-Gunn, Foster, & Murray, 1998). The following discussion provides an overview of two approaches to PYD, the 40 Developmental Assets framework (Search Institute, 2014) and the Five Cs of PYD (Henderson, Whitaker,

Bialeschki, Scanlin, & Thurber, 2007). Additionally, research demonstrating benefits associated with PYD programs and the relevance to this evaluation of the SEP are discussed.

40 developmental assets. A framework that has arisen to conceptualize PYD is the 40 Developmental Assets, a compilation of skills or other resources that youth need in order to be "academically, socially, and emotionally well-prepared for life in the complex and rapidly changing world of the 21st Century" (Search Institute, 2014, para. 1). Benson (1997) described the 40 Developmental Assets as internal and external resources that provide building blocks to PYD. The more assets a youth possesses, the less likely they are to engage in health-risk behaviors (Payton et al., 2000; Roth & Brooks-Gunn, 2003) and the more likely they are to possess more thriving indicators such as school success, leadership, valuing diversity, physical health, helping others delay of gratification, and overcoming adversity (Scales et al., 2010). The 40 assets are organized into eight categories. Four of the identified categories of internal assets relate to abilities and competencies, which are commitment to learning, positive values, social competencies, and positive identity. The other four categories of assets involve support provided through intrafamilial as well as extrafamilial relationships. They include support, empowerment, boundaries and expectations, and constructive use of time. This evaluation focuses on constructive use of time but also touches on other assets (Benson, 1997). For example, other assets youth may gain through participation in a youth program include support from other adults outside the family, the experience of a caring neighborhood and climate, feeling valued by the community, and feeling safe in one's neighborhood (Search Institute, 2014).

The constructive use of time asset highlights the importance of youth participation in creative activities and youth programs (Villarruel, 2003). The Search Institute (2014) defines weekly engagement in an activity, such as music or theater for at least 3 hours, a youth program for 3 or more hours, and a religious community gathering for 1 hour or more, as a constructive use of time. All families, schools, and communities can potentially provide the assets that create a good fit between a child's strengths and assets in their environment, which promotes PYD.

The five Cs. Lerner, Lerner, Almerigi, and Theokas (2005) identified five characteristics that emerged from PYD studies of effective youth programs: competence, confidence, character, connection, and caring. They are known as the Five Cs (Lerner, Lerner, Almerigi, & Theokas, 2005). Competence refers to abilities in domain-specific areas such as social or academic skills, and confidence entails positive beliefs about oneself. Character refers to respect for societal and cultural norms, adherence to standards of acceptable behaviors, and integrity. Connection takes place when youth form positive social relationships, and caring and compassion refer to a youth's capacity to express empathy (Lerner, 2004; Lerner, Lerner, Almerigi, & Theokas, 2005). The Five Cs are latent constructs that identify developmental supports and resources which makes them useful for practical application in multiple settings and with diverse youth (Lerner, 2004; Lerner, Lerner, Almerigi, & Theokas, 2005; Theokas & Lerner, 2006 as cited in Edwards & Taub, 2009). Positive developmental settings can help promote the parent-child relationship by allowing parents to function effectively through access to the Five Cs in supportive environments based on a PYD model. According to Lerner, Lerner, Almerigi, and Theokas the Five Cs are supported when a positive developmental setting offers

youth positive relationships with adults, opportunities to build skills through activities, and the ability for youth to participate actively and engage in leadership. When the Five Cs are consistent in a child's life, they believe that it will lead to a sixth C: contribution (Lerner, Lerner, Almerigi, & Theokas, 2005). Contribution refers to youths' participation in productive activities that gives positively to themselves, their families, their communities, and the larger society (Lerner, Lerner, Almerigi, & Theokas, 2005).

Benefits associated with positive youth development. Youth development programs potentially provide opportunities for youth to interact with others in a supportive environment and empower youth by creating an environment where life skills can be built. Youth programs allow opportunities for socialization between youth, their peers, and other adults, and become resources for social capital (King, 2007). The positive social connections afforded to youth through PYD programs may allow them to become competent and caring individuals who will then be more likely to make contributions to their families, communities, and societies (Lerner, Fisher, & Weinberg, 2000).

Several youth programs that are based on PYD have been tested and shown to reduce problem behavior in youth (Anderson-Butcher, Newsome, & Ferrari, 2003; Catalano et al., 2004; Villarruel, 2003). Research related to the utility of the Five Cs, such as the 4-H PYD studies in 13 states, revealed that the Five Cs account for desirable outcomes such as academic, vocational, and social competence (Edwards & Taub, 2009). Participation in community-based PYD programs provides a context for youth to grow in their capacity to contribute to their own lives and to their surroundings (Steinunn & Lerner, 2007). Evidence also suggests that engagement with PYD programs promotes

healthy behaviors such as care and compassion, which could be potential deterrents to the manifestation of emotional and behavioral disorders in youth (Scales et al., 2010).

Positive youth development and summer enrichment programs. Given the goals and the programmatic elements of the SEP, it has the potential to serve as an asset and meets the criteria to be a constructive use of time based on the concepts as described in PYD literature. Constructive use of time is defined as engagement in activities for at least 3 hours per week that are creative, such as music, theater, or other arts, or youth programs, such as sports, clubs, or organizations (Search Institute, 2014). The SEP and PYD outcomes are enhanced by their potential to develop the asset of constructive use of time. The evaluation of the quality of the SEP through consumer satisfaction has important implications for improving participant motivation, thereby increasing access to positive social connections. Constructive use of time and its ability to affect an increase in social capital are valuable components for developing youth into productive, thriving adults.

The goal of this evaluation was to explore levels of consumer satisfaction thereby gaining insight into the extent to which participants might be accessing the developmental resources through the SEP program.

Consumer Satisfaction for Program Evaluation

Consumer satisfaction was explored as a means of determining a youth's potential engagement to demonstrate how effectively the SEP employs PYD attributes that lead to positive results for youth. Consumer satisfaction is an index of social validity that examines the social importance of a program and its ability to meet the perceived needs of the consumer (Wolf, 1978). Consumer satisfaction evaluations are important for

improving existing services for children and families through informing consumers of effectiveness and outcomes, illuminating mechanisms of change, and providing feedback for the modification or expansion of programs. Additionally, consumer satisfaction serves as a potential indicator for youth's access to resources, such as social capital, that enhance positive development.

Evaluating quality through consumer satisfaction has important implications for enhancing participant motivation, thereby potentially increasing access to positive social connections, a known and valuable component for developing youth into productive, thriving adults (Lerner, Lerner, Almerigi, & Theokas, 2005; Wiersma, 2001). For example, research in participation motivation and participation patterns in sports suggests that enjoyment as a critical factor in initiating and maintaining involvement in youth sports and activities (Wiersma, 2001). In addition, Roth and Brooks-Gunn (2003) found that a lack of interest can limit a youth's participation in supervised growth-promoting activities during non-school hours. Thus, the evaluation of enjoyment in the program is a potentially strong indicator of the motivation of participants to continue attendance and engagement with the SEP.

Additionally, consumer satisfaction has important implications for the delivery of culturally appropriate interventions (Castro, Barrera, & Martinez, 2004). In particular, Castro and colleagues (2004) found consumer satisfaction to be a useful tool for measuring program efficacy, and the fit between group characteristics, program delivery staff, and community factors when implementing a program. Program adaptation to accommodate the needs of a specific consumer group enables the modification of program content to allow the development of culturally informed programs that address

the practical concerns of a local community (Castro et al., 2004). A mismatch effect, or cultural mismatch, occurs when programs have activities that conflict with local participant needs. Examples of cultural mismatch include logistical and environmental barriers affecting participation in a program or limiting a participant's compliance in program attendance and participation, which ultimately threaten program efficacy (Castro et al., 2004).

The consumer satisfaction evaluation in this study is a useful indicator of youth engagement with the SEP and potential access to PYD resources. Additionally, the evaluation of consumer satisfaction enhances program delivery to ensure program fit. In this case, measuring consumer satisfaction provides an indication of the potential goodness of fit with the Kauai youth population. Child and parent perceptions of the SEP activities and program quality were utilized as a means of measuring consumer satisfaction. The primary aim of gathering consumer satisfaction data in this study is to provide a conceptual framework to assist SEP in accommodating the needs of Kauai's youth and their parents by the identification of patterns in their satisfaction ratings. The evaluations of consumer satisfaction with the SEP experience provide the framework to determine what aspects of the program were valuable to parents and the reasons their children enjoyed attending the SEP. By gathering consumer satisfaction data from both parent and child, the SEP enlists community participation by assessing multiple perspectives to enhance program outcomes.

Satisfaction ratings from children were obtained to investigate differences between children's age groups. The investigation of age and developmental level for children is an important aspect of a sound conceptual framework that can aid in resolving

program-consumer nonfit (Castro et al., 2004). Depending on their age, children will at times rate their enjoyment of the same activity differently. Thus, it is important to examine the consumer satisfaction ratings of children related to different age groups.

Although the SEP program brochure or mission statement does not discuss cultural sensitivity explicitly, the program does integrate the value of cultural competence through photographs displayed in the parent manual (see Figure 1). This culturally informed approach, termed *cultural adaptation*, is a component of consumer satisfaction that promotes program efficacy and effectiveness as it allows for program modifications that are culturally sensitive and tailored to the core values, beliefs, and norms of the cultural group's worldviews (Castro et al., 2004). Information obtained from consumer satisfaction ratings can be used to modify program content and the form of program delivery and provide insight into the mechanisms underlying the positive outcomes observed.

The Current Study

In the current study I aim to evaluate the consumer satisfaction of youth and parents who were enrolled in the 2013 County of Kauai SEP thereby gaining a better understanding of the relationship between attitudes toward the SEP and participant satisfaction. The researcher was interested in learning which aspects of the SEP youth and parents expressed satisfaction and learning whether child satisfaction or enjoyment is connected to parent ratings of quality.

To gain insight into how youth might access developmental resources through their involvement with the SEP, I evaluated consumer satisfaction by analyzing child participants' ratings of their enjoyment of the summer program, as well as their parents'

ratings of various qualitative aspects of the program. In particular, the study was designed to examine the relationships between select activities for children (i.e., arts and crafts, beach excursions, overall enjoyment) and the qualitative opinions of their parents (i.e., safe location, curriculum, staff competency) and their satisfaction with those aspects of the SEP to better understand the relationship between attitudes towards the SEP and consumer satisfaction.

Method

For this evaluation, the researcher gathered data on the client satisfaction of youth (ages 4-12 years) and their parents. Program participants and their parents were surveyed about their perceptions of the SEP, including enjoyment of program activities and perceptions of program quality.

Participants

Youth participant ages ranged from 4 to 12 years old. Data were collected from nine recreation sites located throughout the island of Kauai. Four hundred twenty-three of the 588 youth participants enrolled in the SEP responded, yielding a response rate of 72%. Of the 423 youth surveyed, 197 were females (46%) and 226 were males (53%). However, participants who did not attend the last week of the program did not receive the questionnaires. One hundred seventy-five of the parents/legal guardians of the participants responded, yielding a response rate of 43%. No ethnographic data or other identifying information was collected from parents.

Although ethnographic data was not collected for participants or guardians, given the nature and location of the program being assessed, participant ethnic and cultural diversity is assumed. In 2015, Kauai's population was comprised of Asians (31%),

Whites (30%), bi- and multiracial individuals (24%), Hispanics or Latinos (11%), Native Hawaiians or other Pacific Islanders (9%), and less than 1% of other races¹ (U.S. Census Bureau, 2015). Hawaii is considered "ethnoculturally diverse, where no single ethnic or racial group holds the majority," and its native people can broadly be called Pacific Islanders (Oliveira et al., 2006, p. 174). The program is widely known in the community. For example, the Department of Parks and Recreation publicizes registration through flyers distributed throughout all the public schools on the island and on the County of Kauai Parks and Recreation website. All children between the ages of 4 and 12 years are eligible to attend the SEP.

Survey participants were children who attended a summer program on the island of Kauai, and their parents (fathers or mothers) or legal guardians. All participants were recruited from the SEP, a parks-and-recreation-sponsored summer program open to the general public.

Instruments

Youth were given a 14-item self-report questionnaire during the last week of the 6-week program (see Appendix A). Youth questionnaires contained a 4-point rating system on an ordinal scale with emoji-like graphics to assess their opinions of several aspects of the program (1 = *didn't like it/thumbs down*, to 4 = *loved/liked it/thumbs up*; see Figure 1). Examples of questions were: "Did you have fun during the program?" and "Did you learn something new?"; and children rated different aspects of the program such as arts and crafts, various excursions, lunch, and their teachers and leaders. Youth who could

¹ Available data on Kauai's ethnic demographics from 2015 U.S. Census Bureau QuickFacts do not add up to 100%. As reported, percentages sum up to 105%. It is possible that percentages may have been rounded up to the nearest percent.

read completed the surveys anonymously and independently. Youth not yet able to read were assisted by a staff member.

Parent(s) were provided a 12-item self-report questionnaire (Appendix B).

Parent(s) were asked about the ease of the online registration process, as well as various aspects of the program, such as safety, projects and activities offered, and program staff.

Responses were given on a 5-point Likert scale, with ratings provided on an ordinal scale of 1 (*strongly disagree*) to 5 (*strongly agree*).

Procedures

Evaluations were administered to program participants (youth) and parents of the youth in a 2013 Parks and Recreation summer program on the island of Kauai in Hawaii. Recruitment targeted the families of all children registered for the SEP during summer 2013 ($n = 588$ children). Specifically, all children who were in attendance during the fifth and sixth weeks of the program were approached by program staff to complete the evaluation. Teachers assisted younger children who could not read as they completed the evaluation. Parents were asked to complete the evaluation at their child's participation site. The distribution of evaluations for parents varied from site to site. Some sites left a copy of the evaluations next to the sign-in/out tables where parents dropped off and picked up their child(ren) during the last two weeks of the program, and other sites distributed the evaluations to parents on Ohana Day during the last week of the program, an event that was well-attended by families. Both fathers and mothers, as well as legal guardians (if applicable), were eligible to participate in the study. Both child and parent evaluations were completed in pencil-and-paper form. The data was collected to evaluate participant satisfaction.

Data Analytic Strategy

In order to assess the consumer satisfaction of the SEP program, analyses were conducted using archival, de-identified data previously collected by program personnel through the administration of questionnaires (see Appendices A and B). A correlation analysis was conducted using youth data to determine whether a correlation between age and preference for any of the activities or aspects of the program surveyed existed.

To analyze parent data, a logistic regression was completed using variables assessing the quality of the program and staff (dependent variables) with the parents' perception that their child looked forward to attending the SEP (independent variable). Due to the largely positive ratings provided by the parents, the data was negatively skewed. A negatively skewed distribution occurred because most parents reported high satisfaction with the SEP and very few rated it poorly (Johnson, Kotz, & Balakrishnan, 1994). As a result, the tail on the left side of the probability density function is longer (Johnson et al., 1994). To adjust for the negatively skewed data, the variables were dichotomized where "0" categorized all responses that were 4 or less and "1" categorized all responses that were the highest maximum rating, which was 5. Thus, the regression is able to capture the questions that were rated most highly by a majority of the parents surveyed.

Results

The results are presented in two sections. In the first section, a correlational analysis was performed predicting children's enjoyment of the program based on age. In the second section, a logistic regression with parent ratings of the quality of the program and perceptions of staff as the predictor variables and parental perception of their child

looking forward to attending the summer program as the independent variable was presented.

Prediction of Child Likeability of Summer Program

Correlation analyses were used to examine the relationship between children's age and their (a) overall enjoyment of the program (fun), (b) the likeability of the learning component, (c) Storybook Theater activity, (d) boot camp activity, (e) beach field trip(s), (f) train ride excursion, (g) swimming pool field trip(s), (h) gymnastics activity, (i) Ohana Day, (j) arts and crafts, (k) games, (l) lunch, (m) group leaders, and (n) teacher(s). Age was inversely correlated with greater satisfaction ratings for crafts, Storybook Theater, lunch, and overall enjoyment of the program. This suggests that younger children liked the craft activities, the Storybook Theater activity, lunch, and the overall program more than older children did. Correlations between age and the children's enjoyment of the learning component, the boot camp activity, beach and pool excursions, the train ride field trip, gymnastics activity, Ohana Day, games, and attitudes towards program staff and teacher(s) were not significant. See Table 1 for percentages of children's satisfaction ratings for activities and the correlations with age.

Prediction of Parental Reports of Children's Positive Anticipation of Program

Parental perception of child's looking forward to the program was examined in a logistic regression. Parents' reports of (a) location safety and cleanliness, (b) updates about progress and activities, (c) creative curriculum, (d) outdoor activities, (e) lunch quality, (f) staff competence, (g) welcoming and respectful staff, (h) staff role model, and (i) quality of field trips were used as predictors in the equation. The overall model was significant, $\chi^2(9, N = 175) = 107.86, p < .001$, with location safety and cleanliness,

creative curriculum, staff competence, and welcoming and respectful staff significantly predicting parental perception of their child's positive anticipation of the program. The model as a whole explained 4.7% (Cox and Snell R^2) and 6.5% (Nagelkerke R^2) of the variance in outcome and correctly classified 90.7% of cases. Specifically, higher levels of a safe and clean program space were associated with greater probability of parent-rated child anticipation of the program. With an odds ratio of 17.2, parents were over 17 times more likely to report that their child looked forward to attending the summer program based on their positive perception of the program's provision of a safe and clean environment. Higher levels of staff competency were also associated with parent-rated child anticipation of the program. With an odds ratio of 6.8, parents who positively rated the staff's ability to work with school-age children were over six times more likely to report that their children looked forward to attending the program. Positive parental perception of the creative projects and play activities of the SEP was also a significant predictor for parent-rated child anticipation. With an odds ratio of 5.4, parents who gave positive responses concerning the creative projects and play activities were over five times more likely to report that children were looking forward to attending the program. Another factor associated with parent-rated child anticipation of the program was respectful staff, recording an odds ratio of 0.1. See Table 2 for variables predicted by parent response to their child(ren) looking forward to attending SEP.

Discussion

The County of Kauai SEP is a 6-week summer program held in various towns throughout the island of Kauai for children ages 4-12 years. The current researcher utilized parent and child questionnaires to evaluate consumer satisfaction with the

program in order to gain insight into how youth might gain access to developmental resources through their involvement with SEP. The satisfaction ratings of youth and parents indicate that the level of satisfaction is extremely high and reflective of the SEP's successful programming. The following section discusses the findings of this evaluation in light of the current literature.

Age Differences in Program Likeability

Overall, children rated the SEP program and its various components favorably. The results indicate that there are significant differences by age for enjoyment of crafts, Storybook Theater, lunch, and overall enjoyment of the program. For the children, crafts, Storybook Theater, lunch, and overall enjoyment of the program were found to negatively correlate with age, suggesting that younger children liked the overall program and enjoyed the crafts, Storybook Theater, and lunch more than older children.

There are several potential explanations for these results. A study of children's self and task perceptions related to school activities showed that younger children's perceptions of competence and the subjective value of tasks were more positive than older children in math, reading, and music, with the exception of sports (Eccles, Wigfield, Harold, & Blumenfeld, 2008). It may be that younger children reported greater enjoyment in crafts due to their more positive beliefs of their own competency in this task.

In the literature, younger children rated indoor school activities higher than did older children who instead preferred sports, an outdoor activity (Eccles et al., 2008). Both the crafts and Storybook Theater were indoor activities, so this was consistent with previous studies where researchers found that younger children may prefer indoor

activities more than older children (Eccles et al., 2008). However, the gymnastics activity and 1-hour teaching lessons were also indoor activities, and yet were rated at similar satisfaction levels by younger and older children. An explanation for these results may be that the gymnastics and teaching lessons were more interactive and individualized, which required instructors to adjust their teaching style to the child's level of capability. This would allow the activity to be tailored to fit the child's level of physical development (gymnastics) and intellectual ability (lessons). Some activities may need to be adjusted to a child's developmental level, otherwise there is a risk of the activity being more suitable for either a younger or older child.

Further, the Storybook Theater's live theater performance in SEP 2013 may have been more geared toward a younger audience. The Storybook Theater performance was a play about recycling. Perhaps older children already possessed this knowledge about recycling and did not find the play as intellectually engaging as did the younger children.

Many community-based programs that offer a service to the community often receive high satisfaction ratings (Royse, Thyer, & Padgett, 2015). In order to obtain key insights into the homogenous results of consumer satisfaction evaluations in this study, it may be more helpful to review less favorably rated aspects of the SEP (C. Eriksson, personal communication, January 14, 2015). Although all ratings of SEP were high, lunch was among the lowest rated in satisfaction by participants, especially among older children. One explanation for a lower-rated lunch was that most sites had lunch catered through the school cafeteria lunch program. As such, the food served may not have reflected local Polynesian cultural and dietary patterns. In Polynesian and Micronesian societies, food is a cultural pattern that has values attached to it and it structures social

life (Pollock, 1992). It may be that the children were served food that was unfamiliar to their cultural norms, which may have resulted in lower satisfaction ratings.

In a study of school lunches in Italy, younger children and older children differed in their food preferences (Pagliarini, Gabbiadini, & Ratti, 2005). Pagliarini et al. (2005) concluded that children become more aware of their food preferences with increasing age. It may be that the older children in the current study were thus more critical with their food choices, and as a result, reported enjoying lunch less.

Perhaps the fact that younger participants rated every activity of the SEP highly contributed to their rating of the program on the whole as more enjoyable than older children. Research and evaluation of a summer camp program for youth that surveyed 775 campers yielded similar results (Gillard, 2014; Gillard, 2015). Gillard (2014, 2015) found that for two consecutive years (2014 and 2015), younger children reported having more fun during camp than did older children. It is possible that younger children tend to have more positive subjective views of enjoyment than older children.

Although studies suggest that older children perceive greater competency in sports, the participants of this study similarly rated outdoor activities that involved sports-related skills (Eccles et al., 2008). Among ratings of other aspects of the program, there were no significant differences in their likeability between the younger and the older children, which suggests that older and younger children liked the learning activities, boot camp activity, beach and pool excursions, train ride field trip, gymnastics activity, Ohana Day, games, and their program staff, and teacher(s) similarly.

These results indicate that based on consumer satisfaction, activities that are suitable for younger and older children (ages 4-12 years) include any activity that is an

off-site excursion or involves being outdoors. The children, whether younger or older, seemed to connect with the program staff and teachers, as both age groups reported highly positive ratings. Ohana Day, which is a planned event attended by parents, was a team effort that involved youth collaboration with program staff, teachers, and peers to create an entertainment showcase highlighting the learning that had taken place throughout the 6-week program. Ohana Day blended family, community, relationships with other adults (staff), peer relationships, creativity, learning, and culture in one event held at each site.

Ohana Day has the potential of fulfilling Lerner, Lerner, Almerigi, and Theokas' Five Cs through the collaboration that occurs between child, family, and community to build up the child's competencies. The results suggest that children of all ages enjoyed collaborative, hands-on activities, such as Ohana Day, during the SEP in 2013.

Parent Ratings of Program Quality

Research suggests that successful out-of-school programs for youth combine new ideas, places, and hands-on opportunities (Quinn, 2002). Roth and Brooks-Gunn (2003) reported that positive developmental settings provide physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, and skill-building opportunities. In this study, safety, structure, and supportive relationships with staff were measured by parent ratings.

Parents' reports of their child looking forward to attending the SEP were predicted by the provision of creative projects and play activities for children, of a safe and clean program space, and of competent and respectful staff. This suggests that parents thought that the SEP was able to support and nurture their child's creative needs. By providing

creative projects and play activities for youth, the SEP is able to meet the needs of children according to the parent perception of activities offered.

For parent data, the perception of the quality of the program staff was a significant predictor of the parent's evaluation of whether or not their child looked forward to attending the summer program. Parent ratings of both staff competence and of welcoming and respectful staff were significant predictors of the parents' perception that their child positively anticipated attending the SEP. The emergence of competent staff as an important predictor of parent ratings is consistent with the literature on characteristics of quality programming for youth (Little, Wimer, & Weiss, 2007). In a critical analysis of out-of-school programs for youth, Little et al. (2007) concluded that quality programming consisted of well-prepared staff that provided appropriate supervision and structure. The current results are consistent with this research, in that parents attribute their child's positive anticipation of attending the SEP to the quality of the staff. Responses to two out of three questions regarding quality of staff correlated with their views of their child's enjoyment of the program. This supports the idea that having a highly qualified and engaged staff is essential for program success (Henderson et al., 2007).

A safe and clean location and a creative curriculum were also significant predictors of the parents' perception of their child's positive anticipation of the program. The parents' perceptions of physical safety predicted their belief of whether their child was looking forward to attending the SEP. The primacy of physical safety for parents in this study indicated that the perception of safety is fundamental to an effective youth summer program. These results are consistent with the literature regarding what constitutes a positive developmental setting outlined by Roth and Brooks-Gunn (2003).

In a study of poor and middle-class communities, low-income parents were found to have higher levels of anxiety about neighborhood safety and, as a result, to be more likely to limit their children's outdoor activity due to safety concerns (Weir, Etelson, & Brand, 2006). Only 22% of the population of Kauai's island (16,183) is considered low-income (UDS Mapper, 2015). It is possible that the primacy of safety in parent ratings was driven by participation of low-income families, however, as income was not assessed in the current study, this cannot be stated with certainty. Researchers should explore whether parents' perceptions of factors that constitute quality programming are influenced by socioeconomic factors. The literature does support the idea that one of the key factors in positive developmental youth programming is the experience of physical and psychological safety (Roth & Brooks-Gunn, 2003). That is, safety may potentially be both prioritized and expected by all parents. Parents may inherently believe that safety predominates all other components of a youth program with which they are entrusting their child's care.

Children of all ages rated all outdoor activities and excursions highly, but parents did not report a significant relationship between their own perception of outdoor activities or excursions and their child looking forward to the SEP. An explanation may be that parents value the structured activities (creative projects and play activities) more than the outdoor activities and less structured "free" play.

Parents and older children displayed similar results for lunch, and neither group reported a relationship between lunch and enjoyment of the program for youth. This result could be interpreted in several ways. One explanation is that parents did not prioritize lunch as an important factor in their child liking the program. Another

explanation may be that parents thought that their children did not like lunch enough for their child to look forward to attending the SEP because of it. A confounding factor may be the children's personal characteristics or food preferences, which were not evaluated.

Although not explicitly assessed in this study, existing research and the high customer satisfaction ratings found through this evaluation suggest that the SEP has the potential to be an important developmental resource during the summer for children on the island of Kauai. Other research suggests that summer programs of sufficient length (i.e., at least 3 weeks) may develop a child's social competency and provide significant social experiences (Drain & Hasan, 2014). As a 6-week program, the SEP provides sufficient time for youth to build social relationships. The high level of satisfaction across most activities for children of all ages and positive ratings of SEP staff and teachers seem to indicate that the youth participants of the SEP enjoyed many aspects of the program. The SEP has great potential to be a source of support in the community for youth, affording them the potential to build relationships with adults and peers that may provide them with a sense of belonging, and build up social capital.

Research shows that participation in organized activities can help children negotiate the salient developmental tasks of childhood and adolescence such as acquiring habits of physical and psychological health, getting along with others including peers and adults, and acquiring appropriate value systems about rules and conduct (Mahoney et al., 2005). The achievement of competency in these developmental tasks promotes positive functioning in children in the present, as well as reduces their risk for developing problem behavior in the future, thereby increasing their likelihood for healthy adjustment

(Mahoney et al., 2005). Positive developmental settings or quality community programs afford children the potential to integrate family, school, and the community.

In the current study I explored consumer satisfaction as enjoyment or likeability of programmatic activities of the SEP. The satisfaction of participants provides greater understanding for children's participation and engagement with the program since intrinsic motives such as feeling good and having fun have been linked to children's participation motives in activities such as youth sports (McCullagh, Matzkanin, Shaw, & Maldonado, 1993). Engagement with the SEP affords children access to a component of PYD, the constructive use of time. Through the constructive use of time spent in a quality, organized activity, youth have the potential to acquire the Five Cs, gaining more positive developmental assets in the process. High consumer satisfaction or enjoyment can be understood metaphorically as having a "gateway drug effect" towards thriving. Enjoyment and engagement with quality youth programs lead to the opposite effects of drug addiction, such as opportunities for social relationships, belonging, reduced risk for problem behaviors, and healthier adjustment (Mahoney et al., 2005). Specifically in terms of the Five Cs, child participants in SEP have access for rich opportunities to potentially build competencies, character, connections, confidence, and compassion through their engagement.

The results of the consumer satisfaction experience could help the SEP to monitor the delivery of services and identify key components and weaknesses of the program. Additionally, the satisfaction ratings can inform consumers of the potential effectiveness of the program and provide feedback to program administrators to highlight mechanisms of change that could modify or expand the existing program.

Study Limitations

These findings should be considered in light of several methodological limitations. First, due to the voluntary nature of engagement in a summer program, all families chose to be involved in the SEP program. Perhaps due to this, both participants and parents rated the program very positively and highly. The resulting ceiling effect constrained correlations.

Second, the survey did not measure families' socioeconomic status or other related social and socioeconomic factors, such as household size, or single-parent versus two-parent households. The satisfaction ratings may differ between lower-income and higher-income families, which may cause some aspects of the program to be more highly valued. For programming planning purposes, it would also be beneficial for program administrators to know the needs and values of the population they serve.

Third, although the use of multiple raters (children and parents) was a strength of the study, child and parent questions assessed different domains, and thus there is no opportunity to directly compare parent and child reports. Assessment of convergence of parent and child opinion could provide important information for the summer program. Similarly, the use of pre-tests and post-tests could provide helpful information for a more complete program evaluation. A pre- and post-test could serve as a measure for evaluation of the effectiveness of the program.

Theoretical Implications and Future Research

Roth and Brooks-Gunn (2003) identified cultural appropriateness as a key component in facilitating PYD. A qualitative component of the study could provide insight into themes such as cultural appropriateness. Although components of the

program (i.e., Ohana Day) were clearly culturally specific, a qualitative research project would allow examination of the themes of cultural appropriateness.

Furthermore, information on supportive relationships, whether from parents or children, within the summer program are difficult to determine from survey responses alone. This study could be strengthened with anecdotal reports and the incorporation of qualitative data. A mixed-method design could reveal more findings that the questionnaires were not able to capture. Researchers could include a randomized interview component, which might explore rationale for the ratings provided, and could reveal insights into the reasons for lower or higher rated items.

Further study by researchers could evaluate social connections that are potentially created through the program. Consistent with the strengths-based approach of PYD, youth are considered resources for society. As a partner in the process of child development, communities can help children function effectively through facilitating supportive environments that promote and build social relationships. A pre- and post-test focusing on indicators of positive development, such as the potential of SEP to build social capital in the child and PYD constructs including the Five Cs, could be added to the evaluation in future research. Additionally, a longitudinal follow-up study is recommended in order to be able to make explicit statements about the actual benefits of the summer camp experiences.

Researchers studying these constructs further should aim to create a testable set of criteria for how to best measure a well-designed and well-implemented SEP from the program administrator's perspective. For instance, the range of goals offered by the program could consciously use a PYD model to conceptualize the activities offered by

the SEP. Researchers could evaluate the effectiveness of the program at promoting positive development by assessing factors contributing to PYD (i.e., relationships with peers and caring adults) and positive youth outcomes (i.e., sense of compassion and leadership). For example, researchers could measure the Five Cs to see if in fact consumer satisfaction is correlated with positive outcomes (Bowers et al., 2010). In this way programs like the SEP could better understand how factors like safety, program structure, relationships, social norms, and skill-building opportunities are directly related to positive outcomes.

Although I did not directly address the relationship among the existing PYD resources of the SEP, given the existing research indicating the importance of participant satisfaction for predicting youth engagement in youth programs, the high satisfaction ratings found in this study suggest that the SEP was potentially effective in offering important developmental resources for its participants during the summer of 2013. As a summer youth program that aspires to provide safe and fun activities that promote physical, intellectual, and social skill development for children, the 2013 SEP provided an opportunity for PYD by working to fulfill its mission.

References

- Anderson-Butcher, D., Newsome, S., & Ferrari, T. (2003). Participation in boys and girls and relationships to youth outcomes. *Journal of Community Psychology, 31*, 39-55. doi:10.1002/jcop.10036
- Bell, S. R., & Carrillo, N. (2007). Characteristics of effective summer learning programs in practice. *New Directions for Youth Development, 114*(1), 45-63. doi:10.1002/yd
- Benson, P. (1997). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents*. San Francisco, CA: Jossey-Bass.
- Bowers, E. P., Li, Y., Kiely, M. K., Brittan, A., Lerner, J. V., & Lerner, R. M. (2010). The five Cs model of positive youth development: A longitudinal analysis of confirmatory factor structure and measurement invariance. *Journal of Youth and Adolescence, 39*, 720-735. doi:10.1007/s10964-010-9530-9
- Boys and Girls Club of Hawaii. (2013). *2013 annual report*. Retrieved from <http://www.bgch.com/wp-content/uploads/2013%20Annual%20Report.pdf>
- Castro, F. G., Barrera, M., & Martinez, C. R. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science, 5*(1), 41-45. doi:10.1023/B:PREV.0000013980.12412.cd
- Catalano, R. F., Berglund, L. M., Ryan, J. A., Lonczak, H. S., & Hawkins, D. J. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science, 591*, 98-124. doi:10.1177/000271620326010

Civil Rights Data Collection. (2015). Retrieved from

<http://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>

County of Kauai: Youth island-wide programs. (2015). Retrieved from

<http://www.kauai.gov/Government/Departments-Agencies/Parks-Recreation/Youth-Island-Wide-Programs>

Drain, J. D., & Hasan, M. (2014). Summer enrichment or just hanging out? What parents should know about extended learning opportunities. *Parenting for High Potential*, 3, 16-21. Retrieved from <https://www.nagc.org/>

Durlak, J. A., Mahoney, J. L., Bohnert, M. A., & Parente, M. E. (2010). Developing and improving after-school programs to enhance youth's personal growth and adjustment: A special issue of AJCP. *American Journal of Community Psychology*, 45, 283-293. Retrieved from

<http://www.springer.com/psychology/community+psychology/journal/10464>

Eccles, J., Wigfield, A., Harold, R. D., & Blumenfeld, P. (2008). Age and gender differences in children's self-and task-perceptions during elementary school. *Child Development*, 64, 830-847. doi:10.1111/j.1467-8624.1993.tb02946.x

Edwards, O. W., & Taub, G. E. (2009). A conceptual pathway to promote positive youth development in children raised by their grandparents. *Social Psychology Quarterly*, 24, 160-172. doi:10.1037/a0016226

Gillard, A. (2014). Summer camp outcomes evaluation report 2014. Retrieved from the Hole in the Wall Gang Camp website: <http://www.holeinthewallgang.org/>

Gillard, A. (2015). The hole in the wall gang camp summer camp program 2015 camper outcomes report. Retrieved from the Hole in the Wall Gang Camp website:

<http://www.holeinthewallgang.org/>

Henderson, K. A., Whitaker, L. S., Bialeschki, M. D., Scanlin, M. M., & Thurber, C.

(2007). Summer camp experiences: Parental perceptions of youth development outcomes. *Journal of Family Issues*, 28, 987-1007.

doi:10.1177/0192513X07301428

Island School. (2015). Tuition. Retrieved from <http://ischool.org/admissions/tuition/>

Johnson, N. L., Kotz, S., & Balakrishnan, N. (1994). *Continuous univariate distributions*.

New York, NY: John Wiley & Sons, Inc.

Kauai sailing youth summer program. (2014). Retrieved September 23, 2015 from

<http://www.kauai.com/event/kauai-sailing-youth-summer-program>.

Kauai summer fun guide. (2015, May). *Kauai Family Magazine*. Retrieved from

<http://kauaifamilymagazine.com/kauai-summer-fun-guide/>.

King, P. E. (2007). Adolescent spirituality and positive youth development: A look at religion, social capital, and moral functioning. In R. M. Lerner & R. K.

Silbereisen (Eds.), *Approaches to positive youth development* (pp. 227-242). Los Angeles, CA: Sage Publications.

Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among American youth*.

Thousand Oaks, CA: Sage.

Lerner, R. M., Fisher, C. B., & Weinberg, R. A. (2000). Toward a science for and of the

people: Promoting the civil society through the application of developmental science. *Child Development*, 71(1), 11-20. doi:10.1111/1467-8624.00113

- Lerner, R. M., Lerner, J. V., Almerigi, J., & Theokas, C. (2005). Positive youth development: A view of the issues. *Journal of Early Adolescence, 25*(1), 10-16.
doi:10.1177/0272431604272461
- Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., ... von Eye, A. (2005). Participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development. *Journal of Early Adolescence, 25*(1), 17-71. doi:10.1177/0272431604272461
- Little, P. M. D., Wimer, C., & Weiss, H. B. (2007). An issues and opportunities in out-of-school time evaluation research brief. *Harvard Family Research Project, 14*, 1-21. Retrieved from <http://www.hfrp.org/publications-resources/>
- Mahoney, J. L., Larson, R. W., & Eccles, J. S. (Eds.). (2005). *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- McCullagh, P., Matzkanin, K. T., Shaw, S. D., & Maldonado, M. (1993). Motivation for participation in physical activity: A comparison of parent-child perceived competencies and participation motives. *Pediatric Exercise Science, 5*, 224-233.
Retrieved from <http://journals.humankinetics.com/journal/pes>
- Pagliarini, E., Gabbiadini, N., & Ratti, S. (2005). Consumer testing with children on food combinations for school lunch. *Food Quality and Preference, 16*, 131-138.
doi:10.1016/j.foodqual.2004.03.001
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and emotional learning: A framework for

promoting mental health and reducing risk behaviors in children and youth.

Journal of School Health, 70, 179-185. doi:10.1111/j.1746-1561.2000.tb06468.x

Pollock, N. J. (1992). *These roots remain: Food habits in islands of the central and eastern Pacific since Western contact*. Laie, HI: Institute for Polynesian Studies,

Oliveira, J. M., Miyamoto, R. E., Yano, B. K., Austin, A. A., Kaholokula, J. K., &

Lunasco, T. (2006). Hawai'i behavioral health program: Increasing access to primary care behavioral health for native Hawaiians in rural settings. *American Psychological Association*, 37, 174-182. doi:10.1037/0735-7028.37.2.174

Quinn, J. (2002). Youth work's vitamin E. *Youth Today*, 11, 54. Retrieved from <http://youthtoday.org/>

Roth, J. L., Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8, 423-459. doi:10.1207/s15327795jra0804_2

Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science*, 2, 94-111. doi:10.1207/S1532480XADS0702_6

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Belmont, CA: Wadsworth Publishing.

Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2010). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4(1), 27-46. doi:10.1207/S1532480XADS0401_3

- Search Institute. (2014). 40 developmental assets for adolescents. Retrieved from <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
- Steinunn, G., & Lerner, R. M. (2007). Intentional self-regulation and positive youth development in early adolescence: Findings from the 4-H study of positive youth development. *American Psychological Association, 43*, 508-521.
doi:10.1037/0012-1649.43.2.508
- UDS Mapper. (2015). Data from UDS reporting year 2013 and American Community Survey (ACS) 2008-2012. 5-year estimates at the Zip Code Tabulation Area (ZCTA) level. Retrieved from <http://www.udsmapper.org/mapESA.cfm>
- U.S. Census Bureau. (2013). State & county quick facts: Kauai County, HI. Retrieved from <http://quickfacts.census.gov>.
- U.S. Census Bureau. (2014). Hawaii 2014 population estimate summary data, by county. Retrieved from <http://census.hawaii.gov/>
- U.S. Census Bureau. (2015). State & county quick facts: Kauai County, HI. Retrieved from <http://quickfacts.census.gov/qfd/states/15/15007.html>
- Villarruel, F. (2003). Community youth development: Programs, policies, and practices. In L. L. Caldwell & C. K. Baldwin (Eds.), *A serious look at leisure: The role of leisure time and recreation activities in positive youth development* (pp. 181-200). Los Angeles, CA: Sage Publications.
- Weir, L. A., Etelson, D., & Brand, D. A. (2006). Parents' perceptions of neighborhood safety and children's physical activity. *Preventive Medicine, 43*, 212-217.
doi:10.1016/j.ypmed.2006.03.024

- Wiersma, L. (2001). Conceptualization and development of the sources of enjoyment in youth sport questionnaire. *Measurement in Physical Education and Exercise Science, 5*, 153–177. doi:10.1207/S15327841MPEE0503_3
- Witt, P. A., & Crompton, J. L. (1996). The at-risk youth recreation project. *Journal of Park and Recreation Administration, 14*, 1-9. Retrieved from <https://js.sagamorepub.com/jpra>
- Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavioral Analysis, 11*, 203-214. doi:10.1901/jaba.1978.11-203
- Zeldin, S. (1995). *Opportunities and supports for youth development: Lessons from research implications for community leaders and scholars*. Washington, DC: Center for Youth Development.

Table 1

Percent of Participants Endorsing Highest Level of Enjoyment and Correlations Between Age and Enjoyment Level

Activity	%	Correlation with age
Beach	87	-.06
Bootcamp	30	-.00
Crafts	78	-.15**
Fun	86	-.24***
Games	83	-.08
Gymnastics	3	.04
Learn	65	-.00
Lunch	54	-.24***
Ohana Day	79	-.09
Pool	85	.04
Storybook	55	-.21***
Train	41	-.03

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 2

Predictors of Parents' Perception of Child Looking Forward to Attending SEP

Variable	<i>B</i>	<i>SE B</i>	Wald's χ^2
Safe and clean program location	2.84	0.62	21.04***
Child's progress and activities	-0.28	0.43	0.43
Creative projects and play activities	1.68	0.61	7.63*
Outdoor opportunities	1.66	0.86	3.71
Nutritious lunch	0.54	0.38	2.02
Competent staff	0.92	0.90	4.54*
Respectful staff	-2.28	0.99	5.33*
Positive role model: staff	-0.29	0.75	0.15
Safe/well-planned excursions	0.14	0.62	0.05

* $p < .05$. ** $p < .01$. *** $p < .001$.



Figure 1. Children performing for parents on Ohana Day. From County of Kauai Department of Parks & Recreation Summer Enrichment Program Parent Manual, 2013, p. 4.

2013 Summer Enrichment Program
Participant Evaluations

How old are you? 10

RATE THE FOLLOWING ACTIVITIES:	Loved/liked it	Don't Remember	It was okay	Didn't like it
Did you have fun during the program?	 Thumbs Up	 I don't know	 Hmm	 Thumbs Down

Figure 2. Excerpt from actual child participant evaluations with depiction of emoji-like graphics.

Appendix A

2013 Summer Enrichment Program
Participant Evaluations

How old are you? 6

RATE THE FOLLOWING ACTIVITIES:	Loved/liked it  Thumbs Up	Don't Remember  I don't know	It was okay  Hmmm	Didn't like it  Thumbs Down
Did you have fun during the program?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you learn something new? What did you learn? _____	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Storybook Theater	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stacy's Boot Camp	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excursion to the Beach	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excursion to Grove Farm Train Ride	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excursion to Pool	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excursion to Kauai Gymnastics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ohana Day	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Crafts <i>(staff, list which arts/crafts played at your site here: _____)</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Games <i>(staff, please list games played at site here: _____)</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Leaders	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix B

2013 Summer Enrichment Program Evaluation Form for Parent/Guardian
 Site: Kalaheo Neighborhood Center

Directions: Please circle the appropriate response for each of the following.

REGISTRATION	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was well-informed on how/when/where to register my child.	1	2	3	4	5
The online registration process is easy to understand and complete.	1	2	3	4	5

Comments on Registration: online reg ok to understand, but LONG process due to online delays

QUALITY OF PROGRAM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child looks forward to attending the Summer Enrichment Program.	1	2	3	4	5
The program location space of my child's program is safe and clean.	1	2	3	4	5
I was updated with my child's progress and activities.	1	2	3	4	5
The curriculum/teaching provided creative projects and play activities for my child.	1	2	3	4	5
The Summer Enrichment Program provided opportunities to be outdoors.	1	2	3	4	5
The provided food service (lunch) was nutritious and enjoyed by my child.	1	2	3	4	5

Comments on Program: _____

PROGRAM STAFF (Site Managers, Teachers, Recreational Aides, Junior Leaders)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Staff were competent in working with school-age children.	1	2	3	4	5
Staff interacted with me in a comfortable, respectful and welcoming way.	1	2	3	4	5
Staff is a positive role model and treats my child with respect.	1	2	3	4	5
The field trips/excursion activities were safe and well-planned.	1	2	3	4	5

Comments on Staff: GREAT staff!!